



**CBSE-*i***

# PRIMARY Curriculum



**CENTRAL BOARD OF SECONDARY EDUCATION**

Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India

# नया आगाज़

आज समय की माँग पर  
आगाज़ नया इक होगा  
निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

परिवर्तन नियम जीवन का  
नियम अब नया बनेगा  
अब परिणामों के भय से  
नहीं बालक कोई डरेगा

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

बदले शिक्षा का स्वरूप  
नई खिले आशा की धूप  
अब किसी कोमल-से मन पर  
कोई बोझ न होगा

निरंतर योग्यता के निर्णय से  
परिणाम आकलन होगा।

नई राह पर चलकर मंज़िल को हमें पाना है  
इस नए प्रयास को हमने सफल बनाना है  
बेहतर शिक्षा से बदले देश, ऐसे इसे अपनाए  
शिक्षक, शिक्षा और शिक्षित  
बस आगे बढ़ते जाएँ  
बस आगे बढ़ते जाएँ  
बस आगे बढ़ते जाएँ.....



# CBSE-*i*

# CURRICULUM

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*Primary*

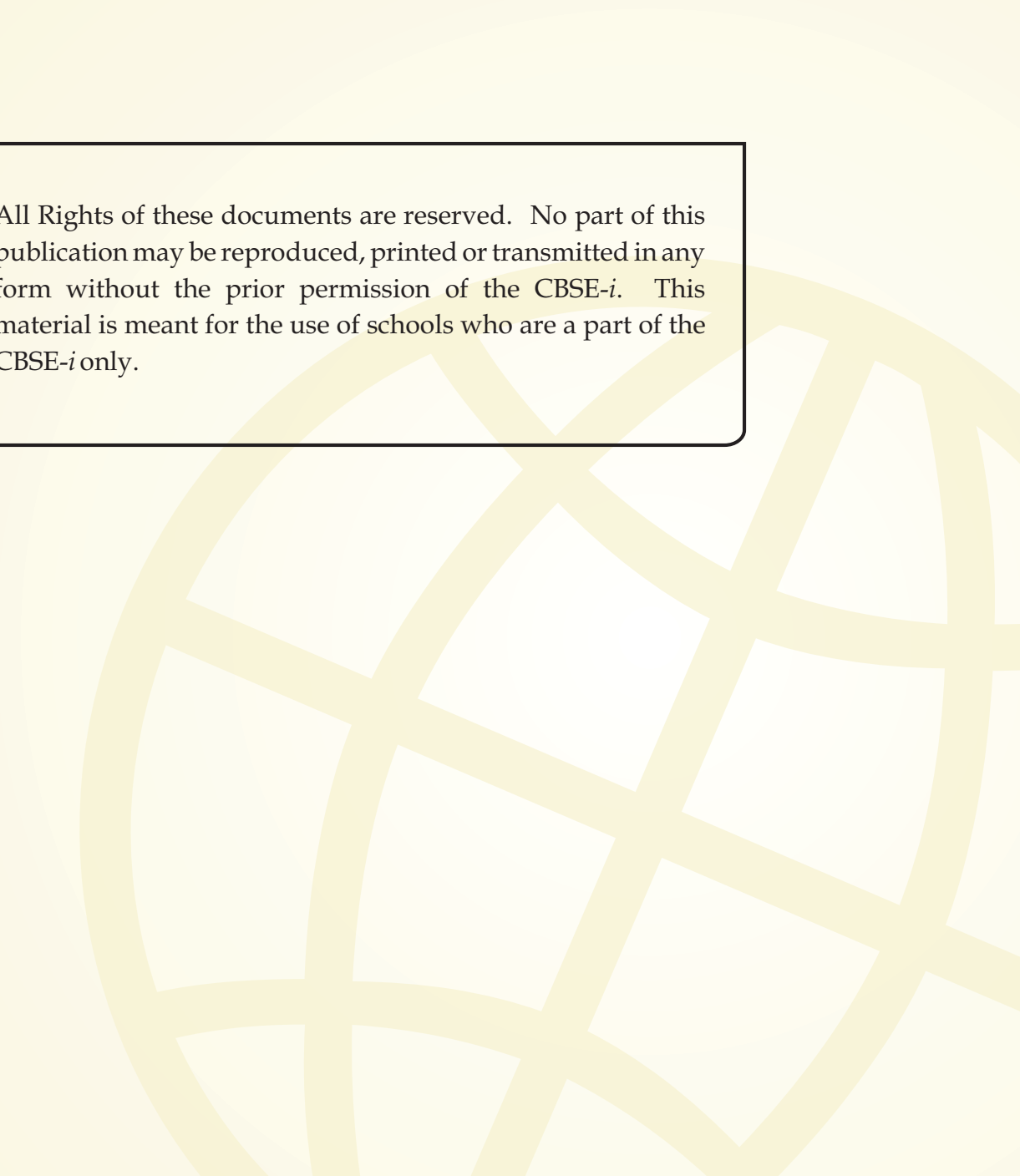
**CLASSES I - V**



**CENTRAL BOARD OF SECONDARY EDUCATION**

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Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi-110 092 India



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# Preface

Education plays the most important role in acquiring professional and social skills and a positive attitude to face the challenges of life. Curriculum is a comprehensive plan of any educational programme. It is also one of the means of bringing about qualitative improvement in an educational system. The Curriculum initiated by Central Board of Secondary Education-International (CBSE-*i*) is a progressive step in making the educational content responsive to global needs. It signifies the emergence of a fresh thought process in imparting a curriculum which would restore the independence of the learner to pursue the learning process in harmony with the existing personal, social and cultural ethos.

The CBSE introduced the CBSE-*i* curriculum as a pilot project in few schools situated outside India in 2010 in classes I and IX and extended the programme to classes II, VI and X in the session 2011-12. It is going to be introduced in classes III, VII and for Senior Secondary classes with class XI in the session 2012-13.

The Senior Secondary stage of education decides the course of life of any student. At this stage it becomes extremely important for students to develop the right attitude, a willingness to learn and an understanding of the world around them to be able to take right decisions for their future. The senior secondary curriculum is expected to provide necessary base for the growth of knowledge and skills and thereby enhance a student's potential to face the challenges of global competitiveness. The CBSE-*i* Senior Secondary Curriculum aims at developing desired professional, managerial and communication skills as per the requirement of the world of work. CBSE-*i* is for the current session offering curriculum in ten subjects i.e. Physics Chemistry, Biology, Accountancy, Business-Studies, Economics, Geography, ICT, English, Mathematics I and Mathematics II. Mathematics at two levels caters to the differing needs of students of pure sciences or commerce.

The Curriculum has been designed to nurture multiple intelligences like linguistic or verbal intelligence, logical mathematical intelligence, spatial intelligence, sports intelligence, musical intelligence, inter-personal intelligence and intra-personal intelligence.

The Core skills are the most significant aspects of a learner's holistic growth and learning curve. The objective of this part of the core of curriculum is to scaffold the learning experiences and to relate tacit knowledge with formal knowledge. This involves trans-disciplinary linkages that would form the core of the learning process. Perspectives, SEWA (Social Empowerment through Work and Action), Life Skills and Research would be the constituents of this 'Core'.

The CBSE-*i* Curriculum evolves by building on learning experiences inside the classroom over a period of time. The Board while addressing the issues of empowerment with the help of the schools' administering this system strongly recommends that practicing teachers become skilful and lifelong learners and also transfer their learning experiences to their peers through the interactive platforms provided by the Board.

The success of this curriculum depends upon its effective implementation and it is expected that the teachers will make efforts to create better facilities, develop linkages with the world of work and foster conducive environment as per recommendations made in the curriculum document.

I appreciate the effort of Dr. Sadhana Parashar, Director (Training), CBSE and her team involved in the development of this document. I specially appreciate the efforts of (Late)Dr.Srijata Das for working tirelessly towards meeting deadlines.

