

A HAND BOOK
ON
CONTINUOUS
COMPREHENSIVE
EVOLUTION



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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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Introduction

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 and non government organizations. 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 had 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. Sunitha, 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 work shop 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/

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 view point 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

- 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.

- 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

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

Right to Education Act - 2009, State Curriculum Framework - 2011

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,

- 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.

- 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

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?

- 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

- 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.

Conversation	Madhu		Sudha	
	Yes	No	Yes	No
My friend started conversation correctly				
Explained ideas were according to context	✓		✓	
Spoke in perfect manner		✓		✓
Used good vocabulary	✓		✓	
Listened to what co students words		✓		✓

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.

Primary Stage	High School Stage
1. First language - Telugu/Urdu	1. First language
2. Mathematics	2. Second language
3. Environmental Science	3. Third language
4. English	4. Mathematics
5. Arts and Cultural Education	5. Science
6. Health, Physical Education, Yoga, Meditation	6. Social science
7. Work and computer education	7. Arts and Cultural Education
8. Value Education and Life Skills	8. Health, Physical Education, Yoga, Meditation
	9. Work and computer education
	10. Value Education and Life Skills

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.

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.

LANGUAGES

1. Listening and Speaking
2. Reading comprehension
3. Writing(self-expression)
4. Vocabulary
5. Creative expression, Appreciation
6. Learning about language

MATHEMATICS

1. Problem solving
2. Giving reasons - Proof
3. Communication
4. Connections
5. Representations

ENVIRONMENTAL SCIENCE

1. Conceptual Understanding
2. Asking questions and making hypothesis
3. Experimentation and field investigation
4. Communication Skills
5. Drawing pictures and maps, Making models
6. Attitudes, Appreciation, Real-life application

SCIENCE

1. Conceptual Understanding
2. Asking questions and making hypothesis
3. Experimentation and field investigation
4. Communication Skills
5. Communicating through Drawing pictures/ Graphs
6. Aesthetic sense, Attitudes, Appreciation, Biodiversity,

SOCIAL SCIENCE

1. Conceptual understanding
2. Reading comprehension, interpreting a text

3. Information gathering Skills/project work
4. Responding to social and contemporary issues
5. Mapping skills
6. Sensitivity, Appreciation, Attitudes

ARTS & CULTURAL EDUCATION

1. Drawing pictures, colouring, decorating, making models and Statues
2. Origami & Tangram, Sewing and lacing
3. Singing songs, Using musical instruments
4. Exhibiting local art forms, Dramatization, role playing, miming

HEALTH & PHYSICAL EDUCATION

1. Participating with interest, Following rules and regulations,
2. Yoga and Meditation
3. Physical development, personal hygiene
4. Surroundings hygiene, health and food habits

WORK & COMPUTER EDUCATION

1. Making models and things, Using tools and implements
2. Using human services, participating in festivals
3. Computer-based learning
4. Using computer

VALUE EDUCATION, LIFE SKILLS

1. Good/bad discriminating wisdom
2. Constitutional values
3. Patience, Kindness, Empathy
4. Life Skills

Learning Indicators as per Academic Standards

విద్యాప్రమాణాలవారీగా అభ్యసన సూచికలు - తెలుగు

మొదటిదశ 1, 2 తరగతులు

I. వినడం, అర్థంచేసుకోవడం, ప్రతిస్పందించడం / మాట్లాడడం

- ఇతరులు చెప్పేది వినడంపట్ల ఆసక్తిని కలిగి ఉంటారు.
- విన్నదానిని అర్థంచేసుకుని ప్రతిస్పందించడం అనగా అడిగిన ప్రశ్నలకు జవాబులు చెప్పడం, ఏకాగ్రతతో విని భావాన్ని చెప్పగలగడం, విన్నదాని గురించి చెప్తారు.
- పరిచిత, అపరిచిత గేయాలు, కథలు, సంఘటనలు శ్రద్ధగావిని అర్థంచేసుకొని సొంత మాటల్లో / మాతృభాష/ ఇంటిభాషలో మాట్లాడతారు.
- సూచనలు విని అర్థంచేసుకోవడం, పాటించడం, ఉదా: తరగతి గదిలో ఇచ్చే సూచనలు, కృత్యాల నిర్వహణ సందర్భాల్లో ఇచ్చే సూచనలు, ఆటలు ఆడే సందర్భాల్లో ఇచ్చే సూచనలు అర్థం చేసుకుంటారు.
- ఇతరులు మాట్లాడేటప్పుడు స్వరంలోని హెచ్చుతగ్గులు, స్వర భేదాలు గుర్తించి అందుకు అనుగుణంగా భావాన్ని గ్రహించడం (కోపం, ఆశ్చర్యం, సంతోషం, విచారం మొదలైనవి) ప్రతిస్పందిస్తారు.

II. ఆలోచించి మాట్లాడడం:

- పిల్లలు తమ అనుభవాలను, ఆలోచనలను ఆసక్తితో చెప్తారు.
- పిల్లలు తమకు తెలిసిన, చూసిన, విన్న వాటిని గురించి చెప్తారు. తాము విన్న కథలు, కవితలకు తమ అనుభవాలను జోడించి చెప్తారు.
- పిల్లలు స్వేచ్ఛగా ప్రశ్నిస్తారు.
- పాఠశాలలో, తరగతి గదుల్లో తమ అవసరాలకోసం స్వేచ్ఛగా మాట్లాడతారు.
- చిన్న చిన్న కథలు సొంతమాటల్లో చెప్తారు.
- గేయాలు, పాటలు, సంభాషణల సారాంశాన్ని సొంతమాటల్లో చెప్తారు.
- వర్ణమాలలోని హ్రస్వాలు, దీర్ఘాలు, అల్పప్రాణాలు, మహాప్రాణాక్షరాలను స్పష్టంగా పలకాలి. అట్టే గుణింతాక్షరాలను, ద్విత్వ, సంయుక్తాక్షరాలను కూడా స్పష్టంగా పలుకుతారు.
- మాట్లాడేటప్పుడు స్పష్టోచ్ఛారణతో, భాషకు చెందిన నియమాలకు లోబడి అనగా అర్థవంతంగా తగినంత ఊనికతో మాట్లాడతారు.

III. ధారాళంగా చదవడం, అర్థంచేసుకోవడం:

- ఒక్కొక్క అక్షరాన్ని విడివిడిగా గుణిస్తూ చదవకుండా అర్థంచేసుకొంటూ చదువుతారు.
- చిత్రాలు, ముద్రితాంశాలను ఊహిస్తూ చదువుతారు.
- చదువుతున్న అంశంలో వాక్యాలను, పదాలను, అక్షరాలను స్పష్టంగా గుర్తించాలి, చదువుతారు.
- బాలగేయాలు, చిన్న చిన్న కథలు, సంభాషణలు, కార్టూన్ / చిత్రకథలు, గేయ కథలు చదువుతారు. అర్థంచేసుకోవాలి. సొంత మాటల్లో చెప్పగలగాలి. గేయాలను లయబద్ధంగా పాడుతారు.
- కవితలు, గేయాలలోని ప్రాసపదాలను, జంటపదాలను, ధ్వన్యనుకరణ పదాలను, కీలక పదాలను గుర్తించాలి. వాటి భావాన్ని గ్రహిస్తారు.
- పాఠశాలలోని 1, 2 తరగతుల స్థాయికి చెందిన బాలసాహిత్యం ఉదా: వానచినుకులు, కథావాచకాలు వంటి పుస్తకాలను చదువుతారు. సొంతమాటల్లో చెప్తారు. (విద్యాసంవత్సరంలో పిల్లలు కనీసం 30 పుస్తకాలు చదవాలి.)

IV. స్వీయరచన (సొంతమాటల్లో రాయడం):

- పిల్లలు రెండోతరగతి పూర్తయ్యేసరికి సరళపదాలు, గుణింత పదాలు, ఒత్తుల పదాలను తప్పుల్లేకుండా రాస్తారు. అట్లే తమకు తెలిసిన పదాలను సొంతంగా రాస్తారు.
ఉదా: జంతువులు, పక్షులు, వస్తువులు, పూలు, పండ్లు, కూరగాయలు, కుటుంబసభ్యులు మొదలగు వాటిపేర్లను తప్పుల్లేకుండా రాస్తారు.
- అట్లే తమకు తెలిసిన, విన్న, చదివిన, చూసిన వాటి గురించి సొంతమాటల్లో 2, 3 వాక్యాలు రాస్తారు.
- పిల్లలు తమకు తెలిసిన వాటిని వాక్యాలరూపంలో రాసేటప్పుడు అర్థవంతంగా పూర్తి వాక్యంలో రాస్తారు.
- అక్షరాలను, పదాలను అందంగా రాయాలి. పదాలమధ్య సరైన దూరంతో రాయాలి. దోషరహితంగా రాస్తారు.

V. పదజాలం:

- వర్ణమాల, గుణింతాలు, ఒత్తు అక్షరాలతో పదాలను నిర్మిస్తారు.
- గళ్ళ నుడికట్టు, అంత్యాక్షరి వంటి భాషాక్రీడల్లో పాల్గొని పదాలను నియమానుసారం చెప్తారు, రాస్తారు.
- ప్రాసపదాలు, జంటపదాలు, ధ్వన్యనుకరణ పదాలు, తెలిసిన పదాలతో వాక్యాలు చెప్తారు, రాస్తారు.

VI. సృజనాత్మక వ్యక్తీకరణ:

- పిల్లలు తమ భావాలను బొమ్మలు గీయడం ద్వారా వ్యక్తపరుస్తారు.
- మౌఖిక, లిఖిత, ప్రదర్శనా రూపాలలో వ్యక్తపరుస్తారు.

రెండవదశ 3, 4, 5 తరగతులు

1, 2 తరగతులలో సాధించిన సామర్థ్యాలతోపాటు పిల్లలు కింది వాటిని కూడా సాధించాలి.

I. వినడం - అర్థం చేసుకోవడం, ప్రతిస్పందించడం:

- ఇతరుల ఆలోచనలను విని అర్థంచేసుకోవడం, తన అభిప్రాయాలు (ఇష్టాయిష్టాలు, అంగీకరించడం, అంగీకరించకపోవడం వంటివి) వ్యక్తీకరిస్తారు.
- ఇతరులు చెప్పేది విని అర్థం చేసుకొని పదాలు, వాక్యాలు రాస్తారు, సొంతమాటల్లో చెప్తారు.
- పత్రికలు, రేడియో, టి.వి., వంటి ప్రసార మాధ్యమాలలో వార్తలు, కార్యక్రమాలు చూసి, విని అర్థంచేసుకోగలగడం, తిరిగి చెప్తారు.
- చిన్న చిన్న ప్రసంగాలు, ఉపన్యాసాలు విని అర్థంచేసుకుంటారు.
- అపరిచిత కథలు, సంభాషణలు, గేయాలు, పద్యాలు విని అర్థంచేసుకోవడం, సొంతమాటల్లో చెప్తారు.
- వివిధ సన్నివేశాలు, సంఘటనలకు చెందిన సూచనలు విని అర్థంచేసుకొని అనుసరిస్తారు.
- ఇచ్చిన అంశాలపై ఆలోచించి మాట్లాడతారు.

II. ఆలోచించి మాట్లాడడం:

- తమ భావాలను, అనుభవాలను, అభిప్రాయాలను సొంత మాటల్లో స్పష్టంగా, క్రమపద్ధతిలో చెప్తారు.
- తమకు తెలియని అంశాలగురించి, సందేహాలగురించి ఉపాధ్యాయులతోపాటు ఇతరులను నిర్భయంగా ప్రశ్నిస్తారు.
- చర్చలో పాల్గొనడం, తమ అభిప్రాయాలను చెప్తారు.
- తెలిసిన, చూసిన, విన్న అంశాలను ఎదుటివారికి అర్థమయ్యేలా క్రమపద్ధతిలో చెప్తారు.
- తరగతి గదిలో, బడి బయట వివిధ సన్నివేశాలలో సందర్భోచితంగా సరైన భాషను ఉపయోగించి మాట్లాడతారు.
- మాట్లాడేటప్పుడు ఉద్వేగానికి లోనుకాకుండా ఆత్మవిశ్వాసంతో తన భావాలను చెప్తారు.

III. ధారాళంగా చదవడం, అర్థంచేసుకోవడం:

- పిల్లలకు పుస్తకాలపట్ల ఆసక్తి పెంచడం చదవడం ఒక అలవాటుగా మార్చుకుంటారు.
- పాఠ్యపుస్తకంలోని వివిధ రూపాల్లోని పాఠ్యాంశాలను (పద్యాలు, పాటలు, గేయాలు, కథానికలు, వ్యాసాలు, సంభాషణలు, గేయకథలు) చదివి అర్థంచేసుకోవడం. వీటిలోని ముఖ్యమైన భావాన్ని, సారాంశం, ఆలోచనలను అన్వేషించుటకు పాఠ్యాంశాలను లోతుగా పరిశీలిస్తారు.
- చదువుతున్న అంశంలోని కొత్తపదాల అర్థాలను సందర్భాన్ని బట్టి గ్రహిస్తారు.

- చదవడం ద్వారా ఇతరుల అభిప్రాయాలను అర్థంచేసుకోవాలి. జ్ఞాన నిర్మాణం జరగడం. ఆనందాన్ని, సంతృప్తిని పొందుతారు.
- పోస్టర్లు, ప్రకటనలు చదివి అర్థంచేసుకుంటారు.
- వివిధ రూపాలలోని బాలసాహిత్యం అనగా కథలు, నాటికలు, వార్తాపత్రికలు, లేఖలు, చేతిరాత మొదలగు వాటిని ధారాళంగా చదవాలి, అర్థంచేసుకుంటారు.
- పాఠ్యపుస్తకం చివరగల నిఘంటువురూపంలోని పద పట్టికలను ఉపయోగించి అర్థాలను గ్రహించడం.
- చిత్రాలను, పాఠ్యాంశంతో పోల్చగలగడం, విశ్లేషిస్తారు.
- చదువుతున్న అంశంలోని పాత్రలను అర్థంచేసుకుంటారు.
- వేమన, సుమతి, తెలుగుబాల వంటి సులభమైన పద్యాలను రాగయుక్తంగా చదవడం, భావాన్ని గ్రహిస్తారు.
- ఇచ్చిన అంశాల ఆధారంగా ప్రశ్నలకు జవాబులు రాయడం, తప్పొప్పులను గుర్తించడం, అర్థాలు గ్రహించడం, శీర్షికలు నిర్ణయించడం, విషయాన్ని క్రమపద్ధతిలో అమర్చుతారు.

IV స్వీయరచన (సొంతమాటల్లో రాయడం):

- చదవిన, విన్న, చూసిన విషయాలను, కథలు, తన అనుభవాలు, ఇష్టాయిష్టాలు మొదలైన వాటిని గురించి సొంతమాటల్లో రాస్తారు.
- రాసేటప్పుడు విరామచిహ్నాల్ని పాటించగలగడం. విషయాన్ని సంఘటనా క్రమంలో రాయగలగడం. అందంగా, దోషరహితంగా, స్పష్టంగా రాస్తారు.
- రాసేప్పుడు సంపూర్ణ వాక్యాలను అర్థవంతంగా సరైన పదాలను ఉపయోగించి రాస్తారు.
- తనకు నచ్చిన విషయాన్ని సేకరించి దాని గురించి రాస్తారు.
- చదివిన అంశములోని సారాంశాన్ని / భావాన్ని రాస్తారు.
- ఊహించి లేదా తానే ఆ స్థానంలో ఉంటే ఏం చేస్తారో రాయగలగాలి, ఆయా సందర్భాలలో తమ అనుభవాల గురించి, చూసిన సంఘటనలు, పండుగలు, జాతరలు మొదలగు వాటి గురించి రాస్తారు.
- ఇష్టమైనవాటి గురించి, ఇష్టముకాని వాటిగురించి తన భావాలను సొంతమాటల్లో రాస్తారు.
- తెలిసిన కథలను, సంఘటనలను సొంతమాటల్లో రాస్తారు.
- పాఠ్యాంశాలలోని పాత్రల గురించి, స్థలాల గురించి, సంఘటనలు, సారాంశాలు మొదలైన వాటిని సొంతమాటల్లో రాస్తారు.
- ఇచ్చిన అంశాన్ని వివరిస్తూ, సమర్థిస్తూ లేదా విభేదిస్తూ, తమ అభిప్రాయాలను తెలుపుతూ ఒకటి రెండు పేరాలు రాస్తారు.

V. పదజాలం:

- పదజాలాన్ని సందర్భోచితంగా ఉపయోగించగలగాలి. సొంత వాక్యాలలో రాస్తారు.
- చదువుతున్న అంశంలోని పదాలకు సమానార్థక పదాలను, వ్యతిరేక పదాలను, అర్థాలను గ్రహించడం వాటిని సందర్భాన్ని బట్టి గ్రహించడం, సందర్భోచితంగా వినియోగిస్తారు.
- వివిధ సందర్భాలకు చెందిన పదజాలాన్ని అర్థవంతంగా వినియోగిస్తారు.
- సందర్భాన్ని బట్టి అర్థాలను, నానార్థాలను, పర్యాయపదాలను గ్రహిస్తారు.
- కవితలు, గేయాలు, పాటలు, కథలలోని కీలక పదాలను గుర్తించడం. శబ్దసౌందర్యానికి చెందిన ప్రాస పదాలు, ధ్వన్యనుకరణ పదాలు, జంట పదాలు మొదలగు వాటిని సందర్భోచితంగా వినియోగిస్తారు.
- ఇతర విషయాలకు చెందిన సాంకేతిక (పారిభాషిక) పదజాలాన్ని అర్థంచేసుకోగలగడం, అభ్యసనను మెరుగుపరచుకుంటారు.
- పద పట్టికలు, గళ్ళ నుడికట్టు వంటి భాషా క్రీడల ద్వారా సందర్భోచితంగా పదాలను రాస్తారు.

VI. సృజనాత్మక వ్యక్తీకరణ:

- గేయాలను పొడిగించగలగడం, గేయాలను రాగయుక్తంగా పాడగలగడం, అభినయిస్తారు.
- కథలను పొడిగించగలగడం, వేరే ముగింపులను ఇవ్వగలగడం. శీర్షికలను సూచిస్తారు.
- కథలలో పాత్రలను మార్చి తిరిగి కథను రాస్తారు.
- పాత్రల స్వభావాన్ని వివరించగలగడం. పాత్రల లక్షణాలను సకారణంగా వివరిస్తారు.
ఉదా: ఎవరు మంచివారు? ఎందుకు?
తప్పు ఎవరిది? ఎందుకు?
చెడ్డవారు ఎవరు? ఎందుకు?
- సంభాషణలు, కథలు రాయడం, వర్ణించి రాయడం, ఊహించి రాయడం, ఆత్మకథ రాయడం వంటివి చేస్తారు.
- బయోడేటా రాస్తారు.
- దినచర్యతోపాటు ఇష్టాయిష్టాలగురించి, తన అనుభూతులగురించి డైరీ రాస్తారు.
- ఉపాధ్యాయులకు, మిత్రులకు, బంధువులకు లేఖలు రాస్తారు.
- పాఠశాలలోని సమస్యల గురించి లేఖారూపంలో ప్రధానోపాధ్యాయులకు తెలియజేస్తారు.
- ఇష్టమైన మిత్రుడు, బంధువు, పండు, ఆట, ప్రాంతం, జంతువు, పాట, కథ మొదలగు వాటిగురించి సకారణంగా రాస్తారు.

- సూచనలు, ఆధారాలకనుగుణంగా కథ రాయడం, చిత్రాలు గీయడం వాటి గురించి వర్ణిస్తారు.
- గేయకథలు, కథలలోని పాత్రలను గుర్తించి సంభాషణ రూపంలో రాస్తారు.
- కథలను నాటకీకరణ చేస్తారు.
- కళాచిత్రాలు గీయడం, నమూనాలు తయారుచేసి ప్రదర్శిస్తారు, వివరిస్తారు.
- పోస్టరు, అభినందన పత్రాలు, ఆహ్వాన పత్రాలు, గ్రీటింగ్ కార్డులు, మాస్కుల తయారీ, నమూనాలు తయారుచేస్తారు.

VII. ప్రశంస:

- స్థానికంగా వాడే వివిధ భాషా ప్రక్రియలను ప్రశంసిస్తారు.
ఉదా: ఒగ్గు కథలు, బుర్రకథలు మొదలైనవి.
- తోటి పిల్లలు రాసిన అంశాలను, గీసిన చిత్రాలను పరిశీలించి, అర్థంచేసుకొని అభినందిస్తారు.
- ఇతర భాషలకు చెందిన పిల్లలు మాట్లాడే పదాలు, వాక్యాలు అర్థంచేసుకోవడం. వారు తెలుగును వినియోగించడంలో సహకరిస్తారు.
- తరగతిలోని ప్రత్యేక అవసరాలు గల పిల్లలకు అభ్యసనంలో సహకరిస్తారు.
- వివిధ మతాల, భాషలకు చెందిన పిల్లలు పాడే పాటలను వారితో కలిసి పాడుతారు.
- తోటి వారు, మహిళలు, ఇతర వర్గాలు, ఇతర సంస్కృతులు, సేవలు చేసిన వారిని, భాషా శైలిని ప్రశంసిస్తారు.

VIII. భాషను గురించి తెలుసుకుందాం:

- పదాలలోని హ్రస్వ, దీర్ఘాక్షరాల, అల్పప్రాణ, మహాప్రాణ అక్షరాలను స్పష్టంగా పలకడంలో తేడాను గుర్తిస్తారు.
- వాక్య నిర్మాణక్రమాన్ని అర్థంచేసుకుంటారు. (Syntax).
- భాషాభాగాలను అర్థంచేసుకొని వాక్యంలో గుర్తిస్తారు.
- వాక్యాలలోని నామవాచక, క్రియావిశేషణాలను గుర్తించడం, ఉపయోగించడం. ఉదాహరణలు చెప్తారు.
- వాక్యంలోని పదాల మధ్య సంబంధాన్ని గుర్తిస్తారు.
- పదాల స్వభావాన్ని గుర్తించి వర్గీకరిస్తారు.
- ఏకవచనం, బహువచనం రూపాలను అర్థంచేసుకుంటారు.
- భూత, వర్తమాన, భవిష్యత్ క్రియా రూపాలను గుర్తిస్తారు.

