C.C.E.
Continuous & Comprehensive Evaluation

State Council of Educational Research & Training
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Telangana, Hyderabad.
A HAND BOOK
ON
CONTINUOUS
COMPREHENSIVE
EVALUATION

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Preface

Educationists have said that the supreme goal of education is the liberation of the inner powers and abilities of people. From this, we should realize that everyone has powers and abilities and that bringing out these powers and abilities and improving them is education. When we look from this perspective, we know that everyone is unique and that the abilities and powers of one person cannot be compared with those of others. NCF - 2005 has indicated that workers, farmers, barbers, cobblers, and people from all walks of life should be stakeholders in the curriculum since they have equal importance in building the society. This tells us how educational philosophy can be manifested into action. In a democratic country, school is an important community development centre. Hence, NCF has directed that the learning experiences provided at school should be developed with an outlook of preparing future citizens to meet the future needs of the society. But unfortunately, our schools have gone off the track for the last few decades. The schools have changed into bodies that work with the sole aim of 'giving information in the textbook to children and ensuring that they remember and reproduce it in examinations. Consequently, education has earned a new definition, i.e., 'giving information'. Earning marks and ranks has become the touchstone for children's competence. The all-round development that should be actualized through education has been limited to mere reception of information. The education system has malformed into something that create people who have no connections with the society and who have no social responsibilities. In this state of affairs, NCF has strongly felt that it is necessary to cleanse the existing curriculum, teaching methods and evaluation procedures.

The Right To Education Act - 2009 has indicated that along with providing children with free education, the quality aspect should also be taken care of. It indicated that children's physical, mental and emotional development, constitutional values, their knowledge, skills, abilities and their application to real life should be assessed on a continuous basis. This implies that the teaching learning processes should also be in line with the above. RTE warned that children should not lose their childhood in the framework of rote memory methods, carrying heavy loads of books. The present evaluation system is subjecting children to a lot of fear, stress, anxiety and depression. It is high time that we noticed education is not a marks production centre and that competence is not rote memorization. The learning experiences provided in school should enable children to construct knowledge on their own; and assessment should be done in tandem with the teaching learning processes. It should be an integral part of learning but not a tool to give ultimate judgment on children's learning. This Continuous Comprehensive Evaluation helps children develop not only their knowledge, skills and application in subjects but also develop them as responsible citizens with right attitudes towards society, nature and biodiversity. I hope the parents, school managements and the teachers put their heart and soul in Continuous Comprehensive Evaluation and implement it in word and deed.

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The district collector was amazed. For in his hands lies the perfect portrait of himself presented on the spot by a boy from the school, where he was the chief guest of Children's day celebration. Calling the boy to his side the collector enquired "What's your name? " Mohan sir… from class VIII". "It's really wonderful. Thank you very much". Mohan was the cynosure of all eyes and the hero among his class mates. He felt elated, proud…proud of being with all the dignitaries on the dais for a minute may be.. to present the portrait of the Chief Guest he drew on the spot. There were applauses all around…from the principal, teachers and his friends.

Mohan is good at drawing and painting. He bagged several prizes in drawing competitions conducted at school level in various occasions. He represented the school at the district and state level painting competitions conducted by government an non government organiszations. He is also an active member in the National Green Corps of the school. He always takes initiative to keep his class room and dormitory clean. Always courteous and helpful to his teachers and class mates. Mohan is wanted by every one in school especially during celebrations to decorate and readying things.

The result of the Half Yearly examination was announced and the progress cards were distributed to the students. Mohan scored D grades in core subjects and C grades in languages. "Work hard in subjects" was the remark written by his class teacher in the progress card. His parents were very unhappy that Mohan is not good in academics.

That night was a nightmare for him. He sat thinking almost in the middle of the night." Am I a bad student? Why my talents in other activities are not recognized by my school and teachers?" All his success and happiness were vanished in thin air with the arrival of the report card. The applause he received on the children's day celebration was still ringing in his ears……

Mrs. Sunitha, Mohan's class teacher always appreciated and encouraged Mohan in the school. She knew the capabilities of Mohan. Though she wanted to mention the prizes Mohan received in the school and his active participation in extra curricular activities in his progress card she could not mention them. There was no provisional column in it. In fact, she hard almost a dispute with the principal regarding Mohan's progress card. She wanted to mark all the prizes and the laurels Mohan received in his progress card. But the principal who is an erudite and strict disciplinarian disagreed with her and said, "a student is judged by the percentage of marks he scored in the tests and examinations". "Moreover, he continued, "we cannot go against the set norms and regulations: after all, we have to prepare the students for the public examination and get cent percent pass for our school.. that's important"….

Mrs. Suntiha, a resourceful and modern teacher was upset that a gifted child like Mohan's talents are not reflected in his progress card. She shared her concerns with her colleagues. Some justified it saying, "it is the way things are done.. " "we are helpless, the rules do not permit.".. " the principal is right.." etc.
Ms. Sunitha was eagerly waiting for the second Saturday. There was a workshop on 'New Trends in Teaching' organized in the school. The facilitator was very convincing in his presentations on new methodologies in teaching, learning and evaluation. He was talking about 'Continuous and Comprehensive Evaluation' - a new method of evaluating a student and his performance. He illustrated the present system of teaching, learning and evaluation with many examples. Dealt deeply in to the disadvantage of the present system and advantage of the new system where the student is the centre of learning and his/her all round performance and development are taken in to consideration for performance appraisal and promotion.

Ms. Sunitha has been waiting for this day to happen. A change wherein the gifted children in co curricular activities are duly acknowledged and their all round performance leads to academic excellence. …..

Do we have Mohans in our schools..? Do we really recognize the students talents and integrate them in their academic performance? Do we have Ms. Sunithas in our schools…?

There is no dearth of 'strict' and 'rule book' principals in our schools…..
1. Continuous Comprehensive Evaluation
Need and Conceptual Understanding

Wishing a bright future for the country, Kothari Commission expressed indomitable faith in our school system saying, "The destiny of India is shaped in her classrooms." The architects of our constitution gave top priority to education with a strong belief that modern India can only be built through education. Hence, to make education accessible to all, schools are being established and teachers are being recruited in thousands. Teaching learning materials, modern technology and in-service training are strengthening the schools.

But this is just one side of the coin. On the other side, the way the school system is distancing itself from its social responsibility is disturbing. 'Education' is changing its nature and meaning. Parents, teachers and the society as a whole, strongly believe that education is marks and grades. Hence, schools and officials are working in that direction with the sole aim of more marks and better grades. The schools who got more marks are regarded as good schools and the teachers working in them as good teachers. This trend led to very unhealthy competition in the private sector. The scene has changed so much that today children are looked down as marks earning machines. They are robbed off their childhood and are confined to the four walls of the classroom so that they get more marks, and thereby more credit to their school.

This has very serious adverse effects on the physical and emotional development of the children. The future generation being developed in our schools is undergoing intense stress and anguish, and is losing control over emotions, as they have no opportunities for socialization. Stereotyped conventional teaching learning procedures, and mechanical teaching methods seem to be the reasons for children's mental tension and anxiety towards examinations. Sometimes, they are leading to suicides. In the backdrop of this bleak state of affairs, the National Curriculum Framework - 2005 has strongly criticized the kind of education being taught in our schools.

NCF - 2005 has criticized saying that the procedures being implemented in our schools in the name of democracy are actually suppressing the thinking capacity of children making them powerless creatures, who cannot question with courage and who cannot think and act creatively. It has voiced a strong objection against the textbooks, the teaching learning procedures, and the examinations that have not been changed for years, which are responsible for making the schools work with the prime aim of developing rote memorization. It has cautioned that the lessons which have no relevance to
children's needs or interests; and the teaching procedures that ignore real life applications; impose a lot of stress on children, which in turn, will have adverse effects on the future society. It has warned it is high time that such unhealthy trends were reformed. It has stated that there is an urgent need for the revision of examination system, syllabuses and curriculums which produce spineless persons who can only receive degree certificates but cannot solve even the simplest problem faced in real life situations. It has indicated that education is not passive reception of information from textbooks given by the teacher in the classroom but the construction of knowledge through active involvement in various activities and building on one's own knowledge. The examinations conducted in the name of evaluation are testing how much information the student can retain but not his/her level of achievement of various competencies. Teachers, parents and the government machinery have made the conduct of examinations a very complex activity. This has led to mass copying and high tech malpractices in the examinations as well as the results. In this regard, NCF - 2005 has clearly stated that the aim of evaluation should be the attainment of the educational aims and goals, but not marks and ranks.

The Right to Education Act - 2009 has indicated that the government and the teachers should take responsibility for providing children with such learning experiences at school that they help children to improve their physical, cognitive, social, and emotional development; and to achieve the academic standards specified for their class. It has directed the teachers not to subject children to examination pressure, but to give them 'learning without burden', monitoring their progress through Continuous Comprehensive Evaluation, and thus work towards their all-round development.

**Continuous Comprehensive Evaluation**

From RTE Act - 2009, we know that children should achieve all-round development, and that schools should take responsibility for this. Children should develop physically, mentally, morally and emotionally. For this, children's interests, attitudes and values should be developed along with school subjects.

The curriculum gives equal importance to teaching learning experiences and the evaluation of the achievement of children. If the evaluation conducted in schools evaluate not only the children's ability to construct knowledge, but also their personality development, and is done on a continuous basis throughout the year, it can be called Continuous Comprehensive Evaluation.

Here, **CONTINUOUS means**: not limited to any particular teaching learning process or any event or any situation, but to observe all components of learning on continuous basis. This is to say that observing/
Continuous Comprehensive Evaluation

evaluating children's physical and cognitive development in an orderly manner on a continuous basis in the school and outside the school without letting them know that they are being evaluated. By identifying the gaps in learning and by taking up remedial measures, the teacher as well as the student should be able to do self-assessment.

COMPREHENSIVE means:

'All-round development'- development in the children's physical, mental, ethical and cognitive domains. For this, equal importance should be given to scholastic and co-scholastic areas in the curriculum without looking at them as two separate areas. This means treating arts, work, values, health and life skills on par with language, mathematics, science and social studies. This way, it looks at the children's development not just from the standpoint of scholastic achievement but also from the viewpoint of their interests, competencies and attitudes too. This is to say that comprehensive evaluation gives equal importance to creativity, analytical skills and rational thinking in addition to knowledge, understanding and application.

The Need for Evaluation

For us evaluation means conducting examinations. Teachers, parents and the society as a whole used to look at evaluation from the examination point of view. Forcing the children to memorize the information given in the textbooks, making them write it in the examinations and finally awarding marks for that has become the main aim of education. These examinations, conducted in the name of evaluation, instead of forming positive attitude towards learning and school, subject children to fear, anxiety and stress.

The marks and ranks that are used to measure the progress of children are putting children continuously under pressure, so their physical and cognitive development is hampered. The teaching learning processes have changed targeting the achievement of marks. Evaluation has become a big examination programme that is conducted ignoring the children's interests, attitudes and competencies. In this mad race for marks, undesirable happenings are taking place giving way to meaningless competition leaving no scope for the children's emotional development and the achievement of life skills. The unit and terminal examinations conducted in the name of evaluation are only good for stamping children 'pass' or 'fail' but not to identify the learning gaps and to remediate them.

The present evaluation system is teacher centered. The information given in the name of 'progress cards' contain evaluation done on scholastic areas only. On many occasions, though we
claim to conduct Continuous Comprehensive Evaluation, in fact, only scholastic areas are given importance.

The co scholastic areas like art education, work experience, value education, life skills, etc., are not given due importance. Moreover, we misunderstand that Continuous Comprehensive Evaluation means conducting more examinations. Therefore, there is an urgent need for the policy makers, experts in the field of education and teachers to have a closer look at Continuous Comprehensive Evaluation and try to understand its true meaning.

**Evaluation - Present setting**

- There is no connection/relation between the aims of education, the evaluation procedure and the questions asked as a part of it
- The children's learning is measured only through written tests, giving a little or no scope for oral skills and oral presentations
- No remedial teaching is done based on the performance assessed through examinations. The next syllabus is taught as a ritual, irrespective of the children's progress, i.e., whether their progress is good or bad
- Importance is given to questions that can be answered through rote memory, giving no room to questions that test children's thinking capacity and analytical competence
- Learning has become textbook-based. 'Giving information and testing its reproduction capacity' has become the essence and the supreme goal of education
- The main aim of education is all-round development of the child. But a lot of importance is given to scholastic components like languages, mathematics, science and social science, ignoring the components that contribute to the all-round development of the child like arts, games, health, life skills and values.
- Instead of monitoring the children's learning during teaching learning processes, the teachers are waiting till examinations to know the performance of the children.
- The teachers are either changing their teaching methods nor modifying them. They are not thinking about how to improve; how or which method will give better results. They firmly believe that the children's progress largely depends on their intelligence.
- Since learning is geared towards preparing children to face examinations and secure good marks, guides, notes, question banks and test papers are given more prominence
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- Since education and learning are influenced by the evaluation procedures, the performance of the teachers and the children are greatly influenced by them.

**CCE and Examination Reforms**

Through CCE, the following reforms are proposed in the examination system:

- Children's progress should be assessed in the classroom in tandem with teaching learning processes through formative evaluation, saying good bye to one time evaluation at the end of the year.
- Ensuring that learning is shifted away from rote methods and focusing on self-expression.
- Since evaluation is to know children's level of achievement of academic standards, care should be taken on assessing the objectives of learning and the aims of education.
- Examinations should be conducted using the question papers prepared by the teacher only. Under any circumstances, s/he should not buy them or use the ones prepared at mandal level or school complex level.
- S/he should prepare the question paper keeping in view what has been taught; and what objectives were targeted while teaching. The questions should give scope for children to think, analyze and elaborate on their own. They should be open ended so that children can express their opinions and show their intelligence and ability in their creative expression.
- Every teacher should maintain student-wise, subject-wise CCE Register to record the children's progress in different competencies in various subjects.
- Evaluation should be done not only through written examinations but also through a wide variety of assessment tools like oral expression, presentation, participation in activities and project work, portfolios, anecdotal records, diaries, reports, etc.
- Evaluation should be made comprehensive by including in it arts and crafts, games, health and hygiene, values, and work education.
- Teachers should observe and assess the children's performance while they read, write, do maths, work in groups, and participate in discussions. This way, if the teacher assesses children while they participate in teaching learning processes, it is called formative evaluation. When this is done comprehensively on a continuous basis, it is called Continuous Comprehensive Evaluation.
- The progress card should show the children's progress in curricular as well as co-curricular areas.
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- The children's progress should be discussed in the school Parent Teacher meetings held at the end of every term. The children's competence in reading, writing, doing maths, speaking fluently on a given topic, social behaviour etc., should be presented before the parents.
- When schools reopen in June, every teacher should conduct a baseline test in every subject to know the level of children and then fix targets to be achieved, based on the outcome of the test. The teaching learning processes and the results of the CCE should be reviewed periodically, and suitable changes should be made in the plan. Then only we can do justice to our profession.

What is meant by all-round development of children?

When the main aim of education is to achieve all-round development of children, it is necessary to understand what all-round development is. Since school education is linked with the growing age of children, they should have age-appropriate height, weight and health. These are crucial. Similarly, children should develop the right attitudes and essential qualities like friendship, cooperation, patience and tolerance. They should develop logical thinking, creative thinking and the ability to face problems and solve them with tact. In addition to all the above, they should have the conceptual understanding of the lessons. Hence, all-round development means not just learning the information given in the textbooks - it is the children's physical, cognitive, emotional, social and cultural development. Therefore, without maintaining the distinction between scholastic and co-scholastic areas, all those components mentioned above, which will contribute to the all-round development of the children should be treated as part of the curriculum. Consequently, evaluation should also be comprehensive and should evaluate all the above, but should not restrict itself to only some of them.

Why do we need Continuous Comprehensive Evaluation?

Evaluation is not conducting examinations. Observing the competencies of the children now and then in the name of unit tests and terminal examinations is not useful for their learning in any way. Moreover, this examination system is useful only to measure how much the children can remember but not to measure their competencies in various areas. Conducting these memory-based examinations will only subject children to intense stress, anxiety and depression. In no way can we assess their emotional and social development. Hence, there is a need to evaluate the children's development comprehensively on a continuous basis. The results of this kind of evaluation, which is done without making children aware of their being tested, enable them to identify the learning gaps and learn them again. Since it is done in a stress-free atmosphere on a continuous basis, it is possible to identify the defects/shortcomings as and when they appear and take up remedial activities/measures. Since
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this evaluates not only the components related to knowledge, information and understanding but also the components related to cognitive and affective domains, learning activities that give equal importance to children's physical, cognitive, social, ethical, and emotional development find place in the classroom. Therefore we need Continuous Comprehensive Evaluation.

Aims of Continuous Comprehensive Evaluation

Evaluation is not meant for memorizing information and reproducing it in examinations. It should assess the behavioural changes in children's cognitive, psycho-motor and affective domains which have been brought out by the learning experiences provided in the classroom, and help children to improve. The information given to children in the form of various lessons is not enough for them. NCF - 2005 indicated that it is the responsibility of the school to develop in children the skills and competencies necessary for their future life, like analytical skills, creative thinking, logical reasoning; and life skills, like self-discipline, patience, tolerance, social adjustment and facing and solving problems with tact. So far these have been treated as extra-curricular activities or co-curricular activities, and little or no importance has been given to them. This is detrimental to the all-round development of children. Hence, the state curriculum framework - 2011 has indicated that all these components should be treated as curricular activities, erasing the divide between them. Therefore, it is decided to evaluate the children's physical, cognitive, emotional and social development giving equal importance to each of them. Let us have a look at the objectives of Continuous Comprehensive Evaluation from this angle.

- To help develop cognitive, psychomotor and affective domains
- To lay emphasis on thought processes and de-emphasize memorization
- To make evaluation an integral part of teaching-learning process
- To use evaluation for improvement of students' achievement and teaching-learning strategies, on the basis of regular diagnosis followed by remedial instructions
- To use evaluation as a quality control device to maintain desired standards of performance
- To determine social utility, desirability or effectiveness of a programme and take appropriate decisions about the learner, the process of learning and the learning environment
- To make the process of teaching and learning a learner-centered activity

Continuous Comprehensive Evaluation should be organized as a part of teaching learning processes. This helps us to know how efficient are the learning experiences provided in the school in developing the children. In Continuous Comprehensive Evaluation, all components are evaluated equally without maintaining the distinction between curricular and co-curricular areas.
2. Continuous Comprehensive Evaluation


Vision

The state curriculum framework, in the context of the learning experiences to be provided to children, has explained the educational aims from the individual and society point of view. This stands as a guide to the educational programmes in school, to the syllabus, curriculum and the development of textbooks. The state curriculum framework has indicated that it is necessary to prepare plans for materials, evaluation procedures, themes, criteria to choose themes, and the development of activities to achieve educational aims, which will enable us to impart quality education to children.

The state curriculum framework has explained in detail everything related to education, such as curriculum, syllabus, teaching methods and strategies, materials, evaluation, teacher readiness, school monitoring, etc., which form the basis for all the educational programmes to be conducted in our classrooms and schools.

State Curriculum Framework - 2011 - Evaluation

Evaluation helps teacher to know how children are learning and at what learning stage they are. Knowledge, skills, attitudes, analytical skills, values, ethical behaviour, etc., should be evaluated as a part of teaching learning processes. This should include comprehensive information about the child, which means, the child's physical, social, and emotional development should also be assessed continuously and comprehensively. This will enable us to understand him/her from all angles / perspectives.

Evaluation should not be limited to just written examinations. This should assess the achievement of academic standards and should be competency based. There should be room for oral tests too - room for the students to express his/her ideas and opinions.

Evaluation should also facilitate assessment of the child's skills, analytical competence and creativity.
Right to Education Act - 2009 - Evaluation

RTE has not only focused on the right to education but also on the quality of education too. The instructions to be followed to ensure quality in elementary education are given in the 5th chapter of the act.

It indicated that while laying down the curriculum and the evaluation procedure, the following points should be taken into consideration,

- Conformity with the values enshrined in the Constitution.
- All-round development of the child.
- Building up child's knowledge, potentiality and talent.
- Development of physical and mental abilities to the fullest extent.
- Learning through activities, discovery and exploration in a child friendly and child-centered manner.
- Medium of instruction shall, as far as practicable, be in child's Mother tongue.
- Making the child free of fear, trauma and anxiety and helping the child to express views freely.
- Continuous and Comprehensive Evaluation of child understanding and knowledge and his/her ability to apply the same.
- No child shall be required to pass any Board examination till completion of elementary education.
- Every child completing his elementary education shall be awarded a certificate, in such form and in such manner as may be prescribed.

National Curriculum Framework - 2005

To modernize the education system of the nation, the National Curriculum Framework - 2005 is a tool.

Directives of NCF - 2005

- connecting knowledge to life outside the school,
- ensuring that learning is shifted away from rote methods,
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- enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life and,
- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

Vision of the State

The vision of the state is to ensure quality education to all children in the state. The students should develop into responsible citizens who have the right attitudes towards others and be responsive to other's needs. They should have knowledge about their surroundings and should be able to think critically about the environment; listen with attention and speak without any fear; comprehend what is heard or read; and should have an inquisitive mind that never hesitate to question. All these skills should be developed by the teacher. S/he should conduct the teaching learning processes in a friendly atmosphere where children can express their opinions and ask questions to clear their doubts. Children should learn from the society and put it into practice in the classroom. The teacher should see that the community feel the ownership of the school and participate in day to day programmes of the school. The school should make room for interaction, responsiveness and cooperation driving away stereotypes, materialism and cut throat competition. The human and ethical values should also be developed.

Right to Education Act - Continuous Comprehensive Evaluation

According to the constitution of India, and according to the RTE Act, all children of age six to fourteen years should enroll themselves in school and get quality education. Mere enrollment is not enough. They have to continue their studies until they finish elementary school and get quality education. It is necessary to evaluate this education to check whether it is quality education or not. Hitherto, bringing children to school and imparting quality education to them have been the moral responsibilities of teachers, but RTE Act has made them mandatory. According to the RTE Act, chapter 5, section 29, subsection 2, the children's progress should be evaluated comprehensively on a continuous basis. Here, comprehensive means, children's physical, cognitive, social, cultural and emotional aspects should also be assessed. RTE Act has laid down the following guiding principles for designing an evaluation procedure.
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- Children should be evaluated to know how far they were successful in achieving the values enshrined in the Constitution.
- Children's physical, cognitive, emotional, i.e., all-round development should be evaluated.
- Children's knowledge, potentiality and talent should be evaluated.
- Children should be evaluated to see whether their physical and mental abilities have been developed to the fullest extent or not.
- Learning through activities, discovery and exploration in a child friendly and child-centered manner.
- Evaluation should be done to check whether the instruction is being done in the child's Mother tongue or not.
- Evaluation should be done to check whether the child is free of fear, trauma and anxiety and whether s/he has the freedom to express his/her views freely.
- Children's understanding and knowledge and his / her ability to apply the same should be evaluated.

To evaluate according to RTE Act, the teaching learning process and the performance of the teacher should also be taken into consideration in addition to the competencies of children. Evaluation should decide whether the teaching learning processes are child-centred or not. This means, what is to be evaluated is not knowledge, but the application of knowledge to solve problems in real life situations and to learn/gain knowledge further. To do such evaluation, the nature of questions should change. Since evaluation should be conducted comprehensively and continuously, the RTE Act indicated that there is no need for any child to pass any Board examination till completion of elementary education.

To conduct evaluation efficiently, the RTE Act proposed that the teacher should complete entire curriculum within the specified time. The teacher should assess the learning ability of each child and accordingly supplement with additional instruction, if required. It also proposed that the teacher should assess the children's progress and appraise their parents about it in Parent Teacher Interface.
3. Learning - Evaluation

We have decided to give our children the kind of education that develops their understanding, creativity and logical thinking. To achieve this, we have to make changes in teaching learning processes as well as the evaluation procedures. In this regard, NCF - 2005 and RTE Act - 2009 have indicated that while evaluating the children's progress, importance should be given to the process but not the product. Hence, the present system of evaluation should be reformed.

At present, the examinations conducted in our school are not suitable to assess the all-round development of children. These are useful only to make children memorize information and reproduce it. Assessing children's progress through periodical tests is not only unscientific and incomplete but also subjects them to stress, anxiety and depression. To overcome this, other alternative evaluation tools should also be brought into the evaluation procedure in addition to tests and examinations. Hence, it is necessary for the teacher to know how to prepare alternative evaluation tools and how to use them effectively.

If we take learning a language, to assess children's competencies in reading comprehension, grammar, vocabulary, self-expression, and using language creatively, logically and according to the situation with self-confidence, a number of evaluation tools are required. Therefore, the teacher should take this evaluation as a part and parcel of learning and prepare plans and tools. For this to happen, we should have a clear understanding of the concepts of assessment given below.

1. Assessment as learning
2. Assessment for learning
3. Assessment of learning

1. Assessment as learning

The teaching learning processes provided in the school should help to achieve all-round development of children. Evaluating children as they participate in such learning situations is called assessment as learning. For example, while children are participating in discussions, the teacher can observe how children are trying to understand and how they are expressing their opinions. In the meantime s/he tries to clear their doubts, so evaluation and learning take place in tandem. Moreover, children reflect on their work on a regular basis, usually through self and peer assessment, and
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decide on how far they have learnt and what else has to be learnt. They analyse their work and set targets on their own. In this way, they learn, assess, remediate and move forward to achieve the targeted academic standards. This kind of assessment operates as an integral part of learning and helps children improve their performance. For example, when the teacher teaches the lesson on 'Classification', s/he can ask children to write the names of some plants in their surroundings and classify them as shrubs, creepers, and trees. When children finish the group activity and present their group reports, the teacher can evaluate what they understood about the lesson. This way, evaluation can be done as a part and parcel of teaching learning process. Let us see various occasions that can be used to conduct formative evaluation.

- Discussion on the concepts of the lesson
- Conceptual understanding through activities and group work
- While making models, samples, charts and graphs
- While participating in creative activities
- While participating in discussions and expressing their opinion during Mind mapping
- While discussing answers to questions given in the middle and at the end of each lesson

Evaluating like this, while children are learning by participating in teaching learning processes, helps children improve their performance. The teacher should record his/her observations in his/her diary to successfully conduct this formative evaluation.

What is the use of this?

Here, assessment is done as a part of learning. Learning is not just a matter of transferring ideas from someone who is knowledgeable to someone who is not, but is an active process of cognitive restructuring that occurs when individuals interact with new ideas. This is possible only when they work together, interact with each other as well as the teacher. Through this process, children learn the following:

- Know what was learnt; how was it learnt; and what factors facilitated learning
- Know how to regulate and organize their learning
- Know how to learn individually and in groups
- Know how to overcome the problems that come up while learning

From this, children improve their thinking patterns and learning styles.
2. Assessment for learning

Assessment for learning is an important process in teaching learning process. Here, teachers and children interact with one another and discuss various things. From this discussion, teachers find out as much as they can about what their children know and can do, and what confusions, preconceptions, or gaps they might have. On the basis of this information they will provide children with descriptive feedback and plan their groupings, instructional strategies, and resources. Thus teachers use assessment for learning as an investigating tool which enables them to provide immediate feedback and direction to students. On the other hand, they use it to adapt materials and resources and to create differentiated teaching strategies and learning opportunities for helping children to move forward with their learning.

When the teacher observes children's participation, responses, notebooks, other written work, project works, etc., s/he can evaluate their performance as well as understand their problems. Then, s/he can plan new teaching learning processes to improve the children's learning, so this is evaluation for the improvement of learning.

For example, observation of children as they participate in discussions regarding the answers to the questions in the middle and at the end of each lesson can be taken as assessment for learning. Based on the observations, the teacher gives children proper guidance, using which they improve their learning. Since evaluation means observing what children learn and how they learn during learning situations inside and outside the classroom, and providing them with required teaching learning activities to improve their learning, it is necessary to conduct formative evaluation effectively. We need not conduct an examination to know what the children have learnt; how they are learning; where they are going wrong; and what problems they are facing. We can do this more efficiently by observing them on a continuous basis while they participate in discussions on various components, and while they answer questions given in the middle and at the end of each lesson. Moreover, we can help them on the spot to improve their learning. Look at the following example.

Ajay is studying in 5th class. One day, the children in the class were asked to write about their friends. As they were doing the task, the teacher noticed Ajay having trouble with the task. S/he asked Ajay the following questions and then gave some instructions. Let us have a look at them.

- Who is your friend?
- Why do you like him?
Continuous Comprehensive Evaluation

What things do you like/ do not like in your friend?
What was the good incident happened between you and your friend?
What else do you want to tell about your friend?

Think it over :
What do you think is the intention of the teacher in asking Ajay the above questions?
Does this questioning improve learning?
What did the teacher expect from his intervention?
What does the student notice in this kind of intervention of the teacher? Does this help his/ her learning?

The features of assessment for learning :
Enables the teacher to know where children have troubles or where they stop and what confusions/misconceptions stand in their way of learning
It is done through interaction between the teacher and the children.
Helps the teacher to know where to help and how to help children
It is done as an integral part of learning on a continuous basis
Helps future learning
Associated with the achievement of all academic standards
It is descriptive (qualitative) in nature
Focuses on 'learning how to learn'
Helps the teacher to identify the competencies at all stages of learning

3. Assessment of learning

Assessment of learning refers to strategies designed to confirm what students know and to demonstrate whether or not they have achieved the specified academic standards. The results are often declared in the form of marks or grades. This is usually done by teachers or external examinations or both. In this procedure, many children are assessed at a time. Normally, the examinations conducted after a unit or a term comes under 'assessment of learning.' This is the procedure used to announce the final verdict on the performance of children in the achievement of academic standards.
The features of assessment of learning

- This estimates the children's progress based on the tests of the teachers or external tests
- The results are announced in the form of marks or grades
- All children are assessed in the same way using the same assessment tools

Uses of assessment of learning

- To record the progress achieved by children and inform it to others
- To know how far the children have achieved the learning objectives
- To inform the children's progress to their parents
- To compare the children's learning at class stage and at the school stage
- To improve teaching learning processes

In this assessment, teachers should remember the following points

- The teacher should be very clear on what competencies were tested in the previous evaluation and what competencies are to be evaluated now
- The teacher should understand what teaching learning processes are to be provided (or how the existing ones should be modified) based on the observations made while marking the answer scripts of the children.
- The teacher should guide children to improve their learning and also observe how far they are able to use it and get benefited

How to assess learning

- Separate assessment tools should be developed to assess children's progress/performance. Observation and assessment should be done along with the conduct of teaching learning activities
- Children's notebooks, diaries, portfolios, anecdotes, group reports and teacher's observations should be used as assessment tools
- The teacher should record the children's progress in his diary by observing them during teaching learning processes
Continuous Comprehensive Evaluation

- The questions framed for assessment should not be limited to the contents of the textbooks. They should be challenging and open-ended.
- When the children's answer scripts are marked in their presence or when the children are allowed to do it themselves under the supervision of the teacher, they will know where they have done well and where they have gone wrong.
- Assessment of learning experiences should also be done along with learning results. The teacher has to develop appropriate individual and group activities to do this.
- Self-assessment should be encouraged. The interactions and discussions in the classroom among children and between children and the teacher help to assess children's progress and also to improve their learning.

Some more assessing procedures

Teacher can observe children's learning situations in formative classrooms by using assessment tools and procedures. Situations like making children speak, discuss and display allow teachers to observe and assess the children without their notice that they are being observed. For this, teacher has to understand various types of assessing procedures.

1) Group assessment
2) Assessment by co-students
3) Self assessment

Group assessment

We know group activities are very useful for children to learn by discussing with each other. It is necessary to analyse how children participate in group activities for group assessment. Let us observe its procedure.

- Teacher gives suggestions to conduct a group activity.
- Children sit in groups with personal & group (formulation) arrangements.
- Children display whatever they prepare in groups.
- Children from other groups communicate their opinions on the display.
- Based on the above, children prepare new things/items.
- Every group displays their preparations.
- Other groups communicate their opinions on displays again.
- Teacher say his opinion too.
Children try to submit efficient group report in group activities. While a group of children expresses their opinions, if same information appears in other groups, they leave it out that particular content and present it in a new angle. They understand the subject completely by listening to others and making changes in their content. Therefore they can submit group report efficiently. Knowledge sharing and social learning take place through classroom or group activities and displayings.

**Assessment by co-students**

Students should be asked to exchange their works for assessment by co-students. For this purpose, teacher should give suggestions to students. Assessment by co-students helps children to understand learning topics efficiently. It means this is not only a assessment programme but also a learning process. In this case, it is necessary to have appropriate atmosphere for learning, mutual cooperation and trust among students. In such assessment learner's role itself is very important through out learning process. That is why we have to make children understand clearly about learning targets, learning opportunities and assessment. Children would know clearly what is quality learning by assessing their co-students and they can modify their works based on the assessment.

Student's answer scripts of sliptest, conducted in the process of formative assessment, should be valued by co-students. Teacher has to take an answer from a student's answer script and analyse it by writing on blackboard. He/she must discuss how is the presentation of answer? How do children write? and what wrongs did they commit in using vocabulary. After this teacher ask students to value other student's answer scripts. Answer scripts of sliptests in second and third formative assessments should be valued in this manner.

Observe one more example.

A teacher of class VII ask children to speak on a topic namely "Green trees - steps to development" to conduct a literary meeting and make co-students assess how children were speaking.

<table>
<thead>
<tr>
<th>Conversation</th>
<th>Madhu</th>
<th>Sudha</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend started conversation correctly</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Explained ideas were according to context</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Spoke in perfect manner</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Used good vocabulary</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Listened to what co students words</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Self Assessment:

A student himself/herself should assess his/her own work or answer script as per suggestions given by teacher. When children immerse in such learning incidents they can learn on their own. If learning situations are designed according to strengths and weaknesses of learner, then it would be easy to learn efficiently. Thinking on own and assessing him/herself are useful as measuring instruments in learning process. Students find their mistakes in learning process by self assessment and put efforts personally to rectify them. A learner’s observing him/herself by self assessment is also used as a teaching strategy by teacher.