The CBSE-*i* website enables all stakeholders to participate in this initiative through the discussion forums. Any further suggestions on improving the portal are always welcome.

**Vineet Joshi**  
Chairman, CBSE

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# THE CONSTITUTION OF INDIA

## PREAMBLE

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens :

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the <sup>2</sup> [unity and integrity of the Nation];

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November, 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

1. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "Sovereign Democratic Republic (w.e.f. 3.1.1977)
2. Subs, by the Constitution (Forty-Second Amendment) Act. 1976, sec. 2, for "unity of the Nation (w.e.f. 3.1.1977)

# THE CONSTITUTION OF INDIA

## Chapter IV A

### Fundamental Duties

#### ARTICLE 51A

##### **Fundamental Duties - It shall be the duty of every citizen of India-**

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

# भारत का संविधान

## उद्देशिका

हम, भारत के लोग, भारत को एक '[ सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य ] बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,  
विचार, अभिव्यक्ति, विश्वास, धर्म  
और उपासना की स्वतंत्रता,  
प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए, तथा उन सब में, व्यक्ति की गरिमा और [ राष्ट्र की एकता और अखण्डता ] सुनिश्चित करने वाली बंधुता बढ़ाने के लिए दृढसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 ) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान ( बयालीसवां संशोधन ) अधिनियम, 1976 की धारा 2 द्वारा ( 3.1.1977 से ), "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

## भाग 4 क

## मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- ( क ) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- ( ख ) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- ( ग ) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- ( घ ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- ( ङ ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- ( च ) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परीक्षण करे;
- ( छ ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणिमात्र के प्रति दयाभाव रखे;
- ( ज ) वैज्ञानिक दृष्टिकोण, मानववाद और ज्ञानार्जन तथा सुधार की भावना का विकास करे;
- ( झ ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- ( ञ ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले।

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*Acknowledgements*

**CBSE-i : Introduction**

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**CBSE-i : Primary (I to V)**

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# CBSE-*i* : Curriculum

## Introduction

### Aims of CBSE-*i*

Education is a powerful instrument of change and the key to preparing learners for global challenges. Global citizens must essentially be lifelong learners equipped with willingness to learn constantly while engaging in collaborative teamwork replete with positive attitude.

The CBSE international (CBSE-*i*) aims to

- ❖ Build learners with a positive attitude
- ❖ Create lifelong learners who enjoy learning to learn
- ❖ Craft confident individuals who are able to live healthy and productive lives
- ❖ Empower individuals with good citizenship values
- ❖ Strengthen the learner with Life Skills Education
- ❖ Equip learners to face challenges of the present world
- ❖ Prepare confident individuals with strong physical and emotional health

### Mission and Vision of CBSE-*i*

The CBSE-*i* has formulated an internationally benchmarked global curriculum. This curriculum is enquiry and skill based. This International curriculum caters to individual learning styles in terms of pedagogy and assessment. It addresses global needs as well as relates to local issues and local culture. It carries forward the basic strength of the Indian system of education. It aims to promote critical and creative thinking skills, effective communication skills, interpersonal and collaborative skills, and information and media skills. There is an inbuilt flexibility as it provides a foundation and an extension curriculum in subject areas to cater to the different pace of learners. Through the CBSE-*i* curriculum the Board hopes to provide quality which is equitable and accessible.

### Initiation of CBSE-*i*

The Central Board of Secondary Education is a national board with more than 12500 schools affiliated to it within the country and abroad. CBSE has schools spread all over the world catering to the needs of the Indian diaspora settled in different countries. The students in these schools need a curriculum that is in line with global trends and current pedagogical patterns.

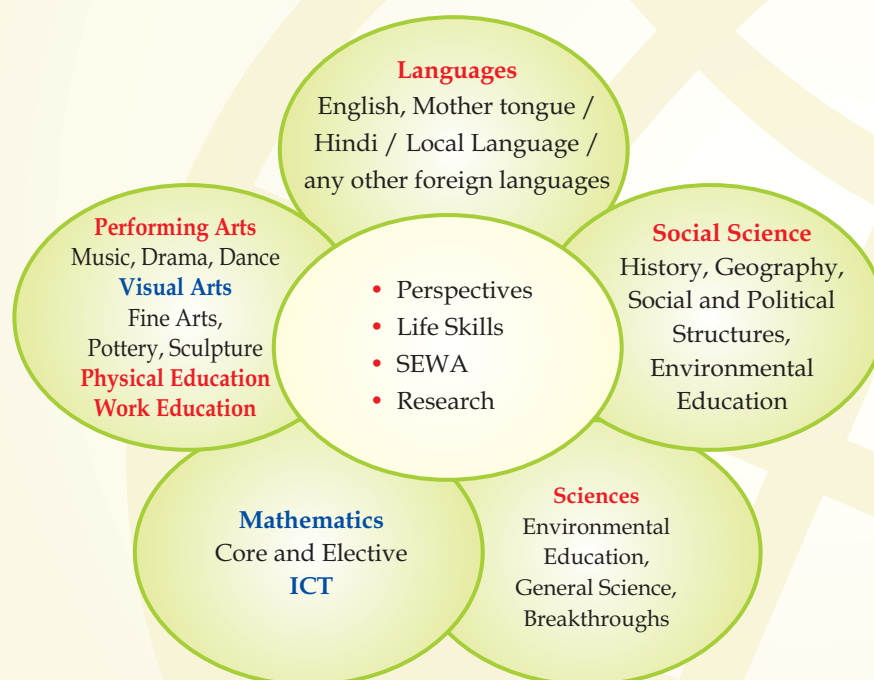
CBSE with a rich experience to its credit in handling the educational needs of millions of learners over the last several decades has to respond to these challenges. It must provide a globally sensitive curriculum that would help Indian learners either to pursue their higher studies in countries abroad or interact meaningfully with global markets for ensuring active participation in the development process.

It is in this context that the CBSE has initiated an International Curriculum or CBSE-*i*. The Board launched CBSE International - CBSE-*i* as a Pilot project in a group of about 20-25 schools initially in the session 2010-2011. This curriculum was implemented in these schools in Middle East and South-Asia as a Pilot Project for Classes I and IX. The Board continued to review and extend it to other schools abroad in the session 2011-2012 by extending it to classes II, VI and X. The Board is initiating classes III, VII and XI in the session 2012-2013.

### Curriculum Design of CBSE-*i*

Five learning areas are represented as the five petals which intersect in a trans-disciplinary approach across various dimensions.

The **first area of learning is Languages**; and students will study two languages upto Class-V English and one other language, which could be Hindi or the student's mother tongue or any other international language. In Classes VI - VIII they will study three languages and two languages again at classes IX and X. However they do have the opportunity to opt for an additional language from the languages offered by CBSE in classes IX and X.



The language curriculum aims to develop the skills of listening, speaking, reading and writing in a variety of contexts and train students to be able to adapt language to suit different tasks, audiences and purposes. It aims to develop confidence in the students so that they can use their skills and abilities effectively. It helps to develop students' critical abilities - to analyze and critically evaluate diverse texts and to equip learners with the language to question ideas and articulate their point of view.

**The second area of learning is Social Science.** This is called **Environmental Education** for classes I and II where it is a combination of four dimensions of environment. These are **Physical, Geographical, Cultural and Social Environment**. In classes III to V students study **Social Science** which reflects components of History, Geography, Social and Political Structures.

The **Social Science curriculum** aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions of the world, and helps them formulate and justify arguments in response to a diverse range of issues.