- ఇతర భాషల్లోని వాక్య నిర్మాణక్రమాన్ని మాతృభాష వాక్యనిర్మాణక్రమంతో పోలుస్తారు.
- కాలాలకు అనుగుణంగా క్రియలను ఉపయోగిస్తారు.
- వాక్యాల రకాలను (సామాన్య, సంయుక్త, సంక్లిష్ట) గుర్తిస్తారు.
- క్రియారహిత వాక్యాలు, కర్త, కర్మ, క్రియలను, విభక్తులను గుర్తిస్తారు, ఉపయోగిస్తారు.

మూడవ దశ 6, 7, 8 తరగతులు

ప్రాథమిక స్థాయిలో సాధించాల్సిన సామర్థ్యాలతోపాటు కింది సామర్థ్యాలను 8వ తరగతి పూర్తయ్యేసరికి సాధించాలి.

I. వినడం - అర్థం చేసుకోవడం, ఆలోచించి మాట్లాడడం:

- ప్రసంగాలలోని భేదాలను గుర్తించి అవగాహనతో అభిప్రాయాలు వ్యక్తీకరిస్తారు.
- చిన్న సంఘటనలను వర్ణిస్తారు.
- పద్య గేయ భావాలను వివరిస్తారు.
- కొత్త పద్యాల భావాలను ఊహించడం, సరైన దిశలో ఆలోచనలను వ్యక్తీకరిస్తారు.

II. ధారాళంగా చదవడం, అర్థంచేసుకోవడం:

- ప్రాచీన సాహిత్యానికి చెందిన పద్యాలను, కథలను, గ్రాంథిక భాషలోని రచనలను (కథలను) చదివి అవగాహన చేసుకుంటారు.
- వ్యాసరూపంలోని అంశాలను, లేఖలను చదివి అర్థంచేసుకుంటారు.
- విభిన్న రూపాల్లోని సాహిత్య ప్రక్రియలను చదివి అర్థంచేసుకుంటారు.
- చదువుతున్న అంశాల్లోని కీలక అంశాలను గ్రహించడం, తగిన శీర్షికలు సూచిస్తారు.
- చదువుతున్న అంశాలను విశ్లేషించి ప్రతిస్పందిస్తారు.
- పత్రికల్లోని స్థానిక వార్తలతో పాటు ప్రాచుర్యం పొందిన సంఘటనలకు చెందిన వార్తలను చదివి అర్థం చేసుకుంటారు.

III. స్వీయరచన:

- దృశ్య, శ్రవణ, ప్రసార మధ్యమాలకు చెందిన కార్యక్రమాలపై అభిప్రాయాలను లిఖిత రూపంలో వ్యక్తపరుస్తారు.
- పాఠాల గురించి సూచిత అంశాలకు తాత్పర్యాలు, సారాంశాలు రాయడం. స్థలాలు, పాత్రలు, వ్యక్తులు, సంఘటనలు, కవులు, రచయితల గురించి సొంతమాటల్లో రాస్తారు.

- చదివిన, చూసిన, విన్న, తెలిసిన, అంశాలు గురించి సంక్షిప్తంగా/ వివరంగా రాస్తారు.
- ప్రశ్నలను అర్థం చేసుకొని, వాటి స్వభావానికి అనుగుణంగా ఉపయుక్తమైన భాషను ఉపయోగించి తగినరీతిలో సమాధానాలు రాస్తారు.
- రాసేటప్పుడు విరామచిహ్నాలను ఉపయోగించడం, సామాన్య, సంయుక్త, సంశ్లిష్ట వాక్యాలను రాస్తారు.

IV. పదజాలం:

- చదువుతున్న అంశాల్లోని ప్రకృతి, వికృతి పదాలను గుర్తిస్తారు.
- చదువుతున్న అంశాల్లోని జాతీయాలు, సామెతలను గుర్తించడం. వాటిని అర్థం చేసుకోవడం, తిరిగి సందర్భోచితంగా ప్రయోగిస్తారు.
- చదువుతున్న అంశాలలోని అవాంఛిత పదాల అర్థాలు తెలుసుకోవడానికి నిఘంటువులను సంప్రదిస్తారు.
- స్వయం అధ్యయనం ద్వారా అర్థాలను గ్రహిస్తారు.
- వార్తా పత్రికల్లోని పదజాలానికి చెందిన పజిల్స్, భాషా క్రీడలను సాధించడం అలవరచుకుంటారు.
- సంధి, సమాస పదాలను గుర్తిస్తారు, సందర్భోచితంగా ఉపయోగిస్తారు.
- మాండలిక భాషా రూపాలను గుర్తిస్తారు, వినియోగిస్తారు.

V. సృజనాత్మక వ్యక్తీకరణ:

- తెలిసిన, చదివిన, విన్న, చూసిన అంశాన్ని వర్ణించి చెప్తారు, రాస్తారు.
- ఏకపాత్రాభినయం, పాత్రపోషణ చేస్తారు.
- సూచిత ఇతివృత్తం ఆధారంగా కథలు అల్లుతారు.
- ప్రాసపదాలు, తెలిసిన పదాలు ఉపయోగించి చిన్నచిన్న కవితలు రాస్తారు.
- స్వీయ అనుభవాలను, సృజనాత్మకంగా వ్యక్తపరుస్తారు.
- చిన్న ప్రకటనలు, నోటీసులు, ఆహ్వాన పత్రికలు రాయడం, శుభాకాంక్షలు తెలిపే కార్డులు, కరపత్రాలు తయారుచేస్తారు.
- మిత్రుల లేఖలకు ప్రతిలేఖలు రాస్తారు.
- దరఖాస్తులు రాస్తారు.
- చదివిన అంశానికి అనుగుణంగా భావాత్మక చిత్రాలు గీస్తారు.

- తనను గురించి రాస్తారు (ఆత్మకథలు రాస్తారు).
- నాటకీకరణానికై సంభాషణలు రాస్తారు, నాటకీకరణ చేస్తారు.
- ఇతివృత్తం/ అంశానికనుగుణంగా సమాజ ఉపయుక్త నినాదాలు రాస్తారు.
- నీతి వాక్యాలు రాస్తారు.
- గేయాలను పూరించడం, కొత్తవి రాస్తారు, అభినయిస్తారు.
- వార్తలను రాస్తారు.
- కార్టూన్లు గీస్తారు.
- సంకేత భాషను ప్రయోగిస్తారు.
- పాఠం సందేశాన్ని వ్యక్తీకరిస్తారు.
- ఊహలను వర్ణనాత్మకంగా వ్యక్తీకరిస్తారు.
- పాఠాన్ని ఇతర వ్యవహార రూపాల్లోకి మార్చుతారు.
- పోస్టర్లు తయారుచేస్తారు.
- జాతీయాలను ఉపయోగిస్తూ రచనలు చిస్తారు.
- జానపద కళల్ని (బుర్రకథ వంటివి) ప్రదర్శిస్తారు.
- మాస్కులు తయారుచేస్తారు.

VI. ప్రశంస:

- ఇతర భాషలకు చెందిన కృత్యాలు, గేయాలు, పాటలు విని అర్థంచేసుకోవడం, ప్రశంసిస్తారు.
- ఇతర మతాలకు చెందిన పండుగలు (కార్యక్రమాలు) ఉత్సవాలలో పాల్గొనడం, వాటిని అర్థం చేసుకోవడం ప్రశంసిస్తారు.
- ఆయా భాషల్లోని విభిన్న సాహితీప్రక్రియలను చదవడం, ఆనందానుభూతి, (రసానుభూతి) పొందడం, ప్రశంసిస్తారు.
- ఇతర భాషల్లోని అంశాలను అర్థంచేసుకొని మాతృభాషలోకి అనువదిస్తారు.
- బాలికలు, ప్రత్యేక అవసరాలుకల పిల్లలలోని గొప్పతనాన్ని, నైపుణ్యాన్ని గుర్తించి ప్రశ్నిస్తారు.
ఉదా: చక్కగా పాటలు పాడడం, మాట్లాడడం, బొమ్మలు గీయడం మొదలగునవి.
- ప్రత్యేక అవసరాలుకల పిల్లలను అర్థంచేసుకొని వారికి సహాయ సహకారాలందిస్తారు.
- కవిత్వాన్ని అర్థంచేసుకొని ప్రశంసిస్తారు.
- సాటిపిల్లల్లోని కళాభిరుచిని గుర్తించి ప్రశంసిస్తారు.

- మాండలికాలను అర్థంచేసుకోవడం, వాటి ప్రత్యేకతను ప్రశంసిస్తారు.
- వృద్ధులపట్ల గౌరవాన్ని, ఆదరాన్ని ప్రదర్శిస్తారు.
- ప్రత్యేక / విశిష్ట వార్తలను సేకరించి ప్రదర్శిస్తారు.
- ఆటల్లో ఓడిపోయిన జట్టులోనూ గొప్ప ఆటగాళ్ళుంటే, వాళ్ళను ప్రశంసిస్తారు.
- ఇతర భాషా సంప్రదాయాల్లోని గొప్పదనాన్ని అభినందిస్తారు.
- మన ఇతిహాసాలను ఆసక్తితో తెలుసుకుంటారు.
- అన్ని వృత్తులలోని గొప్పదనాన్ని గ్రహిస్తారు.
- సున్నితత్వానికి సంబంధించి ఆత్మపరిశీలన చేసుకుంటారు.
- జీవ వైవిధ్యం గొప్పదనాన్ని గ్రహించి అభినందిస్తారు.
- పిల్లలతో సన్నిహితంగా ఉండే పెద్దల గొప్పతనాన్ని గుర్తిస్తారు.
- శాంతి సభల్లో పాల్గొనడం, ప్రపంచశాంతి అవగాహన పొందుతారు.
- వస్తువుల / పదార్థాల అంతర్గత గుణాలను గమనించడం (పర్వతం, సముద్రం)
- సమాజసేవలో పాల్గొంటున్నవారి సేవాభావాన్ని, గొప్పదనాన్ని గ్రహిస్తారు.
- మన భాషలోని సామెతలు, జాతీయాలకు ఇతర భాషల్లోగల సమానార్థకాలను తెలుసుకుంటారు.

VII. భాషాంశాలు:

- వాక్య రకాలు, భేదాలు గుర్తిస్తారు.
- వాక్యాలలో విభక్తులు, ఉపవిభక్తులను గుర్తిస్తారు.
- బహువచన రూపాలు ఏర్పడే విధానాలను గుర్తించి సూత్రీకరిస్తారు.
- పదాలను కలపడం, విడదీయడం, పదాలు కలిసే సందర్భంలో జరిగే మార్పులను గుర్తించి సూత్రీకరిస్తారు.
- అలంకారాలు, ఛందస్సుకు సంబంధించిన ప్రాథమికావగాహన పొందుతారు.
- వ్యతిరేకార్థబోధక పదాలు ఏర్పడే విధానాలను సందర్భోచితంగా గుర్తిస్తారు. (అక్షరం, పదం, వాక్యాల స్థాయిలలో).
- ఇతర భాషల్లో వచ్చే వ్యతిరేకార్థక వాక్యాలు క్రియారూపాలలోని మార్పును గుర్తిస్తారు.

నాల్గవ దశ 9, 10 తరగతులు

I. అవగాహన - ప్రతిస్పందన:

- స్థానిక కళారూపాలను విని, చూసి ప్రతిస్పందిస్తారు.
- ప్రసంగాలు, ఉపన్యాసాలు విని ప్రతిస్పందిస్తారు.
- ప్రచార ప్రసార సాధనాల భాషా రూపాలను, కొత్త పోకడలను అర్థం చేసుకుంటారు, ప్రతిస్పందిస్తారు, శాస్త్రీయంగా విశ్లేషిస్తారు.
- తల్లిదండ్రుల భాష, తాత, నానమ్మ, అమ్మమ్మల భాష, ప్రసార మాధ్యమాల భాష, ఉపాధ్యాయుల భాష, తన భాషల మధ్య తేడాను గుర్తిస్తారు.
- విన్న, చూసిన అంశాలపై మాట్లాడడం, సద్విమర్శ చేస్తారు.
- పాఠశాల ఉత్సవాలు, వివిధ దినోత్సవాల సందర్భంగా స్వేచ్ఛగా పాల్గొని ఆత్మవిశ్వాసంతో మాట్లాడతారు.
- చదివిన లేదా విన్న అంశాల గురించి తార్కికంగా చర్చించటం, ప్రశ్నిస్తారు.
- చదువుతున్న అంశానికి చెందిన భావాన్ని గ్రహించడం, కీలక పదాలను గుర్తిస్తారు.
- వార్తాపత్రికలు లేదా ఇతర పత్రికల్లోని సామాజికాంశాలను చదివి వాటిపై ప్రతిస్పందిస్తారు.
- నేపథ్యాంశాల కోసం మూల గ్రంథాలను చదువుతారు.
- సగటున నెలకు మూడు కథల పుస్తకాలు, మాస పత్రికలను చదువుతారు.
- రచనల్లోని శైలి భేదాలను అనుసరించి చదవడం, కొత్త పోకడలను గుర్తిస్తారు.
- భాషా వాచకాలు, భాషేతర పాఠ్యపుస్తకాల్లోని భాషా తారతమ్యాన్ని గుర్తిస్తారు.
- ఇచ్చిన అంశంపై అప్పటికప్పుడే మాట్లాడతారు (సద్యోభాషణం).
- పిల్లలు తమ సమస్యలకు ప్రాతినిధ్యం వహిస్తూ మాట్లాడతారు.
- భిన్నాభిప్రాయాలు, విరుద్ధ భావాలు, ఘర్షణాత్మక వాతావరణంలో కూడా సంయమనంతో వ్యవహరిస్తారు.

II. వ్యక్తీకరణ - సృజనాత్మకత

- కథలను, విజ్ఞాన శాస్త్రాంశాలను, కాల্পనికాంశాలను, వివిధ ప్రక్రియలను చదివి, అర్థం చేసుకొని సొంతమాటల్లో రాస్తారు.
- ప్రసంగాలు, ఉపన్యాసాలు, చర్చలు వింటూ ముఖ్యాంశాలు రాస్తారు.
- చదివిన అంశాల గురించి ఎప్పటికప్పుడు ముఖ్యాంశాలు రాస్తారు.

- ఇచ్చిన ప్రశ్నలకనుగుణంగా విశ్లేషణాత్మకంగా జవాబులు రాస్తారు.
- అపరిచిత అంశాలను చదివి, ప్రశ్నలకు జవాబులు రాస్తారు.
- బయోడేటా పత్రాలు, దరఖాస్తులు, కళాశాల / పాఠశాల ప్రవేశ పత్రాలు మొదలగునవి సక్రమంగా పూరిస్తారు.
- చర్చలు, సంవాదాలను విని, వాటిలోని ముఖ్యాంశాల ఆధారంగా తన అభిప్రాయాలు రాస్తారు.
- సమస్యధారిత వ్యాసాలను రాస్తారు.
- ప్రక్రియలను ఒకదాని నుండి మరొక రూపంలోకి మారుస్తారు. ఉదా: కథను గేయంగా; కథను సంభాషణగా; పద్యం కథగా.
- కరపత్రాలు, నివేదికలు, ఆహ్వాన పత్రికలు రాయడం. వివిధ రకాల లేఖలు రాస్తారు (వ్యక్తిగత/ అధికారిక/ పత్రికలకు)
- భాషా సంఘంలో సభ్యులుగా చేరి, పాఠశాల పత్రికల (మ్యూగజైన్) రూపకల్పనలో భాగస్వాములౌతారు.
- తనకు తెలిసిన వివిధ ప్రక్రియలలో రచనలు చేస్తారు.
- భాషా, సాంస్కృతిక వైవిధ్యాల పట్ల సానుకూలంగా స్పందిస్తారు.
- మాతృభాషలోని అంశాలను తనకు తెలిసిన ఇతర భాషల్లోకి అనువదించడం. ఇతర భాషల నుండి మాతృభాషలోకి అనువదిస్తారు.
- తాను చూసిన, చదివిన అంశాల పట్ల ప్రశంసాపూర్వకంగా రాస్తారు.
- సమాజం/ తరగతిలోని బహు భాషాతత్వాన్ని గుర్తించి, అభినందిస్తారు.
- ప్రత్యేకావసరాలు గల పిల్లల పట్ల, ఆడపిల్లల పట్ల సహానుభూతితో వ్యవహరిస్తారు.
- పిల్లలు ఏదైనా అంశాన్ని ఎంపిక చేసుకొని, సంబంధిత సమాచారాన్ని సేకరించుకొని, క్రమబద్ధీకరించి విశ్లేషణాత్మకంగా, లక్ష్యాత్మకంగా రాస్తారు.
- తనకు తెలిసిన ఇతర భాషా ప్రక్రియలను పోల్చడం, ప్రశంసిస్తారు.

III. భాషాంశాలు (పదజాలం, వ్యాకరణాంశాలు)

- వివిధ రంగాలకు చెందిన (క్రీడలు, సంగీతం, విజ్ఞానం, నిర్మాణం, వ్యవసాయం, వైద్యం, సాంకేతిక శాస్త్రం మొ॥వి) పదజాలంపై పట్టుసాధించడం. ఈ పద విజ్ఞానాన్ని వ్యవహారంలో ఉపయోగిస్తారు.
- ప్రాచీన సాహిత్యానికి చెందిన పదాలకు నిఘంటువు, కల్పతరువు, విజ్ఞాన సర్వస్వం లాంటి పుస్తకాలను వినియోగించి అర్థాలను గ్రహిస్తారు.
- వివిధ పదజాలాలకు చెందిన అర్థపరిణామం గురిస్తారు. (అర్థవ్యాకోచం, అర్థసంకోచం) ఉదా: ముష్టి - బిచ్చం.

- సుడికారాలు, జాతీయాలు, సామెతలు మొదలగు వాటి విశేషార్థాలు గ్రహిస్తారు, ప్రయోగ విధానం తెలుసుకుంటారు.
- వ్యుత్పత్తులు, నానార్థాలు, పర్యాయపదాలు, ప్రకృతి వికృతులు, వచనాలు మొదలగు వాటిని గుర్తించి సందర్భోచితంగా ప్రయోగిస్తారు.
- పద్య, గేయ, వచన రచనల్లోని నియమాలను గుర్తించడం. నిత్య వ్యవహారంలోని వాక్యాల్లో ఛందో, అలంకారాలను గుర్తిస్తారు.
- ప్రత్యక్ష/ పరోక్ష కథనాలు ఒక రూపం నుండి మరో రూపంలోకి మారుస్తారు.
- కర్తం కర్మణి వాక్య భేదాలు గ్రహించి, ప్రయోగిస్తారు.
- కావ్యభాష/ ప్రాచీన భాష వాక్యాలను ఆధునిక వ్యావహారిక రూపంలోకి మారుస్తారు.
- పారిభాషిక పదాలు (నిత్యము, బహుళము, శత్రుర్థకం.... మొ॥వి) అర్థం చేసుకొని, సమర్థంగా వినియోగిస్తారు.
- వివిధ రచనల శైలి భేదాన్ని గుర్తిస్తారు.

IV. భాషాకార్యకలాపాలు

- ప్రాజెక్టు పని నిర్వహిస్తారు.
- మ్యాగజైన్లు, సంచికల రూపకల్పన చేస్తారు.
- బాలకవి సమ్మేళనాల్లో పాల్గొనడం, నిర్వహిస్తారు.
- పాఠశాలల్లో నిర్వహించే సాంస్కృతిక కార్యకలాపాల్లో పాల్గొనడం - నిర్వహిస్తారు.
- సాహిత్య రూపకాలు (భువన విజయం.... మొ॥వి) నిర్వహిస్తారు, పాల్గొంటారు.