If children don't have clear understanding about learning targets and how to reach those targets, learning becomes difficult. Self assessment is not only useful a solution to this problem. It also creates confidence in children. Checklists are used as main tools in self assessment.
4. Components to be evaluated

The main aim of school education is to achieve all-round development of children, so it is important to observe how they are learning; what they are learning; how they are able to apply it, etc., on a continuous basis. As the RTE Act - 2009 indicated, it is important to check whether the children are able to achieve stage-appropriate academic standards or not. Hence, we have to have a look at what components are to be assessed under Continuous Comprehensive Evaluation. Let us see what components are to be assessed at each stage.

Continuous Comprehensive Evaluation - Components to be evaluated

Since we have to work for all-round development of the children through education, we should be very clear about what components the children should learn. So far we have thought that education is acquiring knowledge and information. Similarly, regarding evaluation, we have thought that the components that came through textbooks are only to be assessed. But this is not true. NCF - 2005, RTE Act - 2009 and the SCF - 2011 have defined that education is bringing all-round development in children. Hence, we should not consider some components (curricular) as very important and some other components (co-curricular) not important. All the components under both the categories should be considered as CURRICULAR. In normal school education, more importance is given to languages, mathematics, science and social science than the others. But to achieve all-round development, we should give equal importance to components that contribute towards physical development like games and physical education; components that contribute towards mental development like arts and crafts and life skills; and components that contribute towards emotional development like interests, attitudes, and values. Since these are treated as co-curricular subjects and since they are not evaluated, the school, teachers, parents and the entire society is treating them as unimportant things. The cognitive development of children depends on their physical, social and emotional development. It is a fact proved by research. Since the school systems give less importance to components that contribute towards children's physical, social and emotional development, whose contribution towards the all-round development of the children is 75%; and give more importance to components that contribute towards cognitive development, whose contribution towards the all-round development of the children is only 25%, it is becoming detrimental to our children's all-round development. It is high time that we noticed this and gave equal importance to them too to achieve all-round development in children. Hence, the following components should be taught and evaluated in our schools.
Continuous Comprehensive Evaluation

<table>
<thead>
<tr>
<th>Primary Stage</th>
<th>High School Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First language - Telugu/Urdu</td>
<td>1. First language</td>
</tr>
<tr>
<td>2. Mathematics</td>
<td>2. Second language</td>
</tr>
<tr>
<td>3. Environmental Science</td>
<td>3. Third language</td>
</tr>
<tr>
<td>5. Arts and Cultural Education</td>
<td>5. Science</td>
</tr>
<tr>
<td>7. Work and computer education</td>
<td>7. Arts and Cultural Education</td>
</tr>
<tr>
<td>10. Value Education and Life Skills</td>
<td></td>
</tr>
</tbody>
</table>

When we look at the components to be assessed, we understand that it is necessary to assess components related to children's physical, cognitive, social and emotional development along with conventional components related to content subjects. From the table above, we can see that the number of components to be assessed at primary stage and high school stage are 8 and 10 respectively. The assessment should be done based on the academic standards specified in these components.

While conducting formative evaluation, the teacher should record the responses of children in various teaching learning processes. For example, in a project work, the teacher can observe the way a child adjusts with others in doing the work; the way s/he accepts / rejects other members' opinions; adjustment capabilities; her/his contribution to the group work; and leadership qualities. By doing this, the components related to the children's social and emotional development can also be assessed along with the components related to the content part of the project work. The teacher should estimate the children's performance by observing how they are reading; how they are writing; how they are participating in discussions; whether they are discussing the questions given at the end of the lesson, whether they are writing answers on their own etc., and give them grades or marks accordingly.

While conducting summative evaluation, 8 components at primary stage and 10 components at high school stage should be assessed using oral and written examinations.
Continuous Comprehensive Evaluation

For this, the teacher should have a clear understanding of the learning outcomes / academic standards specified for the classes in each stage. S/he should have a good understanding of the evaluation tools to be used, the competencies to be assessed in each subject and the types of questions to be asked. The teacher should work towards developing this kind of professional competence.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTH &amp; PHYSICAL EDUCATION</td>
<td>1. Participating with interest, Following rules and regulations,</td>
<td>2. Yoga and Meditation</td>
<td>3. Physical development, personal hygiene</td>
<td>4. Surroundings hygiene, health and food habits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Indicators as per Academic Standards

1. 1 to 5 stars: Learning targets are precise, and learning indicators are clearly defined.

2. 2 to 5 stars: Learning indicators are well-defined, but the targets may be unclear.

3. 3 to 5 stars: Learning indicators are not well-defined, and targets may be unclear.

4. 4 to 5 stars: Learning indicators are not well-defined, and targets may be unclear.

5. 5 to 5 stars: Learning indicators are not well-defined, and targets may be unclear.

I. HUnless - 2 stars, Inadequate:

- Learning indicators are not precise, and learning targets are not well-defined.
- Learning indicators are not well-defined, and learning targets are not well-defined.
- Learning indicators are not well-defined, and learning targets are not well-defined.
- Learning indicators are not well-defined, and learning targets are not well-defined.
- Learning indicators are not well-defined, and learning targets are not well-defined.

II. Adequate - 3 stars:

- Learning indicators are well-defined, and learning targets are precise.
- Learning indicators are well-defined, and learning targets are precise.
- Learning indicators are well-defined, and learning targets are precise.
- Learning indicators are well-defined, and learning targets are precise.
- Learning indicators are well-defined, and learning targets are precise.

III. Excellent - 4 stars:

- Learning indicators are precise, and learning targets are well-defined.
- Learning indicators are precise, and learning targets are well-defined.
- Learning indicators are precise, and learning targets are well-defined.
- Learning indicators are precise, and learning targets are well-defined.
- Learning indicators are precise, and learning targets are well-defined.
Continuous Comprehensive Evaluation

- భాషానియాంగు అంశాలలో ఇచ్చిన శాస్త్రాను వేదిక లేదు నిర్ణయించండి. అంశాల అంకితం చేయండి.

- భాషానియం అనేది అంతర్జాతీయ సంస్థ యొక్క బాధ్యత. దీని అంకితం చేయండి. అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.

- నిష్టానుసారం అంశాలలో అంశాల అంకితం చేయండి.

- మాత్రం అంశాలలో అంశాల అంకితం చేయండి. అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.

- విశ్లేషణ అంశాలలో విశ్లేషణ అంకితం చేయండి. అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.

- అనుష్ఠానానికి అంకితం చేయండి. అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.

- బాధ్యత అంశాలలో బాధ్యత అంకితం చేయండి. అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.

IV నిద్ర బాధ్యత అంశాలు (ప్రపంచ వ్యాపారం అంశాలు):

- నిద్ర బాధ్యత, నిద్ర బాధ్యత విశ్లేషణ, మాత్రం బాధ్యత విశ్లేషణ, అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.

- నిద్ర బాధ్యత నిద్ర బాధ్యత విశ్లేషణ, మాత్రం బాధ్యత విశ్లేషణ, అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.

- నిద్ర బాధ్యత నిద్ర బాధ్యత విశ్లేషణ, మాత్రం బాధ్యత విశ్లేషణ, అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.

- సంస్థ నిద్ర బాధ్యత నిద్ర బాధ్యత విశ్లేషణ, మాత్రం బాధ్యత విశ్లేషణ, అంశాలానికి లేదా ఇతర బిందువుల అంకితం చేయండి.
Continuous Comprehensive Evaluation

V. పట్టణాలు:

- కృషిప్రముఖ స్థానం ప్రక్రియాలు ప్రత్యేకకంగా ఉంటాటాయి. ఈయన సంపాదన యోగ్యమైనది.
- కృషిప్రముఖ స్థానం ప్రామాణిక మతాయాలు ఉంటాటాయి, ప్రత్తిది మతాయాలు. అధికారిక ప్రకారం లేదు కృషిప్రముఖ స్థానం ప్రత్యేకత ఉన్నది.
- మినిట్ ప్రాంతాల నిర్ధారించి కృషిప్రముఖ ప్రత్యేకత బాధ్యత ఉన్నది.
- మినిట్ ప్రాంతాల నిర్ధారించి కృషిప్రముఖ ప్రత్యేకత బాధ్యత ఉన్నది.

VI. విస్తీర్ణం చేసిన పిల్లలు:

- తీతానా మినైట్ ప్రాంతాలు, కృషిప్రముఖ ప్రత్యేకత ఉన్నది.
- మినిట్ ప్రాంతాలు, లేదా మినిట్ ప్రాంతాలు ఉన్నది. ఇది మినిట్ ప్రాంతాలు.
- మినిట్ ప్రాంతాలు మినిట్ ప్రాంతాలు ఉన్నది.
- భారీ హిందూ ప్రత్యేకత ఉన్నది. ఇదే ఉండడం మార్గం ఉంటుంది.

ఎందుకంటే నిర్ణయించండి?

- భారీ హిందూ ప్రత్యేకత ఉన్నది?
- భారీ హిందూ ప్రత్యేకత ఉన్నది?
- భారీ హిందూ ప్రత్యేకత ఉన్నది?

- మరియు మినిట్ ప్రాంతాలు, మరియు మినిట్ ప్రాంతాలు, మరియు మినిట్ ప్రాంతాలు, మరియు మినిట్ ప్రాంతాలు మరియు మినిట్ ప్రాంతాలు ఉన్నది.
- మినిట్ ప్రాంతాలు.
Continuous Comprehensive Evaluation

- Continuous, Comprehensive Evaluation
- Continuous, Evaluative and Formative Evaluation
- Continuous, Comprehensive, and Assessive Evaluation
- Continuous, Comprehensive, and Evaluative Evaluation
- Continuous, Comprehensive, and Assessive Evaluation
- Continuous, Comprehensive, and Evaluative Evaluation
- Continuous, Comprehensive, and Assessive Evaluation

VII. 
- Continuous, Comprehensive, and Assessive Evaluation
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VIII. 
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- Continuous, Comprehensive, and Assessive Evaluation
- Continuous, Comprehensive, and Assessive Evaluation
- Continuous, Comprehensive, and Assessive Evaluation
Continuous Comprehensive Evaluation

- వాస్తవంగా అంతా పరిచయం చేయింది వారి విద్యాధారణ మేల్లా సంచాలనలు నిర్భవించాలను జాగ్రత్త.
- మారంతి సంకోచానికి సాధారణ విద్యా ప్రాంగణాలు.
- మార్చి బహు సంస్థల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.
- విద్యార్థుల మేల్లా విద్యార్థుల సంచాలనలు సంచారించాలని తప్పించిన ప్రఖ్యాతి.

పరిశీలన 6, 7, 8 గణానం

మామలు రెండింటి విద్యార్థుల ప్రతి పరిశీలన ప్రాంగణాల సమయం నిర్ధిష్టం చేయబడింది.

I. భాగం - అరుదు సంపాదించడానికి, అయితే నాలుగు సమయాలు:

- వాయాద విద్యార్థుల లోపం కోసం భాగం మరియు విద్యార్థుల కు విద్యాధారణ సందర్భంలో సంచారించాలని తప్పించండి.
- మార్చి బహు సంస్థల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.
- మార్చిపట్టి ఆరంభం సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.
- మార్చి పాఠశాలలో విద్యార్థుల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.

II. పరిశీలన 7-8 సమయాలు, అంశం ప్రాంగణాలు:

- వాయాద విద్యార్థుల లోపం కోసం భాగం మరియు విద్యార్థుల కు విద్యాధారణ సందర్భంలో సంచారించాలని తప్పించండి.
- మార్చి బహు సంస్థల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.
- మార్చిపట్టి ఆరంభం సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.
- మార్చి పాఠశాలలో విద్యార్థుల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.
- మార్చిపట్టి పాఠశాలలో విద్యార్థుల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.

III. సమాధానాలు:

- సమాధానాన్ని సమయం కోసం బాగా విద్యార్థుల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.
- మార్చి పాఠశాలలో విద్యార్థుల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి. సమాధానాన్ని సమయం కోసం బాగా విద్యార్థుల సంఖ్యలో రాసిన ఉపసంస్థలు కట్టడానికి.
Continuous Comprehensive Evaluation

- कविता, नाटक, मंजु, भारती, हि सह अनुसार साहित्य वाद्य मे तनाव।
- संस्थान के वर्तमान स्थिति, महत्व अनुसार अन्य अन्य विकासकार के मनसे में सिद्धांत बनाने के लिए तनाव।
- शास्त्रीय महत्व में सन्नाटीकरण, प्रोफेसर, डॉक्टर, डायरेक्टर से तनाव।

IV. उल्लेख:

- संस्कृत वाणिज्य विद्वान्, मंजुको हस्ताक्षर करनेका तनाव।
- संस्कृत वाणिज्य विद्वान् अन्य कार्य, शास्त्रीय करनेका। राजस्थान एवं विश्वके साहित्य, भरी संस्कृत सन्स्कृत करनेका।
- संस्कृत वाणिज्य अन्य विद्वान् अन्य विद्वान्, संस्कृत अन्य करनेका। इसका सन्नाटीकरण, आदिः० के लिए तनाव।
- संस्कृत वाणिज्य अन्य विद्वान् अन्य करनेका। शास्त्रीय सन्नाटीकरण करनेका।
- संस्कृत वाणिज्य अन्य विद्वान्, महत्व अनुसार करनेका।

V. समाहित उल्लेखनीय:

- निदान, नवीन, मंजु, केरल अन्य विद्वान्, शविया, ओजिया।
- अन्य स्थानीय संस्कृत तिथियां।
- निदान अवशेष अपना संपत्ति करनेका।
- निदान अवशेष अपना संपत्ति करनेका।
- निदान अवशेष अपना संपत्ति करनेका।
- निदान अवशेष अपना संपत्ति करनेका।
- निदान अवशेष अपना संपत्ति करनेका।
- निदान अवशेष अपना संपत्ति करनेका।
- निदान अवशेष अपना संपत्ति करनेका।
- निदान अवशेष अपना संपत्ति करनेका।
Continuous Comprehensive Evaluation

- తారం నిర్దిష్ట సమయం (అంశాంశ సమయం).
- రాష్ట్రాలు పరిశీలన సమయానికి ఉపయోగించడంతో, రాష్ట్రాల సమాధానం.
- అంతంటే/ వంటి రాష్ట్రాలు కార్యక్రమం కలిపి నిర్ధిష్ట సమయం.
- కింద సమయం సమయం.
- కొనసాగి అత్యంత పరిశీలన, తారం సమయం, అంశాంశకర్తలు.
- అంశాంశ సమయం.
- అంశాంశ సమయం.
- లేకుండా కంటెన్టు సమయం.
- యొక్క అంశాంశ సమయం.
- లేకుండా కంటెన్టు సమయం.
- యొక్క అంశాంశ సమయం.
- అంశాంశ సమయం.
- అంశాంశ సమయం.
- అంశాంశ సమయం.
- అంశాంశ సమయం.
- అంశాంశ సమయం.
- అంశాంశ సమయం.
- అంశాంశ సమయం.

VI. ప్రశ్నాంశ:

- అంశాంశ సమయం తూరపు దేశాలు, కోసం తూరు మార్కింగు పదార్థాలు అంశాంశ సమయం, అంశాంశ సమయం.
- అంశాంశ సమయం తూరు దేశాలు కలిపి అంశాంశ సమయం (అంశాంశ సమయం) సమయం కలిపి, అంశాంశ సమయం కలిపి అంశాంశ సమయం.
- అంశాంశ సమయం తూరు దేశాలు ప్రత్యేకముల పదార్థాలు సమయం కలిపి, అంశాంశ సమయం, (ప్రత్యేకముల పదార్థాలు) సమయం, అంశాంశ సమయం.
- అంశాంశ సమయం తూరు దేశాలు ప్రత్యేకముల పదార్థాలు సమయం కలిపి, అంశాంశ సమయం, (ప్రత్యేకముల పదార్థాలు) సమయం, అంశాంశ సమయం.
- అంశాంశ సమయం తూరు దేశాలు ప్రత్యేకముల పదార్థాలు సమయం కలిపి, అంశాంశ సమయం, (ప్రత్యేకముల పదార్థాలు) సమయం, అంశాంశ సమయం.
- అంశాంశ సమయం తూరు దేశాలు ప్రత్యేకముల పదార్థాలు సమయం కలిపి, అంశాంశ సమయం, (ప్రత్యేకముల పదార్థాలు) సమయం, అంశాంశ సమయం, (ప్రత్యేకముల పదార్థాలు) సమయం, అంశాంశ సమయం.
- అంశాంశ సమయం తూరు దేశాలు ప్రత్యేకముల పదార్థాలు సమయం కలిపి, అంశాంశ సమయం, (ప్రత్యేకముల పదార్థాలు) సమయం, అంశాంశ సమయం, (ప్రత్యేకముల పదార్థాలు) సమయం, అంశాంశ సమయం.
- అంశాంశ సమయం తూరు దేశాలు ప్రత్యేకముల పదార్థాలు సమయం కలిపి, అంశాంశ సమయం, (ప్రత్యేకముల పదార్థాలు) సమయం, అంశాంశ సమయం.
Continuous Comprehensive Evaluation

 VII. జాతివిద్యానుముఖ్తం:

• పండ్యం సాగరం, ఖచ్చితం కంటుండి.
• రావి లోకాంబెరం, మాత్రముగా కంటుండి.
• అందరూ చిత్రం సాగిన రాజా మండలం కంటుండి.
• భాషా సాగేందుకు, ప్రసాదం హామదత్తం కంటుండి.
• భాషా సాగేందుకు, ప్రసాదం హామదత్తం కంటుండి.
• ఆంధ్రప్రదేశ్, హోమ్స్ప్యా హామదత్తం కంటుండి (ఎంప్రూ, మాండు)
• భాషా సాగేందుకు, ప్రసాదం హామదత్తం కంటుండి.
• మాండు పినరులు, ప్రసాదం హామదత్తం కంటుండి.
చారిత్రక పరిశీలన — జూనియర్ పాఠశాల కార్యక్రమం

I. ముఖ్యమైన పరిస్థితులు:
- ప్రతి రోజు రాతిపాతికంగా మనం, బాలవేయ స్థిరపడించండి.
- సందర్భాన్ని, సాధించడానికి రెండు స్థాయివిధానాలు.
- నిర్ధిష్ట సాధారణ పరిస్థితులు బాలవేయ, ప్రత్యేక సమయంలో పండిత్యత, పండిత్యాన్ని, సాధించడానికి సందర్భాన్ని నిర్ధిష్టం చేసి చేసించండి.
- విద్యాధారణ శాస్త్రం, శాస్త్ర, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం, శాస్త్రం.
- మనుష్య బాలవేయ, ఈ శాస్త్రం ప్రతినిధిత్వం సహాయం సహాయం సహాయం సహాయం సహాయం.
- విద్యాధారణ శాస్త్రం, ఈ శాస్త్రం ప్రతినిధిత్వం సహాయం సహాయం సహాయం.
- పండిత్యత ప్రత్యేక సమయంలో పండిత్యత, పండిత్యత ప్రత్యేక సమయంలో పండిత్యత, పండిత్యత.
- మనుష్య బాలవేయ అవసరం సహాయం సహాయం.
- పండిత్యత ప్రత్యేక సమయంలో పండిత్యత, పండిత్యత ప్రత్యేక సమయంలో పండిత్యత, పండిత్యత.
- మనుష్య బాలవేయ అవసరం సహాయం సహాయం.
- పండిత్యత ప్రత్యేక సమయంలో పండిత్యత, పండిత్యత, పండిత్యత.
- మనుష్య బాలవేయ అవసరం సహాయం.
- పండిత్యత ప్రత్యేక సమయంలో పండిత్యత, పండిత్యత ప్రత్యేక సమయంలో పండిత్యత, పండిత్యత.

II. ముఖ్యమైన పరిస్థితులు — జూనియర్ పాఠశాల కార్యక్రమం
- పందమం, విద్యాధార సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు.
- సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు.
- సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు, సాధనాలు.
Continuous Comprehensive Evaluation

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III. (III.1, III.2, III.3, III.4, III.5, III.6)
Continuous Comprehensive Evaluation

- अवस्थित, समीचीन, निरीक्षण मोटीयता में सही रुपांतरण (प्रशिक्षण, निरीक्षण में सही
  विवरण दर्शनीयता।
- संगठन, आर्थिक, रसोईय स्तर, संचार लागत, वाणिज्य में सही, निरीक्षण मोटीयता में सही रुपांतरण
  के लिए निरीक्षण की आवश्यकता।
- नौकर, कैलास, मन्न रसोईय स्तर के मोटीयता में सही। मन्न रसोईय स्तर के मोटीयता में सही, निरीक्षण
  की आवश्यकता।
- नौकर के लिए रसोईय स्तर के मोटीयता में सही। नौकर के लिए निरीक्षण की आवश्यकता।
- नौकर के लिए रसोईय स्तर के मोटीयता में सही। नौकर के लिए निरीक्षण की आवश्यकता।
- रसोईय स्तर के मोटीयता में सही। रसोईय स्तर के मोटीयता में सही। नौकर के लिए निरीक्षण की आवश्यकता।
- रसोईय स्तर के मोटीयता में सही। नौकर के लिए निरीक्षण की आवश्यकता।

IV. माननीय शिक्षार्थी

- माननीय शिक्षार्थी।
- माननीय शिक्षार्थी।
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- माननीय शिक्षार्थी।
- माननीय शिक्षार्थी।
छठी कक्षा - द्वितीय भाषा

अपेक्षित दक्षताएँ

1. सुनना - बोलना

- चित्र के बारे में वातचीत कर सकेंगे।
- गीत के बारे में वातचीत कर सकेंगे। धाराप्रवाह से गा सकेंगे।
- अपनी पसंद-नापसंद के बारे में वातचीत कर सकेंगे।
- किसी स्थान, कहानी आदि के बारे में वातचीत कर सकेंगे।
- फलों, फूलों के नाम बता सकेंगे।
- बातायत के साथनों के नाम बता सकेंगे।
- बाजार के संबंध में वातचीत कर सकेंगे।
- खाने की वस्तुओं के नाम कह सकेंगे।
- जानवरों के नाम कह सकेंगे।
- विद्यालय में हुए किसी कार्यक्रम के बारे में वातचीत कर सकेंगे।
- लघुहार के विषय में वातचीत कर सकेंगे।
- वैदिक जीवन में प्रयोग में आने वाली वस्तुओं के नाम कह सकेंगे।
- चोट लगाने पर प्राथमिक चिकित्सा किस प्रकार कर सकते हैं इसका वर्णन कर सकेंगे।
- दिये गये विषय से संबंधित अद्वितियों बता सकेंगे।
- चित्र देखकर कहानी सुना सकेंगे।
- छोटे-छोटे प्रश्नों के उत्तर दे सकेंगे।
- अन्य संदर्भ कहानी को आगे बढ़ा सकेंगे।

2. अर्थग्रहण के साथ पढ़ना

- गीत में आए अक्षरों और शब्दों को पहचान कर पढ़ सकेंगे।
- शब्दों के अंतर पहचान कर उन पर या लगा सकेंगे।
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Continuous Comprehensive Evaluation

- चित्र देख कर शब्द तथा वाक्य पढ़ सकेंगे।
- वर्ण पढ़कर उसकी पहचान वर्णमाला चार्ट में कर सकेंगे।
- वर्णों को जोड़कर पढ़ सकेंगे।
- शब्द पढ़कर जोड़ी बना सकेंगे।
- शब्द पढ़कर उनके उच्चारण का अंतर समझ सकेंगे।
- वर्ण और मात्रा को जोड़कर शब्द पढ़ सकेंगे।
- संयुक्तकार और ढिब्बाकार पढ़ सकेंगे।
- प्रश्न पढ़कर उत्तर दे सकेंगे।
- कठिन ब नये शब्दों के अर्थ शब्दकोश में ढूंढ कर पढ़ सकेंगे।
- पाठ में आए शब्दों को पढ़ कर संबंधित तालिका में लिख सकेंगे।
- चित्र और संबंधित वाक्य पढ़कर जोड़ी बना सकेंगे।
- वर्णों को पढ़कर संयुक्तकारों के निर्माण की प्रक्रिया समझ सकेंगे।
- चित्र तथा वाक्यों को मिलाकर कहाँ रहीं पढ़ सकेंगे।
- शब्द पढ़ कर वेमेल शब्द पर लगा सकेंगे।
- पाठ के विषय को पढ़ कर किसने कहा? किससे कहा? आदि प्रश्नों के उत्तर दे सकेंगे।

3. संपीयर्चन

- वर्णमाला लिख सकेंगे।
- संयुक्तकार लिख सकेंगे।
- ढिब्बाकार लिख सकेंगे।
- मात्राएँ लिख सकेंगे।
- चित्र के नाम लिख सकेंगे।
- अक्षरों से नये शब्द बनाकर लिख सकेंगे।
- अक्षरों में मात्रा लगाकर लिख सकेंगे।
• वर्णों और मात्राओं से नये शब्द बनाकर लिख सकेंगे।
• दिये गये अक्षरों को मिलाकर शब्द लिख सकेंगे।
• विभिन्न मात्रा बाले शब्द तालिका में सही स्थान पर लिख सकेंगे।
• पशु-पक्षियों, रंगों के नाम लिख सकेंगे।
• वाक्य देखकर लिख सकेंगे।
• खेल के नाम लिख सकेंगे।
• खेल या अन्य विषय से संबंधित सामग्री के नाम लिख सकेंगे।
• चित्र के बारे में तीन-चार वाक्य लिख सकेंगे।
• अंकों को अक्षरों में लिख सकेंगे।
• वर्तनी सुधारकर सही शब्द लिख सकते हैं।
• मिथ्रों व परिवार जनों के नाम लिख सकेंगे।
• संवृक्ताक्षर से बनने वाले शब्द लिख सकेंगे।
• चित्र देखकर वस्तुओं के नाम लिख सकेंगे।
• दिये गये शब्दों से वाक्य बना सकेंगे।
• शब्दों के अर्थ मानवाभाषा में लिख सकेंगे।
• संकेतों के आधार पर वाक्य बना सकेंगे।
• दिये गये संबंध को आगे बढ़ा सकेंगे।
• शब्दकोश में से अर्थ ढूँढ कर लिख सकेंगे।
• स्वपनिष्ठ लिख सकेंगे।
सातवीं कक्षा - द्वितीय भाषा
अपेक्षित दक्षताएँ

1. सुनना - बोलना

- चित्र देखकर बालवीत कर सकेंगे।
- पसंद-नासंद के बारे में कह सकेंगे।
- पाठ सुनकर क्या? क्यों? कैसे? आदि प्रश्नों के उत्तर दे सकेंगे।
- पाठ में आये पात्र के विषय में अपने विचार कह सकेंगे।
- दिये गये विषय का वर्णन क्रमानुसार कर सकेंगे।
- व्यंग्यों के बारे में बता सकेंगे।
- दिये गये विषय की उपयोगिता के बारे में बता सकते हैं।
- किसी इमारत का वर्णन कर सकेंगे।
- लोक-गृह के बारे में बता सकेंगे।
- गीत, दोहे धाराप्रवाह के साथ या सकेंगे।
- कहानी सुना सकेंगे।
- कवि, लेखक या महापुरुष के बारे में बता सकेंगे।
- देश की प्रशंसा कर सकेंगे।

2. अर्थप्रमाण के साथ पढ़ना

- पाठ संवर्धित विषय को पढ़कर जोड़े बना सकेंगे।
- पाठ पढ़कर विषय संबंधित प्रश्नों के उत्तर दे सकेंगे।
- पाठ पढ़कर वाक्यों को क्रम में लिख सकेंगे।
- पाठ में किसने क्या कहा जैसे अंशों को रेखांकित कर सकेंगे।
पाठ में आये उद्देश्य विषय [" "] संबंधित वाक्यों को पहचान कर पढ़ सकेंगे।
पाठ में किसने क्या कहा? क्यों कहा? कब कहा? किस लिए कहा? आदि प्रश्नों के उत्तर दे सकेंगे।
वाक्य पढ़कर (√) सही या गलत (x) का चिह्न लगा सकेंगे।
वाक्य पढ़कर गलत वर्तनी सुधार सकेंगे।
पाठ का विषय पढ़ कर उससे जुड़ी पंक्तियाँ सुना सकेंगे।
पाठ पढ़ कर भाव संबंधित पंक्तियाँ रेखांकित कर सकेंगे और लिख सकेंगे।
वाक्य पढ़ कर पाठ के आधार पर बाद में आने वाले वाक्य लिख सकेंगे।
महापुरुषों के विचार पढ़ कर उनके नाम लिख सकेंगे।
वाक्य पढ़ कर सही विकल्प से रिलेक्शन की पूर्ति कर सकेंगे।
वाक्य पढ़ कर अर्क शब्दों के लिए एक शब्द लिख सकेंगे।
पाठ में आये नये शब्द या कठिन शब्द के अर्थ शब्दकोश में पढ़ कर समझ सकेंगे।

3. स्वीकार
पाठ के विषय से संबंधित क्यों? कब? कैसे? आदि प्रश्नों के उत्तर लिख सकते हैं।
छुट्टी-पत्र लिख सकेंगे।
तालिका बनाकर विवरण लिख सकेंगे।
अध्याय आदेशों के बारे में लिख सकेंगे।
व्यवहारों के बारे में लिख सकेंगे।
किसी प्रश्नात्मक स्थल के बारे में लिख सकेंगे।
दोहे लिख सकते हैं।
दोहे या कविता का भाव लिख सकते हैं।
कवि परिचय लिख सकते हैं।
4. शब्द भंडार

- विषय से सम्बंधित शब्द लिख सकेंगे।
- शब्द के सही अर्थ लिख सकेंगे।
- शब्दों से वाक्य बना सकेंगे।
- शब्दों को अलग कर सही शीर्षक, उपयोग, वर्ग आदि से लिख सकेंगे।
- शब्दों के अर्थ समझकर संदर्भानुसार उनका प्रयोग कर सकेंगे।
- शब्दों के अर्थ समझकर उनके विलोम तथा व्यवस्था लिख सकेंगे।
- तुक संबंधी शब्द, जोड़ी बाले शब्द लिख सकेंगे।
- वर्ग पहली से भाषाओं, जंतुओं, पक्षियों लौहार इत्यादि के नाम चुनकर लिख सकेंगे।
- जोड़ी बाले शब्दों को मिलाकर वाक्य बना सकेंगे।
- शब्दों के अंतर पर ध्यान देते हुए पढ़ सकेंगे।

5. भाषा की वात

- भाषा-भाषा को समझकर पाठ में उसे रेखांकित करना।
- वाक्य निर्माण के क्रम को समझना।
- वाक्यों में शब्दों के बीच संबंध को समझना।
- शब्दों को समझकर उसका वर्गीकरण करना।
- एकवचन, बहुवचन शब्द पहचानना।
- सम्बन्ध वाले शब्द लिखने का तरीका समझना।
- उदाहरण के आधार पर संज्ञा शब्द समझकर वाक्यों में रेखांकित करना।
- में, तुम, आप शब्दों का प्रयोग कर सही वाक्य का निर्माण करना।
Continuous Comprehensive Evaluation

- सर्वनाम शब्द रेखांकित करना। सर्वनाम के रूप समझा।
- विशेषण शब्द पहचानना।
- पर्यय शब्द समझना।
- शब्द पदकर लिंग पहचानना।
- क्रिया शब्द पहचानना।
- क्रिया विशेषण शब्द पहचानना।
- शब्दों का अर्थ समझकर उनका प्रयोग नये वाक्यों में करना।
- दिये गये वाक्य को विपरीतार्थक वाक्य में परिवर्तित करना।

6. सूजनात्मक अभिव्यक्ति

- दिये गये विषय पर अपने विचार प्रकट करना।
- संकेतों के आधार पर दिये गये विषय के बारे में अनुच्छेद लिखना।
- कविता, कहानी, भाषण आदि को आगे बढ़ाना।
- छुट्टी पत्र, किसी स्थान का वर्णन करते हुए पत्र लिखना।
- दिनचर्या / डायरी लिखना।
- गीत या कहानी की विधा बदलकर लिखना।
- संभाषण आगे बढ़ाना / लिखना।
- सूचना के आधार पर चित्र बनाना।
- आत्मकथा लिखना।
- नाटकीयकृत ग्रंथ करना।
- चित्र का वर्णन करना।
आठवीं कक्षा - द्वितीय भाषा
अपेक्षित दक्षताएँ

1. सुनना - बोलना

♦ गीत, कविताएँ गा सकेंगे।
♦ लयांकक रूप से गा सकेंगे।
♦ अभिनय कर सकेंगे।
♦ अलग-अलग विधाओं (कविता, कहानी, संवाद आदि) के पाठ समझ सकेंगे।
♦ झाँक, सुने गये, देखे गये विषयों के बारे में अपने शब्दों में अभिव्यक्ति कर सकेंगे।
♦ व्यक्तियों तथा पाठ में आए पाठों के बारे में अपने विचार कह सकेंगे।
♦ अलग-अलग संदर्भों के अनुसार उचित भाषा का प्रयोग कर सकेंगे।
♦ पाठ का सारंश अपने शब्दों में कह सकेंगे।
♦ पाठ व पाठ से संबंधित चित्रों के बारे में चर्चा कर सकेंगे।
♦ कविता/पाठ के शीर्षक पर अपने विचार अभिव्यक्ति कर सकेंगे।
♦ पाठ में आए विवरण के आधार पर अन्य उदाहरण दे सकेंगे।
♦ देखे व सुने गये संदर्भों के आधार पर अंतर स्पष्ट कर सकेंगे।