**The third area of learning is Mathematics and Technology.** All students study Mathematics till class X. For classes I -VIII the focus is on developing core mathematical skills in all learners. A student can opt for either Mathematics (core) or Mathematics (elective) in classes IX and X. The Math Curriculum helps students develop strategies that improve their logical thinking and analytical ability. It helps to develop the ability to approximate and estimate, to use trial and improvement techniques, look for patterns and make hypothesis. It helps in development of computational skills and spatial intelligences. The Mathematics Lab activities will be an integral and a compulsory part of the Mathematics curriculum and will be examinable from classes VI to X under Formative Assessments.

**Information and Communication Technology** is a compulsory component of the curriculum which will help students assess the impact of new technologies on society and train them to use these productively. The focus of the program is to help the students to understand the use of common software applications and use technology to enhance their ability to access, evaluate and research information.

**The fourth area of learning is Science** which in classes I and II is covered as Environmental Education where it is a combination of four dimensions of environment namely: Physical Environment, Geographical Environment, Cultural Environment and Social Environment. From classes III to V it is treated as **General Science**. In classes VI to X, Science is studied as individual disciplines of Physics, Chemistry and Biology. The units developed for classes VI-VIII will reflect components of Physics, Chemistry and Biology which will be dealt by teachers in an integrated manner.

The Science curriculum offers students the opportunity to be curious, to question, to investigate, to formulate hypothesis, design and carry out experiments, make critical observations and record results. **In addition to each of the Sciences there is an extension programme** called *Breakthroughs* which will familiarize students to stay familiar with current trends of scientific thinking and developmental processes. This will cover current developments such as *Telecommunications*, the *Genome project*, and new age materials like *recyclable plastics* etc.

**The fifth area of learning** combines the areas of **Physical Education, Performing Arts and Visual Arts**. These offer opportunities for the development of imagination, sense of aesthetics, sensitivity and inventiveness - all of which are the requirements of a balanced curriculum.

**The Physical Education (PE) curriculum** contributes to the physical fitness aspect and all-round development of students. The subject is unique in the sense that it seeks to promote basic body management developing into the mastery of coordinated and skillful movements. Physical Education will be a compulsory element of the curriculum for every class, from I to XII. This element of the curriculum will not be formally examined at the end of the year but will be graded for students of classes III - X across the year based on student's participation and teacher's observations.

**The Performing Arts Curriculum** provides a means for personal expression and the articulation of ideas. This will lead to inspiring and confident participation thus developing social skills through creative teamwork as well as enhancing communication skills.

**The Visual Arts program** is aimed at promoting cognitive aesthetic and emotional growth. Students realize the joy of expression through various media. They learn to appreciate art from different cultures as well as the native arts of the country against the backdrop of the cultural context in which they exist. Students of classes I-V will experience both Performing Arts and Visual Arts. *Students of classes VI-X can opt for one learning area from the Performing Arts and one from the Visual Arts.* This element of the curriculum will not be formally examined at the end of the year but will be **graded for all students of classes III-X across the year based on student's participation and teacher's observations.**

At the heart of the Curriculum or the Core of the CBSE-i curriculum are innovative programmes called *Perspectives, Life Skills, SEWA (Social Empowerment through Work and Action) and Research.*

The **Life Skills Programme** will be able to help students lead balanced, happy and successful lives. The program covers *Creative and Critical Thinking Skills, Interpersonal Skills, Effective Communication Skills, Problem-Solving and Decision Making Skills, Conflict Resolution Skills, Collaborative Skills, Leadership Skills, Self Esteem, Empathy and Dealing with Emotions as well as Coping with Stress.* These skills are dealt in an age appropriate manner.

*Perspectives* introduces students to both global and local issues through research, discussion and debate and encourages students to arrive at informed positions about contemporary issues that affect us all. Critical thinking helps to develop logic and reasoning which will build the higher order thinking skills of students.

All students will be part of a program of community service every year with an NGO/agency/organization of their choice. Students will keep a journal of their association and a log of their hours spent meaningfully in *Social Empowerment through Work and Action* (SEWA).

*Research* includes research or extended writing on a programme/topic chosen by the students. This will be trans-disciplinary in nature and will provide the opportunity to use experiences from *Perspectives*. This will be initiated from class VI onwards.

All the elements of the Core except Life Skills will be commented upon and are not examinable:

- ❖ The CBSE International (CBSE-i) provides opportunities for extended learning, development of *Perspectives, Research orientation, SEWA (Social Empowerment through Work and Action)* and a more liberal approach towards *Arts Education (both Visual and Performing Arts)*.
- ❖ It also provides an extended approach to *Mathematics* learning by providing for its study at two levels - *Core and Elective*.
- ❖ *Social Sciences* with valuable historical perspectives and components of the countries in which schools are situated is an added feature.
- ❖ *Science* has an enrichment component called '*Breakthroughs*'.

The National Curriculum Framework of the Government of India clearly spells the basic core objectives of the learning process at the school level. The international curriculum, however, takes cognizance of the knowledge dynamics at the global level and the need for facilitating content for meaningful and productive skills. Therefore the essential focus of this curriculum would be centered on development of skills - cognitive, emotional and psycho-motor.

Some of the important principles and features that underline the curriculum design and structure are as follows :

### **Framework of Learning**

The curriculum framework symbolized by the five components and a Core, is essential learning for every student from classes I to X. They need to know, understand and develop the ability to experiment, explore and discover as part of their schooling across all the areas of learning.

### **Every learner can learn is the underlying principle**

CBSE-*i* believes in the potential possibilities of every learner to learn and engage in activities in their chosen field. It would help them to benchmark themselves in their own context.

### **Curriculum is focused on *maximizing opportunities to learn***

Curriculum in various disciplines as well as the Core builds on the learners' previous knowledge, attitudes, values and beliefs. This helps to create an environment for them wherein they can maximize their learning outcomes.

### **Curriculum is learner and learning centric**

The curriculum has been designed in such a way that effective learning happens in an interactive classroom. This would really mean that the learning inputs as well as the pedagogy should yield themselves with opportunities for effective learning, as every learner is unique and the process of learning is individual specific. The curriculum is intended to meet this objective and enable the spectrum of learners - visual, auditory and kinesthetic - with specific inputs that would trigger their attention and fire their curiosity. The curriculum also provides opportunities for learning through experiences - both hands-on and otherwise.

### **Curriculum supports experiential learning**

The focus of the curriculum is to offer localized experiences and enable a thought process on matters and materials embedded in the learning content. The learning inputs at the primary level are general in nature and are based on the sound concept of "**from near to far**". The various disciplines offer unlimited opportunities for relating the concepts with real life experiences and for scaffolding the learning constructs through extended activities such as project work, development of *Perspectives* and *Research*.

### **CBSE-*i* curriculum provides every learner with sustained opportunities to learn**

At every stage the curriculum design and pedagogy make provisions for opportunities and experiences within and beyond the classroom to ensure that learning occurs. Curriculum decisions need to be made about the best ways to organize sustained learning opportunities for all learners. CBSE-*i* helps learners develop the fundamental concepts and ideas that underline topics, subjects or disciplines and the relationships among them. The knowledge that focuses on key concepts and the learning outcomes related to them would need to be built by integrating it through themes.

### **Curriculum is coherent and organized**

The CBSE-*i* is represented by the five petals of the flower with a core at the centre. This is a visual representation of the co-curricular strengths to reinforce that they mutually empower each other through trans-disciplinary learning. The connections between essential learning in the scholastic domain and the core which includes *Perspectives, Life Skills* and *Research* and *SEWA (Social Empowerment through Work and Action)* would help in coherent organization of knowledge. Content selection across all areas of pedagogy and assessment practices would be interconnected and aligned. Learning in this way will add value and meaning to students much beyond the classroom and the boundaries of the school.

### **Dynamic and Flexible Approach**

The CBSE-*i* curriculum offers flexibility in learning at the secondary stage in the subject of Mathematics so that the learners can exercise their options for pursuing mathematics either at the core level or at an elective level. Further, the learners would have the option of studying Social Science with about seventy per cent of the learning content focused on world history and the rest with provision to learn about the local history so that there is an optimal balance in the knowledge about local and the global events. The subjects of *Visual Arts* and *Performing Arts* also provide opportunity for learners to take up an area where they may exhibit a greater aptitude.