छठी कक्षा - द्वितीय भाषा

अपेक्षित दक्षताएँ

1. सुनना - बोलना

- ◆ चित्र के बारे में बातचीत कर सकेंगे।
- ◆ गीत के बारे में बातचीत कर सकेंगे। धाराप्रवाह से गा सकेंगे।
- ◆ अपनी पसंद-नापसंद के बारे में बातचीत कर सकेंगे।
- ◆ किसी स्थान, कहानी आदि के बारे में बातचीत कर सकेंगे।
- ◆ फलों, फूलों के नाम बता सकेंगे।
- ◆ यातायात के साधनों के नाम बता सकेंगे।
- ◆ बाज़ार के संबंध में बातचीत कर सकेंगे।
- ◆ खाने की वस्तुओं के नाम कह सकेंगे।
- ◆ जानवरों के नाम कह सकेंगे।
- ◆ विद्यालय में हुए किसी कार्यक्रम के बारे में बातचीत कर सकेंगे।
- ◆ त्यौहार के विषय में बातचीत कर सकेंगे।
- ◆ दैनिक जीवन में प्रयोग में आने वाली वस्तुओं के नाम कह सकेंगे।
- ◆ चोट लगने पर प्राथमिक चिकित्सा किस प्रकार कर सकते हैं इसका वर्णन कर सकेंगे।
- ◆ दिये गये विषय से संबंधित अच्छाइयाँ बता सकेंगे।
- ◆ चित्र देखकर कहानी सुना सकेंगे।
- ◆ छोटे-छोटे प्रश्नों के उत्तर दे सकेंगे।
- ◆ अधूरी 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।

- ◆ 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।
- ◆ संयुक्ताक्षर और द्वित्वाक्षर पढ़ सकेंगे।
- ◆ प्रश्न पढ़कर उत्तर दे सकेंगे।
- ◆ कठिन व नये शब्दों के अर्थ शब्दकोश में ढूँढ़ 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 संयुक्ताक्षरों के निर्माण की प्रक्रिया समझ सकेंगे।
- ◆ चित्र तथा वाक्यों को मिलाकर कहानी पढ़ सकेंगे।
- ◆ शब्द पढ़ कर बेमेल शब्द पर लगा सकेंगे।
- ◆ पाठ के विषय को पढ़ कर किसने कहा? किससे कहा? आदि प्रश्नों के उत्तर दे सकेंगे।

3. स्वीयरचन

- ◆ वर्णमाला लिख सकेंगे।
- ◆ संयुक्ताक्षर लिख सकेंगे।
- ◆ द्वित्वाक्षर 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 वाले 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।
- ♦ मित्रों व परिवार जनों के नाम लिख सकेंगे।
- ♦ संयुक्ताक्षर से बनने वाले शब्द लिख सकेंगे।
- ♦ चित्र देखकर वस्तुओं के नाम लिख सकेंगे।
- ♦ दिये गये शब्दों से वाक्य बना सकेंगे।
- ♦ शब्दों के अर्थ मातृभाषा में लिख सकेंगे।
- ♦ संकेतों के आधार पर वाक्य बना सकेंगे।
- ♦ दिये गये संवाद को आगे बढ़ा सकेंगे।
- ♦ शब्दकोश में से अर्थ ढूँढ कर लिख सकेंगे।
- ♦ स्वपरिचय लिख सकेंगे।

सातवीं कक्षा - द्वितीय भाषा

अपेक्षित दक्षताएँ

1. सुनना - बोलना

- ◆ चित्र देखकर बातचीत 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।
- ◆ त्यौहारों के बारे में बता सकेंगे।
- ◆ दिये गये विषय की उपयोगिता के बारे में बता सकते हैं।
- ◆ किसी इमारत का वर्णन कर सकेंगे।
- ◆ लोक-नृत्य के बारे में बता सकेंगे।
- ◆ गीत, दोहे धाराप्रवाह के साथ गा सकेंगे।
- ◆ कहानी सुना सकेंगे।
- ◆ कवि, लेखक या महापुरुष के बारे में बता सकेंगे।
- ◆ देश की प्रशंसा कर सकेंगे।

2. अर्थग्रहण के साथ पढ़ना

- ◆ पाठ संबंधित विषय को पढ़कर जोड़ी 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 उद्धरण चिह्न [" "] 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 संबोधित पंक्तियाँ रेखांकित कर सकेंगे और लिख सकेंगे।
- ♦ वाक्य पढ़ कर पाठ के आधार पर बाद में आने वाले वाक्य लिख सकेंगे।
- ♦ महापुरुषों के चित्र पढ़ कर उनके नाम लिख सकेंगे।
- ♦ वाक्य पढ़ कर सही विकल्प से रिक्त स्थान की पूर्ति कर सकेंगे।
- ♦ वाक्य पढ़ कर अनेक शब्दों के लिए एक शब्द लिख सकेंगे।
- ♦ पाठ में आये नये शब्द या कठिन शब्द के अर्थ शब्दकोश में पढ़ कर समझ सकेंगे।

3. स्वीयरचन

- ♦ पाठ के विषय से संबंधित क्यों? कब? कैसे? आदि प्रश्नों के उत्तर लिख सकते हैं।
- ♦ छुट्टी-पत्र लिख सकेंगे।
- ♦ तालिका बनाकर विवरण लिख सकेंगे।
- ♦ अच्छी आदतों के बारे में लिख सकेंगे।
- ♦ त्यौहारों के बारे में लिख सकेंगे।
- ♦ किसी ऐतिहासिक स्थल के बारे में लिख सकेंगे।
- ♦ दोहे लिख सकते हैं।
- ♦ दोहे या कविता का भाव लिख सकते हैं।
- ♦ कवि परिचय लिख सकते हैं।

- ◆ संकेतों के आधार पर अनुच्छेद, पाठ का सारांश लिख सकते हैं।
- ◆ दिये गये विषय के बारे में पाँच-छः वाक्य लिख सकते हैं।

4. शब्द भंडार

- ◆ विषय से संबंधित 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 वचन लिख सकेंगे।
- ◆ तुक संबंधी शब्द, जोड़ी वाले शब्द लिख सकेंगे।
- ◆ वर्ग पहेली से भाषाओं, जंतुओं, पक्षियों त्यौहार इत्यादि के नाम चुनकर लिख सकेंगे।
- ◆ जोड़ी वाले शब्दों को मिलाकर वाक्य बना सकेंगे।
- ◆ शब्दों के अंतर पर ध्यान देते हुए पढ़ सकेंगे।

5. भाषा की बात

- ◆ भाषा-भाग 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।
- ◆ सम्बोधन वाले शब्द लिखने का तरीका समझना।
- ◆ उदाहरण के आधार पर संज्ञा शब्द समझकर वाक्यों में रेखांकित करना।
- ◆ मैं, तुम, आप शब्दों का प्रयोग कर सही वाक्य का निर्माण करना।

- ◆ सर्वनाम शब्द रेखांकित करना। सर्वनाम के रूप समझना।
- ◆ विशेषण शब्द पहचानना।
- ◆ पर्याय शब्द समझना।
- ◆ शब्द पढ़कर 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. सृजनात्मक 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।
- ◆ नाटकीकरण करना।
- ◆ चित्र का वर्णन करना।

आठवीं कक्षा - द्वितीय भाषा

अपेक्षित दक्षताएँ

1. सुनना - बोलना

- ◆ गीत, कविताएँ गा सकेंगे।
- ◆ लयात्मक रूप से गा सकेंगे।
- ◆ अभिनय कर सकेंगे।
- ◆ अलग-अलग विधाओं (कविता, कहानी, संवाद आदि) के पाठ समझ सकेंगे।
- ◆ ज्ञात, सुने गये, देखे गये विषयों के बारे में अपने शब्दों में क्रमिक रूप से कह सकेंगे।
- ◆ व्यक्तियों तथा पाठ में आए पात्रों 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 अभिव्यक्त 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 युग्म 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 बता 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।

- ◆ पाठ के आधार पर अधूरे वाक्य पूरे कर सकेंगे।
- ◆ कविता की पंक्तियों के अर्थ ग्रहण कर सकेंगे।
- ◆ गद्यांश/पद्यांश पढ़कर उनके उत्तर दे सकेंगे।
- ◆ चित्र देखकर दिये गये प्रश्नों के उत्तर दे सकेंगे।
- ◆ वाक्य में दिये गये शब्दों के क्रम को सही कर सकेंगे।
- ◆ पाठ के आधार पर वाक्य में आयी गलती को पहचान सकेंगे।
- ◆ पाठ में आये अंग्रेज़ी शब्दों के अर्थ शब्दकोश में ढूँढ़ सकेंगे।
- ◆ पाठ के अनुच्छेद को पढ़कर प्रश्न व उत्तर बना सकेंगे।
- ◆ पोस्टर के आधार पर प्रश्नों के उत्तर दे सकेंगे।
- ◆ दिये गये चित्रों से संबंधित वाक्य पाठ में ढूँढ़ कर रेखांकित कर सकेंगे।
- ◆ दी गयी सूचना पढ़कर अनुच्छेद बना सकेंगे।

3. स्वीयरचन

- ◆ ज्ञात, सुने-देखे विषयों कहानियों, अपने विचारों पसंद-नापसंद आदि के बारे में अपने शब्दों में लिख सकेंगे।
- ◆ बिना त्रुटियों के विराम 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।
- ◆ लिंग, वचन के अनुरूप वाक्य लिख सकेंगे।
- ◆ वाक्यों में संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण की पहचान कर सकेंगे और उनका व्यावहारिक प्रयोग कर सकेंगे।
- ◆ अभ्यासों की सूचना के अनुरूप 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 तेलुगु या अंग्रेज़ी में लिख सकेंगे।
- ◆ शब्द सीढ़ी बना सकेंगे।
- ◆ शब्दों के विलोम लिख सकेंगे।
- ◆ व्यवसाय से संबंधित शब्दावली लिख सकेंगे।
- ◆ वर्ग पहेली 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 रिक्त 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 गा सकेंगे।
- ◆ पाठ की विधा 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 त्यौहार 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. प्रशंसा

- ♦ पाठ संबंधित नैतिक मूल्यों को जानकर उसकी प्रशंसा कर सकेंगे।
- ♦ अच्छे और बुरे में अंतर पहचान कर अच्छाई की प्रशंसा कर सकेंगे।
- ♦ पाठ संबंधित किसी व्यवसाय, पात्र, वस्तु या किसी कार्य की प्रशंसा कर सकेंगे।
- ♦ किसी पर्याटक स्थल की प्रशंसा कर सकेंगे।
- ♦ डायरी लेखन की प्रशंसा 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 चिपका सकेंगे।
- ♦ व्यवसायों से संबंधित चित्र इकट्ठा कर कक्षा 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।
- ♦ काल/क्रिया/क्रिया के भेद समझ सकेंगे।
- ♦ तुक वाले शब्द पहचान सकेंगे।
- ♦ विराम 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. अर्थग्राह्यता - प्रतिक्रिया

- ◆ पद्य, गीत, कविता, वार्तालाप आदि सुनकर समझ सकेंगे। अपने शब्दों में कह सकेंगे।
- ◆ सुने गये अंशों के प्रति अपने विचार प्रकट कर सकेंगे।
- ◆ पद्य, गीत धाराप्रवाह के साथ गा सकेंगे।
- ◆ अपठित अंश पढ़कर अर्थग्राह्यता 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 पंक्तियाँ पाठ में रेखांकित कर सकेंगे।
- ◆ पाठ पढ़कर कब, 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 - सृजनात्मकता

- ◆ पाठ्यांश की घटनाओं अंशों, पात्रों स्थानों विषयों के बारे में समझ कर अपने शब्दों में लिख सकेंगे।
- ◆ अधूरे विषय कहानी, कविता आदि आगे बढ़ा सकेंगे।
- ◆ पाठ में आये पात्र के स्थान पर स्वयं को रखकर 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, वर्गपहेली की सहायता से शब्द लिख सकेंगे।
- ◆ पाठ की विधा बदल कर लिख सकेंगे।
- ◆ निमंत्रण, बधाई पत्र, दिवार पत्रिका आदि तैयार कर सकेंगे।
- ◆ चित्र देख कर उसका वर्णन कर सकेंगे।
- ◆ पाठ्यांश पढ़कर कब, 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।
- ♦ नारे, विज्ञापन आदि लिख सकेंगे।
- ♦ कवि या लेखकों की रचनाओं की प्रशंसा कर सकेंगे।
- ♦ भिन्न संस्कृति, संप्रदायों की प्रशंसा कर सकेंगे।

2. भाषा की बात

- ♦ वाक्य भेद पहचान कर वाक्यों के प्रकार समझ सकेंगे।
- ♦ वाच्य पहचान सकेंगे।
- ♦ अव्यय शब्द विभक्ति पहचान सकेंगे।
- ♦ पर्यायवाची शब्द 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 प्रस्तुतीकरण कर सकेंगे।
- ♦ महान व्यक्तियों के भाषण, लेखन, पत्र आदि का संकलन कर सकेंगे।
- ♦ महापुरुषों के जीवन से संबंधित जानकारी एकत्रित कर सकेंगे।
- ♦ विभिन्न खेल संबंधित जानकारी एकत्रित कर सकेंगे।
- ♦ बाल अधिकार से संबंधित जानकारी इकट्ठा कर सकेंगे।
- ♦ नीतिपरक कहानियाँ संग्रहित कर सकेंगे।
- ♦ खाने के विभिन्न व्यंजन बनाने की विधि लिख सकेंगे।
- ♦ विभिन्न दोहे और कविताएँ संकलित कर सकेंगे।
- ♦ उपग्रहों के बारे में जानकारी एकत्रित कर सकेंगे।
- ♦ विभिन्न विषयों से संबंधित विज्ञापन संग्रह कर सकेंगे।

दसवीं कक्षा - द्वितीय भाषा

अपेक्षित दक्षताएँ

1. अर्थग्राह्यता - प्रतिक्रिया

- ♦ कविता, कहानी, गीत, संवाद, निबंध, पत्र-लेखना, सूचना, विज्ञापन, एकांकी, रिपोर्ताज, आत्मकथा आदि में कही गयी बातें 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 स्तर की कविता, कहानी, संवाद, निबंध, पत्र, रिपोर्ताज, डायरी, सूचना, एकांकी आदि का धाराप्रवाह 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 रुचि 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 (गद्य, पद्य) का सार लिख सकेंगे। इसकी व्याख्या कर सकेंगे।

- ♦ अपने लेखन में विराम-चिह्नों का समुचित प्रयोग कर सकेंगे।
- ♦ बिना किसी वर्तनी दोष के अपने विचार लिख सकेंगे।
- ♦ सामाजिक एवं नैतिक महत्व समझकर, अर्जित ज्ञान का महत्व समझते हुए उसके प्रति प्रशंसा का भाव रख सकेंगे।
- ♦ कविता, कहानी, गीत संवाद, निबंध, आत्मकथा, पत्र-लेखन, रिपोर्टाज आदि लिखने का प्रयास करेंगे।
- ♦ कविताओं का गायन, भाषण, पुस्तकों की समीक्षा, प्रतिवेदन, साक्षात्कार आदि क्रिया-कलाप कर सकेंगे।

3. भाषा की बात

- ♦ परिचित शब्दों, मुहावरों, लोकोक्तियों आदि का संदर्भोचित प्रयोग कर सकेंगे।
- ♦ कविता, कहानी, गीत, संवाद, निबंध, पत्र-लेखन, सूचना, विज्ञापन, एकांकी, रिपोर्टाज आदि में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों आदि का अर्थ समझ सकेंगे।
- ♦ संज्ञा, सर्वनाम, विशेषण, क्रिया, क्रिया-विशेषण, संधि, समास, कारक विभक्तियाँ आदि भाषिक 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

		I	II	III	IV	V	VI	VII	VIII	IX
1	Listen to simple instructions and directions and interactions and responds accordingly									
2	Listen to a variety of discourses and responds accordingly in the classroom situations									
3	*Recites rhymes/ songs and poems									
4	*Tells stories, narrates experience and produces a variety of level-specific oral discourses									
5	*Role-plays, enact drama /skit,									
6	Pause									
7	Stress									
8	Pitch									
9	Tone									
10	Rhythm									
11	Reflections of emotions (wherever relevant)									
12	Tempo									

*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

		I	II	III	IV	V	VI	VII	VIII	IX
1	Reads level specific pictures, cartoons, graphs, tables, etc. and decodes the ideas									
2	Reads a variety of discourses with comprehension									
3	Reads discourses analytically and identifies the themes and sub themes									
4	Reads and develops one's own perceptions									
5	Reads critically by agreeing or disagreeing with the author									
6	Reads a text from multiple perspectives									
7	Refers dictionary, thesaurus, and other reference materials									

*Note: The level of reading material will be decided considering the discourse features.

Table 3: Indicators for conventions of writing

	Indicators	I	II	III	IV	V	VI	VII	VIII	IX
I	Capitalization									
1	Approximation of use with beginning of the names and sentences									
2	Uses wherever it is applicable									
II	Punctuation Marks									
3	Full stop									
4	Comma									
5	Question mark									
6	Quotation marks									
7	Exclamatory									
8	Apostrophe									
9	Hyphen									
10	Colon									
11	Semi-colon									
12	Parenthesis									
13	Space between words and sentences									
14	Spelling									
15	Abbreviations, acronyms									
16	Ellipsis									
17	*Write a variety of discourses maintaining the conventions of writing and Layout									

*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

	Indicators	I	II	III	IV	V	VI	VII	VIII	IX
1	Vocabulary and Word level structure (Morphology)									
1	Prefixes									
2	Suffixes									
3	Tense forms									
4	Auxiliaries and modals (be, have, do, will, shall, etc)									
5	aspects-progressive ,perfective and passive									
6	Agreement (Person, number, gender)									
7	Reflexives and reciprocals (myself, each other ...)									
8	Gerunds (verbal nouns)									
9	Compounding									
10	Phrasal verbs									
11	Collocations									
II	Syntax and word level grammar									
12	The structure of simple sentences									
13	Subordination (adverbial connectives with when, if, as, because, since, etc.)									
14	Complementation (I think that ...)									
15	Conjunctions (and , or)									
16	Elliptical constructions (leaving out some parts)									
17	Clefts (It is true that ...)									
18	Relativization (the book that I bought)									
19	Embedding (the book on the table ...; the dog that chased the cat that ...)									
20	Passivization									
21	Parenthesis (Inserting units of language into a structure)									
III	Awareness of the structure of Phrasal categories									
22	Noun phrase									
23	Prepositional phrase									
24	Adverbial phrase									
25	Verb phrase									

*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

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains Initiation / response	x	x			x	x		x												
Has One or two meaningful exchanges					x	x	x					x				x				
Has three or four exchanges									x	x	x		x	x	x		x	x	x	x
Has proper sequence of exchanges											x								x	
Sustains the conversation											x								x	

Table 5.2: Description

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains two connected sentences describing objects / things / persons / places	x	x			x	x	x	x												
Uses attributes for description	x				x	x	x		x	x	x	x		x	x	x		x		x
Creates vivid images	x								x		x		x		x		x	x		
Uses a variety of sentence forms									x		x		x		x		x	x		
Uses proper sequence of ideas	x						x		x	x	x		x		x	x	x	x	x	

Table 5.3 : Poems / Songs / Rhymes

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Rhymes / songs /poems with simple structural patterns	x	x			x	x	x													
Uses rhyme scheme	x				x				x	x	x	x	x	x	x	x		x	x	x
Poems / songs with emotions, reflections														x	x		x		x	

Table 5.4 : Narratives

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains at least one event and one exchange of dialogue	x				x	x				x										
Contains a sequence of events and dialogues									x		x		x	x	x		x	x		
Evokes sensory perceptions									x				x		x		x		x	
Contains images, setting and other details									x				x		x		x		x	
Uses characterization									x				x				x		x	
Evokes emotions													x		x		x		x	
Maintains coherence																			x	

Table 5.5 : Diary

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Diary containing events											x				x	x				
Contains personal reflections, thoughts and feelings																			x	x
Uses a variety of sentences															x				x	
Contains events other than routine events											x	x				x				x
Uses language appropriate to the mood															x				x	x

Table 5.6 : Letter

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Begins and ends the letter											x	x			x	x			x	x
Uses language appropriate to the context															x	x			x	x
Uses appropriate format, layout and conventions															x	x			x	x
Expresses ideas sequentially															x				x	x
Maintains coherence															x				x	

Table 5.7 : Messages

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains ideas relevant to the context															X	X			X	X
Maintains brevity															X	X			X	X
Uses conventions															X	X			X	X
Uses layout, format																			X	X

Table 5.8 : Notices / Posters

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Notices for various occasions and purposes showing the context											X	X			X	X				
Notices containing, venue, date, time, salutation, invitation, programme,																			X	X
Writes notices for special purposes with persuasive language															X	X			X	X
Organisation and Layout											X				X				X	X

Table 5.9 : Slogans / Placards

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Slogans and placards for specific purposes											X	X			X	X			X	X
Maintains brevity																			X	
Maintains rhythm											X	X			X	X			X	X

Table 5.10 : Drama

Discourse Features	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Dialogues	x	x			x	x			x	x			x	x		x	x	x	x	x
Dialogues revealing emotions & feelings																	x	x	x	x
Role-play		x			x	x			x	x			x	x						
Dramatisation																	x	x		

Table 5.11 : Write-up

Discourse /Text type Write –up	I				II				III				IV				V			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Conveys the main idea and supporting details										x				x	x			x		
Organization of ideas										x				x				x	x	
Uses appropriate cohesive devices										x				x				x		
Has coherence and flow										x				x				x		

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

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains dialogues with three or four exchanges	x	x	x	x																
Has proper sequence of exchanges	x	x	x	x	x	x	x	x												
Sustains the conversation	x		x	x	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x
Maintains social norms	x		x		x	x			x	x	x	x	x	x	x	x	x	x	x	x
Uses discourse markers (well, precisely, etc.)			x				x	x	x		x	x	x	x		x	x	x	x	x
Dialogues required in the context of debates and discussions	x				x			x	x	x			x	x		x	x	x	x	x
Uses appropriate cohesive devises	x		x	x	x	x	x	x	x		x	x	x	x		x	x	x	x	x
Uses voice modulation	x	x			x	x		x	x				x	x			x	x		

Table 5.2: Description

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains a few attributes	x	x		x			x	x												
Describe objects/ things/ persons creating vivid images			x				x				x				x	x			x	x
Uses a variety of sentence forms			x				x													x
Sequences ideas properly			x																	
Includes personal reflections on the event or person											x			x	x			x	x	x
Uses appropriate cohesive devices											x				x				x	x

Table 5.3: Poems / Songs / Rhymes

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Uses simple structural patterns	x	x		x		x														
Has a rhyme scheme			x				x				x	x			x	x			x	x
Uses specific patterns (rhythm / structure / metre / music / theme, etc.)	x		x			x	x		x		x	x			x	x	x	x	x	x
Expresses emotions and reflections					x				x		x		x			x	x	x		x
Uses Images, thoughts and feelings					x				x		x		x			x		x		
Uses figures of speech	x				x				x		x		x		x		x		x	x
Contains assonance and alliteration									x		x		x						x	
Reveals the poet's point of view											x				x				x	

Table 5.4: Narrative/ Story

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains a sequence of events and dialogues	x	x				x		x												
Evokes sensory perceptions		x				x		x	x	x		x	x					x		x
Contains images, setting and other details	x	x					x	x	x	x	x	x	x	x	x	x	x	x	x	x
Uses characterization	x		x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x
Evokes emotions	x		x			x		x	x	x	x	x	x	x	x	x	x	x	x	x
Maintains coherence			x			x		x	x	x	x	x	x	x	x	x		x		x
Reveals the writer's point of view													x		x		x		x	

Table 5.5: Diary

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Expresses personal reflections, thoughts and feelings			x	x			x	x			x	x								
Uses variety of sentences														x	x			x		x
Uses language appropriate to the mood											x			x	x			x		x
Contains self criticism and future plans																		x		x
Reveals a point of view																		x		
Coherence							x				x			x				x		