2. अर्थग्रहण के साथ पढ़ना

♦ पाठों की विधाओं के अनुकूल धाराप्रवाह के साथ पढ़ सकेंगे।
♦ पढ़े हुए अंशों के बारे में कौन? क्या? कहाँ? ........ जैसे प्रश्नों के उत्तर दे सकेंगे।
♦ पढ़े हुए अंशों में गुण शब्द, विलोम शब्द आदि पहचान सकेंगे।
♦ पढ़े हुए अंशों के शब्दार्थ संदर्भ के अनुसार ग्रहण कर सकेंगे।
♦ पढ़े हुए अंश समझ सकेंगे। अपने शब्दों में व्यक्त सकेंगे।
♦ शब्दकोश की सहायता से पाठ में नये शब्दों के अर्थ-ग्रहण कर सकेंगे।
♦ दिये गए भाव से संबंधित पंक्तियाँ पाठ में पहचान सकेंगे।
♦ पाठ के आधार पर वाक्यों को सही क्रम में लिख सकेंगे।
Continuous Comprehensive Evaluation

- पाठ के आधार पर अधूरे वाक्य पूरे कर सकेंगे।
- कविता की पंक्तियों के अर्थ ग्रहण कर सकेंगे।
- गद्दांश/पद्दांश पढ़कर उनके उत्तर दे सकेंगे।
- चित्र देखकर दिये गये प्रश्नों के उत्तर दे सकेंगे।
- वाक्य में दिये गये गये शब्दों के क्रम को सही कर सकेंगे।
- पाठ के आधार पर वाक्य में आवश्यक गलती को पहचान सकेंगे।
- पाठ में आये अंग्रेज़ी शब्दों के अर्थ शब्दकोश में ढूँढ सकेंगे।
- पाठ के अनुष्ठान को पढ़कर प्रश्न व उत्तर बना सकेंगे।
- पोस्टर के आधार पर प्रश्नों के उत्तर दे सकेंगे।
- दिये गये चित्रों से संबंधित वाक्य पाठ में ढूँढ कर रेखांकित कर सकेंगे।
- बी गयी आवश्यक पढ़कर अनुष्ठान बना सकेंगे।

3. खीरमचन

- ज्ञात, सुने-देखे विषयों कहानियों, अपने विचारों परस्पर-नापरस्पर आदि के बारे में अपने शब्दों में लिख सकेंगे।
- विना झूठों के विशेष चिह्नों का उपयोग करते हुए क्रम से लिख सकेंगे।
- संदर्भानुसार सही शब्दों का प्रयोग कर सकेंगे।
- उत्तर वाक्यों में लिख सकेंगे।
- शब्दों के विलोम शब्द, वचन बदल कर वाक्य फिर से लिख सकेंगे।
- दिये गए शब्दों के अर्थ लिख कर, वाक्य प्रयोग कर सकेंगे।
- लिख, वचन के अनुसार वाक्य लिख सकेंगे।
- वाक्यों में संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण की पहचान कर सकेंगे और उनका व्याख्यात व्याख्यान कर सकेंगे।
- अध्यायों की सूचना के अनुसार कार्य कर सकेंगे।
- पाठ पढ़कर कौन? कैसे? क्यों, कहाँ? जैसे प्रश्नों के उत्तर लिख सकेंगे।
- पंक्तियों का भाव, सारांश लिख सकेंगे।
- पाठ के बारे में अपने विचार लिख सकेंगे।
4. शब्द-भंडार

◊ दिये गये शब्दों के अर्थ तेज़ूर या अंग्रेज़ी में लिख सकेंगे।
◊ शब्द सीढ़ी बना सकेंगे।
◊ शब्दों के विलोम लिख सकेंगे।
◊ व्यवसाय से संबंधित शब्दावली लिख सकेंगे।
◊ वर्ष पहले में शब्द पहचान सकेंगे।
◊ संदर्भानुसार शब्दों के अर्थ ग्रहण कर सकेंगे।
◊ शब्द समूह में से भिन्न शब्द पहचान कर लिख सकेंगे।
◊ शब्दों को तालिका में सही स्थान पर लिख सकेंगे।
◊ विषय से संबंधित शब्द लिख सकेंगे।
◊ उचित शब्द से रिट्स स्थान की पूर्ति कर सकेंगे।
◊ चित्र देख कर उनके नाम लिख सकेंगे।
◊ दिये गये शब्दों के आधार पर वाक्य बना सकेंगे।
◊ अंकों को शब्दों में लिख सकेंगे।
◊ दिये गये विकल्पों में सही उत्तर पहचान सकेंगे।
◊ शब्दों के विभिन्न रूप जान सकेंगे।
◊ शब्दों के समानार्थी शब्द लिख सकेंगे।

5. सृजनात्मक अभिव्यक्ति

◊ हाव-भाव के साथ कविता या संक्षेप सकेंगे।
◊ पाठ की विशा बदल कर लिख सकेंगे।
◊ विषय के बारे में कल्पना कर लिख सकेंगे।
◊ कविता या कहानी आदि की पंक्तियों को पूर्ण कर सकेंगे।
◊ किसी घटना, स्थान या त्योहार आदि का अपने शब्दों में वर्णन कर सकेंगे।
◊ जानकारी के आधार पर पोस्टर या विज्ञापन तैयार कर सकेंगे।
◊ दिये गये विषय पर पत्र या आत्मकथा लिख सकेंगे।
6. प्रश्नांत

- पाठ संबंधित नैतिक मूल्यों को जानकर उसकी प्रश्नांत कर सकेंगे।
- अपने और दोस्तों में अंतर पहचान कर अच्छाई की प्रश्नांत कर सकेंगे।
- पाठ संबंधित किसी व्यक्ति, पात्र, वस्तु या किसी कार्य की प्रश्नांत कर सकेंगे।
- किसी पर्यावरण स्थल की प्रश्नांत कर सकेंगे।
- डायरी लेखन की प्रश्नांत कर सकेंगे।

7. परियोजना कार्य

- दिये गये विषय से संबंधित जानकारी एकत्रित कर सकेंगे।
- पढ़े गए पाठ से संबंधित अन्य कविता या कहानी एकत्रित कर सकेंगे या लिख सकेंगे।
- दीवार पत्रिका पर कहानी, गीत कविताएँ आदि विषयक साक्ष्य सकेंगे।
- व्यक्तियों से संबंधित चित्र इकट्ठा कर काश्मी में प्रदर्शित कर सकेंगे।
- दिये गये विषय से संबंधित जानकारी एकत्रित कर तालिका के रूप में व्यक्त कर सकेंगे।
- दूरदर्शन के किसी कार्यक्रम के बारे में लिख सकेंगे।
- किसी व्यक्ति, स्थान, वस्तु के बारे में जानकारी प्राप्त कर सकेंगे।

8. भाषा की बात

- संज्ञा/संज्ञा के भेद समझ सकेंगे।
- सर्वनाम/सर्वनाम के भेद समझ सकेंगे।
- विशेषण/विशेषण के भेद समझ सकेंगे।
- कार्य/क्रिया/क्रिया के भेद समझ सकेंगे।
- तुक वाले शब्द पहचान सकेंगे।
- विरुद्ध चिह्नों का प्रयोग व महत्व जान सकेंगे।
- वाक्य निर्माण समझ सकेंगे।
- सामान्य वाक्य को मिश्रित वाक्य में परिवर्तित कर सकेंगे।
नौवीं कक्षा - द्वितीय भाषा
अपेक्षित दक्षताएँ

1. अर्थग्राहण - प्रतिक्रिया
   ♦ पद्य, गीत, कविता, बालतालाप आदि युक्तकर समझ सकेंगे। अपने शब्दों में कह सकेंगे।
   ♦ सुने गये अंशों के प्रति अपने विचार प्रकट कर सकेंगे।
   ♦ चित्र, गीत धाराप्रवाह के साथ गा सकेंगे।
   ♦ अपनी अंश पढ़कर अर्थग्राहण के साथ उत्तर दे सकेंगे।
   ♦ सूचित पाठ्यांश का शीर्षक दे सकेंगे।
   ♦ पढ़े गये अंशों को क्रमिक रूप से बता सकेंगे।
   ♦ पाठ का सारांश या भाव अपने शब्दों में कह सकेंगे।
   ♦ भाव से संबंधित पंक्तियां पाठ में रेखांकित कर सकेंगे।
   ♦ पाठ पढ़कर कव, कौन, क्यों, किससे इत्यादि प्रश्नों के उत्तर दे सकेंगे।
   ♦ किसी विषय के बारे में अपने विचार प्रकट कर सकेंगे।
   ♦ दिये गये वाक्यों से संबंधित वाक्यों को जोड़कर अर्थपूर्ण वाक्य बना सकेंगे।
   ♦ प्रश्न संबंधित सही विकल्प का चयन कर सकेंगे।

2. अभिव्यक्ति - मूलनत्यकता
   ♦ पाठ्यांश की घटनाओं अंशों, पाठों स्थानों विषयों के बारे में समझ कर अपने शब्दों में लिख सकेंगे।
   ♦ अपने विषय कहाँ, कविता आदि आगे बढ़ा सकेंगे।
   ♦ पाठ में आये पात्र के स्थान पर घटना को रचना पाठ फिर से लिख सकेंगे।
   ♦ शब्दों का संदर्भानुसार सही प्रयोग कर सकेंगे।
   ♦ शब्दों के अर्थग्रहण कर उसका उपयोग अपने दैनिक जीवन में कर सकेंगे।
   ♦ भाषा खेल, वर्णपंडित की सहायता से शब्द लिख सकेंगे।
   ♦ पाठ की विषय बदल कर लिख सकेंगे।
   ♦ निमंत्रण, बाधाई पत्र, विचार पत्रिका आदि तैयार कर सकेंगे।
   ♦ चित्र देख कर उसका वर्णन कर सकेंगे।
   ♦ पाठ्यांश पढ़कर कव, क्यों, कौन, किसका आदि प्रश्नों के उत्तर लिख सकेंगे।
पाठ का सारांश अपने शब्दों में लिख सकेंगे।
पाठ से संबंधित पंक्तियों का भाव अपने शब्दों में लिख सकेंगे।
साक्षात्कार संबंधी प्रश्नावली तैयार कर सकेंगे।
नारें, विज्ञापन आदि लिख सकेंगे।
कविया या लेखकों की रचनाओं की प्रशंसा कर सकेंगे।
भिन्न संस्कृति, संग्रहालयों की प्रशंसा कर सकेंगे।

2. भाषा की बात
वाच्यं पेड़ पहचान कर वाच्यं के प्रकार समझ सकेंगे।
वाच्य पहचान सकेंगे।
अन्य प्रकार संबंधित पहचान सकेंगे।
रूपांवर्गीय प्रकार जान सकेंगे।
मुहावरों के अर्थ व भाषा में इनका प्रयोग समझ सकेंगे।
विलोम शब्द, प्रत्यय और वचनों का प्रयोग कर सकेंगे।
समास और उनके प्रकार की जानकारी प्राप्त कर सकेंगे।
संधि और उसके प्रकार की जानकारी प्राप्त कर सकेंगे।
काल संबंधित जानकारी प्राप्त कर सकेंगे।

3. परियोजना कार्य
संग्रहण कर विषय की जानकारी अर्जित कर सकेंगे।
विषय का प्राप्ति करण कर सकेंगे।
महान व्यक्तियों के भाषण, लेखन, पत्र आदि का संकलन कर सकेंगे।
महापुरुषों के जीवन से संबंधित जानकारी एकानत कर सकेंगे।
विभिन्न खेल संबंधित जानकारी एकानत कर सकेंगे।
वाण अधिकार से संबंधित जानकारी इकट्ठा कर सकेंगे।
नीतिसंक सहानियों संग्रहित कर सकेंगे।
खाने के विभिन्न व्यंजन बनाने की विधि लिख सकेंगे।
विभिन्न वेदों और कविताएं संकलित कर सकेंगे।
उपमाओं के बारे में जानकारी एकानत कर सकेंगे।
विभिन्न विषयों से संबंधित विज्ञापन संग्रह कर सकेंगे।
दसवीं कक्षा - द्वितीय भाषा

अपेक्षित दक्षताएँ

1. अर्थग्राहण - प्रलिक्रिया

- कविता, कहानी, गीत, संवाद, निबंध, पत्र-लेखना, सूचना, विज्ञापन, एकांकी, रिपोर्टेंज, आत्मकथा आदि में कहीं गधी बाते अपने शब्दों में बता सकेंगे।
- उनके बारे में चर्चा कर सकेंगे।
- ज्ञात विषय के बारे में चर्चा कर सकेंगे। पक्ष-विपक्ष के बारे में अपना मत रख सकेंगे।
- संदर्भानुसार बातचीत कर सकेंगे। अपने विचार क्रमबद्ध व सुव्यवस्थित रूप से प्रस्तुत कर सकेंगे।
- अपने तर की कविता, कहानी, संवाद, निबंध, पत्र, रिपोर्टेंज, डॉरी, सूचना, एकांकी आदि का धारावाहिक के साथ वाचन कर सकेंगे।
- पढ़ी हुई सामग्री का भाव समझकर अन्य सामग्री से उसकी तुलना कर सकेंगे।
- समाचार पत्र, पत्रिकाएँ, पुस्तकालय की पुस्तकें आदि पढ़ने में रचि लेंगे।

2. अभिव्यक्ति-सृजनात्मकता

- ज्ञात विषय के बारे में अपने शब्दों में लिख सकेंगे।
- अपने विचार क्रमबद्ध, सुव्यवस्थित एवं प्रभावी रूप से लिख सकेंगे।
- पढ़े व सुने हुए विषय (गद्दी, पद्य) का सार लिख सकेंगे। इसकी व्याख्या कर सकेंगे।
Continuous Comprehensive Evaluation

- अपने लेख में विराम-विश्लेषक का समृद्धिपूर्ण प्रयोग कर सकेंगे।

- विना किसी वर्तनी दोष के अपने विचार लिख सकेंगे।

- सामाजिक एवं ऐतिहासिक महत्व समझकर, अर्जित ज्ञान का महत्व समझते हुए उसके प्रति प्रशंसा का भाव रख सकेंगे।

- कविता, कहानी, गीत संवाद, निबंध, आलंकार, पत्र-लेखन, सिपोर्टेज आदि लिखने का प्रयास करेंगे।

- कविताओं का गायन, भाषण, पुस्तकों की समीक्षा, प्रतिवेदन, साधनाकार आदि क्रियाकलाप कर सकेंगे।

3. भाषा की बात

- परिचित शब्दों, मुहावरों, लोकोक्तियों आदि का संदर्भीत प्रयोग कर सकेंगे।

- कविता, कहानी, गीत, संवाद, निबंध, पत्र-लेखन, सूचना, विज्ञापन, एकांकी, सिपोर्टेज आदि में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों आदि का अर्थ समझ सकेंगे।

- संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण, संधि, समास, कारक विभिन्न आदि भाषात्मक तत्वों का प्रयोग समझ सकेंगे।

4. भाषा कार्यकलाप

- अर्जित ज्ञान को बाहरी परिवेश से जोड़कर उसका विस्तार कर सकेंगे।

- विविध स्रोतों से ज्ञान प्राप्त कर सकेंगे।

- प्राप्त ज्ञान को व्यवस्थित रूप से प्रस्तुत कर सकेंगे।
**English - Academic Standards and Indicators**

In English there are six academic standards: 1. Listening and Speaking, 2. Reading Comprehension, 3. Conventions of Writing, 4. Vocabulary, 5. Grammatical Awareness and 6. Creative Expression (a) oral and (b) written.

**The details of Academic Standard wise Indicators / features**

**Table 1: Listening and Speaking**

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<th>VII</th>
<th>VIII</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Listen to simple instructions and directions and interactions and responds accordingly</td>
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<tr>
<td>2</td>
<td>Listen to a variety of discourses and responds accordingly in the classroom situations</td>
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<td>3</td>
<td>*Recites rhymes/ songs and poems</td>
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<td>4</td>
<td>*Tells stories, narrates experience and produces a variety of level-specific oral discourses</td>
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<td>5</td>
<td>*Role-plays, enact drama /skit,</td>
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<td>Pause</td>
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<td>Stress</td>
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<td>Pitch</td>
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<td>Tone</td>
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<td>10</td>
<td>Rhythm</td>
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<td>11</td>
<td>Reflections of emotions (wherever relevant)</td>
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<td>12</td>
<td>Tempo</td>
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</table>

*Note: There are level-specific indicators for each of these discourses (songs, rhymes, stories, etc.) which have been stated under Table 5. This table is meant for the aspects of spoken language.*
### Table 2: Indicators for Reading Comprehension

<table>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reads level specific pictures, cartoons, graphs, tables, etc. and decodes the ideas</td>
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<td>2</td>
<td>Reads a variety of discourses with comprehension</td>
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<tr>
<td>3</td>
<td>Reads discourses analytically and identifies the themes and sub themes</td>
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<tr>
<td>4</td>
<td>Reads and develops one’s own perceptions</td>
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<td>5</td>
<td>Reads critically by agreeing or disagreeing with the author</td>
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<td>6</td>
<td>Reads a text from multiple perspectives</td>
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<tr>
<td>7</td>
<td>Refers dictionary, thesaurus, and other reference materials</td>
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</table>

*Note: The level of reading material will be decided considering the discourse features.*
Table 3: Indicators for conventions of writing

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<th>Indicators</th>
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<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Capitalization</td>
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<tr>
<td>1 Approximation of use with beginning of the names and sentences</td>
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<tr>
<td>2 Uses wherever it is applicable</td>
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<tr>
<td>II Punctuation Marks</td>
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<td>3 Full stop</td>
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<td>5 Question mark</td>
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<td>6 Quotation marks</td>
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<td>7 Exclamatory</td>
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<td>8 Apostrophe</td>
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<td>12 Parenthesis</td>
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<tr>
<td>13 Space between words and sentences</td>
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<td>14 Spelling</td>
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<td>15 Abbreviations, acronyms</td>
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<td>16 Ellipsis</td>
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<tr>
<td>17 *Write a variety of discourses maintaining the conventions of writing and Layout</td>
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</tbody>
</table>

*Note: There are level-specific indicators for each of these discourses (songs, rhymes, stories, etc.) which have been stated under Table 5.
Table 4: Indicators for Vocabulary and Grammatical awareness

<table>
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<tr>
<th>Indicators</th>
<th>I</th>
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<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
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</thead>
<tbody>
<tr>
<td><strong>1 Vocabulary and Word level structure</strong> (Morphology)</td>
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<td>1 Prefixes</td>
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<td>3 Tense forms</td>
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<td>4 Auxiliaries and modals (be, have, do, will, shall, etc)</td>
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<td>5 aspects-progressive, perfective and passive</td>
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<td>6 Agreement (Person, number, gender)</td>
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<td>7 Reflexives and reciprocals (myself, each other ...)</td>
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<td>8 Gerunds (verbal nouns)</td>
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<td>9 Compounding</td>
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<td>10 Phrasal verbs</td>
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<td>11 Collocations</td>
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<tr>
<td><strong>II Syntax and word level grammar</strong></td>
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<tr>
<td>12 The structure of simple sentences</td>
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<td>13 Subordination (adverbial connectives with when, if, as, because, since, etc.)</td>
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<td>14 Complementation (I think that ...)</td>
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<td>15 Conjunctions (and, or)</td>
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<td>16 Elliptical constructions (leaving out some parts)</td>
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<td>17 Clefts (It is true that ...)</td>
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<td>18 Relativization (the book that I bought)</td>
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<td>19 Embedding (the book on the table ...; the dog that chased the cat that ...)</td>
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<td>20 Passivization</td>
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<tr>
<td>21 Parenthesis (Inserting units of language into a structure)</td>
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<tr>
<td><strong>III Awareness of the structure of Phrasal categories</strong></td>
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<td>22 Noun phrase</td>
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<td>23 Prepositional phrase</td>
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<td>24 Adverbial phrase</td>
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<td>25 Verb phrase</td>
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*Note: The competencies related to grammar and vocabulary can be assessed only in the context of oral and written discourses for which the indicators related to discourse features are also to be taken care of.*
Table 5: Creative Expression - Discourses (oral & written) - Primary

Class wise Discourse wise Features

By the end of the completion of class V, the learners are expected to produce a variety of oral and written discourses. The features of a certain discourse at a certain level are shown in the tables given below. The class wise and skill wise features of each discourse are marked with “X” which means this feature is to be considered at a given level.

Table 5.1: Conversations

<table>
<thead>
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<th>Discourse Features</th>
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<th>IV</th>
<th>V</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>L S</td>
<td>R W</td>
<td>L S</td>
<td>R W</td>
<td>L S</td>
</tr>
<tr>
<td>Contains Initiation / response</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Has One or two meaningful exchanges</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Has three or four exchanges</td>
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<td>x</td>
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<td>x</td>
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<tr>
<td>Has proper sequence of exchanges</td>
<td></td>
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<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Sustains the conversation</td>
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<td>x</td>
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</table>

Table 5.2: Description

<table>
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<th>II</th>
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<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains two connected sentences describing objects / things / persons</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Creates vivid images</td>
<td>x</td>
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<tr>
<td>Uses a variety of sentence forms</td>
<td></td>
<td>x</td>
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<tr>
<td>Uses proper sequence of ideas</td>
<td>x</td>
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</table>
Table 5.3: Poems / Songs / Rhymes

<table>
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<th>Discourse Features</th>
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<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhymes / songs / poems with simple structural patterns</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Uses rhyme scheme</td>
<td>x</td>
<td>x</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Poems / songs with emotions, reflections</td>
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</table>

Table 5.4: Narratives

<table>
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<th>Discourse Features</th>
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<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains at least one event and one exchange of dialogue</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
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</tr>
<tr>
<td>Contains a sequence of events and dialogues</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Evokes sensory perceptions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Contains images, setting and other details</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses characterization</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Evokes emotions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Maintains coherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
### Table 5.5: Diary

<table>
<thead>
<tr>
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<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diary containing events</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contains personal reflections, thoughts and feelings</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses a variety of sentences</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Contains events other than routine events</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses language appropriate to the mood</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

### Table 5.6: Letter

<table>
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<tr>
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<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Begins and ends the letter</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses language appropriate to the context</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses appropriate format, layout and conventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expresses ideas sequentially</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Maintains coherence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
### Table 5.7: Messages

<table>
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<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains ideas relevant to the context</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Maintains brevity</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses conventions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses layout, format</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>
Table 5.10: Drama

<table>
<thead>
<tr>
<th>Discourse Features</th>
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<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Dialogues</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dialogues revealing emotions &amp; feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Role-play</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Dramatisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

Table 5.11: Write-up

<table>
<thead>
<tr>
<th>Discourse /Text type</th>
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<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Conveys the main idea and supporting details</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Organization of ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Uses appropriate cohesive devices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Has coherence and flow</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>
Table 5: Creative Expression - Discourses (oral & written) - High School
Class wise Discourse wise Features

By the end of the completion of class X, the learners are expected to produce a variety of oral and written discourses. The features of a certain discourse at a certain level are shown in the tables given below. The class wise and skill wise features of each discourse is marked with “X” which means this feature is to be considered at a given level.

Table 5.1: Conversation

<table>
<thead>
<tr>
<th>Discourse Features</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains dialogues with three or four exchanges</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Has proper sequence of exchanges</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Sustains the conversation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Maintains social norms</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses discourse markers (well, precisely, etc.)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Dialogues required in the context of debates and discussions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses appropriate cohesive devises</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses voice modulation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
### Table 5.2: Description

<table>
<thead>
<tr>
<th>Discourse Features</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains a few attributes</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Describe objects/ things/ persons creating vivid images</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses a variety of sentence forms</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Sequences ideas properly</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Includes personal reflections on the event or person</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses appropriate cohesive devices</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

### Table 5.3: Poems / Songs / Rhymes

<table>
<thead>
<tr>
<th>Discourse Features</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses simple structural patterns</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Has a rhyme scheme</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Uses specific patterns (rhythm / structure / metre / music / theme, etc.)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Expresses emotions and reflections</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses Images, thoughts and feelings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses figures of speech</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Contains assonance and alliteration</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Reveals the poet’s point of view</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

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### Table 5.4: Narrative/ Story

<table>
<thead>
<tr>
<th>Discourse Features</th>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains a sequence of events and dialogues</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Evokes sensory perceptions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Contains images, setting and other details</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses characterization</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Evokes emotions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Maintains coherence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Reveals the writer’s point of view</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

### Table 5.5: Diary

<table>
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<tr>
<th>Discourse Features</th>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expresses personal reflections, thoughts and feelings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Uses variety of sentences</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses language appropriate to the mood</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Contains self criticism and future plans</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reveals a point of view</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coherence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>
### Table 5.6: Letters

<table>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L</td>
<td>S</td>
<td>RW</td>
<td>L</td>
<td>S</td>
</tr>
<tr>
<td>Uses language appropriate to the context</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses appropriate format, layout and conventions</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Expresses ideas sequentially</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses persuasive language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Organises ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Maintains coherence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

### Table 5.7: Messages/e-mail/SMS

<table>
<thead>
<tr>
<th>Discourse Features</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>L</td>
<td>S</td>
<td>RW</td>
<td>L</td>
<td>S</td>
</tr>
<tr>
<td>Messages containing ideas relevant to the context</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Maintains brevity</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses conventions, layout and format</td>
<td>x</td>
<td>x</td>
<td></td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses language appropriate to the content and context</td>
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<td></td>
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### Table 5.8: Notices /Posters

<table>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notices for various occasions and purposes showing the context</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notices containing, venue, date, time, salutation, invitation, programme.</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Writes notices for special purposes with persuasive language.</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Organisation, Layout and Design</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td></td>
<td>x</td>
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</table>

### Table 5.9: Ads

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<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content / concept</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Diction appropriate to the content / concept</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Organisation, Layout and style</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Brevity</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Designing and graphics</td>
<td>x</td>
<td></td>
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<td>x</td>
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</tbody>
</table>

### Table 5.10: Slogans / Placards

<table>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slogans and placards for specific purposes</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Maintains brevity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Maintains rhythm</td>
<td></td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
</tbody>
</table>
### Table 5.11: Drama

<table>
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<tr>
<th>Discourse Features</th>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextually relevant dialogues</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Dialogues revealing emotions and feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stage directions, movements and settings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Dramatic conflict: Beginning-rising-actions – ending</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference to costumes and props</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Dramatisation</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

| Theatrical performance (Dialogue delivery, actions, stage sense, costumes, etc.) |    |     |      |    |   |

### Table 5.12: Write-up / Feature articles (descriptive, expository / narrative/argumentative)

<table>
<thead>
<tr>
<th>Discourse Features</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conveys the main idea and supporting details</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Organization of ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate cohesive devices</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Has coherence and flow</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>

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### Table 5.13: Essay (All types)

<table>
<thead>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has title, introduction, thesis statement, body and conclusion,)</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Appropriate paragraphing with main ideas, supporting details and examples</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Organization of ideas and use of cohesive devices</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Has coherence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Has voice and point of view</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

### Table 5.14: Debate / Discussion

<table>
<thead>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizes ideas as main points and sub points</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Presents arguments in a sequential order</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Cites suitable examples, quotations, evidences</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Maintains a point of view</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Defends one’s own point of view and rebuts opponent’s point of view</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses polite expressions respecting other’s views</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses logical and emotional appeals</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>
## Table 5.15: Compeering

<table>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranges the programme sequentially as required by the context</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Presents the background</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Highlights the persons and the events</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Contains reviews and reflections relevant to the context</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Uses polite and entertaining expressions</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Follows the conventions of the stage</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Uses language spontaneously and in a lively manner</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Modulates voice in an appealing way</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
</tbody>
</table>

## Table 5.16: Report

<table>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contains relevant ideas, concepts and information</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Organization of the data</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Interprets data and draws inference</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Includes personal reflections on the issue/topic</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Sequential order of ideas</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Uses indexing / referencing / quoting</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
<tr>
<td>Coherence</td>
<td>L</td>
<td>S</td>
<td>R</td>
<td>W</td>
<td>X</td>
</tr>
</tbody>
</table>
Table 5.17: News Report

<table>
<thead>
<tr>
<th>Discourse Features</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate headline</td>
<td></td>
<td></td>
<td>x x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead sentence (five W’s)</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Body of the news</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Organisation and use of cohesives devices</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Coherence</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Reporting style (reported speech, passivization, appropriate tense)</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Point of view</td>
<td></td>
<td></td>
<td>x</td>
<td>x x</td>
<td></td>
</tr>
<tr>
<td>News reading</td>
<td>x</td>
<td></td>
<td>x x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5.18: Review

<table>
<thead>
<tr>
<th>Discourse Features</th>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>States the context of the Review (Story/novel/drama/essay/film)</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Highlights and comments on certain features of the item reviewed (e.g. Characters/theme/setting/events/turning points etc.)</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Citations from the text to substantiate the point. (Authenticity)</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Make personal impressions</td>
<td></td>
<td></td>
<td>x x</td>
<td>x x</td>
<td>x x</td>
</tr>
<tr>
<td>Coherence</td>
<td></td>
<td></td>
<td>x</td>
<td>x x</td>
<td>x x</td>
</tr>
</tbody>
</table>

66
### Table 5.19: Speech

<table>
<thead>
<tr>
<th>Discourse Features</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes speeches /Talks contextually</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Organisation of ideas</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses argumentative / persuasive / interactive language to substantiate views and ideas</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Uses discourse markers</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Cites examples, quotations, etc.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Coherence</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Voice modulation and body language</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

### Table 5.20: Biography /Autobiography/Memoir/Profile

<table>
<thead>
<tr>
<th>Discourse Features</th>
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<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details of the person</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Reflections, thoughts and feelings</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Anecdotes, events, achievements</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Tone, Voice and Point of view</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Organisation and the use of cohesive devices</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Coherence and flow</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</table>
### Class-wise targeted discourses

<table>
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<tr>
<th></th>
<th>I</th>
<th>II</th>
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<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
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<td>Descriptions</td>
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<td>3</td>
<td>Rhymes /songs /poems</td>
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<td>4</td>
<td>Narrative/ story</td>
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<tr>
<td>5</td>
<td>Diary</td>
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<td>Letter</td>
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<td>7</td>
<td>Message/ SMS/ e-mail</td>
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<td>8</td>
<td>Poster/ Notice</td>
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<td>Ads</td>
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<td>10</td>
<td>Slogans/ Placards</td>
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<td>Drama</td>
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<tr>
<td>14</td>
<td>Debate and Discussion</td>
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<td>15</td>
<td>Compeering</td>
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<td>Report</td>
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<td>News Report</td>
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<td>Speech</td>
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</tr>
<tr>
<td>20</td>
<td>Biographical sketches/ Profile</td>
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</tr>
</tbody>
</table>
### Continuous Comprehensive Evaluation

**Mathematical Standards to achieve at Primary & Secondary Level (1 to 10th classes)**

#### Academic Standards:
Academic standards are clear statements about what students must know and be able to do. The following are categories on the basis of which we lay down academic standards.