### **Focus on developing thinking skills**

The content development and pedagogical inputs provide for triggering and empowering the thinking skills of the learners. The content is designed to provide teachers with adequate situations wherein problems can be placed in the learning situations and the students may be asked to reflect on them and arrive at possible solutions through objective assessments. The subject of *Perspectives* would help schools to enable learners to constructively and critically evaluate events, materials, situations, ideas and other real life experiences and take their own positions.

### **Holistic Curriculum**

The curriculum advocates paradigm shift from certain selected disciplines of learning to a wide variety of subjects with a greater focus on Arts and Humanities at the primary and middle level. The subjects of *Visual Arts* and *Performing Arts* get a significant place in the curricular design. The learners have the option of pursuing their own choice of discipline under the arts subjects. The curriculum has components which will help in incorporating basic

life skills to the learners - *self-awareness, self esteem, inter-personal relationships, communication skills and emotional intelligence*. This brings into focus the effort of nurturing the affective domain of learners.

### **Synergy of formal with informal learning**

In the emerging knowledge society, the impact of the informal learning tools and processes on the formal learning curve is quite significant. These impacts vary from place to place, school to school and community to community. Further the emergence of e-tools as information carriers has facilitated the diffusion of information to a wider audience. There is evidence of decreasing information gap between the rural and the urban, semi-urban and the metros. The scope and availability of informal knowledge has made the learners ask more pertinent questions and to see, relate and reflect on the parameters of knowledge obtained both through the formal and informal modes. The CBSE -International (CBSE-i) curriculum provides ample opportunities for synergizing the knowledge inputs from both the sources to help the learner construct his/her own learning experience.

### **Curriculum is Skill Centric**

All disciplines of learning under the international curriculum are designed to impart the relevant skills related to the subjects and topics; further it would help in building those skills through personal experiences, teamwork and other interventions. The range of skills would include - Thinking Skills, Communication Skills, Sense of Enterprise, Inter-personal skills, IT-Skills, Leadership and Managerial Skills. The curriculum would also focus on developing basic Vocational skills related to the disciplines of learning so that the learners are able to apply these skills in their own context.

### **Values underlying Curricular framework**

Education needs to reflect the values, structure and beliefs that contribute to equipping young people with a holistic personality and Life Skills. These include values relating to the self, to the community and to the nation. The Value Framework may include Values such as *Universal Peace, Tolerance, Service, Pro-active and Responsible citizenship, Respect towards opposite gender, Harmony and Spirit of unity, Transcending bias based on Religious, Linguistic and Regional or Sectional diversities*. Preserving the rich heritage of the local culture, Protecting and contributing towards preservation of the national environment, Developing scientific temper and the spirit of enquiry, Safeguarding public property and abjuring violence, Striving towards excellence in all spheres of individual and collective activities are other values which will lead to higher levels of performance.

## Pedagogy

Pedagogy is basically non-prescriptive. The schools and the teachers in the classrooms need to make appropriate selection of tools they would employ to facilitate effective learning. It would largely depend on various factors like the geographical location of the school, its social ambience and the heritage and economic and cultural conditions in which the school populace is placed. Though several concepts have emerged over decades to suggest the right pedagogy that can be employed by a teacher in the classroom, all of them would basically agree on the relevance of the teacher in the classroom.

It is inappropriate to introduce any specific module of pedagogy or prescribe one learning theory as it would defeat the very objective and the philosophy of this model. It is important to understand that learning is multi-dimensional and multi-layered. Research indicates the significant impact of informal learning on formal learning. Further, the researches of neuro-cognitive psychologists on the way how brain functions and how learning takes place indicate that "*learning can be facilitated*". This really redefines the role of a teacher in the classroom as an effective facilitator.

The progression in transaction strategies of units and lessons could be from **structured enquiry to supported enquiry leading to open enquiry**. *This is to suggest that the Units which have been prepared for teachers have numerous activities and tasks as well as a lot of support material. The teachers are at the liberty to decide to pick and choose the activities and tasks to be done.* In case of languages, teachers can choose a few Units based on the themes which are relevant, interesting and appropriate for their learners. However they need to do grammar items and writing tasks mentioned in the Matrix against these units in various ways.

Structured enquiry can include focused enquiries where the processes of enquiry are clearly defined for students. The methods given to them while addressing a problem or a concern should provide room for developing appropriate skills in information gathering, data collection and management as well as analyzing the data. A teacher needs to be continuously involved in guiding students and supervising their progress. This could be done through conversation with students and giving them constructive feedback and advice. Once students are confident of developing research skills they will be able to create knowledge and support their ideas with evidence.

## Focus on discovery approach

The teachers need to understand that discovery of knowledge is exciting and enhances the self-esteem and the confidence profile of the learner. To add, during the process of discovery the learner is able to create meaningful neural networks which empowers not only the

memory of the learning content but helps in improving their thinking skills. Therefore it is recommended that teachers adopt such strategies which would help the learners to discover knowledge in their own way and more so in a self-paced manner. Any external force is likely to discourage the spirit of discovery. The teacher would act more as a resource manager for providing resources and help in meaningful ways.

The teachers would also be encouraged to ensure that there is adequate scope and time for meaningful questions in the classroom. Questioning promotes curiosity and enables the learner to find a rationale for the concept with which one is getting familiarized. It will also help in contextualizing the external experiences in classroom situations and developing a mind equipped to research.

### **Thrust on developing Multiple Intelligences**

There are convincing arguments world over about the existence of multiple intelligences in human beings. Researches by *Howard Gardner* and others have given powerful arguments on what the different types of intelligences are and how they manifest in human development. The role of education in identifying, nurturing and nursing these intelligences through supportive pedagogy has been illustrated well. It is essential that the curriculum encourages teachers to create adequate opportunities in the classroom for the learners to develop these intelligences. The pedagogical instruments are varied for the development of diverse intelligences. Further the methods of assessment take cognizance of these instruments and the typology of questions is structured to facilitate the identification and nurturing of multiple intelligences.

### **Schools are responsible for the learning which takes place in their institutions**

Individual schools, their managements and the community around them are important stakeholders and can take positions and make informed decisions about curriculum for the students. Schools can maximize the learning opportunities for the students by bringing out each activity into the larger curriculum.

### **Role of Life Skills**

The social dynamics in the recent past has ushered in fast life and there is strong evidence of consumerist tendencies the world over. These have strongly impacted the life styles, attitudes and life skills of learners. The younger generation is seen to be more active, responsive, restless and aggressive. Inability to cope with changing life patterns, unrealistic comparisons with peers in the society, destabilizing family structures and excessive exposure to irrelevant information have made them restless, and at times aggressive. Tolerance is giving way to

violence. The global bodies are finding the need and place for Peace education in the curriculum. It really means that the learners have to be equipped with relevant emotional skills and competencies so that they are able to understand their role in a more pragmatic manner. Emphasis on teaching of emotional skills and life skills is given priority everywhere in the curriculum. The CBSE International curriculum gives enormous opportunities for empowering learners with emotional skills and competencies. Schools and teachers will be encouraged to find suitable methods of successfully incorporating this vital component of the curriculum among the learners.

### Teaching of Languages

The approach to language teaching is essentially based on the development of communicative skills. At the same time there is a strong focus on using language as an instrument for developing creative faculties including creative writing, poetry, theatre and the like. Effective language skills have become vital for learners in life. The language curriculum imports varied experiences from the real world to facilitate the learners to contextualize the knowledge of the language and gain meaningful experiences. Being an active instrument for dealing with the affective domains of the curriculum, the language curriculum also integrates much needed emotional components from a variety of literatures. The language curriculum is also aimed at promoting extended learning and understanding of media skills.