Table 5.6: Letters

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Uses language appropriate to the context			x	x			x	x			x	x			x	x			x	x
Uses appropriate format, layout and conventions			x	x			x	x			x	x			x	x			x	x
Expresses ideas sequentially			x	x			x	x			x	x			x	x			x	x
Uses persuasive language															x	x			x	x
Organises ideas															x	x			x	x
Maintains coherence															x	x			x	x

Table 5.7: Messages/ e-mail/ SMS

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Messages containing ideas relevant to the context			x	x							x	x			x	x			x	x
Maintains brevity			x	x							x	x			x	x			x	x
Uses conventions, layout and format			x	x			x	x			x	x			x	x			x	x
Uses language appropriate to the content and context															x	x			x	x

Table 5.8: Notices /Posters

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Notices for various occasions and purposes showing the context			x	x			x	x												
Notices containing, venue, date, time, salutation, invitation, programme.										x	x			x	x					
Writes notices for special purposes with persuasive language.																		x	x	
Organisation, Layout and Design			x	x			x				x				x					x

Table 5.9: Ads

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Content / concept										x	x	x		x	x	x		x	x	
Diction appropriate to the content / concept												x		x	x	x				
Organisation, Layout and style										x	x			x	x			x	x	
Brevity										x		x		x	x	x		x	x	
Designing and graphics										x				x	x			x	x	

Table 5.10: Slogans / Placards

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Slogans and placards for specific purposes										x	x			x	x				x	x
Maintains brevity																			x	
Maintains rhythm										x	x			x	x				x	x

Table 5.11: Drama

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contextually relevant dialogues	x	x		x	x	x		x				x								
Dialogues revealing emotions and feelings			x		x	x	x		x	x			x	x	x	x	x	x	x	x
Stage directions, movements and settings			x				x				x				x				x	
Dramatic conflict: Beginning-rising actions – ending						x				x					x				x	x
Reference to costumes and props			x				x				x				x				x	
Dramatisation	x	x			x	x														
Theatrical performance(Dialogue delivery, actions, stage sense, costumes, etc.)									x	x			x	x			x	x		

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

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Conveys the main idea and supporting details			x	x			x	x			x	x			x	x			x	x
Organization of ideas			x				x	x			x	x			x	x			x	x
Uses appropriate cohesive devices			x				x				x				x	x			x	x
Has coherence and flow			x				x				x				x				x	x

Table 5.13: Essay (All types)

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Has title, introduction, thesis statement, body and conclusion,)							X	X			X	X			X	X			X	X
Appropriate paragraphing with main ideas, supporting details and examples							X	X			X	X			X	X			X	X
Organization of ideas and use of cohesive devices							X				X	X			X	X			X	X
Has coherence							X				X				X	X			X	X
Has voice and point of view							X				X				X				X	X

Table 5.14: Debate / Discussion

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Organizes ideas as main points and sub points	X	X			X	X			X	X			X	X	X		X	X	X	
Presents arguments in a sequential order	X	X			X	X			X	X			X	X	X		X	X	X	
Cites suitable examples, quotations, evidences	X	X			X	X			X	X			X	X	X		X	X	X	
Maintains a point of view					X	X			X	X			X	X	X		X	X	X	
Defends one's own point of view and rebuts opponent's point of view									X	X			X	X	X		X	X	X	
Uses discourse markers for agreeing, disagreeing, substantiating, enumerating, etc.													X	X	X		X	X	X	
Uses polite expressions respecting other's views													X	X	X		X	X	X	
Uses logical and emotional appeals													X		X		X	X	X	

Table 5.15: Compeering

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Arranges the programme sequentially as required by the context					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Presents the background					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Highlights the persons and the events					x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Contains reviews and reflections relevant to the context					x		x				x	x	x	x	x	x	x	x	x	x
Uses polite and entertaining expressions													x	x	x	x	x	x	x	x
Follows the conventions of the stage													x	x			x	x		
Uses language spontaneously and in a lively manner													x				x	x		
Modulates voice in an appealing way													x				x	x		

Table 5.16: Report

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Contains relevant ideas , concepts and information			x				x	x			x	x			x	x			x	x
Organization of the data							x	x			x	x			x	x			x	x
Interprets data and draws inference							x	x			x	x			x	x			x	x
Includes personal reflections on the issue/topic							x				x				x	x			x	x
Sequential order of ideas											x				x	x			x	x
Uses indexing / referencing / quoting															x				x	x
Coherence											x				x				x	x

Table 5.17: News Report

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Appropriate headline							X	X			X	X	X		X	X			X	X
Lead sentence (five W's)							X	X			X	X	X		X	X			X	X
Body of the news																				
Organisation and use of cohesive devices							X				X	X	X		X	X			X	X
Coherence							X				X	X	X		X	X			X	X
Reporting style (reported speech, passivization, appropriate tense)							X	X			X	X	X		X	X			X	X
Point of view											X								X	X
News reading		X				X				X				X				X		

Table 5.18: Review

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
States the context of the Review (Story/novel/drama/essay/film)							X	X			X	X			X	X		X	X	X
Highlights and comments on certain features of the item reviewed (e.g. Characters/theme/setting /events/turning points etc.)							X	X			X	X			X	X		X	X	X
Citations from the text to substantiate the point. (Authenticity)							X	X			X	X			X	X		X	X	X
Make personal impressions							X				X				X	X		X	X	X
Coherence							X				X	X			X	X			X	X

Table 5.19: Speech

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Makes speeches /Talks contextually	x	x			x	x			x	x			x	x	x		x	x	x	x
Organisation of ideas	x	x			x	x			x	x			x	x	x		x	x	x	x
Uses argumentative / persuasive / interactive language to substantiate views and ideas	x	x			x	x			x	x			x	x	x		x	x	x	x
Uses discourse markers	x				x	x			x	x			x		x		x	x	x	x
Cites examples, quotations, etc.	x				x				x				x	x	x		x	x	x	x
Coherence	x				x				x				x	x	x		x	x	x	x
Voice modulation and body language	x				x	x			x	x			x	x			x	x		

Table 5.20: Biography /Autobiography/Memoir/Profile

Discourse Features	VI				VII				VIII				IX				X			
	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W	L	S	R	W
Details of the person			x	x			x	x			x	x			x	x			x	x
Reflections, thoughts and feelings			x	x			x	x			x	x			x	x			x	x
Anecdotes, events, achievements			x	x			x	x			x	x			x	x			x	x
Tone, Voice and Point of view											x				x	x			x	x
Organisation and the use of cohesive devices			x				x	x			x	x			x	x			x	x
Coherence and flow			x								x				x	x			x	x

Class-wise targeted discourses

		I	II	III	IV	V	VI	VII	VIII	IX	X
1	Conversations										
2	Descriptions										
3	Rhymes /songs /poems										
4.	Narrative/ story										
5.	Diary										
6.	Letter										
7.	Message/ SMS/ e-mail										
8.	Poster/ Notice										
9.	Ads										
10.	Slogans/ Placards										
11.	Drama										
12.	Write-up										
13.	Essay										
14.	Debate and Discussion										
15.	Compeering										
16.	Report										
17.	News Report										
18.	Review										
19.	Speech										
20.	Biographical sketches/ Profile										

b) Mathematical Standards to achieve at Primary & Secondary Level (5 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.

Content	Problem Solving	Reasoning - Proof	Communication	Connections	Visualization & Representation
<ul style="list-style-type: none"> Content areas of Maths 	<p>Using concepts and procedures to solve.</p> <p>a. Kinds of problems: Problems can take various forms- puzzles, word problems, pictorial problems, procedural problems, reading data, tables, graphs etc.</p> <p>Problem Solving</p> <ul style="list-style-type: none"> Reads problems Identifies all pieces of information/data Separates relevant pieces of information Understanding what concept is involved Recalling of (synthesis of) concerned procedures, formulae etc. Selection of procedure Solving the problem Verification of answers of raiders, problem based theorems. <p>b. Complexity: The complexity of a problem is dependent on</p> <ul style="list-style-type: none"> Making connections(as defined in the connections section) Number of steps Number of operations Context unraveling Nature of procedures 	<ul style="list-style-type: none"> Reasoning between various steps (involved invariably conjuncture). Understanding and making mathematical generalizations and conjectures Understands and justifies procedures Examining logical arguments. Understanding the notion of proof Uses inductive and deductive logic Testing mathematical conjectures 	<ul style="list-style-type: none"> Writing and reading, expressing mathematical notations (verbal and symbolic forms) Ex: <ul style="list-style-type: none"> $3+4=7$ $3 \neq 5$ $n_1 + n_2 = n_2 + n_1$ Sum of angles in a triangle is 180° Creating mathematical expressions Explaining mathematical ideas in her own words like- a square is closed figure having four equal sides and all equal angles Explaining mathematical procedures like adding two or more digit numbers involves first adding the digits in the units place and then adding the digits at the tens place/ keeping in mind carry over. Explaining mathematical logic 	<ul style="list-style-type: none"> Connecting concepts within a mathematical domain- for example relating adding to multiplication, parts of a whole to a ratio, to division. Patterns and symmetry, measurements and space Making connections with daily life Connecting mathematics to different subjects Connecting concepts of different mathematical domains like data handling and arithmetic or arithmetic and space Connecting concepts to multiple procedures 	<ul style="list-style-type: none"> Interprets and reads data in a table, number line, pictograph, bar graph, 2-D figures, 3-D figures, pictures Making tables, number line, pictograph, bar graph, pictures. Mathematical symbols and figures.

Learning indicators as per academic standards - EVS, Science

Sl. No.	Capabilities	Environmental Studies	Science	
		Class - V	Classes - VI, VII, VIII	Classes - IX, X
1.	Conceptual understanding (Explaining, comparing, giving examples, classifying, saying reasons, analysis, synthesis understanding, evolution) Explaining through graphs & pictures	<ul style="list-style-type: none"> Explaining objects & concepts Giving examples Saying reasons Classifying on characteristics 	<ul style="list-style-type: none"> Explaining concepts with perfect examples Giving examples based on features & advantages Classifying based on causes and effects Communicating information with perfect examples 	<ul style="list-style-type: none"> 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 Hypothesizing (questioning on natural phenomenon and knowable things)	<ul style="list-style-type: none"> Questioning to know reasons Expecting results based on known information 	<ul style="list-style-type: none"> Questioning in different ways Making necessary hypothesis to do experiments 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Doing experiments on things, which happen around us, to come to a conclusion Identifying experimental tools Conceptual understanding through project works and skills 	<ul style="list-style-type: none"> Doing experiments to prove principles and rules Saying names of tools used in conducting experiments and their uses 	<ul style="list-style-type: none"> Doing experiments to prove and rules Doing experiments duly fixing tools Acquiring knowledge through field observations and experiments. Understanding of principles

Sl. No.	Capabilities	Environmental Studies Class - V	Science	
			Classes - VI, VII, VIII	Classes - IX, X
		<ul style="list-style-type: none"> ◆ Furnishing information by observing surroundings and analysing ◆ Collection & preservation of founding resources ◆ Skills through project works 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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.
4.	Communication Skills (Collection of information - observations, questioning, interviews, experiments etc., Analysis of information - Registering in tables & graphs. Analysis, writing reports.) project works.	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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
5.	Communication through drawing pictures, charts	<ul style="list-style-type: none"> ◆ Identifying parts after drawing pictures 	<ul style="list-style-type: none"> ◆ Able to explain parts after drawing a picture 	<ul style="list-style-type: none"> ◆ Able to draw a picture, identifying parts, explain what

Sl. No.	Capabilities	Environmental Studies Class - V	Science	
			Classes - VI, VII, VIII	Classes - IX, X
	and making models	<ul style="list-style-type: none"> ◆ Making models with soil based on imagination and observation (Ex. Bullock cart, plough, earthen pot, car etc. 	<ul style="list-style-type: none"> ◆ Making models of things ◆ Explaining known things by using models of pictures 	<ul style="list-style-type: none"> ◆ happens if a part is not there ◆ Able to say importance of parts in a picture ◆ Preparing pictures, graphs required for discussions, seminars utilisation.
6.	Appreciation, values, awareness towards biodiversity	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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.
7.	Utilisation in real life	<ul style="list-style-type: none"> ◆ Identifying persons who participate in various works and variety in objects ◆ Being responsible towards those who have special needs 	<ul style="list-style-type: none"> ◆ Following healthy habits ◆ Showing interest in using scientists research out comes in real life. ◆ Having understanding on usage of natural resources ◆ Growing trees, school garden, and flower gardens. 	<ul style="list-style-type: none"> ◆ Showing interest in using scientists research out comes in real life. ◆ Nurturing of trees, school garden, and flower gardens.

Learning indicators as per academic standards - Social Studies

Sl.	Capabilities	Phase-2 - VI, VII, VIII Classes	Phase-3 - IX-X Classes
1.	Conceptual Understanding (Explaining, Comparing Ex : Giving, classifying, saying reasons, analysis, synthesis, understanding, evolution) explaining through pictures and graphs	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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)	<ul style="list-style-type: none"> ◆ Collecting information ◆ Filling the collected information in tables ◆ Analysing based on the table ◆ Coming to a conclusion based on analysis 	<ul style="list-style-type: none"> ◆ 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.	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ 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

Sl.	Capabilities	Phase-2 - VI, VII, VIII Classes	Phase-3 - IX-X Classes
	institutions, Human rights, environment etc.		<ul style="list-style-type: none"> ◆ Suggesting solutions
5.	Mapping skills, drawing maps of village, mandal, district, state & country and world etc. Studying maps, commenting, identifying places indicated in maps and other points	<ul style="list-style-type: none"> ◆ Able to draw maps of school, Village, Mandal, District, Andhra Pradesh, India ◆ Able to identify points given in map ◆ Able to reach from one place to another based on map (to know address) ◆ Able to write information based on map ◆ Speaking and writing about map ◆ Able to understand suggestions and signs 	<ul style="list-style-type: none"> ◆ Able to Draw maps of school, Village, Mandal, District, Andhra Pradesh, India ◆ Able to identify points given in map ◆ Able to reach from one place to another based on map (to know address) ◆ Able to analyse as per the signs given in map ◆ Able to use map in various contexts ◆ Having an understanding on consumption of fuel and utilisation of time ◆ Reading and analysing maps, identifying places other things in maps, explaining details of places and geographical situations based on maps.
6.	Appreciation, values	<ul style="list-style-type: none"> ◆ Having awareness to protect natural resources ◆ Having awareness that ladies and gents should equally participate in works. Giving equal respect. ◆ Protecting living beings in a forest ◆ Identifying and appreciating greatness of hystorical and heridotory prosperities ◆ Collecting coins, stamps, special pictures etc. ◆ Looking at things which have local importance and collecting information regarding them ◆ Having good & positive attitudes towards school, society, fellow people and government assets. Doing good works. Identifying good works done by others and appreciating. Helping others, protecting and improving natural resources. 	<ul style="list-style-type: none"> ◆ Having awareness to protect natural resources ◆ Appreciating culture and traditions ◆ Protecting heridictory practices and traditions ◆ Showing eagerness to learn new things, appreciating ◆ Having enthusiasm to visit new places and identifying special features of those places ◆ Having good & positive attitudes towards school, society, fellow people and government assets. Doing good works. Identifying good works done by others and appreciating. Helping others, protecting and improving natural resources.

Evolution 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 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 depriving 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 obtained 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.

- ❖ 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 accustomed to disciplined life, controlling emotions, dealing with discretion, 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

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
1.	Applying Colours, drawing pictures / decoration.	<ul style="list-style-type: none"> ◆ 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 (పూర్వం) figures drawn on paper/ground with flowers, leaves and colours. ◆ Drawing pictures with different moulds and finger prints 	<ul style="list-style-type: none"> ◆ 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 	<ul style="list-style-type: none"> ◆ Able to draw fanciful images, three dimensional pictures, cartoons and designs. ◆ Applying suitable colours. ◆ Decorating schools and his or her surroundings with colourful pictures and figures (పూర్వం) drawn on grounds. ◆ Collecting best pictures / images. Appreciating artists duly knowing their experiences. ◆ Organising painting exhibitions
	Preparation of models and dolls	<ul style="list-style-type: none"> ◆ Preparing dolls with material like soil and sticks & apply of colours. ◆ Preparing dolls with material like cloth pieces, leaves of palmyra tree, chocklate rapers. Co-operating with others in preparation. ◆ Preparing dolls and masks with hand fingers, speaking some thing about them. ◆ Preparing dolls with leaves. Display. ◆ Preparing scrap books. 	<ul style="list-style-type: none"> ◆ Preparing models & dolls with various types of material according to textbook topics and applying colours on them. ◆ Preparing dolls with moulds (పూర్వం) ◆ Appreciation of artists by observing their models and statues seen in surrounding areas. ◆ Taking photoes by using camera. ◆ Participating in photography exhibitions 	<ul style="list-style-type: none"> ◆ Preparing dolls which have moving parts. Display of variety. ◆ Preparing moulds. ◆ co-operation in preparation. ◆ Preparing pappets. Display on social issues. ◆ Taking interviews from manufacturers of dolls and models. ◆ Taking photographs and participating in photo exhibitions.

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
2.	Origami, Tangram	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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 story books 	<ul style="list-style-type: none"> ◆ Making of short films based on own / collected script. ◆ 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	<ul style="list-style-type: none"> ◆ Preparing dolls with straw of millet, palmyra tree leaves and bamboo, available in surrounding areas. ◆ Stiching by needle and thread. Stiching buttons. ◆ Preparation of puppets on own. ◆ Giving shows by using puppets. 	<ul style="list-style-type: none"> ◆ Preparation of objects made by wires (Stiching of baskets) ◆ Stiching with colourful threads as per design on cloths. ◆ Visiting exhibitions of stitching and knitting, appreciating them and practicing to learn. ◆ Giving shows using puppets, writing and collecting stories and songs on own required for puppet shows. 	<ul style="list-style-type: none"> ◆ Weaving cotton tape (ସଞ୍ଚାର) used in a cot as a supportor base. ◆ Inviting local experts and organising camps. ◆ Organising exhibitions of stitching and knitting acquiring skills in their preparation. ◆ Giving suggestions to other students in stitching. ◆ Preparation of animated dolls

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
				and designs using computers. Displaying.
3.	Singing Songs	<ul style="list-style-type: none"> ◆ Able to sing patriotic and folk songs. ◆ Appreciating singers. ◆ Singing in groups. ◆ Singing in programmes and on occasions of festivals. 	<ul style="list-style-type: none"> ◆ Singing local songs and poems (పద్యం) melodiously. ◆ Singing songs in different music forms. ◆ Able to sing with music instruments (archestra). 	<ul style="list-style-type: none"> ◆ Collecting, singing and displaying local art forms. ◆ Singing parody songs and framing tunes. ◆ Conducting song competitions and participating. ◆ Collecting and singing songs related to various social issues.
	Utilisation of musical instruments	<ul style="list-style-type: none"> ◆ Beating cymbal rhythmically according to song. ◆ Able to use musical instruments like kanjara, drum available in surrounding areas. 	<ul style="list-style-type: none"> ◆ Able to use kanjara, Dappu (drum) and gajjalu (small tinkling bell) in singing situations. ◆ Using musical instruments in School programmes. ◆ Providing co-operation and suggestions to fellow students in using different musical instruments. ◆ Appreciating 	<ul style="list-style-type: none"> ◆ Participating in school programmes with locally available musical instruments. ◆ Learning to play any musical instrument specially. ◆ Able to give suggestions and cooperation to children in using musical instruments in school programmes.
4.	Dramatisation/ playing a role, mime, acting in play lets and one act plays, choreography.	<ul style="list-style-type: none"> ◆ Imitating small rolls. Ex-police, Teacher. ◆ Dramatisation of textbook contents with fellow students, and playing rolls 	<ul style="list-style-type: none"> ◆ Dramatisation of textbook topics by changing them into dialogues. ◆ Playing a role single handedly (ఏకపాత్రాభినయం చేయడం) ◆ Performing mime on social 	<ul style="list-style-type: none"> ◆ Showing collected and compared plays. Directing plays. Directing plays. ◆ Composing plays/street plays based on social themes and showing.

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
		<ul style="list-style-type: none"> ◆ Performing mime on daily routine works and professions etc. ◆ Choreographing dance on own for songs. 	<ul style="list-style-type: none"> ◆ themes. ◆ Collection of playlet books and playing them ◆ Choreographing dance on own for songs. 	<ul style="list-style-type: none"> ◆ Performing mime in special occasions. ◆ Meeting with artists, knowing tips. ◆ Performing better in shows. ◆ Choreographing dance for plays, collected and composed on own. ◆ Choreographing dance on own for songs.
5.	Dance, showing local art forms	<ul style="list-style-type: none"> ◆ Doing dance rhythmically according to song. ◆ Able to initiate certain levels (अवस्था) in dance. ◆ Appreciating dancers. 	<ul style="list-style-type: none"> ◆ Displaying local dances. ◆ Knowing about local art forms, appreciating and making efforts to learn them. 	<ul style="list-style-type: none"> ◆ Showing art forms on social themes. ◆ Conducting school day functions, showing local art forms. ◆ Appreciating different art forms, which are seen and doing experiments creatively on them. ◆ Acquiring skill in any art form.

Learning indicators as per academic standards - Health & Physical Education

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
1.	Active participation, following rules and regulations, sportive spirit, special skills.	<ul style="list-style-type: none"> ◆ Showing interest towards some special games, sports. ◆ Playing together with others. ◆ Playing local and traditional games. <ul style="list-style-type: none"> ◆ Playing traditional games duly knowing rules and regulations. ◆ Questioning, if rules are not followed. 	<ul style="list-style-type: none"> ◆ Playing and participating in games and sports daily without fail. ◆ Practicing continuously to play games & sports perfectly. ◆ Able to prepare material required for local traditional games and playing. <ul style="list-style-type: none"> ◆ Playing games and sports as per standard rules. Ex: Carroms, chess, tennis, cho-cho, kabaddi. ◆ Able to decide right or wrong during playing. ◆ Knowing perfectly about rules of a game which he/she liked most. 	<ul style="list-style-type: none"> ◆ Participating in games & sports and tournaments. ◆ Reading news and magazines regarding games & watching TV. ◆ Watching games & sports on TV. ◆ Able to prepare an action plan to play certain games & sports on certain occasions. Playing accordingly. ◆ Acquiring skill in selected game. ◆ Able to frame rules for games & sports. ◆ Preparing action plans. ◆ Able to decide right or wrong during playing. ◆ Collecting particulars of rules with regard to different types of sports & games and tournaments. Participating in them.