<table>
<thead>
<tr>
<th>Content</th>
<th>Problem Solving</th>
<th>Reasoning - Proof</th>
<th>Visualisation &amp; Representation</th>
<th>Connections</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Content of areas of Maths</td>
<td>• Using concepts and procedures to solve.</td>
<td>• Reasoning between various steps</td>
<td>• Interprets and reads data in a mathematical domain-for example, relating addition to multiplication, parts of a whole to a ratio, patterns to division, Pictograms to symmetry, measurements and space Matching tables, number line, pictograph, bar graph, 2-D figures, 3-D figures, Mathematical symbols and figures</td>
<td>• Connecting concepts within a mathematical domain-for example, relating addition to multiplication, parts of a whole to a ratio, patterns to division, Pictograms to symmetry, measurements and space</td>
<td>• Reading and expressing mathematical notions (verbal and symbolic forms)</td>
</tr>
<tr>
<td></td>
<td>a. <strong>Kinds of problems:</strong> Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>b. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>• Interprets and reads data in a mathematical domain-for example, relating addition to multiplication, parts of a whole to a ratio, patterns to division, Pictograms to symmetry, measurements and space Matching tables, number line, pictograph, bar graph, 2-D figures, 3-D figures, Mathematical symbols and figures</td>
<td>• Connecting concepts within a mathematical domain-for example, relating addition to multiplication, parts of a whole to a ratio, patterns to division, Pictograms to symmetry, measurements and space</td>
<td>• Writing and expressing mathematical expressions and generalisations and conjectures</td>
</tr>
<tr>
<td></td>
<td>b. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>• Identifying all pieces of information/data</td>
<td>• Understanding and making mathematical generalisations and conjectures</td>
<td>• Connecting concepts with daily life</td>
<td>• Connecting between various steps</td>
</tr>
<tr>
<td></td>
<td>c. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>• Separating relevant pieces of information/data</td>
<td>• Understanding what concept is involved in the problem</td>
<td>• Connecting between various steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>• Recalling what concept is involved in the problem</td>
<td>• Justifying procedures</td>
<td>• Connecting between various steps</td>
<td></td>
</tr>
<tr>
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<td>e. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>• Reading problem</td>
<td>• Justifying procedures</td>
<td>• Connecting between various steps</td>
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<td>f. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>• Write the problem</td>
<td>• Justifying procedures</td>
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<td>g. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>• Evaluating the problem</td>
<td>• Justifying procedures</td>
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<td>h. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
<td>• Solving the problem</td>
<td>• Justifying procedures</td>
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<td>i. Problem Solving: Problems can take various forms- puzzles, word problems, pictorial problems, reading data tables, graphs, etc.</td>
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</tbody>
</table>
## Learning indicators as per academic standards - EVS, Science

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Capabilities</th>
<th>Environmental Studies</th>
<th>Science</th>
<th>Classes - IX, X</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Class - V</td>
<td>Classes - VI, VII, VIII</td>
<td></td>
</tr>
</tbody>
</table>
| 1.      | Conceptual understanding (Explaining, comparing, giving examples, classifying, saying reasons, analysis, synthesis understanding, evaluation) Explaining through graphs & pictures | ✦ Explaining objects & concepts  
✦ Giving examples  
✦ Saying reasons  
✦ Classifying on characteristics | ✦ Explaining concepts with perfect examples  
✦ Giving examples based on features & advantages  
✦ Classifying based on causes and effects  
✦ Communicating information with perfect examples | ✦ Explaining based on definitions  
✦ Analysing and coming to conclusion  
✦ Giving examples based on methods  
✦ Various types of classification  
✦ Saying reasons keeping in view of logical thoughts and results |
| 2.      | Questioning Hypothesing (questioning on natural phenomenon and knowable things)         | ✦ Questioning to know reasons  
✦ Expecting results based on known information | ✦ Questioning in different ways  
✦ Making necessary hypothesis to do experiments | ✦ Questioning based on logical thoughts  
✦ Hypothesizing for future results  
✦ Questioning and hypothesizing for discovery & investigation |
| 3.      | Experiments, field observations, projects (investigations, identifying, discoveries, observing with comparison) | ✦ Doing experiments on things, which happen around us, to come to a conclusion  
✦ Identifying experimental tools  
✦ Conceptual understanding through project works and skills | ✦ Doing experiments to prove principles and rules  
✦ Saying names of tools used in conducting experiments and their uses | ✦ Doing experiments to prove and rules  
✦ Doing experiments duly fixing tools  
✦ Acquiring knowledge through field observations and experiments. Understanding principles |
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Capabilities</th>
<th>Environmental Studies</th>
<th>Science</th>
<th>Classes - VI, VII, VIII</th>
<th>Classes - IX, X</th>
</tr>
</thead>
</table>
| 4.     | Communication Skills  
(Collection of information - observations, questioning, interviews, experiments etc., Analysis of information - Registering in tables & graphs. Analysis, writing reports.) project works. | *Furnishing information by observing surroundings and analysing*  
*Collection & preservation of founding resources*  
*Skills through project works* | *Measuring by using various tools*  
*Explaining experiments through flow charts*  
*Display of various models duly preparing*  
*Collection of local resources*  
*Recording special features of various concepts. Explaining the same in their view.*  
*Creating knowledge through wise questions, experiments with hypothesis, experiments and field investigations. Giving greatest importance to the above.* | *Conducting experiments by using alternative tools*  
*Collecting and preserving of various types of models*  
*Explaining experiment results*  
*Comparing results to the hypothesis made earlier*  
*Forming of new principles*  
*Collecting of various resources required for experiments*  
*Cleaning and preserving of experiment tools*  
*Researches, experiments, discussion and investigation.* | |
| 5.     | Communication through drawing pictures, charts | *Display of collected material and talking about them.*  
*Displaying of collected material in a shape of scrap books.*  
*Collecting information and writing in tables.*  
*Commenting on information* | *Collection and display of required material and information*  
*Display in a shape of flow charts and tables*  
*Writing listed information as report*  
*Recording project works done* | *Collection and display of required material and information*  
*Doing interviews*  
*Display in a shape of flow charts and tables*  
*Writing reports*  
*Preparing models*  
*Preparing annexures of conducted programmes and organising of programmes to be carried on* | |
<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Capabilities</th>
<th>Environmental Studies Class - V</th>
<th>Science Classes - VI, VII, VIII</th>
<th>Science Classes - IX, X</th>
</tr>
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<tbody>
<tr>
<td>5.</td>
<td>and making models</td>
<td>✦ Making models with soil based on imagination and observation (Ex. Bullock, Bullock cart, plough, earthen pot, car etc.)</td>
<td>✦ Making models of objects. ✦ Explaining known things by using models or pictures</td>
<td>✦ Happens if a part is not there ✦ Able to say importance of parts in a picture ✦ Preparing pictures, graphs required for discussions, Seminars, Utilisation.</td>
</tr>
<tr>
<td>6.</td>
<td>Appreciation, values, awareness towards biodiversity</td>
<td>✦ Appreciating various situations prevailing in surroundings ✦ Showing interest to participate in aesthetic scenes ✦ Appreciating natural contents ✦ Having love and compassion towards birds and animals around them and protecting</td>
<td>✦ Behaving with aesthetic sense in real life. ✦ Showing interest to participate ✦ Appreciating nature and making efforts to protect ✦ Putting his/her best efforts to protect biodiversity</td>
<td>✦ Collecting information about special things and keeping it safely ✦ Appreciating aestheticism in scientific parts of nature ✦ Respecting work ✦ Not misusing of resources ✦ Collection of information with an understanding towards biodiversity ✦ Participating in programmes on biodiversity, planning such programmes, collecting news, participating in seminars ✦ Present state of awareness on biodiversity, Analysis.</td>
</tr>
<tr>
<td>7.</td>
<td>Application in real life situations</td>
<td>✦ Identifying persons who participate in various works and variety in objects ✦ Being responsible towards those who have special needs</td>
<td>✦ Following healthy habits ✦ Showing interest in using research outcomes of scientists in real life. ✦ Having understanding on usage of natural resources ✦ Growing trees, school garden, and flower gardens.</td>
<td>✦ Showing interest in using scientists research out comes in real life. ✦ Growing trees, school garden, and flower gardens.</td>
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</tbody>
</table>
## Learning indicators as per academic standards - Social Studies

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Capabilities</th>
<th>Phase-2 - VI, VII, VIII Classes</th>
<th>Phase-3 - IX-X Classes</th>
</tr>
</thead>
</table>
| 1.  | Conceptual Understanding (Explaining, Comparing, saying reasons, analysis, synthesis, understanding, explaining through pictures and graphs) | ✷ Explaining content with examples  
✦ Giving examples based on characteristics and uses  
✦ Saying reasons according to the contexts  
✦ Comparing and differentiating various issues based on their characteristics  
✦ Identifying lapses and rectifying | ✷ Explaining a matter based on characteristics  
✦ Analysing a matter in own view  
✦ Giving examples keeping characteristics and reasons in view.  
✦ Saying reasons by thinking logically  
✦ Explaining with own views based on various types of pictures and flow charts |
| 2.  | Understanding by reading and commenting | ✷ Reading a topic of text book  
✦ Saying on own after understanding the content  
✦ Writing on own what ever is read  
✦ Expressing own opinion on the text read | ✷ Studying other social issues along with textbook.  
✦ Analysing social issues  
✦ Writing essays on own on social issues  
✦ Collecting good essays |
| 3.  | Communicating Skills (Collecting information, observations, questioning, interview, experiments etc. Analysis of information - Recording in shape of tables & graphs, analysis, writing reports) | ✷ Collecting information  
✦ Filling the collected information in tables  
✦ Analysing based on the table  
✦ Coming to a conclusion based on analysis | ✷ Reviewing editorials, news-matters and book reviews  
✦ Able to prepare informative tables  
✦ Able to collect information based on various resources  
✦ Able to fill up collected information in tables  
✦ Display of information through graphs  
✦ Analysing based on questions  
✦ Coming to a conclusion |
| 4.  | Response on contemporary social issues. (Problems in present society, issues and problems discussed in news papers and media, working nature of organisations.) | ✷ Able to say reasons of a problem  
✦ Able to question about problematic incident  
✦ Analysing problems  
✦ Able to expect reasons of a problem  
✦ Able to suggest solutions of a problem in his/her own view | ✷ Able to think about reasons of a problem in different angles.  
✦ Able to ask thought provoking questions  
✦ Expected reasons should be nearer to a problem.  
✦ Discussing a problem in many angles |
<table>
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<th>Phase-3 - IX-X Classes</th>
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<tbody>
<tr>
<td>5.</td>
<td></td>
<td>- Able to draw maps of school, Village, Mandal, District, Andhra Pradesh, India</td>
<td>- Having awareness to protect natural resources.</td>
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<td>- Able to identify points given in map.</td>
<td>- Having awareness that ladies and gents should equally participate in works.</td>
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<td>- Able to reach from one place to another based on map.</td>
<td>- Protecting living beings in a forest.</td>
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<td>- Able to write information based on map.</td>
<td>- Identifying and appreciating greatness of historical and hereditary prosperities.</td>
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<td>- Speaking and writing about map.</td>
<td>- Collecting coins, stamps, special pictures etc.</td>
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<td>- Able to understand suggestions and signs.</td>
<td>- Looking at things which have local importance and collecting information regarding them.</td>
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5. **Suggesting solutions**

- Mapping skills, drawing maps of village, Mandal, District, state & country and world etc.
- Studying maps, commenting, identifying places indicated in maps and other points.
- Reading and analysing maps, identifying places and other things in maps. Explaining details of places and geographical situations based on maps.
Continuous Comprehensive Evaluation

Evaluation of Co-curricular activities

The main aim of education department is to achieve (all-round) comprehensive development of children.

For this purpose, co-curricular activities like physical & health education, arts & crafts and cultural education, work and computer education, value education and life skills should be dealt along with curricular activities like languages and other subjects to improve children's interests/aptitudes, attitudes, values, care towards work, respectness and to participate in arts and games activities with initiative. In this background, we should evaluate children's progress in curricular and co-curricular activities and make them develop accordingly.

Necessity: These days co-curricular activities are also identified as curricular activities. It is important to make children understand and practice those activities, which are useful in their development and enable them to have their own approach with a positive attitude towards such activities by which they can lead life happily. The word 'Education' has a vast meaning. But educationists anguish that we are dispelling children from their pleasure by limiting everything to textbooks, examinations and marks. Development of knowledge, control of emotions, social, moral and physical improvement should take place among children through education. They should take decisions with power of discretion, to improve their problem solving ability and live life joyfully, enthusiastically and happily. Children should acquire knowledge, skills, abilities and attitudes required for the above through education.

Games, songs, dance, music, preparing items/models, drawing pictures are creative things. Mental peace can be gained by these activities. If we participate or practice these things our excitement reduces and emotions would be in control and also time passes purposefully.

Though thinking, expressing, showing variety are there in normal subjects, children can understand more about these through co-curricular activities. Curricular contents will become so meaningful because of co-curricular activities. Therefore co-curricular objectives can be achieved along with curricular subjects in continuous comprehensive evolution.

Objective: The main objective of conducting co-curricular activities is not to make artists and players with high skills. It is meant for creating and improving interests towards co-curricular activities, identifying benefits to be occurred out of them, participating in them, and appreciating those aspects. By this, children lead life happily with satisfaction, self discipline and rational approach in future. Co-operating tendency would be developed among them. Therefore let us think about aims & objectives of co-curricular aspects.
Continuous Comprehensive Evaluation

✦ Achieving all round development.
✦ Increasing interest towards various co-curricular aspects and programmes.
✦ Participating in different programmes (games, cultural activities, health programmes etc.)
✦ Appreciating Arts and Crafts, culture, traditions, artists, players, nature... etc.
✦ Get accostomed to disciplined life, controlling emotions, dealing with descretion, having life skills, living happily etc.
✦ Conducting co-curricular activities at school, responsibilities.
✦ Noticing how many periods are allotted to each and every aspect in academic calendar supplied to the school by the APSWREI Society.
✦ Allotting classwise periods in school time-table as per academic calendar.
✦ Entrusting classroom teachings to teachers in school for implementing time-table.
✦ Teachers meeting should be conducted for this purpose. They should be asked that who are interested in co-curricular aspects like physical & health education, crafts and arts - cultural education, value education, life skills, work, computer education.
✦ Entrusting responsibilities based on their interests.
✦ If nobody comes forward in high school, responsibilities may be allotted in following way.
  - Physical Education Teacher - conducting programmes of physical & health education.
  - Science Teacher - work education, computer.
  - Social Teacher - arts & crafts, cultural education.
  - Language teacher (Telugu) - Moral Education, Life Skills.
✦ Principal should entrust responsibilities to teachers in primary education based on their interests.
✦ Should evaluate children's progress in cocurricular aspects also.
✦ Should give grading to them also in summative evolution.
✦ Should make entries in CCE register and children's cumulative records.
✦ Declaring progress of children in co-curricular aspects during school management committee meetings and parent teacher meeting.
## Learning indicators as per academic standards - Art & Crafts, Cultural education

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</table>
| 1.  | Applying Colours, drawing pictures / decoration. | ✦ Drawing pictures & lines, as per his/her interests, applying colours with pencils and sketch pens based on grade.  
✦ Cooperating in drawing pictures and rectifying them and in sharing his/her things with others.  
✦ Decorating pictures and figures drawn on paper/ground with flowers, leaves and colours.  
✦ Drawing pictures with different moulds and finger prints. | ✦ Drawing nature scenes and desired pictures with shadings.  
✦ Applying colours with water colours and poster colours.  
✦ Improving own pictures by observing others pictures.  
✦ Congratulating best pictures.  
✦ Appreciating artists.  
✦ Selecting suitable colours, identifying importance of colour and brightness and utilizing. | ✦ Able to draw fanciful images, three dimensional pictures, decorations.  
✦ Applying suitable colours.  
✦ Decorating schools and his or her surroundings with colourful pictures and figures drawn on grounds.  
✦ Collecting best pictures / images. Appreciating artists duly knowing their experiences.  
✦ Organising painting exhibitions. |
|      | Preparation of models and dolls | ✦ Preparing dolls with materials like soil and sticks & applying colours.  
✦ Preparing dolls with materials like cloth pieces, leaves of palmyra tree, and chocolate wrappers. Cooperating with others in preparation.  
✦ Preparing dolls and masks with hand fingers, speaking some thing about them.  
✦ Preparing dolls with leaves. Display.  
✦ Preparing scrap books. | ✦ Preparing models & dolls with various types of material according to textbook topics and applying colours on them.  
✦ Preparing dolls with moulds.  
✦ Appreciation of artists by observing their models and statues seen in surrounding areas.  
✦ Taking photos by using camera.  
✦ Participating in photography exhibitions. | ✦ Preparing dolls which have moving parts. Display of variety.  
✦ Preparing moulds.  
✦ Co-operation in preparation.  
✦ Preparing puppets. Display on social issues.  
✦ Taking interviews from manufacturers of dolls and models.  
✦ Taking photographs and participating in photo exhibitions. |
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| 2.  | Origami, Tangram | ✦ Preparing simple dolls by paper folds  
Ex: Caps, Birds, Flowers, Boy, Camera etc.  
✦ Preparing various shapes with 7 types of pieces and speaking about them.  
✦ Understanding how to prepare dolls with paper folds and cooperating in teaching the same to others.  
✦ Preparing paper dolls with many folds.  
Ex : Animals, Birds etc.  
✦ Cutting into seven pieces, preparation of mathematical shapes and different pictures with those seven shapes. Affixing and displaying.  
✦ Collection of books having dolls made with paper folds and preparation of same on own.  
✦ Appreciating  
✦ Reading of origami books.  
✦ Preparing objects and strange dolls with paper folds.  
Ex : Chair, Sofa, etc.  
✦ Cutting papers in various shapes of flowers and different patterns.  
✦ Preparing paper covers.  
✦ Utilisation of waste papers in school decoration.  
✦ Organisation of origami exhibition and participation. | | | |
|     | Stiching, Knitting | ✦ Preparing dolls with straw of millet, palmyra tree leaves and bamboo, available in surrounding areas.  
✦ Stiching using needle and thread. Stitching buttons.  
✦ Preparation of puppets.  
✦ Giving shows by using puppets.  
✦ Preparation of objects made by wires (Stiching of baskets)  
✦ Stiching with colourful threads as per design on cloths.  
✦ Visiting exhibitions of stiching and knitting, appreciating them and practicing to learn.  
✦ Giving shows using puppets, writing and collecting stories and songs required for puppet shows.  
✦ Weaving cotton tape (脿asti) used in a cot as a supportor base.  
✦ Inviting local experts and organising camps.  
✦ Organising exhibitions of stiching and knitting acquiring skills in their preparation.  
✦ Giving suggestions to other students in stiching.  
✦ Preparation of animated dolls | | | |
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<td>and designs using computers. Displaying.</td>
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<tr>
<td>3.</td>
<td>Singing Songs</td>
<td>✦ Able to sing patriotic and folk songs. &lt;br&gt;✦ Appreciating singers. &lt;br&gt;✦ Singing in groups. &lt;br&gt;✦ Singing in programmes and on occasions of festivals.</td>
<td>✦ Singing local songs and poems (సంగార). melodiously. &lt;br&gt;✦ Singing songs in different music forms. &lt;br&gt;✦ Able to sing with music instruments (orchestra).</td>
<td>✦ Collecting, singing and displaying local art forms. &lt;br&gt;✦ Singing paredy songs and framing tunes. &lt;br&gt;✦ Conducting song competitions and participating. &lt;br&gt;✦ Collecting and singing songs related to various social issues.</td>
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<td></td>
<td>Utilisation of musical instruments</td>
<td>✦ Beating cymbol rythmically according to song. &lt;br&gt;✦ Able to use musical instruments like kanjara, drum available in surrounding areas.</td>
<td>✦ Able to use kanjara, Dappu (drum) and gajalu (small tinkling bell) in singing situations. &lt;br&gt;✦ Using musical instruments in School programmes. &lt;br&gt;✦ Providing co-operation and suggestions to fellow students in using different musical instruments. &lt;br&gt;✦ Appreciating</td>
<td>✦ Participating in school programmes with locally available musical instruments. &lt;br&gt;✦ Learning to play any musical instrument specially. &lt;br&gt;✦ Able to give suggestions and cooperation to children in using musical instruments in school programmes.</td>
</tr>
<tr>
<td>4.</td>
<td>Dramatisation/ playing a role, mime, acting in play lets and one act plays, choreography.</td>
<td>✦ Imitating small rolls. Ex-police, Teacher. &lt;br&gt;✦ Dramatisation of textbook contents with fellow students, and playing rolls</td>
<td>✦ Dramatisation of textbook topics by changing them into dialogues. &lt;br&gt;✦ Playing a role Monoaction (అన్నాని, రోగి, గంగా) &lt;br&gt;✦ Performing mime on social</td>
<td>✦ Showing collected and compared plays. Directing plays. Directing plays. &lt;br&gt;✦ Composing plays/street plays based on social themes and showing.</td>
</tr>
<tr>
<td>Sl.</td>
<td>Abilities</td>
<td>Class - V</td>
<td>Classes - VI, VII, VIII</td>
<td>Classes - IX, X</td>
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<td></td>
<td></td>
<td>✦ Performing mime on daily routine works and professions etc.</td>
<td>✦ Performing mime in special occasions.</td>
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<td></td>
<td></td>
<td>✦ Choreographing dance for songs.</td>
<td>✦ Meeting artists, knowing tips.</td>
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<td></td>
<td>✦ Performing better in shows.</td>
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<td></td>
<td></td>
<td></td>
<td>✦ Choreographing dance for songs.</td>
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<td>✦ Meeting artists, knowing tips.</td>
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<td></td>
<td>✦ Performing better in shows.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>✦ Choreographing dance for songs.</td>
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<tr>
<td>5.</td>
<td>Dance, showing local art forms</td>
<td>✦ Dancing rhythmically according to song.</td>
<td>✦ Displaying local dances. Knowing about local art forms, appreciating and making efforts to learn them.</td>
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<td></td>
<td></td>
<td>✦ Able to initiate certain levels (कृष्ण) in dance.</td>
<td>✦ Showing art forms on social themes.</td>
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<td></td>
<td></td>
<td>✦ Appreciating dancers.</td>
<td>✦ Conducting school day functions, showing local art forms.</td>
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<td></td>
<td></td>
<td></td>
<td>✦ Appreciating different art forms, which are seen and doing experiments creatively on them.</td>
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<td></td>
<td></td>
<td>✦ Acquiring skill in any art form.</td>
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</tbody>
</table>
### Learning indicators as per academic standards - Health & Physical Education

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Abilities</th>
<th>Class - V</th>
<th>Classes - VI, VII, VIII</th>
<th>Classes - IX, X</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Active participation, following rules and regulations, sportive spirit, special skills.</td>
<td>✤ Showing interest towards some special games, sports.</td>
<td>✤ Playing and participating in games and sports daily without fail.</td>
<td>✤ Playing and participating in games and sports daily without fail.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Playing together with others.</td>
<td>✤ Practicing continuously to play games &amp; sports perfectly.</td>
<td>✤ Participating in games &amp; sports and tournaments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Playing local and traditional games.</td>
<td>✤ Able to prepare material required for local traditional games and playing.</td>
<td>✤ Reading news and magazines regarding games &amp; watching TV.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Playing traditional games duly knowing rules and regulations.</td>
<td>✤ Playing games and sports as per standard rules.</td>
<td>✤ Watching games &amp; sports on TV.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✤ Questioning, if rules are not followed.</td>
<td>Ex: Carroms, chess, temicoot, Kho-Kho, kabaddi.</td>
<td>✤ Able to prepare an action plan to play certain games &amp; sports on certain occasions. Playing accordingly.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✤ Able to decide right or wrongs during playing.</td>
<td>✤ Acquiring skill in selected game.</td>
</tr>
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<td></td>
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<td></td>
<td>✤ Knowing rules of a game which he/she liked most perfectly.</td>
<td>✤ Able to frame rules for games &amp; sports.</td>
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<td></td>
<td>✤ Preparing action plans.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>✤ Able to decide right or wrongs during playing.</td>
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<td></td>
<td>✤ Collecting particulars of rules with regard to different types of sports &amp; games and tournaments. Participating in them.</td>
</tr>
<tr>
<td>SL</td>
<td>Abilities</td>
<td>Class - V</td>
<td>Classes - VI, VII, VIII</td>
<td>Classes - IX, X</td>
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<tr>
<td></td>
<td>Special Skills</td>
<td>Making efforts with special care to acquire skill in an interested game.</td>
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<tr>
<td>3</td>
<td>Family relations, health, nutritious, food, good habits.</td>
<td>Having awareness about excess and less weight. Having awareness to have height and weight proportionate to age. Doing small exercises.</td>
<td>Attempting to have weight proportionate to height. Identifying need of food for physical development and showing readiness to have</td>
<td>Achieving weight proportionate to height. Making efforts to be strong and firm. An understanding on</td>
</tr>
<tr>
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<tr>
<td></td>
<td>Introducing of yoga.</td>
<td></td>
<td>An understanding on nutrients in different food items.</td>
<td>nutrients in different food items. Understanding on nutritious values in traditional food.</td>
</tr>
<tr>
<td></td>
<td>Doing first aid.</td>
<td></td>
<td>Understanding on nutritious values in traditional food.</td>
<td>Analysing availability of Proteins, Carbohydrates, Fat, Vitamins and mineral salts in our food items and having suitable and nutritious food.</td>
</tr>
<tr>
<td></td>
<td>Taking bath daily.</td>
<td></td>
<td>Analysing availability of Proteins, Carbohydrates, Fat, Vitamins and mineral salts in our food items and having suitable and nutritious food.</td>
<td>Attempting to get strong and firm body/physic by having nutritious food, playing games, doing yoga and practicing good habits.</td>
</tr>
<tr>
<td></td>
<td>Understanding on nutrients in different food items.</td>
<td></td>
<td>Attempting to get strong and firm body/physic by having nutritious food, playing games, doing yoga and practicing good habits.</td>
<td>Doing exercise and yoga everyday.</td>
</tr>
<tr>
<td></td>
<td>Understanding on nutritious traditional food.</td>
<td></td>
<td>Doing aerobic exercises. (yogasanas, pranayamam &amp; meditations)</td>
<td>Having passion towards games and sports.</td>
</tr>
<tr>
<td></td>
<td>Cleaning hands &amp; legs before and after meals.</td>
<td></td>
<td>Taking bath everyday.</td>
<td>Knowing relationship between food and physical development and following.</td>
</tr>
<tr>
<td></td>
<td>Wearing chappals.</td>
<td></td>
<td>Cleaning hands &amp; legs before and after meals.</td>
<td>Washing cloths on own and wearing.</td>
</tr>
<tr>
<td></td>
<td>Cutting nails properly.</td>
<td></td>
<td>Wearing chappals.</td>
<td>Washing in their garments cleanly with hot water.</td>
</tr>
<tr>
<td></td>
<td>Keeping handkerchief during coughing or sneezing against mouth.</td>
<td></td>
<td>Cutting nails properly.</td>
<td>Reading books regarding personal cleanliness.</td>
</tr>
<tr>
<td></td>
<td>Helping family members, respecting them, having food and doing works together.</td>
<td></td>
<td>Keeping handkerchief during coughing or sneezing against mouth.</td>
<td>Consulting doctors.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Helping family members, respecting them, having food and doing works together.</td>
<td>Make small class children understand.</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Helping family members, respecting them, having food and doing works together.</td>
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<tr>
<td>4.</td>
<td>Health, Food habits</td>
<td>Girls should be aware of using napkins.</td>
<td>Making habit to have food useful for health.</td>
<td>Making habit to have food useful for health.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Make them aware to have all types of food.</td>
<td>Having food useful for health.</td>
<td>Encouraging good habits.</td>
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<tr>
<td></td>
<td></td>
<td>Do not waste food items.</td>
<td>Having food.</td>
<td>Appreciating.</td>
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<td></td>
<td></td>
<td>Having food together.</td>
<td>Giving cooperation.</td>
<td>Serving food in programmes and festivals.</td>
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<td></td>
<td></td>
<td>Having food by sharing mutually.</td>
<td>Keeping kitchen and dining halls clean.</td>
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<tr>
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<td></td>
<td>Placing waste material in dustbins.</td>
<td>Having awareness towards cleanliness in and around home.</td>
<td>Reading books for protecting environment.</td>
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<tr>
<td></td>
<td></td>
<td>Keeping school surroundings clean.</td>
<td>Arranging school garden and maintaining.</td>
<td>Participating in programmes on environmental protection.</td>
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<tr>
<td></td>
<td></td>
<td>Recognising need of cleanliness in surroundings.</td>
<td>Applying medicine to wounds and fasten bandage. Doing first aid.</td>
<td>Arranging a compost pit to maintain garden in school.</td>
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<td></td>
<td></td>
<td>Growing trees in house premises.</td>
<td></td>
<td>Growing trees in house premises.</td>
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</tbody>
</table>

Learning to learn and the willingness to unlearn and relearn are important as means of responding new situations in flexible and creative manner. The curriculum needs to emphasis the process of constructing knowledge.

- NCF-2005
## Learning indicators as per academic standards - Work - Computer Education

<table>
<thead>
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<th>Sl.</th>
<th>Abilities</th>
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</thead>
</table>
| 1.  | Preparation of various models and materials | ✦ Speaking  
✦ Preparing dolls with leaves, papers & cloth pieces.  
✦ Applying colours.  
✦ Preparing various types of puppets (hand fingers, masks).  
✦ Giving shows.  
✦ Growing school graden.  
✦ Doing decorations. | ✦ Preparing dolls with moving parts (cars with cardboard boxes, using syringe and rubbers as wheels)  
✦ Stiching plantain leaf as an eating plate.  
✦ Working together. Sharing own material with others during preparation of dolls.  
✦ Telling stories on social issues.  
✦ Growing vegetables and marketing. | ✦ Preparing new devices/tools.  
✦ Preparation of soaps, agarbutties, saus etc.  
✦ Repairing electronic devices, knowing primary aspects required.  
✦ Learning by preparation of earthen pot, wooden boxes. |
|     | Skill to use various types of material & tools. | ✦ Able to select suitable tool required for work.  
✦ Able to use sorroundings carefully.  
✦ Able to give cooperation in usage of tools.  
✦ Able to use school public address system. | ✦ Able to use technical tools.  
✦ Taking care in use and safety of tools.  
✦ Able to repair minor defects in tools.  
✦ Showing skill & techniques in usage of tools.  
✦ Preparing toolkit and checking up of tools in the kit. | ✦ Able to repair defects which arise during usage of electric devices.  
✦ Able to repair by using wood/stick.  
✦ Arranging personal tool-kit and using it.  
Repairing minor repairs which arise in day today work.Observation of tools' |
<table>
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<tr>
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</thead>
</table>
| 2.  | Partnership in professions, arts & crafts and products. Utilisation of services of concerned persons. | ✦ Appreciating different professionals by knowing their ways of working.  
✦ Able to collect details & pictures of different professions and displaying.  
✦ Able to appreciate products.  
✦ Congratulate artists duly knowing about them.  
✦ Respecting artists. | ✦ Able to make entries of working methods of different professions.  
✦ Collecting details & photos of different professions (folk & traditional) and artists and displaying same through album.  
✦ Participating enthusiastically in various functions of school & society. | ✦ Learning about different professions by observing directly. Able to prepare products using their services.  
✦ Weaving mats. Preparing soaps and agarbattis (sambrani).  
✦ Knowing about various arts. Displaying skill in an interested art. |
|     | Participation in (extra curricular) programmes like organising of celebrations & school garden. Executing responsibilities. | ✦ Participating enthusiastically in various functions of school and society.  
✦ Participating in programmes.  
✦ Doing small works.  
✦ Understanding organisational methods. Make entries in register.  
✦ Organising rallies for publicity on programmes and functions.  
✦ Executing responsibilities in childrens’ associations.  
✦ Participating in school and cultural programmes conducting programmes, taking up responsibilities. | ✦ Participating in school and cultural programmes conducting programmes, taking up responsibilities.  
✦ Taking up of extra curricular programmes like maintaining compist pit in school and preparing compost urea, growing school garden or trees.  
✦ Arranging special lunch/ dinner in school.  
✦ Conducting social service programmes and school day functions. Organising cultural, | ✦ Participating enthusiastically in various functions of school and society.  
✦ Participating in disaster prevention programmes.  
✦ Executing responsibilities, programmes.  
✦ Participating in school and cultural programmes conducting programmes, taking up responsibilities.  
✦ Taking up of extra curricular programmes like maintaining compist pit in school and preparing compost urea, |
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<tr>
<td></td>
<td>Participating in the Annual functions Participating in little police associations (as members)</td>
<td></td>
<td>quiz, elocution, language, mathematical assemblies ( PIX ), taking responsibilities.</td>
<td>growing school garden or trees.</td>
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<td></td>
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<td>Working as a volunteer in programmes like cleaning surroundings and vana mahotswahas etc.</td>
<td>✦ Arranging special lunch/ dinner in school.</td>
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<td></td>
<td>Able to utilise 108 ambulance service</td>
<td>✦ Conducting social service programmes and school day functions. Organising cultural, quiz, elocution, language, mathematical assemblies ( PIX ), taking responsibilities.</td>
</tr>
<tr>
<td>3.</td>
<td>Learning through computers.</td>
<td>✦ Acquiring direct experience on various subjects through virtual reality. Ex: Acquiring direct experience on cow, tree, swing etc.</td>
<td>✦ Able to collect additional information along with various subject (texts) topics, prescribed for previous classes.</td>
<td>✦ Reading information along with subject topics prescribed for classes 1-8 through e-mail.</td>
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<td></td>
<td></td>
<td>✦ Listening &amp; watching songs with action and delighting.</td>
<td>✦ Able to study on own by connecting to internet.</td>
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<td></td>
<td></td>
<td>✦ Imitating various rolls.</td>
<td>✦ Able to do map pointing.</td>
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<td>✦ Watching science experiments and other various programmes according to class level standards understanding.</td>
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<td>✦ Able to play subject related games available on various topics.</td>
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<td>✦ Able to evaluate himself / herself</td>
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<td></td>
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<td>✦ Able to know additional information.</td>
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<td></td>
<td></td>
<td>✦ Giving co-operation in groups.</td>
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</table>
✦ Able to draw pictures regarding school. Applying colours.  
✦ Able to browse internet. | ✦ Able to prepare notes on various topics in MS-word application.  
✦ Able to fill information in Excel sheet.  
✦ Able to make a power point presentation.  
✦ Able to download information through internet.  
✦ Able to transfer data.  
✦ Able to create files, open folders, fill and save them. | ✦ Power point presentation.  
✦ Able to install new softwares.  
✦ Able to load antivirus software and protect data in computer.  
✦ Creating own Email ID.  
✦ Able to send and receive emails. |
| 5.  | Social service programmes, offering one's free service for a good cause. (Shrama danam) | ✦ Cleaning school and decorating house  
✦ Arranging pandal fencing and providing water for plants. | ✦ Maintaining school garden.  
✦ Helping in medical camps conducted in villages.  
✦ Giving publicity on planting trees, personal and surrounding cleanliness in wards and villages by placards. | ✦ Helping in medical camps.  
✦ Cleaning water tank.  
✦ Participating in cleanliness programmes and giving publicity.  
✦ Giving publicity on planting trees, personal and surrounding cleanliness in wards and villages by placards. |
### Learning indicators as per academic standards - Value Education, Life Skills