### Teaching of foreign languages

The foreign languages occupy an important status in the curriculum keeping in view the fact that the international curriculum is aimed at reaching a worldwide audience situated in countries which can offer their own languages. The Board will also examine the possibility of introducing other foreign languages depending on the need and relevance as and when the international curriculum **gains credit in other countries.**

### Environmental Education

At the primary level, the focus is on imparting *Environmental Education* in classes I and II. This approach will encourage the young learners to look at the environment in a holistic manner and see the underlying unity in the physical and social context in which they live. In order to realize the above objective, the curriculum envisages the need for integrating four essential dimensions of the environment viz physical, geographical, social and cultural. Concepts of science fall in place within the parameters of the above environments which form the universe of their learning and understanding. The Board envisages a pedagogy which would promote the much needed ownership of the environment by the learners so that they take responsibility for environmental concerns and related issues.

## Focus of Science

From class III onwards, science is studied as **General Science** which integrates different disciplines of learning. The curriculum realizes the need for providing an optimal balance between the basic sciences and the applied sciences. At the primary level, the balance would remain with the basic sciences and the applied sciences would gain increased relevance with the higher stages of learning. Science is essentially conveyed as a set of ideas and processes. The objective is to convey the message that science is not the exclusive domain of a selected few but is equally a matter of consideration for every human being. This would help in imparting a scientific attitude; it is likely to impact the way they think, analyze and approach various issues in life. Further the curriculum is focused on promoting various concerns of science including health care, sanitation, eco-sensitivity, sustainable development, technology in society, and the like.

The focus of various disciplines of science from class VI onwards would shift to learning and appreciation of physical and natural sciences - their history, evolution and dynamics. However the pedagogy would essentially address the discovery of knowledge and understanding of systems rather than reproduction of information available in the textual materials or on the web. The science curriculum would promote basic approaches to research - observation, identification of problems, collection of data, data management and interpretation, analysis, inference and decision making. Taking cognizance of decline in the pursuit of study of basic sciences among the learners, the curriculum would help in promoting interest and curiosity in the basic sciences for higher levels of learning.

The middle school level is the appropriate age for promoting innovation and discovery. The right attitudes for the pursuit of unknown as an academic adventure, ability to find the relationship between the known and the unknown, skills of scientific and technological enterprise, innovation as a practice are some of the implied objectives of the curricular design at the middle level. It is equally important to pitch scientific pursuits not as the prerogative of established research structures, but as a simple pursuit of any human mind in the natural environment. The middle and the secondary school curriculum would address these objectives as a part of learning. The science curriculum would also attract the attention of the learners through direct and indirect inputs about common concerns of the present world such as - depleting sources of energy, increasing consumption of minerals and natural products, global warming issues, potential disasters **consequent to nuclear wastes**, etc.

## The Mathematics curriculum

The mathematics curriculum has quite often been a matter of debate with regard to its content, delivery processes, level of conceptual difficulties and its positioning proximate to more

logistic minds. The effort in this curriculum is to position mathematics as an enjoyable content of learning much akin to the routine activities of life. This would not only diffuse the fear for the subject but would enhance their appreciation of the subject of mathematics as a part of their regular activities of life. At the primary level, the pedagogy is to promote logical thinking, reasoning, correlation, skills of numeracy, ability to see relationship patterns, development of spatial intelligences etc. The role of mathematics laboratory is being re-emphasized to facilitate activity centered learning.

In classes IX and X, Mathematics is being offered at two levels i.e., the core level and the elective level. A student can opt for either core or elective. It has to be clearly understood that the core level is non-exclusive and is not aimed at pitching the difficulty level low. The objective is to provide necessary content and skills that would help them understand and appreciate mathematics in its different perspectives and also to learn mathematics as a subject of study at the senior level, if desirable. The elective level will help those learners who have special interest and aptitude in mathematics. Both the modules would help in imparting skills of analysis, problem solving and critical thinking.

### **Teaching of Social Science**

The subject of Social Science has a critical role in the learning process. This helps in formulating social attitudes, building patriotism, internationalism, brotherhood, understanding of social dynamics, role and responsibilities of social institutions and the process of governance. Geography as an integral component of this subject provides an insight to geo-structures, climatic conditions, resources and their availability, natural products apart from patterns of cultivation, food products and the sources of economy of countries worldwide. Further, it provides the undercurrent of relationships between nations. Political Science and Economics also form an integral component of Social Science.

CBSE-*i* curriculum has integrated the basic concepts of social institutions and their interdependence into the fabric of the syllabus at the primary level in the subject of Environmental Education. Social and cultural environment find a significant place in this curriculum. The focus from classes III to V is to learn Social Science as an integrated subject understanding the cross-links between its various components and seeing social orders in a unified manner. However from class VI onwards, there is a greater thrust on studying History, Geography, Political Structures and Economics as individual components under the umbrella of Social Science. The cross curricular linkages will however be maintained. The focus in history is targeting on the trends in world history. The weightage of the world history would be extended to seventy per cent of the total value of the history curriculum while the rest

would focus on the local/native history of the countries/states in which the schools adopting this international curriculum are situated.

### **Significance of Visual and Performing Arts**

Visual and Performing Arts is given a place of pride in the CBSE-*i* curricular architecture. The role of Arts as an expression of human ingenuity, creativity and innovation can hardly be debated. The last few decades have witnessed an over-emphasis on science and technology, marginalizing the role of Arts especially at the school curriculum. The utilitarian demands of existence have underplayed the role of aesthetics, appreciation and expression. It is in this context the curriculum envisages a more meaningful role of Visual and Performing Arts in the classrooms so that the future generation is able to create balance between tacit knowledge and external knowledge. The schools need to liaison with institutions of Visual and Performing Arts and bring home the nuances of the subjects right from the primary level. The classrooms for these subjects should not be deemed as add-ons to CBSE-*i*, but as centers which appeal to the inner spirit of every learner yearning for an expression.

It is important that schools do not restrict themselves to some routine types like painting, graphics, music and dance, but explore the possibility of introducing a spectrum of artistic talents and inputs so that the learners are able to get exposure to perceptions both local and global. The role of theatre as a vital component of Performing Arts has to be understood and the institutions would provide expert guidance on wide-ranging skills associated with the concept of theatre and its management. The schools should also note that while specialization of certain arts could be pursued, it is equally important to bring to the forefront a large number of folk arts and skills so that they don't get extinct over a period of time. Some examples of Folk Art have been provided in the form of Self Learning Modules. It is further suggested that the schools could think of providing amphitheater in their infrastructure especially to the primary section.

### **Physical and Health Education**

Physical and Health Education is a very vital part of the curricular architecture. The development of mental faculties cannot happen if the health status of the individual is not adequately sound. Researches worldwide have indicated the role of physical exercises in nurturing the strength of the mental faculties. In addition to the regular physical exercises and games in schools it is important to give a thrust on the mental health of the learners. Concepts of preventive health care, role of nutrition in the management of the energy profile of people, management of emotions to have a stress-free living, role of sanitation etc., need to be reinforced through the curriculum. Further, school going children sometimes become victims

of drug abuse, alcoholism in addition to some specific types of food fads. Psychological well being of the learners is as important as their physical well being if they have to progress as holistic personalities. The CBSE-*i* provides ample opportunities to schools for this integrated approach to health. Physical Education Cards (PEC) have been developed for the Primary Level. The curriculum has been mapped through links at the bottom of each card. These will help the teacher to explore concepts in Language and Mathematics through games.

### **SEWA (Social Empowerment through Work and Action)**

CBSE-*i* has introduced another component in the curriculum which is not to be evaluated but only commented upon - SEWA. The word "Seva" in Indian environment refers to the concept of service to the community. A similar thought forms the acronym SEWA which refers to *Social Empowerment through Work and Action*. The aim is to re-emphasize the idea that in the emerging global context every human being is interdependent and hence social empowerment directly as well as indirectly leads to the empowerment of every human being. The benefits of this empowerment program actually return to every individual of the society.