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
	Sportive Spirit, Appreciations	<ul style="list-style-type: none"> ◆ Appreciating winners. ◆ Accepting defeat. 	<ul style="list-style-type: none"> ◆ Winners should encourage losers and give cooperation. ◆ Appreciating those who play better than us. Learning from them. ◆ Playing games & sports in a group. ◆ Knowing techniques in an interested game. 	<ul style="list-style-type: none"> ◆ Accepting success and failures equally. ◆ Having known the reasons of success and failures - cooperating and improvising themselves.
	Special Skills	<ul style="list-style-type: none"> ◆ Making efforts with special care to acquire skill in an interested game. 		<ul style="list-style-type: none"> ◆ Taking coaching for acquiring special skill. ◆ Practicing continuously. ◆ Participating in different level tournaments.
2.	Yoga, Meditation, Scouts, Guides, N.C.C.	<ul style="list-style-type: none"> ◆ Doing warmup activities. ◆ Doing asanas. ◆ Doing pranayama. ◆ Participating in childrens scouts and guides programmes. 	<ul style="list-style-type: none"> ◆ Doing warmup activities. ◆ Doing asanas. ◆ Doing pranayama. ◆ Doing meditation. ◆ Preparing programmes of childrens scouts & guides association and participating. ◆ Having awareness about excess and less weight. ◆ Having awareness to have height and weight proportionate to age. 	<ul style="list-style-type: none"> ◆ Doing warmup activities. ◆ Doing asanas. Participating in competitions. ◆ Doing pranayama. ◆ Doing meditation. ◆ Participating in NCC, Scouts and guides programmes. ◆ Preparing social service programmes and conducting.
3.	Family relations, health, nutritious, food, good habits.	<ul style="list-style-type: none"> ◆ Having awareness about excess and less weight. ◆ Having awareness to have height and weight proportionate to age. ◆ Doing small exercises. 	<ul style="list-style-type: none"> ◆ Attempting to have weight proportionate to height. ◆ Identifying need of food for physical development and showing readiness to have 	<ul style="list-style-type: none"> ◆ Achieving weight proportionate to height. ◆ Making efforts to be strong and firm. ◆ An understanding on

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
		<ul style="list-style-type: none"> ◆ Introducing of yoga. ◆ Doing first aid. ◆ Taking bath every. ◆ Understanding on nutrients in different food items. ◆ Understanding on nutritious values in traditional food. ◆ Cleaning hands & legs before and after meals. ◆ Wearing chappals. ◆ Cutting nails properly. ◆ Keeping hand key during coughing and sneezing against mouth. ◆ Helping family members, respecting them, having food and doing works together. 	<p>that.</p> <ul style="list-style-type: none"> ◆ An understanding on nutrients in different food items. ◆ Understanding on nutritious values in traditional food. ◆ Analysing availability of Proteins, Carbohydrates, Fat, Vitamins and mineral salts in our food items and having suitable and nutritious food. ◆ Attempting to get strong and firm body/physic by having nutritious food, playing games, doing yoga and practicing good habits. ◆ Doing aerobic exercises. (yogasanas, pranayamam & meditations) ◆ Taking bath everyday. ◆ Cleaning hands & legs before and after meals. ◆ Wearing chappals. ◆ Cutting nails properly. ◆ Keeping hand key during coughing and sneezing against mouth. ◆ Helping family members, respecting them, having food and doing works together. ◆ Washing cloths on own and wearing. ◆ Washing in their garments cleanly with hot water. 	<p>nutrients in different food items. Understanding on nutritious values in traditional food.</p> <ul style="list-style-type: none"> ◆ Analysing availability of Proteins, Carbohydrates, Fat, Vitamins and mineral salts in our food items and having suitable and nutritious food. ◆ Attempting to get strong and firm body/physic by having nutritious food, playing games, doing yoga and practicing good habits. ◆ Doing exercise and yoga everyday. ◆ Having passion towards games and sports. ◆ Knowing relationship between food and physical development and following. ◆ Washing cloths on own and wearing. ◆ Washing in their garments cleanly with hot water. ◆ Reading books regarding personal cleanliness. ◆ Consulting doctors. ◆ Make small class children understand. ◆ Helping family members, respecting them, having food and doing works together.

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
			<ul style="list-style-type: none"> ◆ Girls should be aware of using napkins. 	
4.	Health, Food habits	<ul style="list-style-type: none"> ◆ Make them aware to have all types of food. ◆ Do not waste food items. ◆ Having food together. ◆ Having food by sharing mutually. 	<ul style="list-style-type: none"> ◆ Making habit to have food useful for health. ◆ Having food. Giving cooperation. ◆ Keeping kitchen and dining halls clean. 	<ul style="list-style-type: none"> ◆ Making habit to have food useful for health. ◆ Encouraging good habits. ◆ Appreciating. ◆ Serving food in programmes and festivals.
5.	Personal and surrounding cleanliness and safety, doing firstaid.	<ul style="list-style-type: none"> ◆ Keeping dustbins in each class. ◆ Placing waste material in dustbins. ◆ Keeping school surroundings clean. ◆ Recognising need of cleanliness in surroundings. ◆ Arranging school garden and maintaining. ◆ Applying medicine to wounds and fasten bandage. Doing first aid. ◆ Growing trees in house. 	<ul style="list-style-type: none"> ◆ Maintaining cleanliness in surroundings of school and house. ◆ Having awareness towards cleanliness in and around home. ◆ Arranging school garden and maintaining. ◆ Applying medicine to wounds and fasten bandage. Doing first aid. ◆ Growing trees in house. 	<ul style="list-style-type: none"> ◆ Maintaining cleanliness in surroundings of school and house. ◆ Reading books for protecting environment. ◆ Participating in programmes on environmental protection. ◆ Arranging a compost pit to maintain garden in school. ◆ Preparing cleanliness programmes, action plans and organising. ◆ Using of skethescope. Doing first aid. Knowing names of general medicines. ◆ Growing trees in house premises.

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 emphasise the process of constructing knowledge.

- NCF-2005

Learning indicators as per academic standards - Work - Computer Education

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
1.	Preparation of various models and materials	<ul style="list-style-type: none"> ◆ Speaking ◆ Preparing dolls with leaves, papers & cloth pieces. ◆ Applying colours. ◆ Preparing various types of puppets (hand fingers, masks). ◆ Giving shows. ◆ Growing school garden. ◆ Doing decorations. 	<ul style="list-style-type: none"> ◆ Preparing dolls with moving parts (cars with cardboard boxes, using syringe and rubbers as wheels) ◆ Stitching plantain leaf as an eating plate. ◆ Working together. Sharing own material with others during preparation of dolls. ◆ Telling stories on social issues. ◆ Consulting manufacturers of candles, hackpieces, and phenyle. Showing interest in preparation. Acquiring primary knowledge. ◆ Growing vegetables and marketing. 	<ul style="list-style-type: none"> ◆ 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.	<ul style="list-style-type: none"> ◆ Able to select suitable tool required for work. ◆ Able to use surroundings carefully. ◆ Able to give cooperation in usage of tools. ◆ Able to use school public address system. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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'

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
2.	Partnership in professions, arts & crafts and products. Utilisation of services of concerned persons.	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Able to make entries of working methods of different professions. ◆ Collecting details & photos of different professions (folk & traditional) and artists and displaying same through aalbum. ◆ Participating enthusiastically in various functions of school & society. 	<p>usage by concerned persons in different occasions and improving skill.</p> <ul style="list-style-type: none"> ◆ 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.	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ Participating in school and cultural programmes conducting programmes, taking up responsibilities. ◆ Arranging special lunch/dinner in school. ◆ Conducting social service programmes and school day functions. Organising cultural, 	<ul style="list-style-type: none"> ◆ 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 compost pit in school and preparing compost urea,

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
		<ul style="list-style-type: none"> ♦ Participating in the Annual functions ♦ Participating in little police associations (as members) 	<p>quiz, elocution, language, mathematical assemblies (ಪ್ರಶ್ನೆ), taking responsibilities.</p> <ul style="list-style-type: none"> ♦ Working as a volunteer in programmes like cleaning surroundings and vana mahotsavas etc. ♦ Able to utilise 108 service. ♦ Participating voluntarily in social service programmes ♦ Participating in NCC programmes (from 8th class) 	<p>growing school garden or trees.</p> <ul style="list-style-type: none"> ♦ Arranging special lunch/dinner in school. ♦ Conducting social service programmes and school day functions. Organising cultural, quiz, elocution, language, mathematical assemblies (ಪ್ರಶ್ನೆ), taking responsibilities.
3.	Learning through computers.	<ul style="list-style-type: none"> ♦ Acquiring direct experience on various subjects through virtual reality. Ex : Acquiring direct experience on cow, tree, swing etc. ♦ Listening & watching songs with action and delighting. ♦ Imitating various rolls. ♦ Watching science experiments and other various programmes according to class level standards understanding. ♦ Able to play subject related games available on various topics. ♦ Able to evaluate himself/herself on own. ♦ Able to know additional information. ♦ Giving co-operation in groups. 	<ul style="list-style-type: none"> ♦ Able to collect additional information along with various subject (texts) topics, prescribed from classes 1 to 5. ♦ Able to study on own by connecting to internet. ♦ Able to do map pointing. 	<ul style="list-style-type: none"> ♦ Reading information along with subject topics prescribed from class 1-8 through e-mail.

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
4.	Using Computer	<ul style="list-style-type: none"> ◆ Creating tables saving information. ◆ Able to draw pictures regarding school. Applying colours. ◆ Able to browse internet. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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)	<ul style="list-style-type: none"> ◆ Cleaning school and decorating house ◆ Arranging pandal fencing and providing water for plants. 	<ul style="list-style-type: none"> ◆ 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. 	<ul style="list-style-type: none"> ◆ 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

Sl.	Abilities	Class - V	Classes - VI, VII, VIII	Classes - IX, X
1.	Deciding good or bad behavior, power of discrimination.	<ul style="list-style-type: none"> ◆ Expressing opinions about good and bad on stories, songs, programmes and real life incidents. Explaining with reasons. Informing facts bravely. ◆ Expressing good & bad on incidents and individuals' activities. Conducting discussion programmes on social issues, incidents and problems. Participation. 	<ul style="list-style-type: none"> ◆ Able to explain good & bad with reasons or what you like and dislike in stories, songs, programmes and real life incidents. Analysing in many angles, questioning and suggesting alternatives. ◆ Conducting discussions programmes and participating. ◆ Expressing good & bad on incidents and individuals' activities. Conducting discussion programmes on problems. Participation. 	<ul style="list-style-type: none"> ◆ Able to explain good & bad with reasons or what you like and dislike in stories, songs to programmes and real life incidents. Analysing in many angles, questioning and suggesting alternatives. ◆ Conducting discussions programmes and participating. ◆ Expressing good & bad on incidents and individuals' activities. Conducting discussion programmes on problems. Participation.
2.	Having constitutional values and brotherhood feeling. Displaying	<ul style="list-style-type: none"> ◆ Listening to others patiently. Having patience to wait till his/her turn comes in games, and pass time. Other programmes. 	<ul style="list-style-type: none"> ◆ Participation of all childrens in festivals and functions of all religions. ◆ Giving co-operation in above programmes. ◆ Recognising greatness of others' customs and traditions. Appreciating. ◆ Expressing good & bad on incidents and individual's activities. Conducting discussion programmes on social issues, incidents and 	<ul style="list-style-type: none"> ◆ Able to solve problems between children with endurance/patence. ◆ Providing opportunity to all in all aspects. ◆ Able to react to students on various problems and helping them. ◆ Arranging programmes like ceremonial garden party (వసభోజనం) picnics/tours etc. for gathering of all in a place. Participating in those

Sl.	Abilities	5th Class	6, 7, 8 Classes	9, 10 Classes
3.	Individual values like patience, kindness, empathy (తాపశ్శూతి) Morality-Honesty, Goodnessetc.	<ul style="list-style-type: none"> ◆ 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, 	<ul style="list-style-type: none"> ◆ problems. Participating. Respecting others. Considering others equally and not disturbing their freedom. 	<ul style="list-style-type: none"> ◆ programmes. Respecting others. Considering others equally and not disturbing their freedom. ◆ Composing lyrics and songs which enhance unbiased attitude. Singing in groups. ◆ Collection of news and incidents which are useful in enhancing unbiased attitude. Displaying. ◆ Able to identify aspects which obstruct brotherhood feeling. Able to prevent them.
		<ul style="list-style-type: none"> ◆ Listening to others patiently. Having patience to wait till his/her turn comes in games, and pass time. Other programmes. ◆ Having patience towards other religions and others opinions. ◆ Cooperating 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. 	<ul style="list-style-type: none"> ◆ Reacting to real life incidents properly and suggesting solutions accordingly. ◆ Suggesting solutions to environmental & 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. 	

Sl.	Abilities	5th Class	6, 7, 8 Classes	9, 10 Classes
		<p>chameleon, plants and animals intentionally.</p> <ul style="list-style-type: none"> ◆ Helping old persons and physically challenged, who live in home as a responsibility. Ex : Giving drinking water. 	<ul style="list-style-type: none"> ◆ 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. ◆ Taking initiative to help needy persons who are in trouble. ◆ Identifying persons and events with endurance. Appreciating them. 	
4.	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.	<ul style="list-style-type: none"> ◆ Should not cause any harm to others material due to his/her work. ◆ Recognising problems to be arised because of indiscipline and misbehavior. ◆ Identifying reasons and reacting to them. ◆ Addressing with due respect. 	<ul style="list-style-type: none"> ◆ Analysing reasons of problems to be arised due to indiscipline & misbehavior during combined studies, eating and playing along with other students in different angles. Suggesting alternatives. Reacting on good and bad. 	<ul style="list-style-type: none"> ◆ Should see children to be disciplined during prayer meeting and other occasions. ◆ Protecting school resources and assets carefully. ◆ Identifying problem to be arised due to self indiscipline.
5.	Having positive attitude towards co-students, school, society and government assets.	<ul style="list-style-type: none"> ◆ Keeping school and surroundings clean. ◆ Keeping games material safe. ◆ Being friendly with co-students. ◆ Taking care of equipment available in school 	<ul style="list-style-type: none"> ◆ Behaving with others respectfully. ◆ Protecting government assets. ◆ Thinking about others in a positive manner. ◆ Appreciating good works. 	<ul style="list-style-type: none"> ◆ Improving self discipline by participating in programmes like NCC, Scouts & Guides. ◆ Able to question if individual rights are denied. ◆ Following rules prescribed in schools and other occasions. ◆ Protecting government assets.

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.

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

FORMATIVE	SUMMATIVE
<ul style="list-style-type: none"> ● Monitors how children are learning during teaching learning processes ● Is done continuously to improve learning ● Improves learning ● Looks at how learning is progressing ● Is based on mutually agreed upon tools and objectives ● Useful to identify components that needs to be improved ● Is adaptable: procedures and tools can be changed/adapted to suit the needs ● Aims at achieving progress ● Gives scope for cooperative learning - children help each other for mutual benefits ● Micro level observation ● Is done through evaluation tools like children's diaries, notebooks, etc. 	<ul style="list-style-type: none"> ● Monitors what children learnt after teaching learning processes ● Is done in the middle and at the end ● Judges learning ● Looks at the result of learning ● Is based on external institutions/people ● Useful to scold or reward based on the results ● Is useful only to divide the children into two groups PASSED / FAILED ● Holistic observation ● Is done through written examinations

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.

(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 market 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

Sl. No.	Student's Name	Participation Responses (10 marks)	Written work - Note book (10 marks)	Project Work (10 marks)	Slip test (20 marks)	Total (20 marks)
1	Raghu	8	7	9	16	40
		A	B+	B+	B	B+

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 know how does every children read, speak and express through FA, based on which they should award marks / grades.

7. Teaching Learning Procedures - Acquiring abilities

బోధనాభ్యసన ప్రక్రియలు - సామర్థ్యాల సాధన - తెలుగు

వ.సం.	సామర్థ్యాలు	బోధనాభ్యసన విధానం	మదింపుసాధనాలు	ఆధారాలు
1	వినడం ఆలోచించి మాట్లాడడం	<ul style="list-style-type: none"> తరగతిలో ప్రశ్నించడం, మాట్లాడింపజేయడం కథలు/ గేయాలు/ సన్నివేశాలు వినిపించడం - దానిపై ఆలోచింపజేసే ప్రశ్నలు అడగడం. పూర్తి తరగతి కృత్యం 	<ul style="list-style-type: none"> పరిశీలన మౌఖిక పరీక్ష 	<ul style="list-style-type: none"> టీచర్ డైరీ సి.సి.ఇ. రిజిస్టర్
2	ధారాళంగా చదవడం, ప్రతిస్పందించడం, అవగాహనతో మాట్లాడడం	<ul style="list-style-type: none"> పిల్లలతో బాహ్య పఠనం చేయించడం ఉపాధ్యాయుడు ఆదర్శ పఠనం చేయడం పిల్లలు మౌన పఠనం చేయడం తెలియనిపదజాలాన్ని గుర్తింపజేయడం అర్థాల పట్టిక చూసి అర్థాలు తెలుసుకోవడం జట్లలో చర్చింపజేస్తూ చదవించడం చదివిన దానిపై వ్యక్తిగతంగా స్పందించడం. అభిప్రాయాలు చెప్పడం అవగాహనను పెంపొందించి అభ్యాసాలు వ్యక్తిగత/జట్టుకృత్యాలుగా చేయించడం 	<ul style="list-style-type: none"> పరిశీలన పాఠ్యపుస్తకాలు నోటుపుస్తకాలు మౌఖిక పరీక్ష రాత పరీక్ష ప్రాజెక్టు పని లఘు పరీక్ష (slip test) 	<ul style="list-style-type: none"> టీచర్ డైరీ పాఠాల్లో గీతలు గీసి ఉండడం నోటు పుస్తకాల్లో సరిచేసి ఉండడం ప్రాజెక్టు నివేదికలు సి.సి.ఇ. రిజిస్టర్
3	రాయడం/ స్వీయరచన	<ul style="list-style-type: none"> పాఠ్యాంశంలోని/ పాఠ్యేతర విషయం గురించి మాట్లాడింపజేయడం. వరుసక్రమాన్ని గుర్తింపజేయడం భావనలతో కూడిన చిత్రాన్ని తయారు చేయించడం (మైండ్ మ్యాపింగ్). మౌఖికంగా సమాధానాలు రాబట్టడం వ్యక్తిగతంగా జట్లలో రాయించడం ఎడిటింగ్ చేయించడం, ప్రదర్శింపజేయడం. 	<ul style="list-style-type: none"> పరిశీలన నోటుపుస్తకాలు పోర్ట్ ఫోలియోలు పేపర్ పెన్సిల్ పరీక్షలు పిల్లల డైరీ లఘు పరీక్ష 	<ul style="list-style-type: none"> నోటుపుస్తకాలు సరిచేసి ఉండడం పోర్ట్ ఫోలియోలు పిల్లల జవాబు పత్రాలు పిల్లల డైరీ ప్రాజెక్టు పని నివేదికలు సి.సి.ఇ. రిజిస్టర్

వ.సం.	సామర్థ్యాలు	బోధనాభ్యసన విధానం	మదింపుసాధనాలు	ఆధారాలు
4	సృజనాత్మక వ్యక్తికరణ	<ul style="list-style-type: none"> • అవగాహన కల్పించడం • మాట్లాడింపజేయడం • జట్టుపని/ వ్యక్తిగత కృత్యం • ప్రదర్శింపజేయడం. • ఎడిటింగ్ చేయడం • మళ్లీ రాయించడం • పుస్తక సంకలనాలు • కథలను పొడిగించడం, కవితలూ, కథలూ రాయడం 	<ul style="list-style-type: none"> • పరిశీలన • పోర్ట్‌ఫోలియోలు • నోటుపుస్తకాలు • మౌఖిక పరీక్ష • రాత పరీక్ష • లఘు పరీక్ష • ప్రదర్శనలు 	<ul style="list-style-type: none"> • టీచర్ డైరీ • పోర్ట్‌ఫోలియోలు • సరిచేసిన నోటుపుస్తకాలు • దిద్దివున్న సమాధాన పత్రాలు • పుస్తక సంకలనాలు • సి.సి.ఇ. రిజిష్టర్
5	పదజాలాభివృద్ధి	<ul style="list-style-type: none"> • పాఠ్యపుస్తకాలు చదివించి నూతన పదజాలం గుర్తింపజేయడం • తోటివారితో చర్చించడం • అర్థాల పట్టిక, నిఘంటువు చూడడం • సందర్భోచితంగా వివరించడం • వాటి ఆధారంగా నూతన వాక్యాలను రూపొందింపజేయడం. 	<ul style="list-style-type: none"> • పరిశీలనలు • నోటుపుస్తకాలు • పాఠ్యపుస్తకాలు • పేపర్ పెన్సిల్ పరీక్ష • మౌఖిక పరీక్ష • లఘు పరీక్ష 	<ul style="list-style-type: none"> • దిద్దిన నోటుబుక్స్ • దిద్దివున్న సమాధాన పత్రాలు • పాఠ్యపుస్తకాలలో అభ్యాసాలు రాసి ఉండడం • సి.సి.ఇ. రిజిష్టర్
6.	భాషాంశాలు (వ్యాకరణాంశాలు)	<ul style="list-style-type: none"> • వ్యాకరణాంశాలకు సంబంధించిన ఉదాహరణల ద్వారా అవగాహన కల్పించడం • పాఠ్యపుస్తకంలోని అభ్యాసాలను వ్యక్తిగతంగా లేదా జట్లలో చేయించడం • సరిదిద్దడం, అభ్యాసం కల్పించడం • వ్యక్తిగత/ పూర్తి తరగతి కృత్యం 	<ul style="list-style-type: none"> • నోటుపుస్తకాలు • రాత పరీక్ష • మౌఖిక పరీక్ష • లఘు పరీక్ష • పరిశీలనలు 	<ul style="list-style-type: none"> • దిద్దిన నోటుబుక్స్ • పాఠ్యపుస్తకాలలో అభ్యాసాలు చేసి ఉండడం • దిద్దివున్న సమాధాన పత్రాలు • సి.సి.ఇ. రిజిష్టర్
7	ప్రశంసా పూర్వక సున్నితత్వం	<ul style="list-style-type: none"> • అభ్యాసాన్ని చదివించడం • పూర్తి తరగతిలో సూచనలివ్వడం • వ్యక్తిగతం/ జట్లలో పనిచేయడం • ప్రదర్శన • చర్చ, అవగాహన • ఎడిటింగ్, సరిచేయడం 	<ul style="list-style-type: none"> • పరిశీలనలు • ప్రాజెక్టుపనులు • పిల్లల నోటుపుస్తకాలు • రాత పరీక్ష • మౌఖిక పరీక్ష 	<ul style="list-style-type: none"> • సమర్పించిన నివేదికలు • దిద్దిన నోటుపుస్తకాలు • దిద్దివున్న సమాధానపత్రాలు • పాఠశాల మ్యాగజైన్ • టీచర్ డైరీ • సి.సి.ఇ. రిజిష్టర్