<table>
<thead>
<tr>
<th>Sl.</th>
<th>Abilities</th>
<th>Class - V</th>
<th>Classes - VI, VII, VIII</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Deciding good or bad behavior, power of</td>
<td>♦ Expressing opinions about good and bad on</td>
<td>♦ Able to explain good &amp;</td>
<td>♦ Able to explain good &amp; bad with reasons or what you</td>
</tr>
<tr>
<td></td>
<td>discrimination.</td>
<td>stories, songs, programmes and real life</td>
<td>bad with reasons or what</td>
<td>like and dislike in stories, songs, programmes and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>incidents. Explaining with reasons. Informing</td>
<td>you like and dislike in</td>
<td>real life incidents. Analysing in many angles,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>facts bravely.</td>
<td>stories, songs,</td>
<td>questioning and suggesting alternatives.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>♦ Expressing good &amp; bad on incidents and</td>
<td>programmes and real life</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>individuals' activities. Conducting</td>
<td>life incidents.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>discussion programmes on social issues,</td>
<td>Analysing in many</td>
<td></td>
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<td></td>
<td></td>
<td>incidents and problems. Participation.</td>
<td>angles, questioning and</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>suggesting alternatives.</td>
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<td></td>
<td>♦ Expressing good &amp; bad on</td>
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<td>incidents and persons'</td>
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<td></td>
<td>activities. Conducting</td>
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<td>discussion programmes on</td>
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<td></td>
<td>social issues, incidents and problems. Participation.</td>
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<td></td>
<td>♦ Conducting discussion programmes on social</td>
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<tr>
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<td></td>
<td>issues, incidents and persons' activities.</td>
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<tr>
<td></td>
<td></td>
<td>♦ Conducting discussions programmes and</td>
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<td>participating.</td>
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<tr>
<td></td>
<td></td>
<td>♦ Expressing good &amp; bad on incidents and</td>
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<td></td>
<td>individuals' activities. Conducting</td>
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<td></td>
<td>discussion programmes on social issues,</td>
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<td></td>
<td></td>
<td>problems. Participation.</td>
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<td></td>
<td></td>
<td></td>
<td>♦ Conducting discussion programmes on social issues, incidents and problems. Participation.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Having constitutional values and brotherhood</td>
<td>♦ Listening to others patiently. Having</td>
<td>♦ Participation of all</td>
<td>♦ Able to solve problems between children with</td>
</tr>
<tr>
<td></td>
<td>feeling. Displaying</td>
<td>patience to wait till his/her turn comes in</td>
<td>children in festivals</td>
<td>endurance/patience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>games, and pass time. Other programmes.</td>
<td>and functions of all</td>
<td>Providing opportunity to all in all aspects.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>religions.</td>
<td>Able to react to students on various problems and</td>
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<td></td>
<td></td>
<td>♦ Giving co-operation in above</td>
<td>helping them.</td>
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<td></td>
<td>programmes.</td>
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<td></td>
<td>♦ Recognising greatness of</td>
<td></td>
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<td></td>
<td>others' customs and</td>
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<td></td>
<td>traditions. Appreciating.</td>
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<td></td>
<td>♦ Expressing good &amp; bad on</td>
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<td>incidents and individual's</td>
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<td>activities. Conducting</td>
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<td>discussion programmes on</td>
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<td>social issues, incidents and problems. Participation.</td>
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<td></td>
<td>♦ Arranging programmes like</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>ceremonial garden party</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>(මිරෝල් මැදිලි) picnics/tours etc. for gathering of all in a place.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Participants in those</td>
<td></td>
</tr>
<tr>
<td>Sl.</td>
<td>Abilities</td>
<td>5th Class</td>
<td>6, 7, 8 Classes</td>
<td>9, 10 Classes</td>
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</tr>
<tr>
<td>3</td>
<td>Individual values like patience, kindness, empathy (मेहनत, स्नेह आदि) Morality-Honesty, Goodness etc.</td>
<td>✦ Listening to others patiently. Having patience to wait till his/her turn comes in games, and pass time. Other programmes. ✦ Co-operating with others by thinking their problems as ours. Ex: When fellow students do not have meals to eat. Showing affection on animals and environment. Feeding birds and protecting them. ✦ Should not blame others. Should not back-bite others etc. ✦ Wishing to help others who are in troubles. ✦ Should not hurt dogs, dragon-fly,</td>
<td>✦ Listening to others patiently. Having patience to wait till his/her turn comes in games, and pass time. Other programmes. ✦ Co-operating with others during rise of conflicts on different occasions. Showing affection on animals and environment. Feeding birds and protecting. ✦ Reacting patiently. ✦ Analysing a problem in different angles.</td>
<td>✦ Reaching to real life incidents properly and suggesting solutions accordingly. ✦ Suggesting solutions to environmental &amp; individual problems. ✦ Showing affection on living beings animals and environment. Feeding birds and protecting them. Suggesting solutions during participating in programmes, natural calamities and any inconvenient incidents. Puts efforts to his best.</td>
</tr>
<tr>
<td>Sl.</td>
<td>Abilities</td>
<td>5th Class</td>
<td>6, 7, 8 Classes</td>
<td>9, 10 Classes</td>
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<td>chameleon, plants and animals intentionally.</td>
<td>Having love and mercy on living beings around us and on environment. Reacting if any harm happens to them. Analysing a problem in various angles.</td>
<td>Should see children to be disciplined during prayer meeting and other occasions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Helping old persons and physically challenged, who live in home as a responsibility. Ex : Giving drinking water.</td>
<td>Taking initiative to help needy persons who are in trouble.</td>
<td>Protecting school resources and assets carefully.</td>
</tr>
<tr>
<td>4.</td>
<td>Life skills, thinking skills, communication skills (speaking in a good manner, communicating views perfectly, being healthy, taking responsibilities, leadership qualities, having creative skills to think over a problem and analyse it.)</td>
<td>Should not cause any harm to others material due to his/her work. Recognising problems that arise because of indiscipline and misbehavior. Identifying reasons and reacting to them. Addressing with due respect.</td>
<td>Analysing reasons of problems arising due to indiscipline &amp; misbehavior during combined studies, eating and playing along with other students in different angles. Suggesting alternatives. Reacting on good and bad behaviour.</td>
<td>Identifying problem arising due to self indiscipline.</td>
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<td></td>
<td></td>
<td></td>
<td>Able to question if individual rights are denied. Following rules prescribed in schools and other occasions. Protecting government assets.</td>
</tr>
</tbody>
</table>
5. Evaluation Methods

The evaluation procedures followed in school as a part of Continuous Comprehensive Evaluation should be such that they observe children completely in all aspects and record them. It is also necessary to assess children through examinations conducted periodically along with the evaluation done through observation of children inside and outside the classroom in tandem with the teaching learning processes. However, whatever may be the evaluation procedure, its results should not be used to compare two children.

Evaluation should not only observe how children learnt, and what was learnt but should also help them retain what was learnt. Interests, attitudes, emotions, special interests, physical growth and health related components should also be assessed along with knowledge, understanding, application, analysis and adjustment to new situations. This evaluation is of two types:

1. Formative Evaluation
2. Summative Evaluation

1. Formative Evaluation

Working towards improving the children's learning through observing and recording their performance while they are participating in teaching learning processes is called Formative Evaluation (assessment). It is used by the teacher to continuously monitor children's progress in a non-threatening, supportive environment. It involves regular descriptive feedback, rather than marks and grades, which gives a chance for the students to reflect on their performance, take advice and improve upon it.

The teacher can estimate what the children have learnt; and how they are learning based on the discussions in the classroom, their answers to questions in the middle and at the end of the lessons, their notebooks, class work and homework, group activities and project work, etc. This is called formative evaluation.

Formative evaluation gives continuous feedback to the teacher as well as the children all along the teaching learning processes, so it helps them make necessary changes in their teaching/learning strategies. If used effectively, it can improve children's performance tremendously while raising their self-esteem and reducing the work load of the teacher. Let us have a look at the features of this formative evaluation.
Continuous Comprehensive Evaluation

Formative Evaluation

- Is a process to observe the progress of the child and how s/he is learning
- Is diagnostic and remedial
- Makes the provision for effective feedback on how children are learning
- Provides the platform for the active involvement of children in their own learning.
- Enables teachers to adjust teaching by taking into account the results of evaluation
- Recognizes the profound influence evaluation has on the motivation and self-esteem of students, both of which are crucial influences on learning
- Recognizes the need for students to be able to assess themselves and understand how to improve
- Builds on children's prior knowledge and experience in designing what is taught.
- Incorporates varied learning styles based on how and what to teach.
- Encourages children to understand the criteria that will be used to judge their work
- Offers an opportunity to children to improve their work after feedback,
- Helps children to support their peers, and expect to be supported by them.
- This is conducted in a natural environment free from stress and fear and without making the children aware of being tested
- The teacher can have an understanding of the children's progress while they participate in teaching learning processes

2. Summative Evaluation

Evaluating all the components the children have learnt through teaching learning processes is called Summative Evaluation. Summative Evaluation is carried out at the end of a course of learning. It measures or 'sums up' how much a student has learned from the course. Usually, this is done in the form of paper-pencil test and it assesses scholastic areas only. Since this tests how much information is remembered, it develops in the children the philosophy of 'learn-write exam-and forget'. Summative evaluation done in the name of terminal and annual examinations gives the performance of children in the form of marks and ranks. They tell us whether children passed or failed the class studied. Since this kind of examinations force children to remember all the information in all the lessons up to the point of examinations, they are subjected to high exam pressure, anxiety and depression. On some occasions, this evaluation develops undesirable competition too. Let us try to have a deep understanding of this evaluation.
Continuous Comprehensive Evaluation

- This is Evaluation of learning
- This is generally taken by students at the end of a unit or a semester to demonstrate the "sum" of what they have or have not learnt.
- This is an evaluation procedure that is done based on the academic standards

At present, in our education system, the children's progress is assessed only through summative evaluation. This is done through an extensive machinery soon after the children finish a syllabus specified for a class or a course, focusing more on the results/marks. Because of this undue importance to marks, many educational institutions are encouraging rote memory methods with the sole aim of getting children ready to take the examinations and secure good marks. Since the sole purpose of learning has become writing examinations, children find no scope for constructing knowledge and applying it to solve real life problems. Though children's all-round development should be assessed on a continuous basis using a multiplicity of evaluation tools, teachers, authorities, parents and educational institutions are turning to 'summative evaluation' because it is far easier than Continuous Comprehensive Evaluation. It is dangerous to resort to such methods which cannot assess the children's progress in a scientific way. Now let us have a look at the differences between formative and summative evaluation.

<table>
<thead>
<tr>
<th><strong>FORMATIVE</strong></th>
<th><strong>SUMMATIVE</strong></th>
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</thead>
<tbody>
<tr>
<td>Monitors how children are learning during teaching learning processes</td>
<td>Monitors what children learnt after teaching learning processes</td>
</tr>
<tr>
<td>Is done continuously to improve learning</td>
<td>Is done in the middle and at the end</td>
</tr>
<tr>
<td>Improves learning</td>
<td>Judges learning</td>
</tr>
<tr>
<td>Looks at how learning is progressing</td>
<td>Looks at the result of learning</td>
</tr>
<tr>
<td>Is based on mutually agreed upon tools and objectives</td>
<td>Is based on external institutions/people</td>
</tr>
<tr>
<td>Useful to identify components that needs to be improved</td>
<td>Useful to scold or reward based on the results</td>
</tr>
<tr>
<td>Is adaptable: procedures and tools can be changed/adapted to suit the needs</td>
<td>Is useful only to divide the children into two groups PASSED / FAILED</td>
</tr>
<tr>
<td>Aims at achieving progress</td>
<td></td>
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<tr>
<td>Gives scope for cooperative learning - children help each other for mutual benefits</td>
<td></td>
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<tr>
<td>Micro level observation</td>
<td>Holistic observation</td>
</tr>
<tr>
<td>Is done through evaluation tools like children's diaries, notebooks, etc.</td>
<td>Is done through written examinations</td>
</tr>
</tbody>
</table>
6. Evaluation Tools - Explanation

The teacher should monitor the children's progress through Continuous Comprehensive Evaluation. While doing so, s/he has to take into consideration all teaching learning processes conducted in the classroom and outside the classroom. For this, a number of tools will be necessary. In formative evaluation, evaluation should be done mainly using checklists, notebooks of children, children's diaries, rating scales, portfolios, anecdotal records, individual observations and the teacher's diary. In summative evaluation, oral and written tests are necessary. Let us learn about them in detail.

**Tools for Formative Evaluation**

Four types of tools are mainly used in formative evaluation. They are:

1. Children's participation - responses
2. Written components (notebooks, homework, etc.)
3. Project work
4. Slip test

**1. Children's participation - responses**

Since the way children participate in teaching learning processes tell us the way they learn and their progress, the teacher can evaluate their progress by observing how they are participating in the teaching learning processes and how they are responding. The participation and the responses of children can be observed in the following learning situations:

- During discussions on concepts of the lesson
- While doing tasks and group activities
- While creating models, samples, diagrams, and graphs
- While participating in creative activities
- While participating in the discussion for mind mapping
- While discussing the questions given in the middle and at the end of the lesson

The teacher has to observe the children inside and outside the classroom. Observation is
useful as an evaluation tool to monitor whether a student is listening to the lesson taught by the teacher or not; and to check whether s/he is participating in discussions or not. The children can be evaluated through observation in components like, discipline inside and outside the classroom, behaviour, response to various things, drawing pictures, singing songs, playing games, food habits, health habits, personal and surrounding hygiene and the wisdom to discriminate good from bad. Based on the observations, the teacher can estimate the performance of children in various competencies. They can be given suggestions so that they can rectify their faults and improve their learning.

**Oral Test**

The teacher can use oral tests to observe/scrutinize the children’s learning. Every day, while teaching a lesson, the questions asked by the teacher to know the understanding of children can be taken as an oral test. In teaching languages, to test listening and speaking skills, many oral activities are conducted. Similarly, in mathematics, the teacher gives some problems that should be done orally - all these assessment tools that require oral response rather than written response are called oral tests. They are not done at a fixed point of time, nor are they predetermined. They are used along with the teaching learning processes.

**Teacher Diary**

Teacher diary is a useful assessment tool to note down observations about the children's progress and the way they participate in teaching learning processes. This is useful for the teacher to record the responses of children, their misconceptions, their special abilities. This also helps him/her to look for alternatives to improve children's learning. Hence, teacher diary can be taken as an important assessment tool to record the children's competencies.

**2. Written components (notebooks, homework, etc.)**

Children write their opinions on what they have learnt. These writings help the teacher as tools to understand their competencies. In formative evaluation, the teacher has to take into consideration all the written work done by children inside and outside the classroom. This will help him/her to observe and understand how children are learning and where they are going wrong, so that s/he can give guidance to them and help them improve their performance.
Continuous Comprehensive Evaluation

(a) Notebooks

The children's progress can be assessed by looking into their notebooks and observing/scrutinizing their answers to questions given as class work/homework, their solutions to mathematical problems, etc. The notebooks will help the teacher to know in which subject and how much a child is lagging behind and the reasons for that, which in turn, will help him/her to adapt teaching learning processes and to take up remedial work. Children should be encouraged to write in their notebooks questions and answers related to lessons; about the components they liked; procedures of conducting experiments; drawing pictures; and also about the project work and hypotheses.

(b) Anecdotal Record

An anecdotal record is a record intended to note down the details about an incident or a situation faced by children in their life. The word 'anecdote' means, 'a short piece of writing about something someone has done.'

On some occasions, children behave in a way that it surprises even adults, so these anecdotal records are useful to know whether children respond positively or negatively to a situation.

- Writing about a conversation or an occasion that showcases children's special abilities

(c) Portfolio

- A Portfolio is a collection of things that show the way a child works and displays his/her competencies in various curricular and co-curricular areas. The work done at various stages can be presented. These are called personal portfolios.
- When special abilities are exhibited, their worksheets can be preserved in their portfolios
- The poems, stories, pictures, letters, etc., of children can go into their portfolios

(d) Questions and exercises in textbooks

The textbooks are developed in such a way that they facilitate the achievement of competencies by participating in various constructivist learning situations, so children have to discuss many components in the textbooks and write on them. They have to write in the textbook answers to questions given in the middle and at the end of each lesson; fill in tables given in activities; fill in some tables with the information they have collected; write reports, etc., so the teacher should take this work into consideration to assess their performance.
(e) Children Diary

A Children Diary is a book in which children record their daily routine, their reflections, their feelings on the incidents/happenings seen or heard, their experiences, etc.

By using children diary, their language competence, honesty, interests, hobbies can be observed/assessed.

3. Project work

Learning cannot take place just by listening or reading alone. Doing things and experiences are also necessary to learn well. Project work gives this opportunity. Through this, children's observational and experimental skills will be developed. They can participate in teaching learning processes with interest and enthusiasm. Project work is useful for children to construct knowledge on their own in language and non-language subjects as well. The children's performance can be evaluated by observing the way children participate in project work and the quality of the report they submit.

"Project work essentially involves submitting a report by a student on a given topic after s/he has worked on it, discussed it and analysed it from various angles and perspectives"

This can also be given as a group work. This method will develop in children abilities such as, self-learning; checking the truth value of what s/he has learnt; collecting information about new things; making models; analyzing problems; and speaking with others.

E.g. For 5th class children - preparing a report on the prices of various vegetables available in the market; asking them to observe if the prices are changing every day. To do this project, children have to do the following things:

1. Collecting the prices of vegetables
2. Collecting them for one week
3. Visiting marked every day
4. Collecting prices of various vegetables and tabulating them
5. Comparing the prices of various vegetables
6. Discussing which prices are stable and which prices change
7. Presenting a report and conducting discussion on it
8. Children use many components learnt in maths, science, social science and languages
**Documentation:**

Children prepare reports based on the information collected by them. Writing in sequential order about what they have done at various stages is called documentation. When children are required to gather information or to do project work, they do this.

When national festivals or other programmes are conducted in school, children write reports - they include various activities done and put them in sequential order; elaborate on various occasions; identify appealing words and write them; describe experiences during field visits; and narrate science tours/picnics along with photos. Documents covering any or some of the above can be taken as assessment tools to evaluate the performance of children in certain competencies.

4. **Slip test**

In formative evaluation, the achievement of competencies by children can be observed through a slip test too. This is not a normal unit test, so there will not be a prepared question paper and it is not conducted at a predetermined point of time according to a fixed time table. This is a small written test conducted by the teacher to assess certain competencies of children in the lesson taught. The teacher writes the questions on the blackboard or on a chart. The questions are not taken as they are from the textbook. They are mostly open-ended and give scope for children to think and write on their own.

Children should keep a note book separately for writing answers of slip tests which are conducted four times a year.

**Formative Assessment - Grading**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Student's Name</th>
<th>Participation Responses (10 marks)</th>
<th>Written work - Note book (10 marks)</th>
<th>Project Work (10 marks)</th>
<th>Slip test (20 marks)</th>
<th>Total (20 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Raghu</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>A</td>
<td>B+</td>
<td>B+</td>
<td>B</td>
<td>B+</td>
<td></td>
</tr>
</tbody>
</table>

**Summative evaluation - Tools**

Through summative evaluation, the teacher tries to know the competencies of children. Unlike formative evaluation, in this kind of evaluation, it is not possible to assess the performance of children...
using a number of tools. Hence, it is done only through written examinations. However, at primary stage, while assessing competencies in languages, the teacher can use oral tests also along with the written tests. The questions in summative evaluation should be given according to the academic standards. Since some academic standards can only be tested through oral tests (e.g. some competencies in languages and mathematics in classes 1 and 2), the teacher can conduct them either before or after the written examination. They need not be conducted simultaneously with the written examination. S/he can also use the assessment done in the classroom when children interact with the teacher in answering questions or any in other activities.

**Written Examination**

This should be conducted at a predetermined/fixed time during the academic year keeping in view the syllabus and the academic standards. By marking the answer scripts of children, the teacher should evaluate their performance.

Written tests demonstrate the children's talent in writing. Of all the evaluation tools used to evaluate the performance of children, written test is the most important one. This is a tool to know how far the children are able to express their thoughts and feelings - how the thoughts are expressed; how they are sequenced; the richness in vocabulary; the handwriting, etc. Therefore, the questions should be such that their answers require the children to think on their own; they should not be readily available in guides and question banks. When children write on their own, in the beginning stages, they may give incomplete answers or they may make many mistakes. It is natural. In due course, they rectify their mistakes and write clearly without any mistakes. Therefore, the teacher should always encourage children to write on their own and give them many opportunities to do so. The natural talents of the students will come into light.

A teacher should prepare questions and question papers personally as per the academic standards to conduct examination some after the completion /the examination answer scripts held be valued and results should be declared duly recording in the register.

So that students' natural talents will come into light. A teacher should prepare question paper personally as per academic standards and conduct examinations. Soon after the completion of the examinations, answer scripts should be valued and results should be declared duly recording in register.

**Oral Examination (Summative):**

There are competencies to be acquired like speaking, reading and expressing in own words in all languages. These should be measured by oral tests. But we cannot do it in time period of a written examination. As teachers knows how does every children read, speak and express through FA, based on which they should award marks / grades.
### Continuous Comprehensive Evaluation

#### 7. Teaching Learning Procedures - Acquiring abilities

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Teaching Learning Procedures</th>
<th>Teaching Procedural Ability</th>
<th>Teaching Learning Ability</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>1.</strong> Acquiring abilities</td>
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<td></td>
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<tr>
<td>2</td>
<td><strong>2.</strong> Acquiring abilities</td>
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<tr>
<td>3</td>
<td><strong>3.</strong> Acquiring abilities</td>
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<tr>
<td>4</td>
<td></td>
<td>Continuous Comprehensive Evaluation</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td>Language</td>
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<tr>
<td>6</td>
<td></td>
<td>Mathematics</td>
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<td>7</td>
<td></td>
<td>Science</td>
<td></td>
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<tr>
<td>Sl.No.</td>
<td>Competencies</td>
<td>Teaching Learning Process</td>
<td>Evaluation tools</td>
<td>Source Material</td>
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<td>----------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Conceptual Understanding</td>
<td>• Observation of students' previous knowledge.</td>
<td>• Observation</td>
<td>• Notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asking thought provoking questions.</td>
<td>• Notebooks</td>
<td>• Portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Understanding their experiences.</td>
<td>• Portfolios</td>
<td>• Students' diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mind mapping based on children's experiences.</td>
<td>• Written test</td>
<td>• Anecdotes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Connecting children's experiences with present lesson.</td>
<td>• Oral test</td>
<td>• Answer scripts written by students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make children read lesson personally.</td>
<td>• Slip test</td>
<td>• Teacher's diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Activities for understanding concepts. Conducting discussions.</td>
<td></td>
<td>• Project reports</td>
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<td></td>
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<td>• Conducting experiments as per lesson.</td>
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<td>• CCE register</td>
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<td></td>
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<td>• Discussion on questions given in the middle / at the end of a lesson.</td>
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<td></td>
<td></td>
<td>• Conducting activities like Collections, Investigations.</td>
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<td>• Conducting activities class wise, group wise and individual wise.</td>
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<td></td>
<td></td>
<td>• Discussing logically on various topics as to know what, why and how.</td>
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<tr>
<td>2</td>
<td>Asking questions and Making hypothesis</td>
<td>• Make students think on concepts.</td>
<td>• Observations</td>
<td>• Answer scripts</td>
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<td></td>
<td></td>
<td>• Make them prepare questions.</td>
<td>• Written tests</td>
<td>• Teacher's Diary</td>
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<td></td>
<td></td>
<td>• Make them hypothesize on concepts.</td>
<td>• Oral test</td>
<td>• Notebooks</td>
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<tr>
<td></td>
<td></td>
<td>• Make them do exercises given at the end of lesson.</td>
<td>• Children's notebooks</td>
<td>• Children's diary</td>
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<td></td>
<td></td>
<td>• Make them display it in class.</td>
<td>• Slip test</td>
<td>• CCE register</td>
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<td></td>
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<td>• Discussing on displayed topics and make them understand</td>
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</tr>
<tr>
<td>3</td>
<td>Experiments &amp; Field investigations</td>
<td>• Identifying problems</td>
<td>• Teacher's diary</td>
<td>• Notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Make students hypothesize</td>
<td>• Notebooks</td>
<td>• Answer scripts</td>
</tr>
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<td></td>
<td>• Selection of material</td>
<td>• Observations</td>
<td>• Diaries</td>
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<td></td>
<td></td>
<td>• Conducting experiments and field investigations</td>
<td>• Reports</td>
<td>• Notebooks</td>
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<td></td>
<td>• Writing report</td>
<td>• Oral tests</td>
<td>• CCE register</td>
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<td></td>
<td>• Display, Discussion and Understanding</td>
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<tr>
<td>Sl.No.</td>
<td>Competencies</td>
<td>Teaching Learning Process</td>
<td>Evaluation tools</td>
<td>Source Material</td>
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</tr>
</tbody>
</table>
| 4     | Communication Skills & Projects | - Make students understand a problem by giving suggestions.  
- Working in groups  
- Writing reports  
- Display  
- Discussions, Understanding | - Notebooks  
- Observations  
- Children's diary  
- Reports on project works | - Notebooks  
- Children's diary  
- Activity papers  
- Reports on project works  
- CCE register |
| 5     | Pictures, Drawing charts, Explaining information by preparation of models | - Drawing necessary pictures of tools to conduct experiments - by children  
- Drawing complete experiments in pictures - by children  
- Drawing pictures in groups by children as per information given.  
- Preparation of models through papers and soil in groups by children. | - Notebooks  
- Portfolios  
- Models  
- Observation  
- Oral test  
- Written test  
- Slip test  
- Project works | - Answer scripts  
- Notebooks  
- Portfolios  
- Models prepared by children.  
- Anecdotes  
- Wall papers  
- Teacher's diary  
- CCE register. |
| 6     | Utilisation in daily life, Appreciation, Attitudes | - Giving suggestions  
- Individual or group activity  
- Display  
- Discussion and understanding  
- Make students write reports  
- Make students participate in various programmes like Environmental protection and Biological mercy.  
- Relating various concepts to daily life situations.  
- Discussions on environmental problems. Appreciation of good works. | - Observations  
- Oral test  
- Written test  
- Written topics  
- Slip test | - Teacher's diary  
- Portfolio  
- Anecdotes  
- Project reports  
- Notebooks  
- CCE register |

Teachers appointed under section 23 sub section (1), should perform following duties.
1. They should maintain time and regularity while attending school.
2. They should teach lessons as per provisions of section 29, sub section (2).
3. They should complete syllabus in prescribed time.

### TOOLS OF ASSESSMENT - MATHEMATICS

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Teaching Learning Process</th>
<th>Evaluation Method</th>
<th>Evaluation tools</th>
<th>Source Material</th>
</tr>
</thead>
</table>
| Understanding mathematical concepts and Solving problems | • Explaining concepts through examples and discussion.  
• Understanding written problems and contextual problems.  
• Solving given problems in a systematic manner.  
• Solving problems in different methods.  
• Implementation of strategies to solve problems in project works.  
• Able to identify formulas and patterns. | • Oral test  
• Written test  
• Oral test | • Questioning  
• Discussing  
• Observing  
• Paper, Pencil / Pen, Test.  
• Make students do sums on black board.  
• Asking problems with regard to mental arithmetic. | • Teacher's diary  
• Children's notebooks  
• Children's diary.  
• Answer scripts  
• Teacher's diary  
• Children's note books. |
| Solving sums systematically | • Doing problems in a systematic way.  
• Solving sums in various ways. | • Written test  
• Paper, Pencil / Pen, Test.  
• Make students do sums on black board | • Observing | • Answer scripts |
| Reasoning proof, Logical thinking | • Able to expect and say suitable answer to a given question.  
• Explaining steps in solving a given sum perfectly.  
• Generalization based on patterns. | • Oral test  
• Written test. | • Questioning  
• Discussing  
• Observing  
• Paper, Pencil / Pen, Test.  
• Make students do sums on black board. | • Teacher's diary  
• Children's notebooks  
• Portfolios  
• Answer scripts |
| Saying reasons | • Rectification by explaining reasons duly finding mistakes in given problems.  
• Able to say whether there is required information in solving a given problem.  
• Explaining reasons of chosen method. | • Oral test  
• Written test. | • Paper, Pencil / Pen, Test.  
• Make students do sums on black board | • Answer scripts |
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Teaching Learning Process</th>
<th>Evaluation Method</th>
<th>Evaluation tools</th>
<th>Source Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Utilisation of mathematical vocabulary, signs and symbols.</td>
<td>Oral test</td>
<td>Questioning, Discussing, Observing, Paper, Pencil / Pen, Test.</td>
<td>Teacher's diary, Children's notebooks, Portfolios, Answer scripts</td>
</tr>
<tr>
<td></td>
<td>Writing written sums in mathematical statements.</td>
<td>Written test.</td>
<td>Make students do sums on black board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing mathematical statements in a written form of sums.</td>
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<td></td>
<td>Creating new sums according to the context.</td>
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<tr>
<td>Connections</td>
<td>Connecting new concepts with old concepts.</td>
<td>Oral test</td>
<td>Questioning, Asking problems, Observing, Discussing, Project work</td>
<td>Teacher's diary, Children's notebooks, Portfolios, Children's diary.</td>
</tr>
<tr>
<td></td>
<td>Understanding mathematical concepts duly connecting old concepts with the concepts to be learned.</td>
<td>Written test.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Connecting present knowledge with concepts of higher classes and later units.</td>
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<td></td>
<td>Using acquired knowledge in other subjects as per the contexts.</td>
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<tr>
<td>Representation</td>
<td>Furnishing unclassified data in a table format.</td>
<td>Oral test</td>
<td>Questioning, Discussing, Observing, Paper, Pencil / Pen, Test.</td>
<td>Teacher's diary, Children's notebooks, Portfolios, Anecdotes, Information reports, Answer scripts</td>
</tr>
<tr>
<td></td>
<td>Analyzing a problem by looking at charts/drawings that represent.</td>
<td>Written test.</td>
<td>Make students do sums on black board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Showing a given problem in charts/drawings.</td>
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</tbody>
</table>

Mathematical support document, based on above arithmetic teaching goals, suggested that children should achieve 5 competencies (Academic standards) mainly. The five competencies are 1) Problem solving 2) Reasoning proof 3) Communication 4) Connection 5) Representation. Therefore evolution should be done through the above procedure to know how far the above 5 competencies are achieved in mathematical teaching learning processes.
## TOOLS OF ASSESSMENT - SCIENCE

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<th>Evaluation tools</th>
<th>Source Material</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Conceptual understanding</td>
<td>- Asking crucial / key questions.</td>
<td>- Oral tests</td>
<td>- Teacher's diary</td>
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<tr>
<td></td>
<td></td>
<td>- Concept mapping through brain storming.</td>
<td>- Observations</td>
<td>- Notebooks</td>
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<tr>
<td></td>
<td></td>
<td>- Discussions in groups after reading text books.</td>
<td>- Notebooks Notebooks</td>
<td>- Portfolios</td>
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<tr>
<td></td>
<td></td>
<td>- Conducting experiments and activities.</td>
<td>- Portfolios</td>
<td>- Check lists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discussing on results.</td>
<td>- Documents on experiments</td>
<td>- Report on experiments</td>
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<td></td>
<td></td>
<td>- Discussion on questions given in the middle / at the end of a lesson. Understanding.</td>
<td>- Group report</td>
<td>- Answer scripts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Conducting activities like collections and investigations.</td>
<td>- Paper / Pencil test</td>
<td>- Notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Conducting activities class wise, group wise and individual wise Displaying.</td>
<td>- Notebooks</td>
<td>- CCE register</td>
</tr>
<tr>
<td>2</td>
<td>Asking questions, Making hypothesis</td>
<td>- Make students think on concepts.</td>
<td>- Observations</td>
<td>- Checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Preparation of questions by children.</td>
<td>- Written test</td>
<td>- Teacher's diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Make students hypothesize regarding subjects and problems.</td>
<td>- Oral test</td>
<td>- Answer scripts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Make students discuss on exercises given at the end of lessons and display in the class room.</td>
<td>- Children notebooks Slip test</td>
<td>- Notebooks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discussing on displayed topics and make them understand</td>
<td></td>
<td>- Reports</td>
</tr>
<tr>
<td>3</td>
<td>Experiments &amp; Field investigations</td>
<td>- Suggesting and Identifying problems</td>
<td>- Notebooks Portfolios</td>
<td>- CCE register</td>
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<tr>
<td></td>
<td></td>
<td>- Make students hypothesize</td>
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<td>- Arranging tools</td>
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<td>- Conducting experiments</td>
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<td>- Writing reports</td>
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<td></td>
<td></td>
<td>- Display, Discussion and Understanding.</td>
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</tbody>
</table>