It is important to clarify the constituent terms. Social empowerment can be done through a large number of ways. Community awareness on sanitation, health, civic habits, rule of law, social justice, truthful living, along with creating respect for social institutions are a few indicators of the way how this could be achieved. Promoting Consumer Awareness, facilitating inclusivity, care for senior citizens, ensuring eco-sensitive social responses and the like would go a long way as instruments of social empowerment leading to social change. This could be done by every single learner as a contributive citizen in a micro manner and can also be achieved through focused actions as teams or social groups. The school can identify the avenues for social empowerment depending on the local social needs and the cultural climate. At the international level, the schools should ensure that such activities are completely within the provisions of the existing laws of the land.

### **Perspectives**

An entirely new dimension has been added to the CBSE-*i* by introduction of the subject **Perspectives** - which again is to be commented upon and not evaluated. The objective of this subject is to enable every learner to develop competencies of independent judgement and take meaningful positions in dealing with various subjects. Development of *Perspectives* would require a deep insight into the subject matter under consideration, the ambience and environment in which it exists, several inter-connected issues and a critical analysis or appreciation or review of the subject matter in that environment and taking a well-informed and well-considered position at the individual level. This can be done both individually as

well as collectively in a classroom. It is important that teachers select such subjects/concepts for discussion which bear a relevance to the learner and are age appropriate. Issues related to environment, corruption, social order, impact of technology, peace education, tolerance for different views and practices are some examples which could be considered in the classrooms. It is important that the schools identify such talented teachers who have both passion and skills for handling such subjects in the classrooms. A few suggested examples have been provided for each stage.

### **Role of Research**

The introduction of Research as a discipline of learning in the core of the curricular architecture shows the need for a research oriented mind. The term '*Research*' has to be understood in a limited sense for a school environment. Its objective is to provoke the curiosity of learners in any subject matter/concept/product/ activity of their liking and pursue an insightful study of the same. Such a study would involve collection of relevant information, organization of the information, analysis and making critical observations. It has to be understood that this term is not to be related to the discipline of science or technology alone but all disciplines of learning. Further, the Board does not expect material production as an outcome of such a study but as an exercise in opening the vistas of human mind to enquiry and problem solving. Also it would help to examine issues critically and see opportunities and develop an enterprising attitude among the learners. The students would be required to record their observations and document them in the format provided.

### **Technology interventions in classrooms**

The CBSE-*i* curriculum provides adequate scope for effective integration of technology in the classrooms. The purpose of integrating the use of technology in pedagogy is to ensure that the learners of CBSE-*i* are at par with the learners at the global level, especially in countries where advanced strategies have led to personalised learning through integration of technology in the learning process. It is important to understand that this does not really mean only use of electronic boards in the classrooms or pedagogical interventions through customized power point presentations, but using various tools of technology for assimilation of knowledge, its management, processing, study, research and interpretation. Further this would help learners to examine the concepts and problems through graphical and visual representations rather than as mere verbal exercises.

The teachers would be required to pre-plan their methods and instruments of pedagogy in advance so that each classroom becomes an interactive platform for multi-layered learning as against the classical pedagogical models wherein essentially one-way delivery of the content

takes place. The teachers need to use the appliances of technology not only for clarification or interpretation, but to motivate and inspire the learners to facilitate them to open vistas of their imagination. This could help in promoting lateral thinking, analytical thinking as well as critical review of concepts and its impact.

The teachers should encourage learners to seek knowledge inputs from digital platforms and use them not merely for reproduction or display in the classrooms but to synthesize them with their classroom learning inputs. Care needs to be taken to examine the appropriateness of the content to the age group as well as social and emotional background in which the schools are situated. Use of technology as an isolated tool for generation and transmission of information alone would defeat the very purpose of introducing technology in classrooms.

Technology can also find effective place in management of evaluation of the learners both in classrooms as well as outside. Schools can introduce on-line testing, ensuring that the feedback from the learner is original and is representative of the individual's learning and is a testimony to their thought patterns. Technology would also help in generating questions of varied types so that they are challenging for the learner to think and respond.

### **Curriculum should be inclusive**

The CBSE-*i* believes that all students must have access to learning with equal opportunity irrespective of their class, gender, race, ability, disability, language and culture and social or economic conditions. The decisions taken in the classroom should include the perspectives, knowledge and culture and value language experiences which students bring to the classroom. The school curriculum should advocate and celebrate diversity in terms of culture and other differences. It should include all learners to realize the full potential that he/she is capable of. The CBSE-*i* includes creative strategies to encourage and promote inclusive learning environment. The diversity among the students should be addressed through appropriate mechanisms to facilitate learning e.g. need based teaching methods.

# CBSE-i Primary

## Scheme of Studies

### Classes I - V

<p><b>The learning areas will include:</b></p> <ol style="list-style-type: none"> <li>1. English</li> <li>2. Indian languages/ Hindi/ Mother Tongue/ Local language</li> <li>3. Mathematics</li> <li>4. Science</li> <li>5. Environmental Education/ Social Science</li> <li>6. Information and Communication Technology</li> <li>7. Visual Arts</li> <li>8. Performing Arts</li> <li>9. Physical and Health Education</li> </ol>	<p><b>CORE</b></p> <ul style="list-style-type: none"> <li>❖ SEWA</li> <li>❖ Life Skills</li> </ul>
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#### Instructional Time:

Classes I - II	No. of Periods	Approximate hours of Study
Language 1	6 periods	4 hours 30 minutes
Language 2	6 periods	4 hours 30 minutes
Environmental Education	6 periods	4 hours 30 minutes
Mathematics	6 periods	4 hours 30 minutes
Information and Communication Technology (ICT)	1 period	45 minutes
Visual Arts	3 periods	2 hours 15 minutes
Performing Arts	3 periods	2 hours 15 minutes
Physical and Health Education	5 periods	3 hours 45 minutes
Life Skills	2 periods	1 hours 30 minutes
SEWA	2 periods	1 hours 30 minutes
	<b>Total 40 periods</b>	<b>About 30 hours per week</b>

Classes III - V	No. of Periods	Approximate hours of Study
Language 1	5 periods	3 hours 45 minutes
Language 2	5 periods	3 hours 45 minutes
Environmental Education	5 periods	3 hours 45 minutes
Mathematics	5 periods	3 hours 45 minutes
Science	5 periods	3 hours 45 minutes
Social Science	5 periods	3 hours 45 minutes
Information and Communication Technology (ICT)	1 period	45 minutes
Visual Arts	2 periods	1 hours 30 minutes
Performing Arts	2 periods	1 hours 30 minutes
Physical and Health Education + PEC	6 periods	4 hours 30 minutes
Life Skills	2 periods	1 hours 30 minutes
SEWA	2 periods	1 hours 30 minutes
	<b>Total 40 periods</b>	<b>About 30 hours per week</b>

**Note:** The Scheme of Studies has been worked out keeping in view that a school works for 40 periods of 45 minutes each for at least 180 days. The schools can marginally modify the allocation of periods in the event of their having 45 periods of 40 minutes each. It must be ensured that adequate opportunities are given to all disciplines of learning. The school, keeping the overall number of periods in each subject/ area the same, may assign more or less number of periods to individual units according to their relative importance, if thought necessary.

The Core consists of Life Skills and SEWA (*Social Empowerment through Work and Action*). All the elements of Core will be commented upon and are not examinable.

Schools are expected to give adequate time for SEWA, the minimum being equivalent of two periods a week. This must be done under the direct supervision of the teacher.

**Medium of Instruction:** The medium of instruction, in general, in all the schools affiliated with the Board for CBSE-i shall be English.