TOOLS OF ASSESSMENT - ENVIRONMENTAL SCIENCE

Sl.No.	Competencies	Teaching Learning Process	Evaluation tools	Source Material
1	Conceptual Understanding	<ul style="list-style-type: none"> • Observation of students' previous knowledge. Asking thought provoking questions. Understanding their experiences. • Mind mapping based on children's experiences. • Connecting children's experiences with present lesson. • Make children read lesson personally. • Activities for understanding concepts. Conducting discussions. • Conducting experiments as per lesson. • Discussion on questions given in the middle / at the end of a lesson. Understanding. • Conducting activities like Collections, Investigations. • Conducting activities class wise, group wise and individual wise. • Discussing logically on various topics as to know what, why and how. 	<ul style="list-style-type: none"> • Observation • Notebooks • Portfolios • Written test • Oral test • Slip test. 	<ul style="list-style-type: none"> • Notebooks • Portfolios • Students' diary • Anecdotes • Answer scripts written by students • Teacher's diary • Project reports • CCE register.
2	Asking questions and Making hypothesis	<ul style="list-style-type: none"> • Make students think on concepts. • Make them prepare questions. • Make them hypothesize on concepts. • Make them do exercises given at the end of lesson. • Make them display it in class. • Discussing on displayed topics and make them understand 	<ul style="list-style-type: none"> • Observations • Written tests • Oral test • Children's notebooks. • Slip test. 	<ul style="list-style-type: none"> • Answer scripts • Teacher's Diary • Notebooks • Children's diary • CCE register.
3	Experiments & Field investigations	<ul style="list-style-type: none"> • Identifying problems • Make students hypothesize • Selection of material • Conducting experiments and field investigations • Writing report • Display, Discussion and Understanding 	<ul style="list-style-type: none"> • Teacher's diary • Notebooks • Observations • Reports • Oral tests 	<ul style="list-style-type: none"> • Notebooks • Answer scripts • Diaries • Notebooks • CCE register

Sl.No.	Competencies	Teaching Learning Process	Evaluation tools	Source Material
4	Communication Skills & Projects	<ul style="list-style-type: none"> • Make students understand a problem by giving suggestions. • Working in groups • Writing reports • Display • Discussions, Understanding 	<ul style="list-style-type: none"> • Notebooks • Observations • Children's diary • Reports on project works 	<ul style="list-style-type: none"> • Notebooks • Children's diary • Activity papers • Reports on project works • CCE register
5	Pictures, Drawing charts, Explaining information by preparation of models	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Notebooks • Portfolios • Models • Observation • Oral test • Written test • Slip test • Project works 	<ul style="list-style-type: none"> • Answer scripts • Notebooks • Portfolios • Models prepared by children. • Anecdotes • Wall papers • Teacher's diary • CCE register.
6	Utilisation in daily life, Appreciation, Attitudes	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Observations • Oral test • Written test • Written topics • Slip test 	<ul style="list-style-type: none"> • 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

Competencies	Teaching Learning Process	Evaluation Method	Evaluation tools	Source Material
Understanding mathematical concepts and Solving problems	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Oral test Written test Oral test 	<ul style="list-style-type: none"> Questioning Discussing Observing Paper, Pencil / Pen, Test. Make students do sums on black board. Asking problems with regard to mental arithmetic. 	<ul style="list-style-type: none"> Teacher's diary Children's notebooks Children's diary. Answer scripts Teacher's diary Children's note books.
Solving sums systematically	<ul style="list-style-type: none"> Doing problems in a systematic way. Solving sums in various ways. 	<ul style="list-style-type: none"> Written test Paper, Pencil / Pen, Test. Make students do sums on black board 	<ul style="list-style-type: none"> Observing 	<ul style="list-style-type: none"> Answer scripts
Reasoning proof, Logical thinking	<ul style="list-style-type: none"> Able to expect and say suitable answer to a given question. Explaining steps in solving a given sum perfectly. Generalization based on patterns. 	<ul style="list-style-type: none"> Oral test Written test. 	<ul style="list-style-type: none"> Questioning Discussing Observing Paper, Pencil / Pen, Test. Make students do sums on black board. 	<ul style="list-style-type: none"> Teacher's diary Children's notebooks Portfolios Answer scripts
Saying reasons	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Oral test Written test. 	<ul style="list-style-type: none"> Paper, Pencil / Pen, Test. Make students do sums on black board 	<ul style="list-style-type: none"> Answer scripts

Competencies	Teaching Learning Process	Evaluation Method	Evaluation tools	Source Material
Communication	<ul style="list-style-type: none"> Utilisation of mathematical vocabulary, signs and symbols. Writing written sums in mathematical statements. Writing mathematical statements in a written form of sums. Creating new sums according to the context. 	<ul style="list-style-type: none"> Oral test Written test. 	<ul style="list-style-type: none"> Questioning Discussing Observing Paper, Pencil / Pen, Test. Make students do sums on black board. 	<ul style="list-style-type: none"> Teacher's diary Children's notebooks Portfolios Answer scripts
Connection	<ul style="list-style-type: none"> Connecting new concepts with old concepts. Understanding mathematical concepts duly connecting old concepts with the concepts to be learned. Connecting present knowledge with concepts of higher classes and later units. Using acquired knowledge in other subjects as per the contexts. 	<ul style="list-style-type: none"> Oral test Written test. 	<ul style="list-style-type: none"> Questioning Asking problems Observing Discussing Project work 	<ul style="list-style-type: none"> Teacher's diary Children's notebooks Portfolios Children's diary.
Representation	<ul style="list-style-type: none"> Furnishing unclassified data in a table format. Analyzing a problem by looking at charts/drawings that represent. Showing a given problem in charts/drawings. 	<ul style="list-style-type: none"> Oral test Written test. 	<ul style="list-style-type: none"> Questioning Discussing Observing Paper, Pencil / Pen, Test. Make students do sums on black board. 	<ul style="list-style-type: none"> Teacher's diary Children's notebooks Portfolios Anecdotes Information reports Answer scripts.

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

SL.No.	Competencies	Teaching Learning Process	Evaluation tools	Source Material
1	Conceptual understanding	<ul style="list-style-type: none"> ● Asking crucial / key questions. ● Concept mapping through brain storming. ● Discussions in groups after reading text books. ● Conducting experiments and activities. ● Discussing on results. ● Discussion on questions given in the middle / at the end of a lesson. Understanding. ● Conducting activities like collections and investigations. ● Conducting activities class wise, group wise and individual wise. Displaying. 	<ul style="list-style-type: none"> ● Oral tests ● Observations ● Notebooks ● Portfolios ● Documents on experiments ● Group report ● Paper / Pencil test ● Notebooks ● Slip test. 	<ul style="list-style-type: none"> ● Teacher's diary ● Notebooks ● Portfolios ● Check lists ● Report on experiments ● Answer scripts ● Notebooks ● CCE register
2	Questioning, Hypothesizing	<ul style="list-style-type: none"> ● Make students think on concepts. ● Preparation of questions by children. ● Make students hypothesize regarding subjects and problems. ● Make students discuss on exercises given at the end of lessons and display in the class room. ● Discussing on displayed topics and make them understand 	<ul style="list-style-type: none"> ● Observations ● Written test ● Oral test ● Children notebooks ● Slip test 	<ul style="list-style-type: none"> ● Checklist ● Teacher's diary ● Answer scripts ● Notebooks ● Reports ● CCE register ● Notebooks
3	Experiments & Field investigations	<ul style="list-style-type: none"> ● Suggesting and Identifying problems ● Make students hypothesize ● Arranging tools ● Conducting experiments ● Writing reports ● Display, Discussion and Understanding. 	<ul style="list-style-type: none"> ● Notebooks ● Portfolios ● Observations ● Reports ● Written test ● Oral test ● Report on project work 	<ul style="list-style-type: none"> ● Portfolios ● Teacher's diary ● Answer scripts ● Anecdotes ● CCE register

Sl.No.	Competencies	Teaching Learning Process	Evaluation tools	Source Material
4	Communication skills and Project works	<ul style="list-style-type: none"> Identifying problems based on lesson and collecting information. Suggestions and handing over of activity documents. Conducting activities group wise and individual wise. Preparing reports. Display, Discussion and Understanding. 	<ul style="list-style-type: none"> Notebooks Portfolios Observations Reports Oral test Report on project work 	<ul style="list-style-type: none"> Activity documents Project reports Analytical documents of information. Graph CCE register.
5	Communication through drawing pictures, graphs and making models	<ul style="list-style-type: none"> Drawing pictures, graphs and writing explanations based on concepts Drawing pictures on content of lessons and method of arranging tools used in experiments. Identifying parts. Make students draw a picture as per the information given. Drawing pictures of those which are observed in microscope. Drawing pictures as per hypothesis. Preparing flow charts, graphs and working models. Display, Discussion and understanding 	<ul style="list-style-type: none"> Written test Oral test Slip test Observations Notebooks Portfolios Practical manuals Check lists Displays 	<ul style="list-style-type: none"> Answer scripts Portfolios Notebooks Practical manuals Check lists Teacher's diary Seminar Reports Scrap books Herbarium CCE register.
6	Aesthetic consciousness, Appreciation, Values.	<ul style="list-style-type: none"> Giving suggestions as per content of lesson. Performing activities individually and group wise. Visiting on field tours. Make students write stories and songs. Make students observe nature and surroundings. Identifying new relationships, Preparation of reports. 	<ul style="list-style-type: none"> Checklist Seminar Portfolio Wallpaper Anecdotes Case study Post box 	<ul style="list-style-type: none"> Checklist Seminar Portfolio Collections Classroom displays Decorations Essays

Sl.No.	Competencies	Teaching Learning Process	Evaluation tools	Source Material
		<ul style="list-style-type: none"> ● Display, Discussion and Understanding. ● Conducting programmes and functions. ● Appreciation of good works and persons. 	<ul style="list-style-type: none"> ● Reports ● Observations ● Oral test ● Written test ● Slip test. 	<ul style="list-style-type: none"> ● Notebooks ● CCE register
7	Utilization in daily life and having consciousness on biodiversity	<ul style="list-style-type: none"> ● Make students identify connection between content of lessons and real life. ● Group and complete room discussions. ● Make students speak in seminars ● Conducting projects. ● Field tours. ● Writing reports by observing websites. ● Set up of network between schools and children. 	<ul style="list-style-type: none"> ● Notebooks ● Observations ● Children's diary ● Reports ● Observations ● Oral test ● Slip test 	<ul style="list-style-type: none"> ● Checklist ● Seminars ● Collections ● Classroom Displays ● Decorations ● Notebooks ● CC ● E register

TOOLS OF ASSESSMENT - SOCIAL STUDIES

Sl.No.	Competencies	Teaching Learning Process	Evaluation tools	Source Material
1	Conceptual understanding	<ul style="list-style-type: none"> ● Asking crucial / key questions. ● Make children speak by brain storming. 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. 	<ul style="list-style-type: none"> ● Observations ● Oral test ● Written test ● Slip test ● Notebooks ● Group reports 	<ul style="list-style-type: none"> ● Teacher's diary ● Notebooks ● Group report ● Answer scripts ● CCE register.
2	Commentary on given topic duly studying and understanding	<ul style="list-style-type: none"> ● Asking thought provoking questions. ● Make students discuss in groups. ● Make students study content of lesson individually and in groups. ● Make them write personally. 	<ul style="list-style-type: none"> ● Observations ● Oral test ● Written test ● Slip test ● Notebooks ● Reports 	<ul style="list-style-type: none"> ● Answer scripts ● Teacher's diary ● Notebooks ● Reports ● CCE register ● Children's diary
3	Project work, Collection of information, skills.	<ul style="list-style-type: none"> ● Make students identify problems. ● Discussing problems. ● Collecting information. ● Listing information in table format. ● Reaching a conclusion. ● Display, Discussion and Analysis. ● Make students write report. 	<ul style="list-style-type: none"> ● Teacher's diary ● Reports ● Notebooks ● Observations ● Oral test ● Written test ● Slip test 	<ul style="list-style-type: none"> ● Teacher's diary ● Information table ● Notebooks ● Project reports ● CCE register.
4	Responses on contemporary issues	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Seminars ● Group discussions ● Oral test ● Observations ● Written test ● Slip test 	<ul style="list-style-type: none"> ● Children diary ● Answer scripts ● Reports ● Teacher's diary ● CCE register.

Sl.No.	Competencies	Teaching Learning Process	Evaluation tools	Source Material
5	Mapping skills	<ul style="list-style-type: none"> ● Reading content of lesson. ● Observation of maps of mandal, district, state, country and the world. ● Studying maps. ● Identifying regions in map. ● Drawing map and rectifying. ● Forming new maps. ● Commenting on maps. 	<ul style="list-style-type: none"> ● Observations ● Oral test ● Written test ● Slip test ● Commentary 	<ul style="list-style-type: none"> ● Teacher's diary ● Children diary ● Notebooks ● Answer scripts ● Maps ● CCE register
6	Sharpness, Appreciation	<ul style="list-style-type: none"> ● Connecting text book content with local issues. (Complete classroom discussions) ● Make students discuss in groups on importance of issues. ● Make them prepare reports duly relating local issues. ● Forming thoughts to carry on culture, tradition and heritage. Appreciation. 	<ul style="list-style-type: none"> ● Displays ● Portfolios ● Anecdotes ● Checklists ● Reports ● Observations ● Oral test ● Written test ● Slip test 	<ul style="list-style-type: none"> ● Scrap book ● Albums ● Portfolios ● Anecdotes ● Answer scripts ● Reports ● Checklists ● Teacher's diary ● CCE register

TOOLS OF ASSESSMENT - ARTS & CRAFTS, CULTURAL EDUCATION

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

TOOLS OF ASSESSMENT - HEALTH & PHYSICAL EDUCATION

Sl.No.	Competencies	Evaluation tools	Source Material
1	Participating interestingly. Following rules and regulations. Sportive spirit. Special skills.	Anecdotes Portfolios Reports Checklists Children's diary	Teacher's diary Anecdotes Portfolios Album Checklists
2	Yoga, Mediation, Scouts & Guides, NCC	Observations Oral test Written test	Children's diary Participation Certificates of competitions
3	Family relations, Safety, First aid.		Photographs CCE register
4	Health, Nutritious food, Good food habits.		Health records
5	Personal & Surrounding cleanliness, Good habits.		

TOOLS OF ASSESSMENT - WORK & COMPUTER EDUCATION

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

TOOLS OF ASSESSMENT - VALUE EDUCATION & LIFE SKILLS

Sl.No.	Competencies	Evaluation tools	Source Material
1	Power of discrimination to know what is good? And what is bad? Good behavior.	Observation Children's diary Portfolio Anecdotes	Teacher's diary Children's diary Portfolio Anecdotes
2	Constitutional values - Equality (unbiased attitude), Brotherhood feeling.	Seminar Participation in programmes Checklists Rating scale	Reports CCE register.
3	Patience, Kindness, Sympathy, Individual values		
4	Life skills & Thinking skills.		
5	Having appropriate attitudes towards assets of teachers, co-students, school and government.		

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.

S.No.	Evaluation	Month in which it is to be conducted
1	Baseline Test	JUNE
2	Formative Assessment 1	JULY
3	Formative Assessment 2	SEPTEMBER
4	Summative Assessment 1	OCTOBER
5	Formative Assessment 3	DECEMBER
6	Summative Assessment 2	JANUARY
7	Formative Assessment 4	MARCH
8	Summative Assessment 3	APRIL

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

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

- 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

- 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.

- 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

- 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

- 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

- 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.

Subject	Formative Evolution - 2				Secured marks	Grade
	Children's participation, responses (10 marks)	Written work (10 marks)	Project works (10 marks)	Slip test (20 marks)		
Telugu	8	7	9	16	40	A
	A	B+	A	A	A	

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:

- 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

- 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.

Scholastic Areas (9 point Scale)

Grade	Mark Range	Point
A1	92-100	10
A2	83-91	9
B1	75-82	8
B2	67-74	7
C1	59-66	6
C2	51-58	5
D1	43-50	4
D2	35-42	3
E	34 and Below	-

Co Scholastic Areas and Activities (5 point Scale)

PERCENT	GRADE
91 - 100	A+
71 - 90	A
51 - 70	B+
41 - 50	B
0 - 40	C

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.

Details	Academic Standards						Marks	Grade
Competencies	1	2	3	4	5	6		
Total Marks	40	10	15	10	15	10	100	B+
Marks Secured	20	8	10	6	11	7	62	

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:

Subject	Formative Assessment - 2				Marks Secured	Grade
	Children's Participation Responses 10 M	Written Work 10 M	Project Work 10 M	Slip Test 20 M		
Tel	8	7	9	16	40	A
	A	B+	A	A	A	

- 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.

- A+ - Outstanding, keep it up
- A - Good, try to do better
- B+ - Average, you can do better
- B - below average, you have to work hard
- C - Needs Teacher's help, special care needed

Sl. No.	Name	Competencies to be acquired				Health Nutricious food, good food habits (10 marks)	Grade (50 marks)
		Participation in games & sports, sportive spirit (10 marks)	Yoga, meditation, scouts & guides, NCC (10 marks)	Personal & surroundings cleanliness - healthy habits (10 marks)	Safety First Aid (10 marks)		
1	Ramu	7	8	8	7	8	A

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, 41, 38 and 36 marks in the four Formatives and 42, 30 and 52 marks in the three Summatives.

Total number of marks in the 4 Formative Evaluations: $35+41+38+36 = 150$

Total number of marks in the 3 Summative Evaluations: $42+38+45 = 125$

Hence Ravi secured 257 marks (150+125) out of 350 marks (200 M Formative and 150 M Summative)

Therefore, the percent of marks $= 100/350 \times 257 = 73.4$. Since this falls in the range of 71 - 90 and the corresponding grade is 'A', Ravi should be awarded 'A' grade.

Subject	Fourth F.E. Marks	Third S.E. Marks	Total Marks	Grade
Telugu				
Hindi				
English				
Maths				
EVS / Science				
Social				
Physical / Health Education				
Arts & Cultural Education				
Value Education - Life Skills				
Work Education - Computers				
Total				

Telugu, Hindi - Weightage Table

Class	Item	FORMATIVE					SUMMATIVE							
		Participation & Responses	Written Work	Project	Slip Test	Total	Listening and Speaking, Appreciation (Oral)	Reading		Writing	Creative Expressio		Vocabulary / Elements of language	Total
								Oral	Written		Oral	Written		
5	Weightage	20%	20%	20%	40%	100%	10%	10%	20%	30%	-	10%	20%	100%
	Marks	10	10	10	20	50M	5	5	10	15	-	5	10	50M
6-9	Weightage	20%	20%	20%	40%	100%	10%	-	20%	30%	-	20%	20%	100%
	Marks	10	10	10	20	50M	10	-	20	30	-	20	20	100M

English - Weightage Table

Class	Item	FORMATIVE					SUMMATIVE							
		Participation & Responses	Notebooks	Project	Slip Test	Total	Listening and Speaking (Oral)	Reading Comprehension	Conventions of Writing	Vocabulary	Grammar	Creative Expression		Total
												Oral	Written	
5	Weightage	20%	20%	20	40%	100%	10%	10%	10%	10%	10%	10%	40%	100%
	Marks	10	10	10	20	50M	5	5	5	5	5	5	20	50M
6-9	Weightage	20%	20%	20	40%	100%	10%	10%	10%	10%	10%	10%	40%	100%
	Marks	10	10	10	20	50M	10	10	10	10	10	10	40	100M

Environmental Science - Class 5

ITEM	FORMATIVE					SUMMATIVE						
	Participation & Responses	Written Work	Project Work	Slip Test	Total	Conceptual Understanding	Questioning	Experiments	Communication Skills	Pictures / charts	Appreciation values	Total
Weightage	20%	20%	20%	40%	100%	40%	10%	10%	20%	10%	10%	100%
Marks	10	10	10	20	50M	20	5	5	10	5	5	50M

MATHEMATICS - Classes 6 to 9

Class	Item	FORMATIVE					SUMMATIVE					
		Participation & Responses	Written Work	Project Work	Slip Test	Total	Problem-solving	Giving Reasons - Profits	Communication	Connections	Representations	Total
5	Weightage	20%	20%	20%	40%	100%	50%	20%	10%	10%	10%	100%
	Mark	10	10	10	20	50M	25	10	5	5	5	50M
6-8	Weightage	20%	20%	20%	40%	100%	40%	20%	15%	10%	15%	100%
	Marks	10	10	10	20	50M	40	20	15	10	15	100M

SCIENCE CLASSES 6 TO 9

ITEM	FORMATIVE					SUMMATIVE						
	Participation & Responses	Written Work	Project Work	Slip Test	Total	Conceptual Understanding	Questioning	Experiments	Communication Skills	Pictures / charts	Appreciation, Real-life applications, Bio diversity values	Total
Weightage	20%	20%	20%	40%	100%	40%	10%	10%	15%	10%	15%	100%
Marks	10	10	10	20	50M	20	5	5	10	5	5	50M

SOCIAL SCIENCE - CLASSES 6 to 8

Item	FORMATIVE					SUMMATIVE						
	Participation & Responses	Written Work	Project Work	Slip Test	Total	Conceptual Understanding	Rdg & inter preting a text	Communication Skills	Responding to contemporary	Mapping Skills	Appreciation	Total
Weightage	20%	20%	20%	40%	100%	40%	10%	10%	15%	10%	15%	100%
Marks	10	10	10	20	50M	20	5	5	10	5	5	50M

9. Summative Evaluation - Model Question Papers

తెలుగు

రాత పరీక్ష - ప్రశ్నపత్రం

విద్యార్థి పేరు : _____

తరగతి : 5వ తరగతి

క్రమసంఖ్య : _____

మార్కులు : 40

I. సామర్థ్యం : ధారాళంగా చదవడం - అర్థంచేసుకోవడం

1. కింది గేయాన్ని చదవండి. ప్రశ్నలకు ఒక్కో వాక్యంలో జవాబులు రాయండి. (1 × 5 = 5 మా)

ఈ తోట మా తోట - ఇంపుల మూట

ప్రీతి రసముల ఊట - ప్రియముల బాట

చిన్ని మొక్కలు మాకు - చిన్ని తమ్ముళ్ళు

చిన్నితీవలు మాకు - చిన్ని చెల్లెళ్ళు

నిజమైన ప్రేమతో - నీళ్ళు పోస్తాము

శ్రద్ధగా దినదినం - వృద్ధి చేస్తాం

1. ప్ర: పై పంక్తులు ఏ పాఠంలోనివి?