- **Source Material**: Teacher's diary, Notebooks, Portfolios, Check lists, Report on experiments, Answer scripts, Notebooks, CCE register.
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<thead>
<tr>
<th>Sl.No.</th>
<th>Competencies</th>
<th>Teaching Learning Process</th>
<th>Evaluation tools</th>
<th>Source Material</th>
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</thead>
<tbody>
<tr>
<td>4</td>
<td>Communication skills and Project works</td>
<td>- Identifying problems based on lesson and collecting information.</td>
<td>- Notebooks</td>
<td>- Activity documents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Suggestions and handing over of activity documents.</td>
<td>- Portfolios</td>
<td>- Project reports</td>
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<tr>
<td></td>
<td></td>
<td>- Conducting activities group wise and individual wise.</td>
<td>- Observations</td>
<td>- Analytical documents of information.</td>
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<td>- Preparing reports.</td>
<td>- Reports</td>
<td>- Graph</td>
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<td>- Display, Discussion and Understanding.</td>
<td>- Oral test</td>
<td>- CCE register</td>
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<tr>
<td></td>
<td></td>
<td>- Identifying parts based on lesson and collecting information.</td>
<td>- Report on project work</td>
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<tr>
<td></td>
<td></td>
<td>- Suggestions and handing over of activity documents.</td>
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<td>- Conducting activities group wise and individual wise.</td>
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<td>- Preparing reports.</td>
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<td>- Display, Discussion and Understanding.</td>
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<tr>
<td>5</td>
<td>Communication through drawing pictures, graphs and making models</td>
<td>- Drawing pictures, graphs and writing explanations based on concepts</td>
<td>- Written test</td>
<td>- Answer scripts</td>
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<tr>
<td></td>
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<td>- Drawing pictures on content of lessons and method of arranging tools used in experiments. Identifying parts.</td>
<td>- Oral test</td>
<td>- Portfolios</td>
</tr>
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<td></td>
<td></td>
<td>- Make students draw a picture as per the information given.</td>
<td>- Slip test</td>
<td>- Notebooks</td>
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<td>- Drawing pictures of those which are observed in microscope.</td>
<td>- Observations</td>
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<td>- Drawing pictures as per hypothesis.</td>
<td>- Notebooks</td>
<td>- Check lists</td>
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<td>- Preparing flow charts, graphs and working models.</td>
<td>- Portfolios</td>
<td>- Teacher's diary</td>
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<td></td>
<td>- Display, Discussion and understanding</td>
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<td>- Reports</td>
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<td>- Identiﬁng parts based on lesson and collecting information.</td>
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<td>- Conducting activities group wise and individual wise.</td>
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<td>- Display, Discussion and Understanding.</td>
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<td>6</td>
<td>Aesthetic consciousness, Appreciation, Values.</td>
<td>- Giving suggestions as per content of lesson.</td>
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<td>- Performing activities individually and group wise.</td>
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<td>- Visiting on ﬁeld tours.</td>
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<td>- Make students write stories and songs.</td>
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<td>- Make students observe nature and surroundings.</td>
<td>- Anecdotes</td>
<td>- Classroom displays</td>
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<td>- Identifying new relationships,</td>
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<td>- Preparation of reports.</td>
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<td>- Essays</td>
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<td>Display, Discussion and Understanding.</td>
<td>Make students identify connection between content of lessons and real life.</td>
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<td>Conducting programmes and functions.</td>
<td>Group and complete room discussions.</td>
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<td>Appreciation of good works and persons.</td>
<td>Make students speak in seminars</td>
<td>Oral test</td>
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<td>Conducting projects.</td>
<td>Written test</td>
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<td>Field tours.</td>
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<td>Writing reports by observing websites.</td>
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<td>Set up of network between schools and children.</td>
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<tr>
<td>7</td>
<td>Utilization in daily life and having</td>
<td>Make students identify connection between content of lessons and real life.</td>
<td>Notebooks</td>
<td>Checklist</td>
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<td>consciousness on biodiversity</td>
<td>Group and complete room discussions.</td>
<td>Observations</td>
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<td>Make students speak in seminars</td>
<td>Children's diary</td>
<td>Collections</td>
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<td>Conducting projects.</td>
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<td>Writing reports by observing websites.</td>
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<td>Set up of network between schools and children.</td>
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</tbody>
</table>
| 1     | Conceptual understanding                          | **Asking crucial / key questions.**  
**Make children speak by brainstorming. Creating conceptual picture through mind mapping.**  
**Discussions in groups after studying text books.**  
**Conducting individual and group wise activities based on content of lesson.**  
**Display, Discussion and Understanding.**                                                                                                                                                                                                                                                  | **Observations**  
**Oral test**  
**Written test**  
**Slip test**  
**Notebooks**  
**Group reports** | **Teacher's diary**  
**Notebooks**  
**Group report**  
**Answer scripts**  
**CCE register.** |
| 2     | Commentary on given topic duly studying and understanding | **Asking thought provoking questions.**  
**Make students discuss in groups.**  
**Make students study content of lesson individually and in groups.**  
**Make them write personally.**                                                                                                                                                                                                                                                            | **Observations**  
**Oral test**  
**Written test**  
**Slip test**  
**Notebooks**  
**Reports** | **Answer scripts**  
**Teacher's diary**  
**Notebooks**  
**Reports**  
**CCE register**  
**Children's diary** |
| 3     | Project work, Collection of information, skills. | **Make students identify problems.**  
**Discussing problems.**  
**Collecting information.**  
**Listing information in table format.**  
**Reaching a conclusion.**  
**Display, Discussion and Analysis.**  
**Make students write report.**                                                                                                                                                                                                                                         | **Teacher's diary**  
**Reports**  
**Notebooks**  
**Observations**  
**Oral test**  
**Written test**  
**Slip test** | **Teacher's diary**  
**Information table**  
**Notebooks**  
**Project reports**  
**CCE register.** |
| 4     | Responses on contemporary issues                 | **Make students identify contemporary issues.**  
**Asking thought provoking questions.**  
**Identifying problems.**  
**Discussion on problems.**  
**Identifying reasons of a problem.**  
**Suggesting a solution to a problem**  
**Expressing own opinions on contemporary issues.**  
**Make students write on own.**                                                                                                                                                                                                                                                   | **Seminars**  
**Group discussions**  
**Oral test**  
**Observations**  
**Written test**  
**Slip test** | **Children diary**  
**Answer scripts**  
**Reports**  
**Teacher's diary**  
**CCE register.** |
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<td>5</td>
<td>Mapping skills</td>
<td>● Reading content of lesson.</td>
<td>● Observations</td>
<td>● Teacher's diary</td>
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<tr>
<td></td>
<td></td>
<td>● Observation of maps of mandal, district, state, country and the world.</td>
<td>● Oral test</td>
<td>● Children diary</td>
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<tr>
<td></td>
<td></td>
<td>● Studying maps.</td>
<td>● Written test</td>
<td>● Notebooks</td>
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<td></td>
<td></td>
<td>● Identifying regions in map.</td>
<td>● Slip test</td>
<td>● Answer scripts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Drawing map and rectifying.</td>
<td>● Commentary</td>
<td>● Maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Forming new maps.</td>
<td></td>
<td>● CCE register</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Commenting on maps.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Sharpness, Appreciation</td>
<td>● Connecting text book content with local issues.</td>
<td>● Displays</td>
<td>● Scrap book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Complete classroom discussions)</td>
<td>● Portfolios</td>
<td>● Albums</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Make students discuss in groups on importance of issues.</td>
<td>● Anecdotes</td>
<td>● Portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Make them prepare reports duly relating local issues.</td>
<td>● Checklists</td>
<td>● Anecdotes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Forming thoughts to carry on culture, tradition and heritage. Appreciation.</td>
<td>● Reports</td>
<td>● Answer scripts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Observations</td>
<td>● Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Oral test</td>
<td>● Checklists</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Written test</td>
<td>● Teacher's diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>● Slip test</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TOOLS OF ASSESSMENT - ARTS & CRAFTS, CULTURAL EDUCATION

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Competencies</th>
<th>Evaluation tools</th>
<th>Source Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Applying colours, Drawing pictures, Decoration, Preparing models and dolls.</td>
<td>Observation, Portfolios, Anecdotes, Displays, Lectures, Checklists, Displays</td>
<td>Children's diary, Teacher's diary, Wall Magazine, Portfolios, Anecdotes, Reports, Albums</td>
</tr>
<tr>
<td>2</td>
<td>Tangram &amp; Origami</td>
<td>Checklists, Displays</td>
<td>Albums</td>
</tr>
<tr>
<td>3</td>
<td>Stitching and knitting, Acting in playlets &amp; one act plays. Choreography. Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Display of local art forms. Mime.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TOOLS OF ASSESSMENT - HEALTH & PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Competencies</th>
<th>Evaluation tools</th>
<th>Source Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Participating interestingly. Following rules and regulations. Sportive spirit. Special skills.</td>
<td>Anecdotes, Portfolios, Reports, Checklists, Children's diary, Observations, Oral test, Written test</td>
<td>Teacher's diary, Anecdotes, Portfolios, Album, Checklists, Children's diary, Participation Certificates of competitions, Photographs, CCE register</td>
</tr>
<tr>
<td>2</td>
<td>Yoga, Mediation, Scouts &amp; Guides, NCC</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Family relations, Safety, First aid.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Health, Nutritious food, Good food habits.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Personal &amp; Surrounding cleanliness, Good habits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TOOLS OF ASSESSMENT - WORK & COMPUTER EDUCATION

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Competencies</th>
<th>Evaluation tools</th>
<th>Source Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparation of various types of tools and models. Management.</td>
<td>Displays, Observations</td>
<td>Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Checklists, Portfolios</td>
<td>Teacher's diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anecdotes, Oral tests</td>
<td>Checklists</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Products prepared by children</td>
<td>NCC / NSS</td>
</tr>
<tr>
<td>2</td>
<td>Participation in school programmes. Taking up responsibilities of extra curricular activities.</td>
<td></td>
<td>Portfolios</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anecdotes, Oral tests</td>
<td>Anecdotes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Products prepared by children</td>
<td>NCC / NSS</td>
</tr>
<tr>
<td>3</td>
<td>Learning through computers.</td>
<td></td>
<td>NGC record</td>
</tr>
<tr>
<td>4</td>
<td>Utilization of computers.</td>
<td></td>
<td>CCE register</td>
</tr>
<tr>
<td>5</td>
<td>Social activities. Offering physical service free for a good cause (Shrama danam)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TOOLS OF ASSESSMENT - VALUE EDUCATION & LIFE SKILLS

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Competencies</th>
<th>Evaluation tools</th>
<th>Source Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Power of discrimination to know what is good? And what is bad? Good behavior.</td>
<td>Observation, Children's diary</td>
<td>Teacher's diary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio, Anecdotes, Seminar</td>
<td>Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participation in programmes, Checklists</td>
<td>Anecdotes</td>
</tr>
<tr>
<td>2</td>
<td>Constitutional values - Equality (unbiased attitude), Brotherhood feeling.</td>
<td></td>
<td>Reports</td>
</tr>
<tr>
<td>3</td>
<td>Patience, Kindness, Sympathy, Individual values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Life skills &amp; Thinking skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Having appropriate attitudes towards assets of teachers, co-students, school and government.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. Continuous Comprehensive Evaluation - Organization

It is possible to achieve the specified academic standards only when the teaching learning processes are such that they make children participate in them with interest and learn with pleasure. We are using examination as a key tool to evaluate their performance. Since examinations are giving importance only to the capacity to memorize and retain information, they are encouraging rote memorization methods. Moreover, they are subjecting children to a lot of stress, fear, anxiety, depression, etc., and developing in them a kind of aversion towards examinations. When we feel that children should learn in a pleasant atmosphere, the evaluation should also be done in such a stress-free and congenial atmosphere. Continuous Comprehensive Evaluation has come to serve this purpose. We have already seen that through formative and summative evaluations we do as parts of Continuous Comprehensive Evaluation, we can not only evaluate the performance of the children but also improve their learning by suitably adapting teaching learning processes and by giving appropriate guidance to children. Let us have a look at when to do and what to do in Continuous Comprehensive Evaluation.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Evaluation</th>
<th>Month in which it is to be conducted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Baseline Test</td>
<td>JUNE</td>
</tr>
<tr>
<td>2</td>
<td>Formative Assessment 1</td>
<td>JULY</td>
</tr>
<tr>
<td>3</td>
<td>Formative Assessment 2</td>
<td>AUGUST</td>
</tr>
<tr>
<td>4</td>
<td>Summative Assessment 1</td>
<td>SEPTEMBER</td>
</tr>
<tr>
<td>5</td>
<td>Formative Assessment 3</td>
<td>NOVEMBER</td>
</tr>
<tr>
<td>6</td>
<td>Summative Assessment 2</td>
<td>DECEMBER / JANUARY</td>
</tr>
<tr>
<td>7</td>
<td>Formative Assessment 4</td>
<td>FEBRAURY</td>
</tr>
<tr>
<td>8</td>
<td>Summative Assessment 3</td>
<td>APRIL</td>
</tr>
</tbody>
</table>

Why and how should we conduct the Baseline Test?

The baseline test should be conducted to check the level of class-specific competencies in children. Through this first test, conducted in the name of baseline test, it will be possible to decide the standard of children in the beginning of the year. This will enable the teacher to identify the minimum levels of competencies required for children to study that class and to develop teaching
Continuous Comprehensive Evaluation

learning processes accordingly. Since the baseline test gives the standard of each student, the teacher can fix targets to be achieved in the academic year and work towards achieving them. Baseline test should be conducted on the lines of summative evaluation by including oral and written tests.

Grading Procedure: to stop the unhealthy competition to achieve marks and ranks, the government is implementing grading system as an integral part of the Continuous Comprehensive Evaluation. This is a procedure conducted in tandem with the teaching learning processes. Moreover children are not aware of being tested, which will reduce their fear, anxiety, and depression that are usually caused by examinations. In this procedure, the teacher as well as the children know their shortcomings; how is learning taking place; what is going wrong; why; etc., and through mutual cooperation, they adapt their methods/strategies to improve learning. Finally, the results of the evaluation are recorded using grading system.

In formative evaluation, there are four tools for which the marks and weightage are as given below:

1. Children's participation - responses ............................................ 10 Marks
2. Written components ................................................................... 10 Marks
3. Project work .............................................................................. 10 Marks
4. Slip test ...................................................................................... 20 Marks

1. Children's participation - responses

The teacher should observe children in the classroom during the lesson or on various other occasions. Grades should be given based on the observations. Let us see how and what to observe under 'Children's Participation - Response', subject-wise:

(A) TELUGU - The teacher should observe:

● The way they speak during the lesson
● Whether they question when in doubt; the way they question
● The way they express their opinions while participating in discussions
● While giving a speech; while singing action songs
● The way they participate in group activities
● The way they answer questions asked by him/her
Continuous Comprehensive Evaluation

- The way they participate in discussions
- The way they participate in discussions to know answers to questions/exercises given in the middle and at the end of each lesson
- The way they participate in language activities
- How they participate in dramatization, mono action, mime, competitions in elocution, recitation of poems, and essay writing, and fairs/exhibitions
- How they participate in extensive reading of books, book reviews i.e., expressing their opinions about the book they have read

(b) Mathematics - The teacher should observe:
- How they participate in expression of maths concepts and in giving responses
- How they give solutions to problems and explain them with reasons
- How they question, answer, and respond to the questions asked
- How they work out a problem on the blackboard and explain it
- How they participate in individual and group activities
- How they give answers to the questions asked by him/her
- How they participate in discussions
- How they participate in discussions to know answers to questions/exercises given in the middle and at the end of each lesson
- How they respond to mental mathematics and how they participate in maths projects

(c) Environmental Science - The teacher should observe:
- How they speak and question during the teaching learning processes in the classroom
- How they respond and fill in tables in the lesson
- How they apply the concepts of the lesson to their surroundings and share experiences
- How they observe and explain a diagram; and how they draw pictures and make models
- How they participate in group activities
- How they answer the questions asked by him/her
- How they participate in discussions
Continuous Comprehensive Evaluation

- How they participate in discussions to know answers to questions/exercises given in the middle and at the end of each lesson
- How they collect information, how they explain it; and how they express their opinions

(D) SCIENCE - The teacher should observe:
- How they participate in conducting experiments
- How they question in the classroom when in doubt, (how they show sympathy towards plants and animals in the school)
- How they participate in collecting various things and information regarding the lesson
- How they participate in project work
- How they answer the questions asked by him/her
- How they participate in discussions
- How they participate in discussions to know answers to questions/exercises given in the middle and at the end of each lesson
- How they participate in making hypotheses, questioning, explanation of experiments; how they speak based on diagrams and models

(E) SOCIAL SCIENCE - The teacher should observe:
- How they question, speak and comment in the classroom during their participation in teaching learning processes
- How they observe and explain a picture/diagram/chart
- How they participate in application to surroundings, sharing experiences etc.
- Whether they are responding to problems or not; whether they are appreciating or not
- How they participate in group activities
- How they participate in discussions
- How they participate in discussions to know answers to questions/exercises given in the middle and at the end of each lesson

(F) ENGLISH - The teacher should observe:
- Listening & Responding in various contexts of classroom interaction; nature of responses; as per the context.
Continuous Comprehensive Evaluation

- Reading comprehension - to the given pictures; graphs; known text and new text.
- Oral discourses - to assess the children performance on the basis of the presentation of the targeted discourses by following the indicators. In lower classes children performance can be assessed on the basis of construction of action rhymes, role play/conversation and responding to simple classroom instructions.
- Written discourses - to assess the children performance on the basis of the presentation of the targeted discourses by following the indicators.
- Vocabulary - The ability to use appropriate vocabulary in the given context.

2. Written components - Subject-wise

(A) TELUGU - The teacher should observe:

- Exercises in the textbooks - solved/completed
- Writing exercises that children have to do on their own
- Exercised under the heading 'Do these' should be done in the notebooks on their own; they should not copy from guides and study material
- Items that children collect for wall magazine or portfolio; items children make on their own for display
- Written work on the exercises under creativity/appreciation; collecting/drawing pictures and writing about them
- Student diary/quotations/morals/ written and slogans written (related to lessons)
- Children's own written answers to questions given in the middle and at the end of each lesson
- Recorded evidence in the children's diaries about the stories, songs, poems, news they have read/listened to
- Project reports

(B) MATHEMATICS - The teacher should observe:

- Completed written work in the textbooks regarding learning activities, exercises ('Do these', 'Try to do this', etc.)
- The way Problems were solved in the homework book
Continuous Comprehensive Evaluation

- Written responses of children in the classroom during teaching learning processes and in group activities
- Items that children develop for wall magazine or portfolio
- Children's own written answers to questions given in the middle and at the end of each lesson

(C) ENVIRONMENTAL SCIENCE - The teacher should observe:
- Filled in tables and activities in the textbooks
- Children's own answers to the questions given in the middle of the lesson
- Filled in tables with collected information; analysis and report on the tables
- Diagrams drawn and labeled; maps with locations pointed; charts drawn
- Children's own answers written in the notebook for questions under 'what we have learnt'
- Written slogans related to various lessons and their display
- All components related to EVS in their portfolios and their contribution to wall magazine
- Children's own written answers to questions given in the middle and at the end of each lesson

(D) SCIENCE - The teacher should observe:
- Filled in tables and activities in the textbooks
- Diagrams drawn based on the concepts in the lesson; display on wall magazine
- Children's own answers written in the notebook for questions under 'what we have learnt'
- Written slogans related to various lessons and their display
- Filled in tables with collected information; analysis and report on the tables
- Children's own written answers to questions given in the middle and at the end of each lesson

(E) SOCIAL SCIENCE - The teacher should observe:
- Written work in the notebooks on the concepts of the lessons
- Filled in tables with collected information; analysis and report on the tables
Continuous Comprehensive Evaluation

- Completed written exercises in the textbook
- Diagrams drawn and labeled; maps with locations pointed; outline maps drawn
- All components related to social science in their portfolios and in their contribution to wall magazine
- Children's own written answers to questions given in the middle and at the end of each lesson without the help of guides and study materials

(F) ENGLISH - The teacher should observe:
- Textual exercises.
- Written discourses.
- Homework note books.
- Students diaries
- Collections/ written discourses preserved in portfolios/ children products to the wall magazine.

3. Project work

Project works are given in each lesson in every subject. These should be allotted to children dividing them into groups. They should be asked to prepare reports on their projects and present them in the classroom followed by discussion. This should only be given as a group work.

(A) TELUGU - The teacher should observe:
- The plan prepared for the project work
- The information collected for the project work
- How the information was arranged in an order
- How the project was presented in the classroom followed by discussion
- The report submitted

(B) MATHEMATICS - The teacher should observe:
- The plan prepared for the project work
- How the information was collected for the project work
- How the information was recorded
Continuous Comprehensive Evaluation

- How the information was analysed, explained and presented
- The report submitted

(C) ENVIRONMENTAL SCIENCE - The teacher should observe:
- The plan prepared in advance for the project work
- The information collected for the project work
- How the information was recorded in an order
- How the information was analysed, explained and presented
- The report submitted

(D) SCIENCE - The teacher should observe:
- The plan prepared for the project work
- How the information was arranged in an order
- How the information was analysed, explained and presented
- The report submitted

(E) SOCIAL SCIENCE - The teacher should observe:
- The plan prepared for the project work
- The information collected for the project work
- How the information was recorded in an order
- How the information was analysed, explained and presented
- The report submitted

(F) ENGLISH - The teacher should observe:
- Planning for the project
- Execution
- Analysis of the information
- Report writing
- Presentation
4. **Slip test**

- This is not a unit test which is normally conducted in schools. Unlike unit test, this slip test is not announced in advance. This is an on the spot test to be conducted in the class.

- This written test should be conducted for 20 marks.

- This need not be done at a particular point/period of time. It can be conducted at any time.

- Children should be asked to write answers to these tests in a separate notebook.

- Since there are 20 marks for this test, the teacher can prepare a question paper based on 2 or 3 competencies in every subject and conduct the evaluation by writing the questions on the blackboard.

- The teacher has complete freedom in organizing this test. S/he can mark the children's answers in the notebook and award them grades.

All the assessment tools mentioned above need not be used at a time. These four tools should be used wisely in each and every subject at appropriate time and situation to conduct the formative evaluation. Now let us have a look at the summative evaluation.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Formative Evaluation - 2</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Children's participation, responses (10 marks)</td>
<td>Written work (10 marks)</td>
<td>Project works (10 marks)</td>
<td>Slip test (20 marks)</td>
<td>Secured marks</td>
</tr>
<tr>
<td>Telugu</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>16</td>
<td>40</td>
</tr>
</tbody>
</table>

**Summative Assessment:**

Summative evaluation is meant to know how far the children have achieved the academic standards for the lessons in the specified syllabus. The time and date of summative evaluation will be intimated to children in advance. The written test is conducted on all the lessons up to the date of summative evaluation at the specified time for two and a half hours. The teachers should evaluate the children's progress depending upon what they have written in their answer scripts. To conduct summative evaluation, the following procedure should be followed:
Continuous Comprehensive Evaluation

- To conduct the examination, the teacher should prepare subject-wise question papers based on the academic standards (see content-wise weightage tables).
- Oral test need not be conducted separately. The marks allocated for the academic standards to be assessed through oral test can be taken from the formative assessment done through observations in the classroom.
- For the written test, subject-wise question papers should be prepared in accordance with the weightage given to various academic standards.
- Summative Assessment should be done thrice in an academic year: the first in September/October, the second in December/January and the third in April. While preparing question paper for the first Summative Assessment, syllabus up to October, for the second Summative Assessment syllabus up to January and for the third Summative Assessment all the chapters in the textbooks should be considered.
- The question paper should be given importance to all types of questions such as essay questions, short answer questions, very short answer questions, objective type questions, etc.
- All questions that test the same academic standard should be given under the same section. Project work should not be given in the question paper.
- The questions should give scope for children to think logically, to analyse the concepts learnt, to express creatively, and to write answers adding their own opinions.
- Out of the three evaluation procedures, the children's progress is evaluated in formative evaluation using oral as well as written examinations, whereas, it is done only through written examinations in summative evaluation.
- The teacher should prepare the question paper on his/her own on the specified syllabus and conduct the evaluation.
- The question papers prepared by external agencies or people should not be used. However, help can be sought in the school complex regarding the design and preparation of the question paper.
- The teacher need not prepare a scoring key since most of the questions in the paper are open ended and since there is a scope to get a multiplicity of answers. We should not assume that all children come up with the same answer for a question.
- The question paper should give space for children to think creatively and write answers which are quite different from those given in the textbook. These answers may have come out of their experience or out their critical thinking/opinion. Such answers should be rewarded appropriately.
Continuous Comprehensive Evaluation

- Since all questions related to a certain academic standard appear in a single section, it is easy to know the weightage given to that standard and to know the children's performance in it.
- The teacher can mark the answer papers in the manner used hitherto. However, s/he should be careful in doing so since the answers differ from student to student.
- After marking the answer scripts, marks and grades should be tabulated according to the academic standards as shown below.
- To give a grade, the teacher should consider the marks of the students and the range they fall into as shown in the table.

<table>
<thead>
<tr>
<th>PERCENTAGE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 - 100</td>
<td>A+</td>
</tr>
<tr>
<td>71 - 90</td>
<td>A</td>
</tr>
<tr>
<td>51 - 70</td>
<td>B+</td>
</tr>
<tr>
<td>41 - 50</td>
<td>B</td>
</tr>
<tr>
<td>0 - 40</td>
<td>C</td>
</tr>
</tbody>
</table>

Scholastic & Co Scholastic Areas (5 point Scale)

The National System of Education will be based on a national curricular framework, which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of environment, removal of social barriers, observance of small family norm and inculcation of scientific temper. All educational programmes will be carried on in strict conformity with secular values. India has always worked for peace and understanding between nations, treating the whole world as one family. True to this hoary tradition, education has to strengthen this world-view and motivate the younger generations for international cooperation and peaceful co-existence. This aspect cannot be neglected. To promote equality, it will be necessary to provide for equal opportunity for all, not only in access but also in the conditions of success. Besides, awareness of the inherent equality of all will be created through the core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident of birth.

National Policy on Education, 1986
Continuous Comprehensive Evaluation

Look at the following example. Razia is in class 8. Given below are her marks in biology in various academic standards in the first summative evaluation. Here, the teacher gave a question paper for 100 marks in 6 sections (In science we have 7 academic standards, but we have to club 6 and 7 and give it under one section). Marks are distributed among the sections according to the weightage given to each academic standard.

The answer scripts are marked and the scores are tabulated as shown below. From the table, we know that Razia secured 62 marks out of 100. Since her marks fall in the range 51 - 70, and the corresponding grade is B+, she is given that grade.

<table>
<thead>
<tr>
<th>Details</th>
<th>Academic Standards</th>
<th>Marks</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competencies</td>
<td>1 2 3 4 5 6</td>
<td>40 10 15 10 15 10</td>
<td>100</td>
</tr>
<tr>
<td>Total Marks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marks Secured</td>
<td>20 8 10 6 11 7</td>
<td>62</td>
<td></td>
</tr>
</tbody>
</table>

Awarding Grades in Formative evaluation

In Formative Assessment, which is done four times a year, grades should be given following the same procedure as in Summative Assessment. The grade should be given to a student based on the marks secured in the four tools of formative evaluation. Look at the following example.

Ravi is studying in class 5. The marks he secured in the four tools of second Formative Assessment conducted in September are as shown below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Formative Assessment - 2</th>
<th>Marks Secured</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tel</td>
<td>Children's Participation</td>
<td>8 7 9 16</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Responses 10 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Written Work 10 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Work 10 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Slip Test 20 M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ravi</td>
<td>A</td>
<td>B+</td>
<td>A</td>
</tr>
</tbody>
</table>

- Ravi secured 40 marks in the four tools of the second formative evaluation. According to the grade index, the children who secured marks in the range 70 - 90 will get 'A' grade, so the teacher has put him in grade 'A'
In Continuous Comprehensive Evaluation, the achievement evaluated through formative and summative evaluations should be recorded in the children's progress register (CCE Register) in the form of marks and grades. At the end of the academic year, while submitting the consolidated report regarding the children's progress to the higher authorities, the details of the children who are promoted/not promoted should be given class-wise.

**Evaluation of the co-scholastic areas**

According to section (29), sub section 2, the RTE Act - 2009 indicated that while designing the curriculum and the evaluation procedure, the all-round development of children should be taken care of. Hence, the teaching learning processes in the schools should facilitate not only the cognitive development of children but also their physical, social, and ethical development too. To achieve this, four areas namely 'arts and cultural education', 'health and physical education', 'work and computer education' and 'value education - life skills' are introduced in the curriculum. Accordingly, the competencies in these areas should also be evaluated as children participate in learning activities related to them.

Unlike the evaluation of scholastic areas, these co-scholastic areas should be evaluated only through summative evaluation. But there will not be any written examination. Grades should be given observing the way children participate in various activities, the talents/skills they exhibit, the procedures they follow, etc. Along with grades, some descriptors should also be given as shown below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>Outstanding, keep it up</td>
</tr>
<tr>
<td>A</td>
<td>Good, try to do better</td>
</tr>
<tr>
<td>B+</td>
<td>Average, you can do better</td>
</tr>
<tr>
<td>B</td>
<td>below average, you have to work hard</td>
</tr>
<tr>
<td>C</td>
<td>Needs Teacher's help, special care needed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name</th>
<th>Participation in games &amp; sports, sportive spirit (10 marks)</th>
<th>Yoga, meditation, scouts &amp; guides, NCC (10 marks)</th>
<th>Personal &amp; surroundings cleanliness - healthy habits (10 marks)</th>
<th>Safety First Aid (10 marks)</th>
<th>Health Nutricious food, good food habits (10 marks)</th>
<th>Grade (50 marks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ramu</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>A</td>
</tr>
</tbody>
</table>
**Continuous Comprehensive Evaluation**

**Recording Annual Results**

The cumulative progress of the children all along the year should be recorded as the annual result. For this, the total marks in the four formatives and three summatives should be taken into consideration. Then the percent should be calculated and grade awarded on a five point scale. For example, Ravi finished class 5. He secured 35 marks in the fourth Formatives and 42 in the third Summative in Telugu.

Total marks in the 4th Formative Evaluations: 35 out of 50
Total marks in the 3rd Summative Evaluations: 42 out of 50

Hence Ravi secured 77 marks (35 + 42) out of 100 marks (50 M in 4th Formative and 50 M in 3rd Summative)

Therefore, the percentage of marks = 77/100 x 100 = 77%. Since this falls in the range of 71 - 90 and the corresponding grade is 'A', Ravi should be awarded 'A' grade.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Forth F.E. Marks</th>
<th>Third S.E. Marks</th>
<th>Total Marks</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telugu</td>
<td>35</td>
<td>42</td>
<td>77</td>
<td>A</td>
</tr>
<tr>
<td>Hindi</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EVS / Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical / Health Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Cultural Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Value Education - Life Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Education - Computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Continuous Comprehensive Evaluation

#### Telugu, Hindi - Weightage Table

<table>
<thead>
<tr>
<th>Class</th>
<th>Item</th>
<th>FORMATIVE</th>
<th>SUMMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Participation &amp; Responses</td>
<td>Written Work</td>
</tr>
<tr>
<td>5</td>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Marks</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>6-9</td>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Marks</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

#### English - Weightage Table

<table>
<thead>
<tr>
<th>Class</th>
<th>Item</th>
<th>FORMATIVE</th>
<th>SUMMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Participation &amp; Responses</td>
<td>Notebooks</td>
</tr>
<tr>
<td>5</td>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Marks</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>6-9</td>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Marks</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

#### Environmental Science - Class 5

<table>
<thead>
<tr>
<th>ITEM</th>
<th>FORMATIVE</th>
<th>SUMMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation &amp; Responses</td>
<td>Written Work</td>
</tr>
<tr>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Marks</td>
<td>10</td>
<td>10</td>
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</table>
## Continuous Comprehensive Evaluation

### MATHEMATICS - Classes 6 to 9

<table>
<thead>
<tr>
<th>Class</th>
<th>Item</th>
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<th>SUMMATIVE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Participation &amp; Responses</td>
<td>Written Work</td>
</tr>
<tr>
<td>5</td>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Mark</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>6-8</td>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Marks</td>
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<td>10</td>
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</table>

### SCIENCE CLASSES 6 TO 9

<table>
<thead>
<tr>
<th>ITEM</th>
<th>FORMATIVE</th>
<th>SUMMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation &amp; Responses</td>
<td>Written Work</td>
</tr>
<tr>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Marks</td>
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<td>10</td>
</tr>
</tbody>
</table>

### SOCIAL SCIENCE - CLASSES 6 to 8

<table>
<thead>
<tr>
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<th>FORMATIVE</th>
<th>SUMMATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Participation &amp; Responses</td>
<td>Written Work</td>
</tr>
<tr>
<td>Weightage</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Marks</td>
<td>10</td>
<td>10</td>
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</tbody>
</table>
### 9. Summative Evaluation - Model Question Papers

<table>
<thead>
<tr>
<th>Section</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.</strong></td>
<td>1. (1 x 5 = 5 marks)</td>
</tr>
<tr>
<td><strong>II.</strong></td>
<td>2. (1 x 5 = 5 marks)</td>
</tr>
</tbody>
</table>

**I.**

1. **Model Question Papers.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>5</td>
</tr>
</tbody>
</table>

**II.**

1. **Model Question Papers.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>5</td>
</tr>
</tbody>
</table>
Continuous Comprehensive Evaluation

3. 

4. 

5. 

II. 2nd Style Evaluation (సాధారణీకరణ)

1. ఇది ఒక శాతాంశం సందర్భంగా లభిస్తుంది, కనుక ఈ సంఖ్య పట్టిక ఔత్తమం.  1 x 5 = 5 మి.

   (1) ఎంపిక అనుసారం 15 మంది సంఖ్యలు లభిస్తాం, అంటే అంతర్భాగంలో ఈ శాతాంశులు అవసరం, ఇవి వాస్తవం సంఖ్య.

   (2) అంతర్భాగంలో ఉండే సంఖ్యలు ఒకేమంతమైనందువలు ఉండవచ్చని భావించండి, అంటే అది మినమే మంది ఉండవచ్చాం.

2. ఇది ఒక శాతాంశం సందర్భంగా లభిస్తుంది, కనుక ఈ సంఖ్య పట్టిక ఔత్తమం.  2 x 5 = 10 మి.

   (1) ‘ఎంపిక అనుసారం అంతర్భాగం నాటిని ఒకేమంతమైనందువలు’ అంటే నిరదోషం అడవి ఉండాలి సంఖ్య.

   (2) నాటిని వివిధ విధానాలలో అంతర్భాగం అడవి ఉంటే ఉండాలి? నిర్ధిష్టం?

   (3) ‘ఎంపిక అనుసారం నాటిని ఒకేమంతమైనందువలు’ అంటే నిరదోషం అడవి ఉండాలి సంఖ్య.

   (4) '__' మంది ఉండాలి సంఖ్య.
Continuous Comprehensive Evaluation

(iii) చరిత్రీ రాళ్ళ కోసం వస్తుది విషయం? మాత్రమే ఈ రాళ్ళ అనవసరం కట్టానికి?

(ప్ర) మాత్రమే ఈ రాళ్ళ వస్తుది విషయం? ఐద్రే తనుడగా పనిచేయంలో మాత్రమే ఉండాలి?

(ప్ర) మాత్రమే ఈ రాళ్ళ వస్తుది విషయం? ఐద్రే తనుడగా పనిచేయంలో మాత్రమే ఉండాలి?

III. ప్రక్రియలకులు

1. ఓటే లేదని విషయం అయిన దాని విషయం?

(ప్ర) ఎంతో మిగిలి కుంచితంగా పనిచేయిన దాని విషయం మాత్రమే ఉండాలి?

(ప్ర) మాత్రమే ఈ రాళ్ళ విషయం? ఐద్రే తనుడగా పనిచేయంలో మాత్రమే ఉండాలి?