2. ప్ర: అట, మాట ఇలాంటి ప్రాస పదాలు గేయంలో ఏమేమి ఉన్నాయి?

3. ప్ర: పిల్లలు తమ్ముళ్ళు, చెల్లెళ్ళు అని వేటిని అనుకుంటున్నారు?

4. ప్ర: మొక్కలకు నీళ్ళు ఎలా పోస్తామని చెపుతున్నారు?

5. ప్ర: “వృద్ధి చేస్తాం” అని పిల్లలు వేటి గురించి పాడుతున్నారు?

2. కింది పేరా చదవండి. ఐదు ప్రశ్నలు తయారుచేయండి. (1 × 5 = 5 మా.)

ప్రతి మనిషికి తెలివితేటలు ఉండాలి. కేవలం తెలివితేటలు గలవాడైతేనే ప్రయోజనం లేదు. తెలివితేటలకు తోడు ‘సమయస్ఫూర్తి’ కూడా ఉండాలి. ‘సమయస్ఫూర్తి’ అంటే సమయానికి తగ్గట్లుగా ఆలోచన చేయటం. ఇది నేర్చుకుంటే వచ్చేది కాదు. ఆయా పరిస్థితుల కనుగుణంగా, ఏ మాత్రం ఆలస్యం చేయకుండా వ్యవహరించే విజ్ఞతనే ‘సమయస్ఫూర్తి’ అంటారు. ఒక్కొక్క సమయంలో అనుకోని, ఊహించని ప్రమాదాలు వచ్చి పడుతుంటాయి. అలాంటి సమయాలలో, సమయస్ఫూర్తిని ప్రదర్శించి ఆ ప్రమాదాల నుండి బయటపడడం నేర్చుకోవాలి. రానున్న ఆపదను ముందుగానే పసిగట్టి తరుణోపాయాన్ని ఆలోచించగలిగేది తెలివితేటలు అయితే, ఊహించని ప్రమాదాలు హఠాత్తుగా వచ్చి పైన పడినప్పుడు వాటి నుండి తప్పించుకోగల శక్తిని ‘సమయస్ఫూర్తి’ అంటారు. తెలివితేటలకు సమయస్ఫూర్తి తోడైనప్పుడే జీవితంలో రాణించగలుగుతారు. కనుక ప్రతి వ్యక్తికి ‘సమయస్ఫూర్తి’ ఉండాలి.

1. _____

2. _____

3. _____
4. _____
5. _____

II. ఆలోచించి సొంతమాటల్లో రాయడం (స్వీయరచన)

1. కింది ప్రశ్నలలో ఒకదానికి సమాధానాన్ని పది పంక్తుల్లో రాయండి. 1 × 5 = 5 మా.

- (అ) మీకు నచ్చిన ఒక పండుగ గురించి రాస్తూ, ఆ పండుగ జరుపుకోవడానికి వెనుక గల కారణాలను, కలిగే లాభాలను రాయండి.
- (ఆ) ఆహారపదార్థాలను వృథాచేయడంవల్ల కలిగే అనర్థాలను వివరిస్తూ, అవి తగ్గాలంటే మీరిచ్చే సూచనలు రాయండి.

2. కింది ప్రశ్నలలో ఐదింటికి రెండేసి పంక్తుల్లో సమాధానాలు రాయండి. 2 × 5 = 10 మా.

- (అ) 'మూడు పువ్వులు ఆరుకాయలుగా వర్ధిల్లడం' అంటే మీకేమి అర్థం అయిందో రాయండి.

- (ఆ) సూర్యుణ్ణి మహత్తర శక్తిగా భావిస్తూ ఆరాధించడం ఆచారంగా వస్తోంది కదా! ఎందుకు?

- (ఇ) 'పుస్తకం మన నేస్తం లాంటిది' దీన్ని మీరెలా సమర్థిస్తారో రాయండి.

(ఈ) ఎటువంటి వారికి మనం సహాయం చేయాలి? మీరు అలా చేస్తే ఎలాంటి అనుభూతి పొందుతారు?

(ఉ) మీరు చూసిన ప్రదేశాలలో / దర్శనీయ స్థలాలలో 'ఇది అందరూ చూడవలసిన ప్రదేశం' అనిపించిన దాని గురించి రాయండి.

(ఊ) మంచి నీటి కోసం వెళ్ళిన రామన్న అక్కడి పరిస్థితి చూసి బేజారయ్యాడు కదా! అటువంటి పరిస్థితి ఏర్పడడానికి కారణాలు ఏమై ఉంటాయో రాయండి.

III. సృజనాత్మకత

1. కింది వాటిలో ఏదైనా ఒక దాన్ని గురించి రాయండి.

1 × 5 = 5 మా.

(అ) అన్నం యొక్క గొప్పదనాన్ని వివరిస్తూ రైతుశ్రమ తెలియజేసేలా మీరు ఒక చిన్న గేయం రాయండి.

(ఆ) విద్యుత్తు పొదుపుచేయుట గురించి మీరు పాఠశాలలోని బాలసభ సమావేశంలో మాట్లాడాలనుకున్నారు. అందుకోసం ఒక సందేశాన్ని తయారుచేసి రాయండి.

(ఇ) మీరు తోటలోకి వెళ్ళగా అక్కడ రంగురంగుల సీతాకోకచిలుకలు కనబడ్డాయి. మీరు ఒకదాన్ని పట్టుకోవాలని చూడగా ఆశ్చర్యంగా అది మీతో మాట్లాడింది. మీ సీతాకోక చిలుక ఏమని అందో, అందుకు మీరేమన్నారో ఊహించి సంభాషణల రూపంలో రాయండి.

IV. పదజాలం/ వ్యాకరణాంశాలు

1. కింది వాటికి సూచించిన విధంగా సమాధానాలు రాయండి.

5 × 1 = 5 మా.

(అ) పిసినారి పాపయ్య పశ్చాత్తాపంతో కుమిలిపోయాడు. గీత గీసిన పదానికి అర్థం రాయండి. అపదాన్ని ఉపయోగించి ఓ సొంతవాక్యం రాయండి.

(ఆ) కింది వాక్యంలో గీతగీసిన పదానికి బహువచనంతో వాక్యాన్ని మళ్ళీ రాయండి.

మా ఊరిలో ప్రదర్శన ఏర్పాటు చేశారు.

(ఇ) కింది పదాన్ని వేరు వేరు సందర్భాలలో వేర్వేరు అర్థాలు వచ్చేలా వాక్యాలు రాయండి.

తేలు : _____

(ఈ) రైతు, కాపలా, పొలం, ఈ పదాలతో సొంతవాక్యాన్ని రాయండి.

(ఉ) కింది పదాలను వరుసక్రమంలో ఉంచి రాయండి.

దారం, ప్రత్తి, దుస్తులు, నేయడం

2. కింది ప్రశ్నలకు సూచించిన విధంగా సమాధానాలు రాయండి.

5 × 1 = 5 మా.

(అ) కవిత, అనిరుధ్లు సంతకు వెళ్ళారు. ఈ వాక్యం ఏ కాలాన్ని తెలియజేస్తుంది?

(ఆ) రాధిక పాఠం చదివి, జవాబులు రాసింది. ఈ వాక్యాన్ని విడదీసి రెండు వాక్యాలుగా రాయండి.

(ఇ) కింది వాక్యంలో విభక్తుల కింద గీత గీయండి.

భానుతేజ, వాఙ్మయితో బాసర ఆలయం యొక్క గొప్పదనం గురించి చెప్పాడు.

(ఈ) కింది వాక్యంలో కర్తకు ముందు విశేషణం చేర్చి వాక్యాన్ని తిరిగి రాయండి.

కుందేలు సింహాన్ని బావి వద్దకు తీసుకెళ్ళింది.

(ఉ) కింది క్రియాపదాల ఆధారంగా సంశ్లిష్ట వాక్యాన్ని రాయండి.

తెచ్చి, నాటింది.

సంగ్రహణాత్మక మూల్యాంకనం - తెలుగు

రాత పరీక్ష - ప్రశ్నపత్రం

విద్యార్థి పేరు : _____

తరగతి : 7వ తరగతి

క్రమసంఖ్య : _____

మార్కులు : 90

I. ధారాళంగా చదవడం, అర్థంచేసుకోవడం

1) కింది పద్యాన్ని చదవండి. పద్యం ఆధారంగా 5 ప్రశ్నలను తయారుచేయండి. (10 మార్కులు)

సీ. వేణువులూదుచు వివిధ రూపములతో
 గంతులు వైతురు కౌతుకమున,
 గురుకంబళాదుల గోవుషంబులుబన్ని
 పరవృషభము లని ప్రతిభటింతు
 రల్లులు దట్టించి యంఘ్రుల గజ్జెలు
 మెరయు దన్నుదు రోలి ముమ్మరముగఁ
 బన్నిదంబులు వైచిఫలమంజరులఁ గూల్చి
 వ్రేటులాడుదరు ప్రావీణ్యమొప్పు.

- 1వ ప్రశ్న _____
 2వ ప్రశ్న _____
 3వ ప్రశ్న _____
 4వ ప్రశ్న _____
 5వ ప్రశ్న _____

2) కింది పేరా చదవండి. తప్పు (X) ఒప్పు (✓) లను గుర్తించండి. (5 మార్కులు)

శంకరాచార్యులు, మహావీరుడు, బుద్ధుడు, కబీర్, చైతన్యుడు, నామదేవ్ వంటివాళ్ళు భారతదేశంలో కాలినడకన తిరిగారు. వారు కావాలనుకొంటే గుర్రాలమీద తిరగగలిగేవారే. కాని వారంతా వేగంగా నడిచే వాహనాన్ని అభిలషించలేదు. ప్రజల ఆలోచనా ప్రక్రియలో మార్పు తేవాలని వారందరూ అనుకోవడమే అందుకు కారణం. పాదయాత్రే తగిన యాత్రా సాధనమని వారు విశ్వసించారు. దేశమంతా కాలినడకన తిరిగారు. అయితే ఈనాటి యుగంలో పాదయాత్రని గురించి యోచించడమే విడ్డూరంగా ఉంటుంది. కాని ప్రశాంతంగా యోచిస్తే అంతకంటే మించిన మంచి సాధనం మరొకటి లేదని చెప్పక తప్పదు.

- అ) ప్రజల ఆలోచనా ప్రక్రియలో మార్పుతేవడానికే పాదయాత్రను ఎంచుకున్నారు. ()
 ఆ) పై పేరాలోని అంశాన్ని శంకరాచార్యుడు చెప్పాడు. ()
 ఇ) ఈనాడు పాదయాత్ర గురించి ఆలోచించడం విడ్డూరమేమీ కాదు. ()
 ఈ) ప్రజల మధ్య తిరిగినప్పుడే ఆత్మవిశ్వాసం కలుగుతుంది. ()
 ఉ) మహావీరుడు, బుద్ధుడు, కబీర్, చైతన్యుడు, గుర్రాల మీదనే తిరిగారు. ()

3) కింది పేరా చదవండి. ప్రశ్నలకు సమాధానాలు రాయండి.

(5 మార్కులు)

ఆసియా దేశాల్లో పేదలు తమ రోజువారీ ఆదాయంలో సుమారు 60 శాతం మేరకు ఆహారంపై ఖర్చుచేస్తారు. అందువల్ల ఆహారధరలు పెరిగితే ఆకలి సమస్య తీవ్రం కావడంతోబాటు, తమ పిల్లల విద్య, ఆరోగ్యంపై ఖర్చుచేయగల సామర్థ్యాన్ని కూడా వారు కోల్పోతారు. వాస్తవానికి ఇటీవలి కాలంలో సహస్రాభివృద్ధి లక్ష్యాల్లో ముఖ్యమైన పేదరికాన్ని తగ్గించుకునే దిశగా ఆసియా దేశాలు మంచి ఫలితాలను సాధించాయి. ఇందుకు కారణం ఆర్థిక వృద్ధి రేటును పెంచుకోవడమే. కానీ, ఇటీవల భారీగా పెరుగుతున్న ఆహార ద్రవ్యోల్బణం ఈ విజయాలను దెబ్బతీసే అవకాశం ఉంది.

అ) పై పేరాలో ఏ విషయం గురించి చెప్పబడింది?

అ) ఆహార ధరలు పెరిగితే కలిగే నష్టాలు ఏంటి?

ఇ) ఆసియా దేశాలు మంచి ఫలితాలను సాధించడానికి కారణం ఏంటి?

ఈ) పై పేరాలో మీరు ముఖ్యమని భావించిన 3 అంశాలు ఏవి?

ఉ) పై పేరాకు మీరైతే ఏమి శీర్షికను నిర్ణయిస్తారు?

II. రాయడం (స్వీయరచన)

1. కింది ప్రశ్నలలో ఏవైనా 2 ప్రశ్నలకు సమాధానాలు రాయండి. (వ్యాసరూప ప్రశ్నలు) (2 × 10 = 20 మార్కులు)

అ) తెలుగు భాష గొప్పదనం గురించి మీ సొంతమాటల్లో రాయండి.

ఆ) పేదలకు ఉపకారం చేయడానికి ఏ ఏ దానాలు చేయవచ్చు. మీరైతే ఏం చేస్తారు? ఎలా చేస్తారు?

ఇ) బలరామకృష్ణుల ఆటల గురించి పాఠంలో చదువుకున్నారాకదా! మీరు మీ మిత్రులతో కలిసి ఇష్టపడి ఆడే ఆట ఏది? ఎలా ఆడతారో రాయండి.

ఈ) ఆవు, పులి కథకు 'ఆడినమాట' అనే పేరు సరైనదేనా మీ అభిప్రాయం రాయండి.

2. కింది లఘుప్రశ్నలలో ఏవైనా 5 ప్రశ్నలకు 4 వాక్యాలలో సమాధానాలు రాయండి.

(5 × 2=10 మార్కులు)

అ) 'దయ కలిగి ఉండడం' అంటే ఏమిటి?

ఆ) 'ప్రకృతితో స్నేహం' గురించి మీరు ఏమి గ్రహించారు?

ఇ) మిమ్మల్ని 'ప్రకటన' తయారుచేయమంటే దేని గురించి తయారుచేస్తారు? ఎందుకు చేస్తారు?

ఈ) "ఆడపిల్లలు, మగపిల్లలు అందరూ సమానమే" దీన్ని మీరు ఎలా సమర్థిస్తారు?

ఉ) 'శిల్పకళ' గురించి మీ సొంత మాటల్లో రాయండి.

ఊ) కరపత్రం తయారుచేయమంటే మీరైతే దేని గురించి తయారుచేస్తారు? అందుకు ఏ ఏ అంశాలు మీకు తెలియాలి?

III. సృజనాత్మకత

(2 × 10 = 20 మార్కులు)

1. కింది వాటిలో ఏవైనా రెండింటి గురించి రాయండి.

- అ) 'ఆడపిల్లల చదువు' గురించి 5 నినాదాలను తయారుచేయండి.
- ఆ) ఆవు-పులి కథ ఆధారంగా ఆవు ఏకపాత్రను (అత్యుత్తమ) రాయండి.
- ఇ) పుస్తకాల గొప్పతనాన్ని తెలుపుతూ ఒక కవిత రాయండి.

IV. పదజాలం/ వ్యాకరణాంశాలు

1. కింది వాక్యాలలో గీతగీసిన పదాలతో సొంతవాక్యాలు రాయండి.

(1 × 5 = 5 మార్కులు)

- అ) సాగర తీరంలో సూర్యోదయం అద్భుతంగా ఉంటుంది.

- ఆ) శిల్పి అంత బాగా శిల్పాలు చెక్కడం పూర్వజన్మ సుకృతం.

- ఇ) ఈ ఆట ఆడడం రాజేష్ కు కొట్టినపిండి.

- ఈ) కార్యదీక్షకు ఎన్ని అవరోధాలు ఎదురైనా లెక్కచేయకు.

- ఉ) మనకు మంచి మార్గం చూపేవాళ్ళే మార్గదర్శకులు.

2. కింది పేరా చదవండి. సూచించిన విధంగా రాయండి.

(1 × 5 = 5 మార్కులు)

ఇసుకవేస్తే రాలనంతగా ప్రజలు గుంపులు గుంపులుగా వస్తున్నారు. కంగారుతో, భయంతో, ఏవేవో అనుమానాలతో గుసగుసలాడుతున్నారు. నిత్యం సహృదయులను, కళాభిమానులను ఆకర్షించే సాహిత్య చర్చలు, కళా ప్రదర్శనలు ఎవర్నీ ఆకర్షించడం లేదు. తమ స్వార్థం కోసం ఆలోచించే మనుషులు మాత్రం గుండెలు బాదుకుంటున్నారు.

- అ) పై పేరాలో 'గుంపు' అనే పదానికి నానార్థాలను రాయండి.

- ఆ) పేరాలో రెండు జాతీయాలు ఉన్నాయి. అవేంటో రాయండి.

- ఇ) 'ప్రతిరోజూ' అనే అర్థం ఇచ్చే పదం పై పేరాలో ఏది ఉంది? దాన్ని ఉపయోగించి సొంత వాక్యాలు రాయండి.

ఈ) పేరాలలో స్వార్థం అనే పదానికి వ్యతిరేకార్థక పదంలో తిరిగి వాక్యం రాయండి.

ఉ) గుసగుసలాడుతున్నారు. ఇలా పునరావృత పదాలను ఏవేని రెండింటిని ఉపయోగించి వాక్యాలు రాయండి.

3. కింది పదాలను విడదీయండి. సంధి పేరు రాయండి.

(1 × 5 = 5 మార్కులు)

- అ) 'పట్టపగలు' _____
- ఆ) మధువాలికె _____
- ఇ) రాజేంద్రుడు _____
- ఈ) సమైక్యం _____
- ఉ) చిట్టడవి _____

4. కింది ప్రశ్నలను సూచించిన విధంగా రాయండి.

అ) ప్రకృతిలో రంగు రంగుల సీతాకోక చిలుకలు, వచ్చని చెట్లు చూడడం వల్ల మనకు ఆనందం కలుగుతుంది. ఈ వాక్యాలలోని విభక్తి ప్రత్యయాల కింద గీత గీయండి. విభక్తిపేరు రాయండి. (2 మార్కులు)

ఆ) కింది సమాస పదాలకు విగ్రహవాక్యం రాయండి. సమాసం పేరు రాయండి. (2 మార్కులు)

రెండు జడలు _____

కూరగాయలు _____

ఇ) అంత్యానుప్రాస అలంకారానికి ఉదాహరణ రాయండి. (1 మార్కు)

सारांशात्मक मूल्यांकन - हिंदी (द्वितीय भाषा)

लिखित प्रश्न पत्र - सातवीं कक्षा (7)

छात्र का नाम:.....

कुल अंक : 90

I. पढ़ो (10 अंक)

1. नीचे दी गयी कविता पढ़िए।

5 अंक

मन करता है चिड़िया बनकर

चीं-चीं-चूँ-चूँ 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) चीं-चीं-चूँ-चूँ (ग) भौ-भौ

(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) सुरेंद्र विक्रम (ग) कबीर

2. नीचे दिया गया अनुच्छेद पढ़िए।

05 अंक

मेरा नाम संगीता है। मैं सातवीं कक्षा में पढ़ती हूँ। मैं स्वास्थ्य समिति की सदस्या हूँ। हमारी पाठशाला में सोमवार को दाँतों की जाँच करते हैं। मंगलवार को सर और बालों की जाँच करते हैं। बुधवार को आँखों की जाँच करते हैं। गुरुवार को नाखून की जाँच करते हैं। शुक्रवार को हाथ-पैरों की जाँच करते हैं। शनिवार को पौष्टिक भोजन की जानकारी देते हैं।

- अब इन प्रश्नों के उत्तर दीजिए।
 प्र: सोमवार को क्या करते हैं।
 उ:
 प्र: बुधवार को क्या करते हैं।
 उ:
 प्र: संगीत किस कक्षा में पढ़ती है?
 उ:
 प्र: नाखून की जाँच किस दिन करते हैं?
 उ:
 प्र: पौष्टिक आहार की जानकारी कब देते हैं?
 उ:

3. जोड़ी बनाइए।

05 अंक

कोयल	डरकर भागने लगा।
पेड़	कंजूस था।
हिंदी	मीठे गीत सुनाती है।
खरगोश	हमारी राजभाषा है।
सेठ	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 दिये गये प्रश्नों में से किन्हीं दो के उत्तर 6-8 पंक्तियों में दीजिए। 2X6=12अंक
 (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 दिये गये 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।

(इ) 'कंजूस सेठ' कहानी से तुमने क्या सीखा?

(ई) पेड़ से हमें क्या-क्या लाभ हैं?

(उ) मेधा ने प्रधानाध्यापक को पत्र क्यों लिखा?

(ऊ) सेठ नारियल के पेड़ पर क्यों चढ़ा?

III. सृजनात्मक अभिव्यक्ति

1. किसी एक विषय पर निबंध लिखिए।

1X8=8 अंक

(अ) हिंदी (आ) हमारा स्वास्थ्य

2. कोई एक पत्र लिखिए।

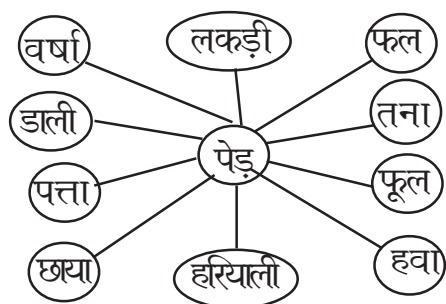
1X7=7 अंक

(अ) बीमार पड़ने पर छुट्टी माँगते हुए कक्षाध्यापक के नाम पत्र लिखिए।

(आ) मेला देखने की अनुमति माँगते 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 वाक्यों में प्रयोग कीजिए।

3X2=6 अंक

(अ) आसमान

(आ) पेड़

(इ) विद्यालय

2. रेखांकित शब्द का विलोम उसी वाक्य में पहचानकर लिखिए। 2X1=2 अंक

(अ) वह शहर से बहुत दिनों बाद गाँव लौटा।

(आ) सेठ पेड़ 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

व्याकरणांश

5. रेखांकित शब्द का लिंग बदलकर वाक्य फिर से लिखिए। 3X1=3 अंक

(अ) लड़का दौड़ रहा है।

(आ) शेर शिकार करता है।

(इ) सेठ बड़ा कंजूस था।

6. रेखांकित शब्द का वचन बदलकर वाक्य फिर से लिखिए। 3X1=3 अंक

(अ) तितली उड़ रही है।

(आ) आम का पेड़ हरा-भरा होता है।

(इ) लड़की पढ़ रही है।

7. शब्द-भेद 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 शुद्ध कीजिए। 2X1=2 अंक

(अ) दोसत (आ) चरकी

SUMMATIVE MODEL TEST PAPER

Class: III

Marks – 40

Subject - English

Name of the student:

Roll No:

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. _____

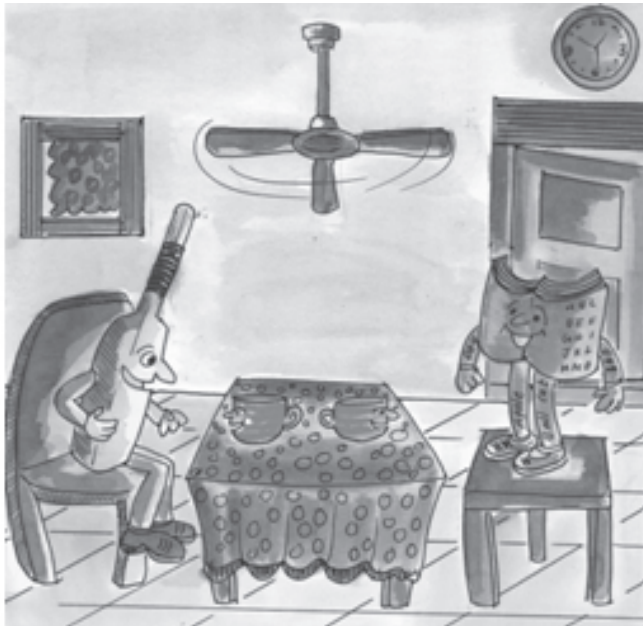
3) Which character do you like? Why?

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.

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 (1) red hen found a grain of wheat . Who will plant this grain of wheat (2)

“ Not I , “ quacked the duck ? (3)

“Not I, (4) 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.

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.

Summative Model Test Paper

Class : VIII

Marks – 80

Subject – English

Roll No.

Reading Comprehension	Conventions of writing	Vocabelary	Grammar	Written Discourses	Total Marks	Grade

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 on 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

(1X 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:

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**(10 Marks)**

Describe the Oliver's picture in your own words.

TASK- 8**(5 Marks)**

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 . **(5 Marks)**

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 *comeing* 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 forgoten 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**(5 Marks)**

Now, frame five questions based on the above paragraph. (Yes / No Questions or 'Wh' Questions)

1.
2.
3.
4.
5.

TASK – 12**(5 Marks)**

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."

Summative Evolution - Model Question Papers

Mathematics

Name of the Student :

Class :

Time :

Marks : 100

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 $y = \angle 70^\circ$ also with steps of construction.
- b) Construct ΔNET with measurements $NE = 6.4$ cm, $\angle N = 50^\circ$ and $\angle E = 100^\circ$ and also with steps of construction.

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

- a) Sum of expression is $8 + 3a + 7a^2$. Two of them are $2a^2 + 3a + 2$ and $3a^2 - 4a + 6$. 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. Find 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) $5^6 \times 5^{2x} = 5^{10}$, 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 $\frac{1}{2}$ = 5M)

- a) 4, 6, -2, 0, -5. Write in ascending order.
- b) $(-3) \times \underline{\hspace{2cm}} = 27$.
- 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)

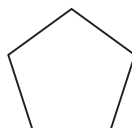


c)



d) Y

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



- h) $3x + 1 = 2x + 4$. The value of x is
- a) 1 b) 2 c) 3 d) 4
- i) $2^\circ + 3^\circ = \underline{\hspace{2cm}}$
- 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.

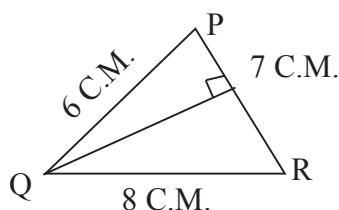
6. Solve any one of the following (10 Marks)

- a) The angles of a quadrilateral can't be in the ratio 1:2:2:6. Why ? Give reasons
- b) In ΔABC , $\angle A = 30^\circ$, $\angle B = 40^\circ$ and $\angle C = 110^\circ$. In ΔPQR $\angle P = 30^\circ$, $\angle Q = 40^\circ$ and $\angle R = 110^\circ$. A student says that $\Delta ABC \equiv \Delta PQR$ by AAA congruence criterion. Is he justified? Why or Why not?

7. Solve the following

(2x5 = 10M)

- a) Ramu says that the area of ΔQR 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 with out 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.
- a) Write the following statement in algebraic form
5 is added to three times of '2'
- b) Write in % form $35/50$
- c) $5/8$ $3/5$ (Write the correct sign)
(>, <=)
- 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'. $A = \underline{\hspace{2cm}}$
- e) $1/(-2) \times 1/(-2) \times 1/(-2)$ _____ 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 x 5 = 10 Marks)

- a) The angles of a quadrilateral are in the ration 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 x 10 = 10 Marks)

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

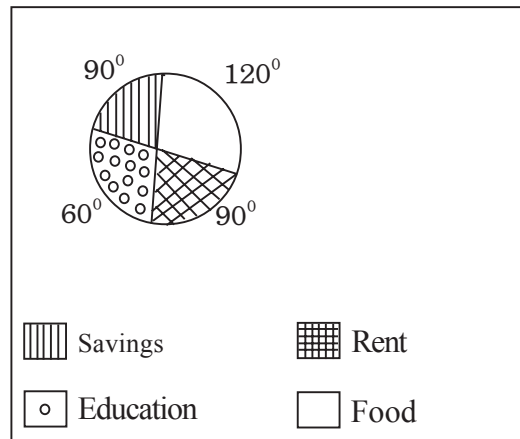
Year	1941	1951	1961	1971	1981	1991	2001
Population (in Millions)	320	360	440	550	680	850	1000

- b) Draw a Pie diagram for the following information.

Expenditure details	Food	Health	Clothing	Education	Savings
Population (in Millions)	320	360	440	550	680

13) Solve the following**(5 Marks)**

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



Study and answer the following

- On which items does that family incur minimum expenditure
- On which items does that family incur maximum expenditure.
- If the monthly income of the family is Rs 9000/- then what is the amount spent on rent.
- If the expenditure on food is Rs 3000/- then what is the expenditure spent on children's education.

Summative Model Question Paper - Social Studies

Name of the Student :

Class : 7th Class

Time :

Marks : 100

I. Conceptual understanding.

(2 × 10 = 20 Marks)

a) Answer any two of the following.

1. How do forest and flora prevent floods and lessen influence of drought ? Explain.
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 × 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 busses 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 × 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 Empire ?
12. What is your district's name ? Where is its headquarters ?

d) Fill in the blanks.

(10 × 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 × 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) Cigaratte 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)

Year	Females for every 1000 males		Girls for every 1000 boys
	In Country	In State	Andhra Pradesh
1951			
1981			
1991			
2001			
2011			

25. Observe the following table.

(2 × 5 = 10 Marks)

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

Answer following questions based on above table.

- How many kinds of labour are there in a factory ?
- Who are getting many benifits among workers ? What are they getting ?
- Which type of labours don't have employment security ?
- What are benifits that applicble to all workers in the above mentioned benifits?
- How much higher salary does permanent worker receive than transforable 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 × 1 = 5 Marks)

- i) Delhi ii) Hyderabad iii) Tiruvananthapuram
- 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 Caucasus mountains located ?

VI. Appreciation - Sensitivity.

(1 × 10 = 10 Marks)

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

OR

31. What virtues do you like in social reformers like Ambedkar, Jyothirao Phule, Periyar, Narayan Guru ? Why ?



Summative Model Question Paper - EVS

Name of the Student :

Class : 5th Class

Time :

Marks : 100

I	II	III	IV	V	VI	Marks	Grade

I. Conceptual understanding. (20 Marks)

a) Answer any one of the following questions. (5 Marks)

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. (5 Marks)

- What are the modern tools in Agriculture ? How are they useful to farmers ?
- What reasons do you tell to say eating junkfood is not good ?

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

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

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

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

e) Match the following :

Accident		First Aid
Dog bite	[]	wipe with wet cloth
Current shock	[]	pour cool water
Bleeding from nose	[]	wash with soap water
Sunstroke	[]	holding chin upwards
Burn	[]	dont bend head backwards

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

1. Pramod's grandfather, who live in tribal area, came to Pramod's house. What questions did Pramod ask his grand father 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.

Ask any one of the following questions.

(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 life.

Nurturing Centre name	Whom they nurture	Products	By products

V. Observe following table and answer to the questions.

Week	Temperature		Rain fall
	Min	Max	
Monday	18° C	29° C
Tuesday	16° C	27° C	5 cm rainfall
Wednesday	19° C	31° C
Thursday	16° C	24° C
Friday	14° C	20° C	2 cm rainfall
Saturday	15° C	20° C	4 cm rainfall

- On which day was maximum temperature recorded in a week ?
.....
- What is the reason for decrease in temperature on Tuesday ?
.....
- What is the minimum temperature on the day when 2 cm rainfall was recorded.
.....
- How would be the climate on Sunday based on the maximum temperature recorded on Saturday?
.....
- 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)

- Draw a picture of digestive system. Write about the changes undergone by food in large intestine. (3 Marks)
- Locate the Southern states in Indian map. Write boundaries of our state ? (2 Marks)

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

- People's effort is there behind our subsistence (food). What would you do to thank those people? (2 Marks)
- Write slogans for giving publicity to same water and electricity. (3 Marks)

Continuous Comprehensive Evaluation Summative Model Question Paper-2

Physical Science

Name of the Student :

Class : 8th Class

Section :

Roll No. :

Time :

Marks : 100

I	II	III	IV	V	VI	Marks	Grade

I. Conceptual understanding.

A) Answer any two of the following explanation.

(2 × 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 to be taken by him at that time?

B) Answer to the following questions.

(2 × 5 = 10 Marks)

4. Javed 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 × 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. Experimentation and field investigations.

(1 × 10 = 10 Marks)

23. On your school science day you have got a chance 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]

S.No.	Fuel	Calorific Value
1.	Cow dung	6,000 - 8,000
2.	Wood	17,000 - 22,000
3.	Coal	25,000 - 30,000
4.	Petrol	45,000
5.	CNG	60,000
6.	Biogas	35,000 - 40,000
7.	Hydrogen	1,50,000

- How can animal dung be changed and used ?
 - Usage of CNG in vehicles is good. Why ?
 - What is the calorific value released from firewood oven ?
 - Which one do you suggest as good fuel from above table ?
 - 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 sence, 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 did 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.

Continuous Comprehensive Evaluation

Summative Model Question Paper-2

Biology

Name of the Student :

Class : 8th Class

Section :

Roll No. :

Time :

Marks :

100

I	II	III	IV	V	VI	Marks	Grade

I. Conceptual understanding.**A) Answer any two of the following questions with complete explanation**

(2 × 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 × 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 × 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. ()
 a) Eco book b) Endemic book c) Red data book d) Orchid book
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 Alkhohol 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. Experimentation and field investigation.

(1 × 10 = 10 Marks)

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

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.

S.No.	Day	Observed issues
1.	1	Eggs are round in group.
2.	7	Identified tad pole.
3.	11	Gills on tad pole.
4.	21	Swim like fish.
5.	32	Hind legs.
6.	48	Small frog leaping.

- What were the changes occurred in frog eggs.
 - What are the proofs that frog is metamorphosing ?
 - Tadpole is looking like fish. Say reasons ?
 - In which stage of frog life did you identify a clear difference.
 - 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.
- What information is to be collected ?
 - Whom should she meet ?
 - 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 leabelled 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.

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.

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 sign of them on it. The records should be handed over to the students when they leave schools after completion of studying Class V / Class X.

Note : Though the principal sign on bonafide certificate which is in cumulative record and give it to students, he/she should give a separate bonafide certificate separately to the..... student of the institute.

Annual Comprehensive Achievement Report

Class	Total Number of Children	Number of Children Attended						Number of Children Promoted	No. of Children yet to get to the next class	Remarks
		FA1	FA2	SA1	FA3	FA4	SA1			
5										
6										
7										
8										
9										

At the end of the academic year, Annual Comprehensive Achievement Report should be submitted to the Supervising authorities.

School Logo

Cumulative Record Classes 5 to 10

School Motto

Name of the School : _____

School Code : _____

Medium : _____

Pupil's Name : _____

Class : _____

Admission No. : _____

Date of Birth : _____

Mother's Name : _____

Father's Name : _____

Address : _____

Mobile No : _____

Email ID : _____

Photo in
Class-10Photo in
Class-6

(a) Details of Blood Group : _____

(b) Details of Height & Weight :

Class	1	2	3	4	5
Height					
Weight					

(A) Formative Evaluation
Class 5 TO 10

S. No.	Subject	Formative Evaluation	Children's Participation/ Responses (10)	Written Work (10)	Project Work (10)	Slip Test (20)	Mark Awarded	Grade
1.	TELUGU	FA1						
		FA2						
		FA3						
		FA4						
2.	HINDI	FA1						
		FA2						
		FA3						
		FA4						
3.	ENGLISH	FA1						
		FA2						
		FA3						
		FA4						
4.	MATHS	FA1						
		FA2						
		FA3						
		FA4						

(A) Formative Evaluation
Class 5 TO 10

S. No.	Subject	Formative Evaluation	Children's Participation/ Responses (10)	Written Work (10)	Project Work (10)	Slip Test (20)	Marks Awarded	Grade
5.	SCIENCE	FA1						
		FA2						
		FA3						
		FA4						
6.	ENVIRONMENTAL/ SOCIAL SCIENCE	FA1						
		FA2						
		FA3						
		FA4						

(A) Summative Assessment

..... Class

S.No.	Subject	Academic Standards	B.L.	SA1	SA2
1.	TELUGU	Listening & Speaking			
		Reading Comprehension			
		Writing (Self-expression)			
		Creative Expression			
		Appreciation			
		Vocabulary/Elmnts of Language			
		Marks secured			
		Grade			
2.	HINDI	Listening & Speaking			
		Reading Comprehension			
		Writing (Self-expression)			
		Creative Expression			
		Appreciation			
		Grammar			
		Marks secured			
		Grade			
3.	ENGLISH	Listening & Speaking			
		Reading Comprehension			
		Conventions of writing			
		Vocabulary			
		Grammar			
		Creative expression			
		Marks secured			
		Grade			

(A) Summative Assessment

..... Class

S.No.	Subject	Academic Standards	B.L.	SA1	SA2
4.	MATHS	Problem-solving			
		Giving Reasons - Proof			
		Communications			
		Connections			
		Marks Secured			
		Grade			
5.	SCIENCE	Conceptual Understanding			
		Questioning & Hypothesizing			
		Experiments & Field Investigations			
		Communication Skills & Project work			
		Communicating through drawing pictures / graphs			
		Appreciation, Values, concern for biodiversity, real-life application			
		Marks secured			
		Grade			
6.	ENVIRONMENTAL/ SOCIAL SCIENCE	Conceptual Understanding			
		Reading comprehension & interpreting a text			
		Communication Skills			
		Responding to contemporary issues			
		Mapping Skills			
		Appreciation, Values			
		Marks secured			
		Grade			

(B) Summative Assessment

..... Class

S.No.	Subject	Academic Standards	B.L.	SA1	SA2
7.	Health & Physical Education	Participating in games, Sportsman spirit			
		Yoga Meditation			
		Physical Development, Personal Hygiene			
		Surroundings Hygiene, food habits			
		Marks Secured			
		Grade			
8.	Arts & Cultural Education	Drawing pictures, colouring, decorating, making models and statues			
		Origami & Tangram, Sewing & lacing			
		Singing songs, Using musical instruments			
		Dancing, Dramatization			
		Marks Secured			
		Grade			
9.	Work & Computer Education	Using tools, Making things			
		Participating in programmes, Discharging duties			
		Computer Based Learning			
		Using Computer			
		Marks secured			
		Grade			
10.	Value Education, Life Skills	Discriminating wisdom, Good behaviour			
		Constitutional Values			
		Patience, Kindness, Empathy			
		Life Skills			
		Marks Secured			
		Grade			

(C) Descriptive Indicators

Evaluation	Descriptive Indicators
Baseline Test	
Summative 1	
Summative 2	

(D) Health Information

Class:

Academic Year:

Dt. of Medical Check up	Directions / Suggestion Given, Details of Treatment	Height	Weight

(E) Attendance Information

Month	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Working Days											
Attendance											
Percent											
Sign of the H.M.											
Sign of the Cl.Tr.											
Mthr/Fthr Sign											

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

Information about the Schools in which the Pupil Studied

S. No.	Name of the School	Class Joined	Dt. of Joining	Dt. of Leaving	Admission Number	Other Details	Signature of the Head Master

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 8.*

Date :

Station :

Sign. of the Vice Principal.

Sign of the Principal

CHILDRENS' DEVELOPMENT - OUR RESPONSIBILITY

Generally children lag behind in education due to lack of language skills and lack of ability to do four types of basic mathematics. Language skills are fluent reading, understanding what is read, expressing their views in writing. Addition, Subtraction and Divisions are basic mathematical abilities. Children should learn these two competencies in 3rd standard only. Then, they would be able to read, understand and write the known in their own words from above 3rd class. Though children do not acquire these competencies, teachers complete the prescribed syllabus without paying attention on above abilities. They move to next lessons even though students do not get specific skills prescribed to a lesson. It is learnt that the main target here is to complete the specified lesson but not children's learning for teaching staff in school.

When students' learning becomes the prime goal in schools, then teachers make students learn basic language and mathematical abilities through necessary teaching methods and aids in the first two or three months of an academic year. After being achieved the above abilities by the children, teachers start teaching the prescribed lessons. If it is practiced like this, students study on their own by participating in learning process and in class room discussions. By this way of educational practices, children feel happy that "I am learning" and reading, writing would become as their habits and they move ahead with self motivation and positive thinking.

For chalking out such a specific plan, principals and teachers should together discuss on strategies and their implementation at start of academic year. What ever we want to achieve, a target should be set up accordingly for which we have to work honestly with clear understanding duly making students realize about their goals to be reached. This is a collective responsibility of all teachers. Challenge prevails only in targeted works. Challenge, Efforts and Practice give satisfaction and happiness to every one and improves one's respect. When service commitment is reduced, teachers strongly believe that children are not able to learn basic language skills like reading and writing due to parents only as they do not take care of and do not make children to study one or two hours at home. Some other take a step forward and say there is no tuition facility for Government school children at their houses and it should be provided. Teachers professional preparation, students participation in class rooms and not having an idea that whom to and how to help are behind the above teachers' beliefs.

After considering the present syllabus and topics in text books, it can be said that school timings are enough for children to learn skills pertaining to a class in primary school. It is not necessary to make them learn at home or send them to tuitions. Teachers should take complete responsibility of children's education. After returning from school children should be busy with games and sports in evenings. They should be physically active and play with fellow children and talk to each other. These activities are very much important for their physical, mental and social developments. Children should spend with friends. Having sat continuously in school from 9 am to 4 pm, they are made inactive in the name of tuitions or study from 5 pm to 8 pm after coming back to home. With this children become bored, intolerant and inactive. Evening time is children's time. It is time to spend with friends, play and pastime happily. It's children's right and also needful for their development.