(ప్ర) మాత్రమే ఈ రాళ్ళ విషయం? ఐద్రే తనుడగా పనిచేయంలో మాత్రమే ఉండాలి?
### Continuous Comprehensive Evaluation

<table>
<thead>
<tr>
<th>IV.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5 × 1 = 5 अ.</td>
</tr>
<tr>
<td>(१)</td>
<td>दोहो जीवनी शायदीय नियमात्मक निर्धारणांधर तदन्त.</td>
</tr>
<tr>
<td>(२)</td>
<td>निसर्ग संपत्ति मानव संपत्ति की संयुक्तता. गिरी गिरी मानवी अनुभव. आत्मज्ञान शास्त्रसम्पन्न तथा निर्दिष्ट संतुलन तदन्त.</td>
</tr>
<tr>
<td>(३)</td>
<td>दोहो शान्ति संपत्ति निरस्त संपत्ति मानव संपत्ति की संयुक्तता.</td>
</tr>
<tr>
<td>(४)</td>
<td>दोहो शान्ति संपत्ति निरस्त संपत्ति मानव संपत्ति की संयुक्तता. शिखर :</td>
</tr>
<tr>
<td>(५)</td>
<td>दोहो शान्ति संपत्ति निरस्त संपत्ति मानव संपत्ति की संयुक्तता.</td>
</tr>
<tr>
<td>2.</td>
<td>5 × 1 = 5 अ.</td>
</tr>
<tr>
<td>(१)</td>
<td>यहूद, यहूदी जीवनशैली जीवन. के तथ्य तथ्य यहूदी जीवनशैली?</td>
</tr>
</tbody>
</table>
| (२) | यहूद, यहूदी जीवनशैली जीवन. क्या यहूदी जीवनशैली आपको अनुभव?
| (३) | शान्ति न्यायात्मक आदेश, अध्ययन आदेश. के तथ्य तथ्य शान्ति न्यायात्मक आदेश?
| (४) | दोहो शान्ति संपत्ति निरस्त संपत्ति मानव संपत्ति की संयुक्तता. |
| (५) | दोहो शान्ति संपत्ति निरस्त संपत्ति मानव संपत्ति की संयुक्तता. |

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Continuous Comprehensive Evaluation

ప్రమాణాంకాల మార్కసేకరణ - చిత్రం

ప్రత్యేక పరీతి - పరిమితి

ప్రత్యేక పరీతి : 75 మిగిల

ప్రత్యేక పరీతి : 90 మిగిల

I. పదపంచం పరీతి, పదపంచం పరీతి

1) ఎదురు పదపంచం పరీతి. ఎదురు పదపంచం 5 (పదపంచం పరీతి) మిగిలి పరీతి

(10 మిగిలి)

ప. పదపంచం పరీతి పదపంచం పరీతి

ప. పదపంచం పరీతి పదపంచం పరీతి

ప. పదపంచం పరీతి పదపంచం పరీతి

ప. పదపంచం పరీతి పదపంచం పరీతి

1వ పదపంచం

2వ పదపంచం

3వ పదపంచం

4వ పదపంచం

5వ పదపంచం

2) ఎదురు పదపంచం పరీతి. చక్ర (x) మరియు (v) మిగిలి పరీతి

(5 మిగిలి)

ప. పదపంచం పరీతి పదపంచం పరీతి

ప. పదపంచం పరీతి పదపంచం పరీతి

ప. పదపంచం పరీతి పదపంచం పరీతి

ప. పదపంచం పరీతి పదపంచం పరీతి

1) ఎదురు పదపంచం పరీతి. (v)

2) ఎదురు పదపంచం పరీతి. (x)

3) ఎదురు పదపంచం పరీతి. (v)

4) ఎదురు పదపంచం పరీతి. (x)

5) ఎదురు పదపంచం పరీతి. (v)

6) ఎదురు పదపంచం పరీతి. (x)
Continuous Comprehensive Evaluation

3) 30 సంవత్సరాలు ఉండాడు. (అంతర్జాతీయ పాఠశాలలో)

   అమలం ఉంది నీటి సమయం అమలంపై పాఠశాలలో 60 సంవత్సరాల వరకు అభివృద్ధి పొందాలి. అమలం ఉంటే అమలం లేదు అమలం పొందిన సమయంలో, ప్రతి సంవత్సరం, అమలం పొందిన సమయంలో నేటి ప్రతి సంవత్సరం వేరు పెంచాలి. పాఠశాలలో కొనసాగిన సమయంలో బాధ్యత కలిగిన విద్యార్థులు ఇప్పుడు విద్యాభ్యాస ప్రక్రియల ప్రకారం కూడా బాధ్యత కలిగినవి లభించాలి. అమలం పొందిన సమయం అమలం లేదు అమలంలో ప్రతి సంవత్సరం వేరు పెంచాలి. అమలం ఉంటే అమలం పొందిన సమయంలో, అమలం పొందిన సమయంలో నేటి ప్రతి సంవత్సరాన్ని వేరు పెంచాలి.

   1) అనేక సంవత్సరాలు ఉంది కదిలింది?

   2) అనేక సంవత్సరాలు ఉంది కదిలింది?

   3) అనేక సంవత్సరాలు ఉంది కదిలింది?

   4) అనేక సంవత్సరాలు ఉంది కదిలింది?

II. సమాచారం (ప్రవేశాధికయా)

1. ఇది భారతదేశం ప్రకుంల 2 ప్రకుంల నమ్కర్షించగలనాండి. (భారతదేశం ప్రకుంలు) (2 × 10 = 20 మంది)

   1) ఇది భారత ప్రకుంలలో ఉండదు?

   2) ఇది భారతదేశం ప్రకుంలలో ఉండదు?

   3) ఇది భారతదేశం ప్రకుంలలో ఉండదు?

   4) ఇది భారతదేశం ప్రకుంలలో ఉండదు?

2. ఇది భారతదేశం ప్రకుంల ప్రకుంల 5 ప్రకుంల ప్రకుంల నమ్కర్షించింది అలాగే సమాచారం ఉండాడి. (5 x 2=10 మంది)

   1) ఇది భారతదేశం ప్రకుంల ప్రకుంల ఉండదు?

   2) ఇది భారతదేశం ప్రకుంల ప్రకుంల ఉండదు?

   3) ఇది భారతదేశం ప్రకుంల ప్రకుంల ఉండదు?

   4) ఇది భారతదేశం ప్రకుంల ప్రకుంల ఉండదు?

   5) ఇది భారతదేశం ప్రకుంల ప్రకుంల ఉండదు?

   6) ఇది భారతదేశం ప్రకుంల ప్రకుంల ఉండదు?

   7) ఇది భారతదేశం ప్రకుంల ప్రకుంల ఉండదు?

   8) ఇది భారతదేశం ప్రకుంల ప్రకుంల ఉండదు?
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(2 × 10 = 20 marks)

1.  10 marks  10 marks  10 marks  10 marks  10 marks  10 marks  10 marks  10 marks  10 marks  10 marks

2.  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks

IV.  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks

1.  5 marks  5 marks  5 marks  5 marks  5 marks

2.  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks  5 marks

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3. రెండు మామలు సమాధానాలు. రెండు మామలు సమాధానాలు. (1 x 5 = 5 మార్కులు)
   1) యేషెడ్ రెండు మామలు

   2) యేషెడ్ రెండు మామలు

   3) యేషెడ్ రెండు మామలు

   4) యేషెడ్ రెండు మామలు

4. చివరిని సమాధానం ఇచ్చండి మధ్యానికి సమాధానాలు.

   1) తాముదిగా శిబిరం నిర్ధారించే నిర్ణయం, తాముదైన శిబిరాన్ని కాదు వాటితో అంగసాధనం చేయాలి. యేషెడ్ రెండు మామలు సమాధానం చేయండి. నిర్మాణం సమాధానం. (2 మార్కులు)

   2) రెండు మామలు మామలు మంచిపై తాముదిగా సమాధానం చేయండి. వాటితో మామలు సమాధానం. (2 మార్కులు)

   చివరిని సమాధానం ఇచ్చండి మధ్యానికి సమాధానాలు.

   2) తాముదిగా శిబిరం నిర్ధారించే నిర్ణయం, తాముదైన శిబిరాన్ని కాదు వాటితో అంగసాధనం చేయండి. నిర్మాణం సమాధానం. (1 మార్కులు)
सारांशात्मक मूल्यांकन - हिंदी (द्वितीय भाषा)
लिखित प्रश्न पत्र - सातवीं कक्षा (7)

छात्र का नाम:................................. कुल अंक : 90

1. पढ़ो (10 अंक)

1. नीचे दी गयी कविता पढ़िए।

मन करता है चिड़िया बनकर
ची-ची-ची-वू-वू शोर मचाऊँ।
मन करता है चरखी लेकर
पीली-लाल पतंग उड़ाऊँ।

अब इन प्रश्नों के उत्तर सही विकल्प से दीजिए।

(अ) कवि क्या बनना चाहता है?

(क) चिड़िया (ख) गाय (ग) आदमी

(आ) कवि कैसे शोर मचाना चाहता है?

(क) कू-कू (ख) ची-ची-वू-वू (ग) भी-भी

(इ) कवि क्या उड़ाना चाहता है?

(क) गुब्बारा (ख) पत्ता (ग) पतंग

(ई) चरखी का संबंध किससे है?

(क) गुब्बारा (ख) पत्ता (ग) पतंग

(उ) इस कविता के कवि कौन हैं?

(क) माखनलाल (ख) सुरुंग्र विक्रम (ग) कबीर

2. नीचे दिया गया अनुच्छेद पढ़िए।

5 अंक

मेरा नाम संजीत है। मैं सातवीं कक्षा में पढ़ती हूँ। मैं स्वास्थ्य समिति की सदस्या हूँ।
हमारी पाठशाला में सोमवार को रोज़ की जाँच करते हैं। मंगलवार को सर और बालों की
जाँच करते हैं। शुक्रवार को आंवों की जाँच करते हैं। गुरुवार को नायिक की जाँच करते हैं।
शनिवार को छात्र-पेयों की जाँच करते हैं। शनिवार को पीढ़िक भोजन की जानकारी देते हैं।
अब इन प्रश्नों के उत्तर दीजिए।
प्र: मोमबाट को क्या करते हैं?
उ: ..............................................................
प्र: बुधवार को क्या करते हैं?
उ: ..............................................................
प्र: संगीत किस कक्षा में पढ़ती है?
उ: ..............................................................
प्र: नामून की जाँच किस दिन करते हैं?
उ: ..............................................................
प्र: पौष्पिक आहार की जानकारी कब देते हैं?
उ: ..............................................................

3. जोड़ी बनाइए।
05 अंक
कोयला
डरकर भागने लगा।
पेड़
कंजूस था।
हिंदी
मीठे गीत बुनाती है।
खरगोश
हमारी राजभाषा है।
मेट
हमें छाया देते हैं।

4. हाँ या नहीं में उत्तर दीजिए।
05 अंक
(अ) पतंग दौड़ती है।
(आ) चिड़िया उड़ती है।
(इ) पेड़ चलते हैं।
(ई) हाथी एक पक्षी है।
(उ) हमें रोज स्नान करना चाहिए।

II. लिखो (10 अंक)
1. नीचे दिए गए प्रश्नों में से किन्हीं दो के उत्तर 6-8 पंक्तियों में दीजिए। 2X6=12 अंक
(अ) ‘मन करता है’ कविता का भाव अपने शब्दों में लिखिए।
(आ) हिंदी सीखने से क्या लाभ हैं?
(इ) पेड़ ने अमर की सहायता कैसे की?
(ई) ‘आसमान गिरा’ कहानी अपने शब्दों में लिखिए।
2. नीचे दिए गए प्रश्नों में से किन्हीं छह प्रश्नों के उत्तर 2-3 पंक्तियों में दीजिए। 6X3=18अंक

(अ) ‘मन करता है’ कविता में बालक क्या-क्या बनना चाहता है?
(आ) हम हिंदी कैसे सीख सकते हैं?
(इ) खरगोश के पीछे कौन-कौन भाग रहे थे?
(ई) अड़ोस-पड़ोस की सफाई के लिए क्या करना चाहिए? लिखिए।
(उ) ‘कंजूस सेट’ कहानी से तुमने क्या सीखा?
(ऋ) पेड़ से हमें क्या-क्या लाभ हैं?
(ऌ) मेघा ने प्रधानाध्यापक को पत्र क्यों लिखा?
(ऋ) सेठ नारियल के पेड़ पर क्यों चढ़ा?

III. मूजनाल्लक अभिव्यक्ति

1. किसी एक विषय पर निबंध लिखिए। 1X8=8 अंक
   (अ) हिंदी (आ) हमारा स्वास्थ्य

2. कोई एक पत्र लिखिए। 1X7=7 अंक
   (अ) बीमार पड़ने पर छुट्टी मांगते हुए कक्षाध्यापक के नाम पत्र लिखिए।
   (आ) मेला देखने की अनुमति मांगते हुए प्रधानाध्यापक के नाम पत्र लिखिए।

3. संकेत के आधार पर पेड़ के बारे में लिखिए। 1X5=5 अंक

IV. भाषा की बात

शब्द भंडार

1. शब्दों के अर्थ लिखिए। अपने बाक्यों में प्रयोग कीजिए। 3X2=6 अंक
   (अ) आसमान  (आ) पेड़  (ई) विद्यालय
2. रेखांकित शब्द का विलोम उसी वाक्य में पहचानकर लिखिए। 2X1=2 अंक
    (अ) वह शहर से बहुत दिनों बाद गाँव लौटा।
    (आ) सेट खेल पर चढ़ गया, लेकिन उतर नहीं सका।

3. मुहावरे का वाक्य प्रयोग कीजिए। 2X1=2 अंक
    (अ) मन करना    (आ) अकड़ दिखाना

4. मुहावरे का वाक्य प्रयोग कीजिए। 2X1=2 अंक
    (अ) मन करना    (आ) अकड़ दिखाना

व्याकरणण्ण

5. रेखांकित शब्द का लिंग पदकर वाक्य फिर से लिखिए। 3X1=3 अंक
    (अ) लड़का दीड़ रहा है।
    (आ) शेष शिकार करता है।
    (इ) सेट बड़ा कंजूस था।

6. रेखांकित शब्द का वचन पदकर वाक्य फिर से लिखिए। 3X1=3 अंक
    (अ) लितली उड़ रही है।
    (आ) आम का पेड़ हरा-मरा होता है।
    (इ) लड़की पढ़ रही है।

7. शब्द-मेंद पहचानिए। 2X1=2 अंक
    (अ) वाक्य में संज्ञा शब्द लिखिए।
    - अमर सो रहा है।
    (आ) वाक्य में सर्वनाम पहचानिए।
    - वह खेल रहा है।

8. वर्तनी श्रृंग श्रीजिए। 2X1=2 अंक
    (अ) दोसत     (आ) चरकी
Read the following conversation:

Mr. Bat : The tea is good
Mr. Book : Yes it is
Mr. Bat : You know children like me very much
Mr. Book : They like me even more
Mr. Bat : I think children like playing
Mr. Book : But children enjoy reading too
Mr. Bat : Playing gives them joy and health too.
Mr. Book : Reading also is joyful and helps to learn.

Task-1 (5 Marks)

I. Answer the following questions:

1) Who are talking in the above conversation?
A. ____________________________________________

2) What are they talking about?
A. ____________________________________________

3) Which character do you like? Why?
A. ____________________________________________

4. Read the following sentences. Arrange them in correct order.

a) Children like both the bat and the book
b) The bat and the book were having tea
c) The book said that children liked it more
d) The bat thought that children liked it more
Now look at the Picture of the bat and the book

Task – 2 : (5 Marks)
Describe the above picture in about 5 sentences, in a paragraph.

Read the following narrative:
While the bat and the book were talking they heard a cry. “Help, help”
They saw a rat running away and a pencil laughing at the rat. The book walked towards the pencil and asked why it was laughing. The pencil told how it frightened the rat.

Task- 3: (10 Marks)
What could be the possible conversation between the book and the pencil write it below.
The book: ---------------------------------
The pencil: ---------------------------------
The book :  

The pencil :  

The book :  Why did you draw a cat ?

The pencil :  

Continue reading the narrative :

Meanwhile the bat joined the book and the pencil. They started talking and laughing. Suddenly they became quiet. They saw Chintu coming into the room. He walked straight to them.

Chintu put the pencil in the box. And then he put away the book in his school bag.

Task-4: (5 marks)

What other things would Chintu’s bag have? Write them below.

1. 6.  
2. 7.  
3. 8.  
4. 9.  
5. 10.  

Continue the narrative:

Chintu took out his homework book. He read the poem given in his notebook.

I have a book
To read and write
I have a pencil
To write and draw

Task – 5: (5 marks)

Add a few more lines to the above poem

———

———

———
Task – 6:  

(2x5=10 marks)

a) Read the following passage. Observe the underlined parts. Make necessary corrections and rewrite the passage.

One day the little red hen found a grain of wheat. Who will plant this grain of wheat?

“Not I,” quacked the duck. (3)

“Not I,” grunted the pig.

“Not I,” Purred the cat. (5)

b) Read the following passage. Complete the paragraph with the help of the words given below.

(under, on, over, through, along)

The train goes ———— forests. It also goes ———— rivers and passes ———— bridges. It also goes ———— mountains. It cannot run ———— roads.
Continuous Comprehensive Evaluation

Class: 3 - Process of awarding marks

Task – 1 (Reading Comprehension – 5 marks)

First three questions carry 1 mark each, If the child writes 1 of 2 sentences correctly using proper word order, given 1 mark each. 4th question carries 2 marks. If the child was able to arrange them in correct orders give 2 marks.

Task-2 (Description – 5 marks) If the child describes the picture with relevant to the context, proper word order, without missing important words and correct word forms, give 5 marks.

Task-3 (Conversation – 10 marks)

If the child writes all dialogues with relevance to the context, proper word order without missing important words and correct forms, (give 2 marks for each in initiation) give 10 marks.

Task-4: (Vocabulary - 5 marks)

Each word with correct spelling carries ½ mark.

Task-5: (Adding lines – 5 marks)

If the child adds lines with relevant to the context of the rhyme / poem given, give 5 marks (give 1 mark for each line).

Task-6: (Conventions of writing & Grammar - 10 marks)

a) Each correction carries 1 mark

b) Each correct answer in the blank carries 1 mark

Note: marks for tasks 2,3,5 together carry 20 marks these marks are to be awarded under creative expression.
I. Read the following story:

Oliver twist was a poor orphan living in an orphanage. One day he asked for more food because the food given to him was very meagre. Asking for more food was considered a big mistake and the board ordered Oliver into instant confinement. A bill was next morning pasted on the outside of the gate offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade business or calling.

Now, there was a man who come to the parish to have a look at Oliver and take him away with him. Oliver was called to the white washed room once again. The man was introduced to Oliver as Mr. James Corner. He was thin, with a beard and reddish eyes. He said, “Dear Oliver, will you come with me?” Oliver was afraid to go with anybody. He was afraid of the red eyes of Mr. James.

TASK – 1

Answer the following: (5x2 = 10 Marks)

1) Why was Oliver ordered into confinement?

2) Why was a reward of five pounds placed on Oliver?

   What does this show?

3) What would be Oliver’s answer to James’ question?
4) Will Mr. James take away Oliver with him? What would happen to Oliver?

5) Do you think the Parish was right or wrong in selling Oliver? Why?

Continue reading the narrative:

Oliver had no chance to answer. The head of the board was looking at Oliver as if he would eat away Oliver. Oliver followed Mr. James out of the parish. Mr. James took Oliver to his house. There, James’ wife Maria was surprised to see a small poor boy with Mr. James.

TASK – 2

Answer the following questions. (2 X 2 ½ = 5 Marks)

1. What kind of man was the head of the board?
   A:

2. Why, do you think, Mr. James brought Oliver to his home?
   A:

TASK – 3 (1 X 5 = 5 marks)

Write a possible conversation between Mr. James and his wife Maria.

Maria: ............................................................................................................................

James: ............................................................................................................................

Maria: ............................................................................................................................

James: I will send him to School

Maria: ............................................................................................................................

James: ............................................................................................................................
Continuous Comprehensive Evaluation

Continue reading the narrative:

Mr. James and Maria had no children. So, they treated Oliver as their own son. They fed him well, and Oliver was admitted to a good school. The teachers there were very kind to Oliver.

“ You can come to us whenever you have a problem “, they said to him. He also made friends with some of the boys. They were different from those at the orphanage.

TASK- 4 (5 Marks)

Write a paragraph on Oliver’s thoughts at this point of the story.

Continue reading the narrative:

Oliver continued to go to school for a week now. He started learning things. He felt the school a heaven. He read, played, sang and painted. One evening he thought of his old friend, Henry at the orphanage. He wanted to write his experiences at school and home.

TASK – 5 (10 marks)

Imagine that you are Oliver and write a letter to Henry.
Continue reading the narrative:

Next day when he reached school, he saw many children crowded near the notice board. He asked Rosy, “What’s the matter? Why are so many looking at the notice board?"

“Don’t you know? There is a notice about the upcoming painting competitions."

Oliver had a look at the notice.

‘Interested students shall register their names for the painting competition at Mr. William (Science Teacher).

TASK – 6               (10 Marks)

Now prepare similar notices for the following situations.

a) At a wash basin in a hotel : 

b) At a ticket counter in a theatre / bus stop : 

c) Near flower plants in a garden : 

d) In a reading room of a library : 

e) In a hospital :

Continue reading the narrative:

Oliver ran to his Science Teacher and registered his name for the painting competition. The next day he brought his colours and painted a beautiful picture.
TASK- 7

Describe the Oliver’s picture in your own words.

TASK- 8

Read the following paragraphs. Fill in the blanks in (b) with the opposites of the underlined words in (a).

(a) The heads and workers at the orphanage were very cruel. He spoke very harshly to the children there. The children were given meagre food. Oliver was regularly punished. He felt like he was in hell.

(b) When Oliver, came to James’s house, he found that Mr and Mrs. James were very —————— to him. He was given —————— food and even sent to school. The teachers there spoke —————— to him. He was —————— for his achievements. The school was like ———— to him.

TASK – 9

Make necessary corrections to the underlined parts in the following conversation.

The members by this board was very wise and philosophical man. As they turned their attention to the workhouse, they discovered that it was the regular place of public entertainment for the poorer classes. It was the place where they had breakfast, dinner, tea, and the supper all the year round and free; where it was all play and no work. This was really shocking state of affairs, they are of the opinion that poor should be given only two alternatives, Either to starve quickly outside the workhouse, nor gradually inside the house. With this view, they decided that the inmates of the workhouse would be issued three meals of thin gruel a day, with a onion twice a weak.
**TASK - 10**

Read the following paragraph.  
(5 marks)

‘I heard somebody coming in a car. Who is it’

‘I told you, its Gopi.’

‘But Gopi is in Delhi, isn’t he’

‘Yes, Amma, it’s me I’ve come from delhi.’

‘Who did Gopi marry?’ Amma said, suddenly lowering her voice ‘I mean, what’s his wife’s name?’

‘Don’t say you’ve forgotten her name too. don’t you remember, Vimala, District Collector Nambiar’s eldest daughter?’ Gopi’s sister said

**Supply full stops (.), question marks (?), Commas (,) quotation marks (‘…..’ ) capital letters, apostrophes (’ etc., wherever necessary and correct the wrongly spelt words in italicized parts.**

---

**Read the following passage**

Satyam was too big in his aspiration and too small in his achievements. He faced many hardships in his childhood. He had a strong desire to learn Kuchipudi. In spite of that, he was humiliated by a teacher in his village. The teacher said, “Don’t attempt to learn Kuchipudi again. You are unfit for it”. He made this comment in the presence of his friends! Some ridiculed him. Yet, some others sympathized with him. And then, died his father. He had to feed four sisters and mother. Beyond this Satyam was interested in nothing but his favourite art form with some rudimentary knowledge in it. That is hardly of any use to a person with a lofty desire!
TASK – 11  
Now, frame five questions based on the above paragraph. (Yes / No Questions or ‘Wh’ Questions)

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

TASK – 12  
Read the following paragraph carefully. Write the different meanings of the word ‘present’ in the space provided.

Last Sunday, I attended Lahari’s birthday party. All her family members and friends were present (1) there. In the beginning of the party, Lahari’s father presented (2) Ms. Mrunalini Guptha, the world number one Kathak artist at present (3). Ms. Guptha did present (4) a scintillating show. I enjoyed the party a lot. At the end, I gave Lahari a marvellous present (5).

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

Challenges

“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be an instrument of inspiration or a tool of torture. I can humor or humiliate, heal or hurt. In all situations it is my response that decides whether crisis will be escalated or de-escalated, and a child humanized or dehumanized.”
I. Conceptual understanding, Solving problems

1) Solve any one of the following : (10 Marks)

a) On selling each pen a shop keeper gets a profit of Rs 1.00 and gets a loss of 40 paisa by selling each pencil.
   i) If he gets a loss of Rs 5.00 by selling 45 pens in a month then how many pencils did he sell?
   ii) There is neither profit nor loss in the next month. If he sold 70 pens then what would be the number of pencils sold?

b) The present age of Ramu's father is three times that of Ramu. After 5 years the sum of their ages would be 70 years. Find out their present ages.

2) Solve any one of the following questions : (10 Marks)

a) Construct Δxyz in which xy = 4.5 cm, xz = 3.5 cm and y = 70° also with steps of construction.

b) Construct ΔNET with measurements NE = 6.4 cm, ∠N = 50° and ∠E = 100° and also with steps of construction.

3) Solve following problems (2x5 = 10 M)

a) Sum of expression is 8 + 3a + 7a². Two of them are 2a² + 3a + 2 and 3a² - 4a + 6. Find the third expression.

b) One of the exterior angle of a triangle is 105° and the interior opposite angles are in the ratio 2:5. Fine the angles of the triangle.

4) Solve the following problems (5x1 = 5 m)

a) Madhu bought 5 kg of potatoes. If cost of 2 kg was Rs 30/-, then how much money he had to pay?

b) What is the average of the first five prime numbers?

c) 5⁶ x 5²ˣ = 5¹⁰, Find x value
d) Find the circumference of a circle, whose radius is 4.2 cm.

e) Ratio of two angles is 3:1. In that, the small angle is 180°, then find the large angle.

5) **Solve the following problems**

   (10 x ½ = 5M)

   a) 4, 6, -2, 0, -5. Write in ascending order.

   b) (-3) x ____ = 27.

   c) The equivalent rational number of -15/36 whose numerator is 75 ____

   d) If we add 7 to twice a number we get 49. The number is ______

   e) The perimeter of a rectangle is 72 m and breadth is 12 m. then its length is_____

   f) Which of the following figures has live symmetry

   a)  B   B)  \(\text{\textcopyright}\)  c)  d) Y

   g) Draw the axes of symmetry as many as possible for the following regular polygon

   ![](pentagon.png)

   h) 3x + 1 = 2x + 4. The value of x is ______

   a) 1  b) 2  c) 3  d) 4

   i) 2° + 3° = ______

   a) 0  b) 5  c) 1  d) 2

   j) 5, 6, 3, 5, 4, 9, 4, 6, 4, 9, 5. The mode is ______

   a) 9  b) 6  c) 5  d) 4

II.

6. **Solve any one of the following**

   (10 Marks)

   a) The angles of a quadrilateral can't be in the ratio 1:2:2:6. Why? Give reasons

   b) In \(\triangle\) ABC, \(\angle A = 300^\circ\), \(\angle B = 400^\circ\) and \(\angle C = 110^\circ\). In \(\triangle\) PQR \(\angle P = 30^\circ\), \(\angle Q = 40^\circ\) and \(\angle R = 110^\circ\). A student says that \(\triangle\) ABC \(\equiv\) \(\triangle\) PQR by AAA congruence criterion. Is he justified? Why or Why not?
Continuous Comprehensive Evaluation

7. Solve the following  
(2x5 = 10M)

a) Ramu says that the area of Δ QR is \( A = \frac{1}{2} \times 7 \times 5 \text{ cm}^2 \). Gopi says that it is \( A = \frac{1}{2} \times 8 \times 5 \text{ cm}^2 \). Who is correct? Why?

b) Observations of data 16, 72, 0, 55, 65, 55, 10 and 41. Chaitanya calculated the mode and median without taking the zero into consideration. Did Chaitanya do the right thing? Give reasons?

III. Communication

8. Solve the following problem  
(5 Marks)

Sameera has some mangoes. Padma has 9 more than Sameera. Mary has told that she has 4 more mangoes than the number of mangoes Sameera and Padma have together. How many mangoes did Mary have?

9. Solve the following problem  
(5 x 1 = 5M)

a) Write algebraic expression
   \( 2y - 5 \) in statement form.

b) Write the following statement in algebraic form
   5 is added to three times of '2'

b) Write in % form 35/50

c) \( \frac{5}{8} \) \( \frac{3}{5} \) (Write the correct sign)
   (> or <)

d) "Rama has an amount 4 times to that of Sita" write this in algebraic form

10. Fill in the blanks  
(10 x \( \frac{1}{2} = 5M \))

a) 190 gms = _________ Kg.

b) In 0.7, 0.07 which is the largest one _________

c) "Y divided by 4" write this in algebraic form _________
d) Area of a triangle, whose base 'b', height 'h'. \( A = \) _______

e) \( \frac{1}{(-2)} \times \frac{1}{(-2)} \times \frac{1}{(-2)} \) ______ M times. Write this in exponent form

f) \( \Delta PQR, \Delta PQS \) are congruent. Write this using correct symbol_________

g) Write 0.93 in fraction form ___________

h) \( \frac{1}{2} \times 5 \) means __________ part of 5

i) Write 54300000 in standard form_____________

j) Which of the following is not algebraic expression
   a) 11a^2 + 6b^2 - 5  
   b) 2 + M + n  
   c) -30 + 16  
   d) 3M^2

IV. Connections:

11) Solve the following \((2 \times 5 = 10 \text{ Marks})\)

   a) The angles of a quadrilateral are in the ratio 3:4:5:6. Find the angles.

   b) The floor of a building is spread with 300 tiles which are rhombus shaped. The diagonal of each of the tiles are 45 cm and 30 cm. find the total cost of polishing the complete floor, if cost per sq. meter is Rs 25/-.

V. Representation and Visualization

12) Solve any one of the following : \((1 \times 10 = 10 \text{ Marks})\)

   a) Draw the Bar graph for the following information. The population of India in different years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (in Millions)</td>
<td>320</td>
<td>360</td>
<td>440</td>
<td>550</td>
<td>680</td>
<td>850</td>
<td>1000</td>
</tr>
</tbody>
</table>

   b) Draw a Pie diagram for the following information.

<table>
<thead>
<tr>
<th>Expenditure details</th>
<th>Food</th>
<th>Health</th>
<th>Clothing</th>
<th>Education</th>
<th>Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population (in Millions)</td>
<td>320</td>
<td>360</td>
<td>440</td>
<td>550</td>
<td>680</td>
</tr>
</tbody>
</table>
13) **Solve the following**  

(5 Marks)

The following Pie chart gives expenditure particulars incurred by a family on various items during a month

![Pie chart](image)

Study and answer the following

i) On which items does that family incur minimum expenditure

ii) On which items does that family incur maximum expenditure.

iii) If the monthly income of the family is Rs 9000/- the what is the amount spent on rent.

iv) If the expenditure on food is Rs 3000/- then what is the expenditure spent on children's education.
I. Conceptual understanding.  

a) Answer any one of the following questions.  

1. What is excretory system? What are its parts? What are their functions?  

(OR)  

What can we learn from old monuments and forts?  

b) Answer to following questions.  

1. What are the modern tools in Agriculture? How are they useful to farmers?  
2. What reasons do you tell to say eating junk food is not good?  

(3 M)  

(2 M)  

c) Answer to all the following questions.  

1. What is difference between island and Peninsula?  
2. Do you know about child rights? What are the child rights that you did not use till now?  
3. What are needed for plants grown in pots in houses?  
4. Give examples of tools that work with solar energy?  
5. Which is important reason you say that "conserving forests is our responsibility".  

(5 x 1 = 5 Marks)  

d) Fill in the blanks.  

1. We should observe sky on ......................... day to see full moon.  
2. .................., .................. wires should be attached to lighten torch.  
3. .................. cells fight against bacteria entered into our body.  
4. To throw ball ................., ............ of hand should function.  
5. If Paper ball is thrown, it falls away due to .........................  

(5 x 1 = 5 Marks)
e) Match the following:

<table>
<thead>
<tr>
<th>Accident</th>
<th>First Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog bite</td>
<td>wipe with wet cloth</td>
</tr>
<tr>
<td>Current shock</td>
<td>pour cool water</td>
</tr>
<tr>
<td>Bleeding from nose</td>
<td>wash with soap water</td>
</tr>
<tr>
<td>Sunstroke</td>
<td>holding chin upwards</td>
</tr>
<tr>
<td>Bum</td>
<td>don't bend head backwards</td>
</tr>
</tbody>
</table>

II. Asking questions and making hypotheses. (5 Marks)

1. Pramod's grandfather, who was resident of a tribal area, came to Pramod's house. What questions did Pramod ask his grandfather to know about tribals? Write.

OR

2. Imagine and write what will happen if a dam is built on a river?

III. Experiments / Field investigations. (5 Marks)

1. Write the procedure and materials required to make a parachute using polythene cover?

OR

Write an experiment to show that light is necessary for growth of plants?

IV. Information Skills, Project works. (5 x 2 = 10 Marks)

We depend on animals to get our needs fulfilled. Some people nurture hens (poultry), goats, buffaloes, and pigs for the above purpose. We get products like eggs, milk, meat and byproducts like hides and urea from these animals. They do business with these products and live.

<table>
<thead>
<tr>
<th>Nurturing Centre name</th>
<th>Whom they nurture</th>
<th>Products</th>
<th>By products</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Continuous Comprehensive Evaluation

V. Observe following table and answer to the questions.

<table>
<thead>
<tr>
<th>Week</th>
<th>Temperature</th>
<th>Rain fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Min</td>
<td>Max</td>
</tr>
<tr>
<td>Monday</td>
<td>18° C</td>
<td>29° C</td>
</tr>
<tr>
<td>Tuesday</td>
<td>16° C</td>
<td>27° C</td>
</tr>
<tr>
<td>Wednesday</td>
<td>19° C</td>
<td>31° C</td>
</tr>
<tr>
<td>Thursday</td>
<td>16° C</td>
<td>24° C</td>
</tr>
<tr>
<td>Friday</td>
<td>14° C</td>
<td>20° C</td>
</tr>
<tr>
<td>Saturday</td>
<td>15° C</td>
<td>20° C</td>
</tr>
</tbody>
</table>

1. On which day was maximum temperature recorded in a week?
   ................................

2. What is the reason for decrease in temperature on Tuesday?
   ................................

3. What is the minimum temperature on the day when 2 cm rainfall was recorded.
   ................................

4. How would be the climate on Sunday based on the maximum temperature recorded on Saturday?
   ................................

5. On which day was lowest rainfall recorded. What were the maximum and minimum temperature on that day.
   ................................

VI. Communication through Mapping skills / Drawing pictures / preparing models. (5 Marks)

Answer to following questions.

1. Draw a picture of digestive system. Write about the changes undergone by food in large intestine. (3 Marks)

2. Locate the Southern states in Indian map. Write boundaries of our state? (2 Marks)

VII. Appreciation Values, Awareness towards biodiversity. (5 Marks)

Answer to following questions.

1. People's effort is there behind our subsistence (food). What would you do to thank those people? (2 Marks)

2. Write slogans for giving publicity to same water and electricity. (3 Marks)
I. Conceptual understanding.

A) Answer any two of the following with complete explanation. (2 x 10 = 20 Marks)

1. You know that metals can be used to make wires. Explain the chemical properties with examples of such metals.

2. What are the sources of Sound pollution in your area? What are the harmful effects faced by the people of your area? Write your suggestions to reduce sound pollution.

3. Rangaiah observed suddenly lightning and thunder in the sky when he was grazing cattle in the fields. How are these formed? What are the safety measures be taken by him at that time?

B) Answer to the following questions. (2 x 5 = 10 Marks)

4. Javeed said "Friction is not only a friend but also a foe" for the people. How do you support his statement?

5. You read about solar system. If you want to write an essay about it, what are the five main points you select? Explain them in detail.

C) Answer to the following questions in one sentence. (5 x 1 = 5 Marks)

6. Why is Venus planet called a morning star?

7. What happens when current electricity is made to pass through copper sulphate?

8. What is the main reason for sound pollution in your opinion?

9. Pressing toothpaste tube and effect of magnet on compass. What is the difference, you observe between these two forces?

10. What is the effect of Rapid Combustion?
D) Fill in the blanks.  

(5 × 1/2 = 2 1/2 Marks)

11. Synthetic fibres are synthesized from .............................. materials.

12. To reduce friction in a machine ................................. is used.

13. When Sudheer brought a burning splinter near a test tube pop sound is heard. So it may be .......................... gas.

14. Small objects that occasionally enter earth's atmosphere are called ...........................

15. ................................. is measured by seismograph.

E) Choose the right answer.  

(5 × 1/2 = 2 1/2 Marks)

16. Which of the following objects cannot be charged by rubbing
   a) Plastic Scale   b) Copper rod   c) Air filled Balloon   d) Piece of wood

17. Rayon is made from
   a) coal   b) oxygen   c) fibre   d) cellulose

18. The main component in coal
   a) carbon   b) oxygen   c) air   d) water

19. Which of the following is a good conductor
   a) Distilled water   b) Drinking water   c) Coconut oil   d) Kerosene

20. Which of the following does not show electric and heat conductivity
   a) Iron   b) Zinc   c) Copper   d) Sodium

II. Asking questions and making hypothesis.  

(2 × 5 = 10 Marks)

21. In a few years the fuels on earth will be exhausted. Think how would be human life then and write about ?

22. Deepak noticed motion of a roller on the cricket pitch. Many questions arose in his mind regarding different forces that are acting there. If you are in place of Deepak imagine what questions would arise in your mind? Write them.
III. Expermentation and field investigations. (1 × 10 = 10 Marks)

23. On your school science day you have got a change to exhibit electrolytic cell, what things do you collect? And how do you prepare it? Explain.

OR

What method should be followed to observe movement of stars and constellations? What are the precautions to be taken in that observation?

IV. Information skills and projects. (1 × 10 = 10 Marks)

24. Observe the following table about calorific value of different fuels. Answer the questions.

[Calorific values of fuels are in kj / kg units]

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Fuel</th>
<th>Calorific Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Cow dung</td>
<td>6,000 - 8,000</td>
</tr>
<tr>
<td>2.</td>
<td>Wood</td>
<td>17,000 - 22,000</td>
</tr>
<tr>
<td>3.</td>
<td>Coal</td>
<td>25,000 - 30,000</td>
</tr>
<tr>
<td>4.</td>
<td>Petrol</td>
<td>45,000</td>
</tr>
<tr>
<td>5.</td>
<td>CNG</td>
<td>60,000</td>
</tr>
<tr>
<td>6.</td>
<td>Biogas</td>
<td>35,000 - 40,000</td>
</tr>
<tr>
<td>7.</td>
<td>Hydrogen</td>
<td>1,50,000</td>
</tr>
</tbody>
</table>

a) How can animal dung be changed and used?
b) Usage of CNG in vehicles is good. Why?
c) What is the calorific value released from firewood oven?
d) Which one do you suggest as good fuel from above table?
e) If 1 kg of dung is burnt how much heat is produced?

25. Prepare a data about usage of petroleum products in your village / city. What information do you need? Whom do you to meet? Prepare a table to fill your information.

V. Communication through drawing, model making. (2 × 5 = 10 Marks)

26. Draw the diagram that shows the heat conductivity through iron rod. What are the precautions taken by you while doing the experiment.

27. What are the apparatus you need to prepare an electrolytic cell with empty injection bottles? Draw the arrangement of them.
VI. Appreciation and sense, values bio-diversity, and utilization in real life.

(3 × 5 = 15 Marks)

28. John said that "people having good knowledge about sound can speak attractively". How do you support this?

29. Hari said to his father "we can save more fuel by using bicycle instead of bike for going to nearby places"? What would you suggest if you are in place of Hari?

30. Write answer in one sentence.
   a) How do you feel by seeing different phases of moon?
   b) What is the use of recycling?
   c) What are your efforts to reduce global warming?
   d) How can you say that friction exists in every work we do in day to day life?
   e) "Indiscriminate usage of plastic is a serious threat to bio-diversity." Write a slogan on this topic.
I. Conceptual understanding.

A) Answer any two of the following questions with complete explanation (2 x 5 = 10 Marks)

1. What are the steps followed by farmers in cultivation of rice? What are the steps followed at different stages?

2. Generally how many types of reproduction take place in living organisms? Write with examples about the reproduction which doesn’t involve Germ cells?

3. What is biodiversity? How do you recognise its importance? What are your suggestions for protection of biodiversity?

B) Answer the following questions. (2 x 5 = 10 Marks)

4. Somu told that we can ensure some diseases would never be infected. How is it possible. Explain.

5. What are the water resources that are polluted in your area? Write reasons of their pollution.

C) Answer to the following questions in one sentence. (10 x 1 = 10 Marks)

6. Name those which carry germs causing disease from one living organism to another?

7. Why did Bhopal gas incident take place?

8. What are necessary things in Apiculture in your view?

9. What are the uses of decomposers in Ecosystem?
10. Kinnerasani is a Animal Protection Centre. What is use of it?

11. What will happen in absence of Adam's apple in our body?

12. What is the use of cell that contains tail and motile?

13. Every body says "Drink water which is cooled after boiling". Why?

14. What is the use of sticky substance present between cell membrane and nucleus?

15. What is the device used for artificial hatching of eggs?

D) Choose the write answer. 

(5 × 1/2 = 2 1/2 Marks)

16. Which of the following is not a powder form?
   a) Crystal Violet   b) Safranin   c) Methyl blue   d) Tetracycline

17. Disease on which Ronald Ross experimented
   a) Cholera   b) Malaria   c) Aids   d) Meningitis

18. Which of the following does give information of extinct living creatures.

19. Rice is known as universal crop because ................................
   a) Consumed World wide   b) Cultivated World wide
   c) Inexpensive universally   d) Exports / imports are more

20. Reason for declaring sorrounding places of historic places as "No drive zone"
   a) to decrease traffic   b) to save fuel
   c) pollution   d) being bank of a river

21. Conversion of sugars into Alkohol is called ............................

22. ........................ are sectretions of endocrine glands.

23. Mangrooves are generally found in .......................... areas.

24. Diethene M 45 is used by farmers as ...........................

25. ............................. is the use of pasterisation.

II. Asking questions and making hypothesis. 

(2 × 5 = 10 Marks)

26. What are the questions you would like to ask a lab technician if you are supported to go for a blood test for confirmation of certain infection?

27. Imagine an write what would happen if there are no decomposers in Ecosystem?
III. Expermentation and field investigation.  
(1 × 10 = 10 Marks)

28. Write about the method you follow in experiment lab to observe the bend cells in match skicks?

OR

What is the method you use to observe bio-diversity in your school. Draw a rough diagram about it.

IV. Information skills and projects.  
(1 × 10 = 10 Marks)

29. Razia prepared a chart by observing tadpole examine and Analyse it.

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Day</th>
<th>Observed issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1</td>
<td>Eggs are round in group.</td>
</tr>
<tr>
<td>2.</td>
<td>7</td>
<td>Identified tad pole.</td>
</tr>
<tr>
<td>3.</td>
<td>11</td>
<td>Gills on tad pole.</td>
</tr>
<tr>
<td>4.</td>
<td>21</td>
<td>Swim like fish.</td>
</tr>
<tr>
<td>5.</td>
<td>32</td>
<td>Hind legs.</td>
</tr>
<tr>
<td>6.</td>
<td>48</td>
<td>Small frog leaping.</td>
</tr>
</tbody>
</table>

a) What were the changes occured in frog eggs.

b) What are the proofs that frog is metamorplising ?

c) Tadpole is looking like fish. Say reasons ?

d) In which stage of forg life did you identify a clear difference.

e) What are the additional points you like to add to the table for understanding frog life history.

30. Write what to be done after reading the below information.
Rama wanted to collect information about animal husbandry, milk dairy, selling etc. of her village. What does she need to do for the above purpose and to prepare a report on it.

a) What information is to be collected ?

b) Whom should she meet ?

c) What should be there in the information table.
d) What should she do to present information in another way apart from table information.

e) What is the unit to be taken to register milk production?

V. Communication through drawing, model making. (2 × 5 = 10 Marks)

31. Draw a neat labelled diagram of Human Sperm. Write about the use of mitochondria situated at neck?

32. Display flowchart showing food web in river Ecosystem?

VI. Appreciation, values, bio-diversity, utilisation in real life. (3 × 5 = 15 Marks)

33. What are the suggestions you give to your village panchayat for avoiding infections in your village?

34. Naveen told there is relation between cattle breeding and agriculture? Why did he say so?

35. Write answer in one sentence.

a) Write a slogan on prevention of Air Pollution.

b) How would you complement the work division among Honey bees.

c) Rangaiah used insecticides more in his fields. What is your opinion on his crops?

d) What are the substances other than buttermilk change milk into curd.

e) What is the important aspect you would concentrate if you are supposed to write an essay on metamorphosis of frog.
Summative Model Question Paper - Social Studies

Name of the Student: ..............................................  Class: 7th Class
Time: .................  Marks: 100

I. Conceptual understanding.  (2 x 10 = 20 Marks)

a) Answer any two of the following.

2. Analyse the results of industrial revolution.
3. How is the transport system essential for production of agricultural goods? Explain with examples.
4. What were the differences between position and authority of Munsobdar and Jameendar?

b) Answer any two in short form.  (2 x 5 = 10 Marks)

5. Compare climate of India with climate of Europe.
6. What enables the middle men in the fish business to earn much more money than the fishermen?
7. Why buses are different from trains? Explain.
8. Explain the process of paper making in your own words.

c) Answer very shortly to the following questions.  (5 x 1 = 5 Marks)

9. What does fisherman's toolkit contain?
10. In which country and continent, does the Eiffel-tower is located?
11. Who are the first and last emperors of Moghal Emphire?
12. What is your district's name? Where is it's headquarters?

d) Fill in the blanks.  (10 x 1/2 = 5 Marks)

13. ......................... is an instrument used to measure rainfall.
14. At the end of river's journey into sea, a river forms a .........................
15. ................................ mountains lie between the Caspian sea and Black sea.

16. The highest mountain in Africa is ....................................

17. The zone between the tropic of cancer and tropic of copricorn is .........................

e) Match the following.
18. Zamindar [ ] a) Marvad
19. Akbar [ ] b) Revenue Assignment
20. Jagirdar [ ] c) Mevad
21. Sisodia Rajput [ ] d) Heridictory chiefs
22. Rathor Rajput [ ] e) Suth-I-Kul

II. Reading the text, understanding, interpretation. (10 x 1 = 10 Marks)

23. a) Government works for the upliftment of disadvantaged groups through various schemes. It has been trying for equality by making many laws to protect every one's rights. In addition to laws the government is floating several schemes and striving hard to improve lives of down trodden people.

Write your opinion on this.

b) Cigarette smoking is prohibited in public places, Govt. institutions and vehicles. Advertisement boards with a caution "No Smoking" are kept as per section 5, 6 and 10. If any body violates this law Rs.100/- for first violation and Rs.200/- to Rs.500/- for second violation may be collected as fine.

Is this law implemented? Give reasons.

III. Information skills (15 Marks)

24. The number of females in country's population has been decreasing gradually. In 1951, there were 945 females for every 1000 males. By the year 1981, there were only 931 females for every 1000 males. In 2011, the number of females increased meagarly and reached to 940. If the situation in Andhra Pradesh is observed, in 1991, there were 972 females for every 1000 males. By the year 2011, the number of females jumped up and reached to 992 for every 1000 males. If number of girls & boys is observed in Andhra Pradesh. There were 975, 961 and 943 girls in the years 1991, 2001 and 2011 respectively for every 1000 boys.
Based on the above information, fill following table. (1 × 1 = 5 Marks)

<table>
<thead>
<tr>
<th>Year</th>
<th>Females for every 1000 males</th>
<th>Girls for every 1000 boys</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In Country</td>
<td>In State</td>
</tr>
<tr>
<td>1951</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1991</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Observe the following table. (2 × 5 = 10 Marks)

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Types of Labour</th>
<th>Wages</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Permanent worker</td>
<td>Per month 4,500 - 10,000</td>
<td>ESI, PF, Medical facilities, treatment leaves, educational allowance, toor allowance, quarters, training, health insurance, employment security labour welfare union.</td>
</tr>
<tr>
<td>2.</td>
<td>Transforable worker</td>
<td>Per month 3,000 - 4,000</td>
<td>ESI, PF, Regularisation of services after a stipulated time. No labour welfare union.</td>
</tr>
<tr>
<td>3.</td>
<td>Contract workers (Daily wage labour)</td>
<td>Per day 58.00 (for 8.00 hrs)</td>
<td>ESI, PF, no labour welfare union.</td>
</tr>
</tbody>
</table>

Answer following questions based on above table.

a) How many kinds of labour are there in a factory?
b) Who are getting many benifits among workers? What are they?
c) Which type of labours don't have employment security?
d) What are benifits that applicable to all workers in the above mentioned benifits?
e) How much higher salary does permanent worker receive than transfarable worker?
IV. Reaction towards contemporary issues, questioning. (10 Marks)

26. Villagers pray birds, animals, trees and snakepit in villages.

1) Why does this happen.

OR

27. Rama went to her grandfather's village during Dasara festival holidays. She has got a doubt that why people celebrate festivals as per their religions. What questions did she ask her grandfather about these religions? Think over and write.

V. Map skills. (15 Marks)

28. Identify the following in the given India map. (5 \times 1 = 5 Marks)
   i) Delhi ii) Hyderabad iii) Tirivanantapuram
   iv) Chennai v) Kolkata

29. Identify the following in Europe Physical map. (10 Marks)
   a) Locate mountain ranges in Europe.
   b) Locate rivers in Europe.
   c) Which seas are around Europe?
   d) Which mountains would separate Asia from Europe?
   e) Between which seas are Coconces mountains located?

VI. Appreciation - Sensitivity. (1 \times 10 = 10 Marks)

30. Some voluntary organisations, which work to eradicate caste discrimination, in your locality visited best your school. What do you suggest them for eradicating such improper practice.

OR

10. Recording Achievement

CCE Register, Cumulative Record, Elementary School Certificate

Maintaining records and registers related to children's achievement is as important as marking answer scripts and awarding grades after conducting formative and summative evaluation. Children's achievement should be recorded in the CCE Register. Similarly, their marks and grades in various subjects should be recorded in the cumulative register as and when the evaluation is finished. To maintain these registers, the teachers should cooperate with the class teacher / the headmaster.

**CCE Register:**

- The grades achieved by children in formative and summative evaluations should be recorded in this register
- Pages are to be allocated to children according to their class and subjects
- The marks and grades achieved by children should be recorded based on the specified indicators in children's participation - Responses, written work, project works, slip tests, etc., as part of formative evaluation
- Similarly, the marks and grades achieved by children in summative evaluation should also be recorded
- For co-scholastic subjects, the grades in summative evaluation should only be recorded along with descriptors
- The Principal should see that during school visit/inspection, CCE Register is countersigned by the Inspecting Officer or the Deputy Educational Officer as the case may be. Observe the model of the 'CCE Register' given below.

**Annual Comprehensive Achievement Report**

At the end of the academic year, i.e., in the month of April, Comprehensive Achievement Report, in the specified format, should be submitted to the supervising authority should contain the details of the children who were promoted / not promoted to the next class after the class-wise evaluation.
**Continuous Comprehensive Evaluation**

**Cumulative Record - Elementary School Certificate**

The teaching learning processes conducted in the school help children in their physical, mental, social and emotional development. Hence, the teacher should observe their achievement in arts and cultural education, health and physical education, work and computer education, value education - life skills, etc. and record them in 'Cumulative Record.'

The achievement of a child in all scholastic and co-scholastic components should be observed and recorded right from their date of joining in school until s/he leaves the school after elementary education. If a student leaves a school and joins another school in the middle of elementary education, s/he should handover the cumulative record in the new school. Wherever the student finishes elementary education, the headmaster of that school should issue the Elementary School Certificate in the last page of the Cumulative Record. This should be countersigned by the supervising authority.

This cumulative record is of two types.

1) A booklet for class I to Class V
2) A booklet for class VI to Class X.

These should be preserved in school only. But should be sent to the parents after every summative and get their sign on it. The records should be handed over to the students when they leave schools after completion of class V / Class X.

**Note:** Though the principal sign on bonafide certificate in cumulative record, he/she should issue a separate bonafide certificate to the outgoing students of the institute who wish to join other institutions.
### Continuous Comprehensive Evaluation - Students Progress Record - Register - Model

**Class:** ___________________

**Subject:** ___________________

#### Note:

The details should be recorded in the CCE Register class-wise and subject-wise.

- **FA:** Formative Assessment
- **SA:** Summative Assessment

#### Formative Assessment:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Student</th>
<th>M/G</th>
<th>B.L.</th>
<th>FA1</th>
<th>FA2</th>
<th>FA3</th>
<th>FA4</th>
<th>SA1</th>
<th>SA2</th>
<th>SA3</th>
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<tr>
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<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</table>

#### Summative Assessment:

<table>
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<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>M</td>
</tr>
</tbody>
</table>

#### Annual Result:

- Total of 4th FA + 3rd SA
- **M/G**

---

**Note:**

The details should be recorded in the CCE Register class-wise and subject-wise. **FA:** Formative Assessment, **SA:** Summative Assessment. **FA:** 1. Children's Participation 2. Written Work 3. Project Work 4. Slip Test, **M:** Marks achieved, **G:** Grade. **SA:** Numbers 1 to 6 indicate Academic Standards.
At the end of the academic year, Annual Comprehensive Achievement Report should be submitted to the Supervising authorities.

### Annual Comprehensive Achievement Report

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Student</th>
<th>Marks in 4th Formative Assessment</th>
<th>Marks in 3rd Summative Assessment</th>
<th>Annual Result</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>T H E M</td>
<td>T H E M</td>
<td>Sci SS</td>
</tr>
</tbody>
</table>

**Class:** _________
### APSWREI SOCIETY
Hyderabad

#### Cumulative Record
Classes I to V

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Name of the School</td>
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<tr>
<td>School Code</td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td></td>
</tr>
<tr>
<td>Pupil's Name</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td></td>
</tr>
<tr>
<td>Admission No.</td>
<td></td>
</tr>
<tr>
<td>Date of Birth</td>
<td></td>
</tr>
<tr>
<td>Mother's Name</td>
<td></td>
</tr>
<tr>
<td>Father's Name</td>
<td></td>
</tr>
<tr>
<td>Community</td>
<td></td>
</tr>
<tr>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>Mobile No</td>
<td></td>
</tr>
<tr>
<td>Email ID</td>
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</table>
Continuous Comprehensive Evaluation

(a) Details of Blood Group: _____________

(b) Details of Height & Weight:

<table>
<thead>
<tr>
<th>Class</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Height</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Weight</td>
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</table>

Grade Particulars

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Descriptive Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>A⁺</td>
<td>Outstanding. Keep it up.</td>
</tr>
<tr>
<td>71-90</td>
<td>A</td>
<td>Very good. Try to do better.</td>
</tr>
<tr>
<td>51-70</td>
<td>B⁺</td>
<td>Good. You can do better.</td>
</tr>
<tr>
<td>41-50</td>
<td>B</td>
<td>Average. If you work hard you can get better results.</td>
</tr>
</tbody>
</table>
## Academic Information

### Formative Assessment - Progress Grade

................. Class

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Subject</th>
<th>Evaluation</th>
<th>Children's Participation / Responses</th>
<th>Written Work</th>
<th>Project Work</th>
<th>Slip Test</th>
<th>Grade</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FA2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>FA3</td>
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</tr>
<tr>
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<td>FA4</td>
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<tr>
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<td>English</td>
<td>FA1</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Maths</td>
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<td></td>
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<td></td>
<td>EVS</td>
<td>FA1</td>
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## Health Information

<table>
<thead>
<tr>
<th>Date of Medical Check up</th>
<th>Directions / Suggestion Given, Details of Treatment</th>
<th>Height</th>
<th>Weight</th>
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</table>
## (A) Summative Assessment - Progress Grade

```
........................ Class

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Subject</th>
<th>Academic Standards</th>
<th>SA1</th>
<th>SA2</th>
<th>SA3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Telugu</td>
<td>Listening, Speaking &amp; Appreciation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing (Self-expression)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Creative Expression</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Vocabulary/Elmnts of Language</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Grade</td>
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<td></td>
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</tr>
<tr>
<td>2.</td>
<td>English</td>
<td>Listening, Speaking</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Reading comprehension</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Conventions of writing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Vocabulary</td>
<td></td>
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<td>Grammar</td>
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<td>Creative expression</td>
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<td>Grade</td>
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</tr>
<tr>
<td>3.</td>
<td>Maths</td>
<td>Conceptual understanding, Problem-solving</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Giving Reasons - Proof</td>
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<td>Communications</td>
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<td>Connections</td>
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<td>Representation, Visualisation</td>
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<td>Grade</td>
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<tr>
<td>4.</td>
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<td>Conceptual Understanding</td>
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<td>Questioning &amp; Hypothesizing</td>
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<td>Experiments &amp; Field Investigations</td>
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<td>Communication Skills &amp; Project work</td>
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<td></td>
<td></td>
<td>Communicating through drawing pictures/graphs</td>
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<tr>
<td></td>
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<td>Appreciation, Values, concern for biodiversity.</td>
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<td></td>
<td></td>
<td>Grade</td>
<td></td>
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</table>
```
### (B) Summative Assessment - Progress Grade

................. Class

<table>
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|         |         | Annual Final Grade               |                                    |               |

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<th>Dt. of Leaving</th>
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Continuous Comprehensive Evaluation
Sri/Kum ....................................................................................................................................................................

Father/Mother ........................................... School .............................................. Village ..............................................

Mandal .................................................. in District ............................................ finished Elementary Education in

........................................................................................................... academic year. Certified that she/he has achieved the Academic

Standards specified up to class V.

Date :

Station :

Sign of the Principal
Name of the School : ____________________________________________
School Code : ________________________________________________
Medium : ______________________________________________________
Pupil's Name : _________________________________________________
Class : _________________________________________________________
Admission No. : _________________________________________________
Date of Birth : _________________________________________________
Mother's Name : ________________________________________________
Father's Name : ________________________________________________
Community : ___________________________________________________
Address : ______________________________________________________

Mobile No : ___________________________________________________
Email ID : _____________________________________________________

School Logo

Photo in Class-VI

Photo in Class-X

School Motto

(a) Details of Blood Group : ________________
(b) Details of Height & Weight :

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## Academic Information

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### Continuous Comprehensive Evaluation

#### (A) Summative Assessment - Progress Grade

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<tr>
<td>7.</td>
<td>Health &amp; Physical Education</td>
<td>Participating in games, Sportive spirit</td>
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<tr>
<td></td>
<td></td>
<td>Yoga Meditation, Scouts &amp; Guides, NCC</td>
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<td></td>
<td></td>
<td>Personal &amp; Surroundings Hygiene, Health Habits</td>
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<td></td>
<td></td>
<td>Family relations, Safety, First Aid</td>
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<td>Health, Nutritious Food, Good food habits</td>
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<td>Grade / Descriptive Indicators</td>
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<tr>
<td>8.</td>
<td>Arts &amp; Cultural Education</td>
<td>Drawing pictures, colouring, decorating, making models and statues</td>
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<tr>
<td></td>
<td></td>
<td>Origami &amp; Tangram, Sewing &amp; lacing</td>
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<td></td>
<td></td>
<td>Acting in Playlets &amp; One act play, Choreography, Dramatisation, Monoaction</td>
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<td></td>
<td></td>
<td>Singing songs, using of musical instruments</td>
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<td></td>
<td></td>
<td>Dancing, Performing local arts</td>
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<td>Grade / Descriptive Indicators</td>
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<tr>
<td>9.</td>
<td>Work &amp; Computer Education</td>
<td>Using tools, Making things</td>
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<td></td>
<td></td>
<td>Participating in programmes, Discharging duties, across curricular areas participation</td>
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<td>Computer Based Learning</td>
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<td>Social service / Shrama danam</td>
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<td>Marks secured</td>
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<td>Grade / Descriptive Indicators</td>
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<tr>
<td>10.</td>
<td>Value Education, Life Skills</td>
<td>Discriminating wisdom, Good behaviour</td>
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<td></td>
<td></td>
<td>Following Constitutional Values</td>
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<td></td>
<td></td>
<td>Patience, Kindness, Empathy, Personal values</td>
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<td></td>
<td></td>
<td>Life Skills, Communicative, Social, Emotional &amp; Thinking Skills</td>
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<td></td>
<td></td>
<td>Having Positive Attitude towards Teachers, Co-students, society, school &amp; Govt. Assets</td>
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<td></td>
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<td>Grade / Descriptive Indicators</td>
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</tbody>
</table>
### Health Information

<table>
<thead>
<tr>
<th>Dt. of Medical Check up</th>
<th>Directions / Suggestion Given, Details of Treatment</th>
<th>Height</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
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### Descriptive Indicators

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Descriptive Indicators</th>
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<tbody>
<tr>
<td>Summative 1</td>
<td></td>
</tr>
<tr>
<td>Summative 2</td>
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<tr>
<td>Summative 3</td>
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</table>

### Grade Particulars

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Descriptive Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-100</td>
<td>A⁺</td>
<td>Outstanding. Keep it up.</td>
</tr>
<tr>
<td>71-90</td>
<td>A</td>
<td>Very good. Try to do better.</td>
</tr>
<tr>
<td>51-70</td>
<td>B⁺</td>
<td>Good. You can do better.</td>
</tr>
<tr>
<td>41-50</td>
<td>B</td>
<td>Average. If you work hard you can get better result.</td>
</tr>
<tr>
<td>Month</td>
<td>Jun</td>
<td>Jul</td>
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<td>-------</td>
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<tr>
<td>Working Days</td>
<td>Attendance Percent</td>
<td>Sign of the C.T.</td>
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</table>

Note: Pages should be allocated in the cumulative record for Education Information, Descriptive Indicators, Health Information, Attendance Information for classes 6 to 10.

<table>
<thead>
<tr>
<th>Annual Result</th>
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<tbody>
<tr>
<td>Grade in 4th Formative Evaluation</td>
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<tr>
<td>Grade in 3rd Summative Evaluation</td>
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<table>
<thead>
<tr>
<th>Annual Result</th>
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<tbody>
<tr>
<td>Final Grade</td>
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<table>
<thead>
<tr>
<th>Subject No.</th>
<th>S.</th>
<th>T</th>
<th>H</th>
<th>E</th>
<th>M</th>
<th>N</th>
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</tbody>
</table>

S. No. Subject
## Information about the Schools in which the Pupil Studied

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the School</th>
<th>Class Joined</th>
<th>Dt. of Joining</th>
<th>Dt. of Leaving</th>
<th>Dt. of Leaving class</th>
<th>Admission Number</th>
<th>Other Details</th>
<th>Signature of the Head Master</th>
</tr>
</thead>
</table>

### APSWREI SOCIETY

Middle School

Certificate of Education

*Sri/Kum* ................................................................................................................................

Father/Mother ........................................ School ....................... Village ......................

Mandal ......................... in District ......................... finished Elementary Education in

......................................... academic year. Certified that she/he has achieved the Academic

Standards specified up to class X.

Date :

Station :

*Sign of the Principal*
Continuous Comprehensive Evaluation

GLOSSARY OF TERMS USED

- **Diagnostic** - identify the problem a learner is facing by observing him/her
- **School Based** - from or supporting school
- **Evaluation** - form an idea or assessment in a systematic process.
- **Holistic** - whole/full rather than part
- **Continuous** - without any break; evaluation of student's 'growth and development' is continuous process
- **Comprehensive** - including; to cover both scholastic and co scholastic aspects of students 'growth and development.'
- **Formative** - measure of the performance during learning
- **Summative** - summary of something
- **Assessment** - make a judgement about the value or quality of something
- **Descriptive Indicator** - Statement used to describe a learner
- **Self Awareness** - knowing about self
- **Skills** - the ability to do something
- **Rating Scale** - classification using a range of values based on quality
- **Scholastic** - academic subjects
- **Co Scholastic** - aspects goes with academic subjects
- **Learner Profile** - learner description
- **Lateral Thinking** - solving of a problem by thinking of new ways to approach it
- **Aptitude** - natural ability
- **Life Skills** - abilities that make individuals to face the challenges of life
- **Attitude** - a way of thinking
- **Thinking skills** - the skills such as self awareness, problem solving, critical thinking
- **Social Skills** - skills such as listening actively, communicating and feedback
- **Remedial** - meant as a treatment for children with learning difficulties
- **Feedback** - comments made in response to something
- **Project** - a piece of work by a student to carry out his/her own research
- **Technique** - a particular way of carrying out a work
- **Tools** - instruments used to do some activity
- **Indicators** - a thing that shows the state or level of something
- **Anecdotal Record** - is the description of the behaviour of a child recorded by the teacher. It is confidential and followed by a comment by the teacher
- **Emphasize** - special importance or value given to something
- **Broad based learning** - learning in general
- **Behavioural Out come** - result of the behaviour/conduct
Continuous Comprehensive Evaluation

- Objective - goal or aim
- Formal - according to a regular or exact plan
- Informal - not following a strict or exact plan
- Periodical - happening at intervals
- Check List - used for the purpose of assessment where answers are in yes or no
- Strategy - a plan designed to achieve a long term aim
- Effective - producing a desired result
- Concept - an idea
- Appropriate - suitable
- Desirable Qualities - qualities that are expected
- Academic Performance - the function and result of a student's learning
- Equip - supply some one with the things needed for an activity
- Specific Areas - clearly defined/identified areas
- Process - a series of actions that are done to achieve a result
- Implementation - putting something to practice
- Retain - keep something in place
- Periodic - happening at intervals
- Annexure - added information
- Monitor - supervise
- Supportive - give encouragement or emotional help
- Feedback - comments given on something
- Performance - carry out an action
- Motivation - enthusiasm to do something
- Prior Knowledge - previous knowledge
- Criteria - a standard by which something is judged
- Peer Assessment - a judgement about something by students of the same age
- Multiple Task - different works
- Conventional - based on what is generally done
- Cumulative - increasing by additions
- Mandatory - compulsory
- Eliminate - get rid of / remove
- Stress - pressure or tension
- Achievement Card - progress card
- Empathy - the ability to understand and share the feelings of someone
- Adaptive - be able to adjust to new situations
- Facilitate - make something possible or easier (making learning possible)
- Self Esteem - respect and admiration for own self
Continuous Comprehensive Evaluation

- Verbal - in the form of words/ spoken words
- Negotiation - reach an agreement by discussion
- Assertive - speaking and doing things in a confident way
- Conflict - serious disagreement
- Objectivity - considering the facts without being influenced by personal feelings
- Reliability - able to be depended or trusted
- Domains - an area of activity or knowledge
- Values - standards of behaviour
- Aesthetic - concerned with beauty
- Integration - combine with something to make a whole
- Fostering - encourage the development of
- Nurturing - caring and protecting
- Effective - producing a desired effect
- Think out of the box - think differently
- Correlate - show a relationship or draw a parallel
- Initiative - the ability to act independently
- Innovation - a new idea
- Temperament- a person's nature of behaviour
- Confides - tell some one about a secret or private matter
- Tactful - skill in dealing with other people
- Abjure - swear that you will give up a belief or claim
- Decimation - drastically reduce in strength
- Aspires - having a strong desire to achieve something
- Strives - try very hard to achieve something
- Potential - capable of becoming
- Portfolio - a set of creative works of students collected as evidences
- Assignment - a task to be done as class/home work
- Rating scale - an evaluation tool by which one can know the expression of opinion concerning a trait.
- Validity - truthfulness