# CBSE - *i* : Primary

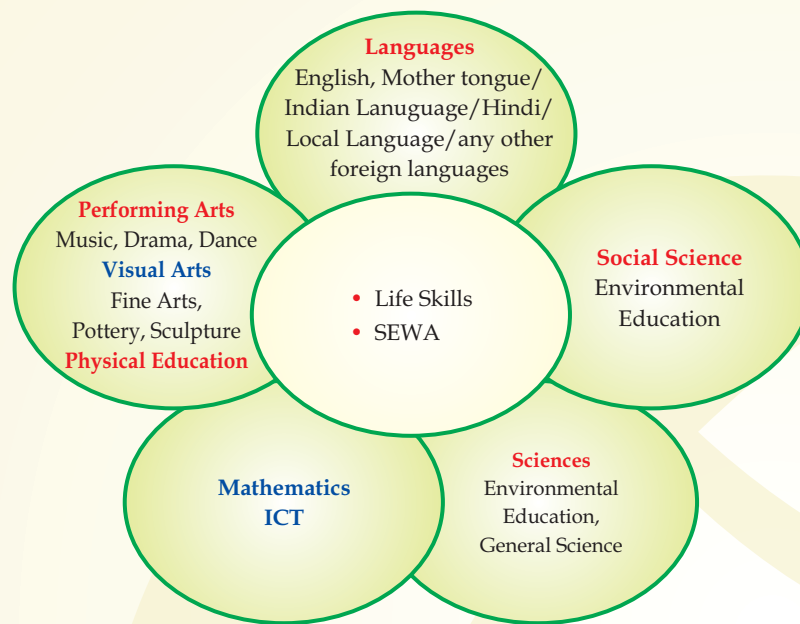
## Introduction

The primary curriculum aims at enhancing children's natural desire and strategies to learn through the integrated, interlinked and interwoven approach combining all the disciplines together. The CBSE-*i* curriculum recommends weaving all the areas of learning into one string to promote aesthetic and personal awareness and the ability to express oneself in different ways and styles. The enquiry and skill based approach contributes to the trans-disciplinary structure both for the local and global comprehension. This ensures developing curiosity, enjoyment of learning and achievement in young children. It is important that the learning experiences provided to young children in the formative stage have sufficient opportunity for exploration **and a good balance between teacher led and child initiated activity**. As teachers plan learning experiences for young children, it is essential that full account is taken of the links that can be created across the areas of learning to ensure that such experiences contribute to the broad and comprehensive learning development. It provides support for them to be active enquirers and life-long learners.

## Broad Objectives of Curriculum at Primary

- ❖ Think creatively, analyze critically and synthesize clearly
- ❖ Develop and apply effective listening, speaking, reading, and writing skills.
- ❖ Understand and value the relationships between creativity, imagination and problem solving and the linguistic, artistic, ethical, literary, and philosophical traditions that shape human cultures and interdependence of groups in a global society.
- ❖ Understand the interdisciplinary nature of knowledge and apply an interdisciplinary approach to problem solving
- ❖ Provide holistic situations for proper learning
- ❖ Provide rich and comprehensible input for acquisition of knowledge
- ❖ Develop a link between natural, cultural and social environment.
- ❖ Develop critical thinking to deal with challenges of everyday life
- ❖ Nurture natural curiosity and creativity
- ❖ Engage and be curious about the environment and harmonize with it

- ❖ Acquire the basic cognitive and psychomotor skills through observation, exploration and practical experience.
- ❖ Develop scientific temperament
- ❖ Develop basic language skills through analysis, application and appreciation
- ❖ Encourage inventiveness and creativity
- ❖ Raise awareness to critical exploration
- ❖ Create a strong sense of human values
- ❖ Recognize and value the collective heritage, ideas and values of a multicultural world and demonstrate sensitivity to socio - cultural diversity
- ❖ Develop ethical reasoning skills including one's physical and mental well being



### CBSE-i Primary in a nut shell

# Languages

The learning of languages forms a very vital aspect of learning at the primary level. In the formative years of development the students need to acquire adequate skills of communication especially the skills of listening and speaking. The urge to communicate, the desire for expression of emotions, the freedom for time and space for communication are the natural demands of this age group. The language curriculum should therefore focus on building vocabulary, syntax, intonation and accent so that the appropriate language styles are picked up both through formal as well as informal learning modes. There will be focus on increasing fluency and proficiency, selection of the appropriate words, and enhanced comfort level in expression. This will help in expression of ideas, thoughts and emotions at freewill which will help in building them into confident individuals. Further, the pedagogy would focus on developing linguistic intelligence in addition to intra-personal and inter-personal intelligences.

**At the Primary level, language learning is skill and enquiry based, with an emphasis on students discovering and constructing their own knowledge, under the guidance of teachers.**

## Broad Objectives of Language Learning at Primary

Students through this curriculum will be provided opportunities to develop the ability to :

- ❖ acquire the important skills of listening, speaking, reading and writing in an integrated manner
- ❖ attain a basic competence in the use of English language
- ❖ develop and use specific vocabulary in different contexts
- ❖ develop an understanding of language as an instrument for basic interpersonal communication

To help students attain these objectives, the teacher will:

- ❖ encourage students to participate actively in understanding and creating appropriate communicative practices
- ❖ create an appropriate and effective linguistic environment through activities that take students beyond classroom learning
- ❖ expose the students to sufficient opportunities for appropriate use of language in different situations

- ❖ enable the students to listen, comprehend and employ non-verbal clues to build links and draw inferences
- ❖ refine the students' literary sensibility and enrich their aesthetic sense
- ❖ enable the students to appreciate similarities and dissimilarities across languages
- ❖ develop communicative, analytical and creative skills in students

## Specific objectives of Language learning

### Class I

At this stage the students will:

- ❖ develop an understanding of spoken English
- ❖ develop confidence and competence in speaking English
- ❖ develop the skills required to listen with sustained concentration
- ❖ speak with clarity and use correct intonation when reading and reciting texts
- ❖ interpret text by reading aloud with some variety in pace and emphasis
- ❖ develop skills in writing formation through modeling and practice
- ❖ become aware of writing as a form of self expression, even though writing conventions like grammar, punctuation and spelling are at a formative stage

### Class II

At this stage the students will:

- ❖ acquire language structures through understanding and communication
- ❖ attain a basic proficiency in the use of English in listening, speaking, reading and writing
- ❖ develop oral reading skills through poems and stories
- ❖ develop age appropriate vocabulary
- ❖ develop thinking skills like analysis, reasoning and comprehension
- ❖ use punctuation marks to guide expression
- ❖ write brief reports and narratives, using proper grammar and following basic rules for composition
- ❖ become aware of and use language as an instrument for abstract thought and knowledge acquisition

### **Class III**

At this stage the students will:

- ❖ use effective strategies to comprehend unfamiliar words that they encounter
- ❖ understand the importance of using the correct structure of sentences for clarity of expression
- ❖ develop consistency in the use of tenses
- ❖ use a widening range of vocabulary for a cohesive piece of writing
- ❖ read and appreciate a range of story, poetry and information books
- ❖ speak clearly and confidently in a range of contexts

### **Class IV**

At this stage the students will:

- ❖ investigate spelling patterns, generate and test rules that govern them
- ❖ seek alternatives for repetitive expressions
- ❖ extend the range of reading
- ❖ use dictionary efficiently while encountering a new word
- ❖ understand sequential progression in a narrative
- ❖ vary the use of vocabulary and level of detail according to purpose
- ❖ begin to develop ideas thoughtfully and convey opinions emphatically
- ❖ make short notes from a text and use them to aid writing

### **Class V**

At this stage the students will:

- ❖ build effective strategies for learning new spellings and correcting mis-spelt words
- ❖ explore unfamiliar words and display their comprehension through use
- ❖ use a thesaurus to extend vocabulary and enrich writing
- ❖ read widely and analyze and compare the structures of different stories
- ❖ write own versions of legends, myths and fables
- ❖ shape and organize ideas clearly when speaking or writing
- ❖ develop confidence in using English in performances

# हिंदी

‘भाषा’ शब्द की बात हम जब करते हैं तो इसके अंतर्गत घर की भाषा, आस-पड़ोस की भाषा और स्कूल की भाषा, सभी आ जाती हैं। घर-परिवार और अपने आस-पड़ोस की भाषाएँ बच्चा सहजता और स्वाभाविक रूप से ग्रहण कर लेता है। विद्यालय में उसका परिचय भाषा अर्जन के औपचारिक स्वरूप से होता है।

जब बच्चे विद्यालय में प्रवेश लेते हैं, तब तक वे अपने परिवेश में प्रचलित एक या एक से अधिक भाषाओं को समझने और उसको व्यवहार में लाने की योग्यताएँ विकसित कर चुके होते हैं। अतः स्पष्ट है कि हर बच्चे में भाषा सीखने की योग्यताएँ जन्मजात होती हैं। भाषा सीखना संपर्क और संदर्भ का परिणाम है। यह देखने में आता है कि भाषा सीखने का सबसे बेहतर कार्य तब होता है जब उस कार्य का उद्देश्य भाषा न होकर कुछ और हो, जैसे खेल, बातचीत, कल्पना या क्रियाकलाप! भाषा सीखना कोई क्रमबद्ध या टुकड़ों में बंटी प्रक्रिया नहीं है जिसमें पाठों को मात्र कठिनतानुसार व्यवस्थित कर दिया जाए। रोचकता और सार्थकता भाषा के पाठ्यक्रम का मूल आधार होना चाहिए।

भाषा के कौशलों को अलग-अलग सीखा या सिखाया नहीं जा सकता। ये सभी कौशल आपस में पूरी तरह संबंधित हैं तथा इनमें से एक की भी उपेक्षा होने पर भाषा में दक्षता कमजोर पड़ जाएगी। यदि कक्षा में एक से अधिक भाषाएँ समझने और बोलने वाले बच्चे मौजूद हैं तो इसे भी भाषा शिक्षण में एक संसाधन के रूप में इस्तेमाल किया जा सकता है।

## भाषा शिक्षण की आवश्यकता और उपयोगिता

प्राथमिक स्तर पर अधिगम का एक महत्वपूर्ण अंग है - भाषा के विभिन्न रूप और प्रयोग सीखना।

भाषा को संप्रेषण और अभिव्यक्ति के साथ-साथ हम अपने आस-पास की दुनिया को देखने, महसूस करने और उसे अर्थ देने के लिए भी इस्तेमाल करते हैं। हम भाषा का सबसे अधिक इस्तेमाल अनुभवों को व्यवस्थित करने, समझने और व्याख्या करने में करते हैं। भाषा की सहायता से ही हम अपने बारे में सोचते-विचारते हैं और धारणाएँ बनाते हैं। इस प्रकार भाषा हमारे सोचने विचारने की प्रक्रिया का अंग है।

हम भाषा का उपयोग अपने और दूसरों के विचारों, मूल्यों और व्यवहार को प्रभावित करने के लिए भी करते हैं। समाज में अपनी पहचान स्थापित करने और दूसरों की पहचान को स्वीकार करने या चुनौती देने के लिए भी हम भाषा का उपयोग करते हैं।

विचार का माध्यम होने के कारण भाषा मनुष्य को काम करने और सृजन करने में भी सहायता करती है। इस रूप में भाषा मनुष्य की सृजनशीलता और उत्पादकता का प्रतीक भी बन जाती है।

बच्चा भाषा का उपयोग विशेष रूप से खेलों, कल्पनाओं, अनुकरण और अभिव्यक्ति के लिए करता है। इस आयु वर्ग के सदस्यों में संप्रेषण की तीव्र इच्छा होती है। वे भावनाओं को स्वतंत्रतापूर्वक व्यक्त करते हैं। बातचीत या अभिव्यक्ति में वे समय या स्थान के बंधनों को महत्व नहीं देते। वे शब्दों और ध्वनियों के सौंदर्य का आनंद लेते हैं। वे कई प्रकार के कार्यों को करते-करते भाषा का इस्तेमाल करते जाते हैं। भाषा का उपयोग वे कई नई अवधारणाएँ बनाने और अर्जित अवधारणाओं के परिमार्जन में करते हैं।

भाषा शिक्षण केवल भाषा की कक्षा तक सीमित नहीं होता। अन्य विषयों को सीखने में भी बच्चा भाषा का इस्तेमाल करता है। यह सिद्ध किया जा चुका है कि एक भाषा की समझ किसी दूसरी भाषा को सीखने में पर्याप्त सहायता करती है।

### पाठ्यसामग्री

हिंदी शिक्षण के लिए पाठ्यसामग्री पर्याप्त विविधता लिए होनी चाहिए। निर्धारित पाठ्यसामग्री के अतिरिक्त बहुत सी सहायक सामग्रियों, जैसे- समाचारपत्र, पत्रिकाएँ, पुस्तकें, कॉमिक्स, इंटरनेट, दृश्य-श्रव्य सामग्रियाँ (फिल्म, गाने) आदि का भरपूर उपयोग किया जाए। प्राथमिक स्तर पर प्रस्तावित पाठ्य सामग्री के कुछ महत्वपूर्ण लक्षण निम्नलिखित हैं –

1. कथात्मक रचनाओं के बाहुल्य के साथ-साथ जानकारीपरक रचनाओं की विविधता हो ताकि विद्यार्थी विभिन्न प्रकार की रचनाओं को पढ़ने का आनंद ले सकें और विविध प्रकार के साहित्य से परिचित हो सकें।
2. विधाओं में भी पर्याप्त विविधता हो। कहानी, कविता पर ज़्यादा बल देते हुए एकांकी, पत्र, गीत, संस्मरण, विज्ञापन, कार्टून आदि का भी समावेश किया जा सकता है। कहानी और कविताएँ भी बहुरंगी हों, जैसे – रहस्य कथा, चित्रकथा, विज्ञान कथा, हास्य कथा, बोध कथा, परीकथा, लोककथा गीत कथा आदि।
3. रचनाओं में सामाजिक सरोकार झलकते हों, जैसे- संस्कृति, वैज्ञानिक चिंतन, कुरीतियों का दमन, स्वतंत्रता और प्रजातांत्रिक मूल्यों की प्रतिष्ठा, सामाजिक न्याय, समानता, पर्यावरण संरक्षण, शांति, स्वास्थ्य के प्रति जागरूकता, कार्य व श्रम के प्रति निष्ठा आदि। इन सबके साथ-साथ पाठ्यसामग्री में स्व-अध्ययन के दृष्टिकोण से अनेक रचनाएँ सम्मिलित की जाएँ ताकि बच्चों को पढ़ने के भरपूर अवसर मिलें और उनकी उत्सुकता की संतुष्टि की जा सके।
4. पाठ्यसामग्री के प्रश्न-अभ्यास इस प्रकार के हों जो बच्चों को रटने के लिए विवश न करें बल्कि सामग्री को समझकर उसपर अपनी मौलिक प्रतिक्रिया देने के लिए प्रेरित करें। अभ्यासों के माध्यम से बच्चे सामग्री को व्यापक अर्थों में समझ सकेंगे। प्रश्न अभ्यास ऐसे हों जो बच्चों को आपस में खुलकर बातचीत करने और तर्क करने के अवसर दें। अभ्यास ऐसे हों जो बच्चों को कक्ष और कक्षा के बाहर की दुनिया का बारीकी से अवलोकन करने के लिए प्रेरित करें।
5. प्रत्येक पाठ के साथ अतिरिक्त अध्ययन और खोजबीन के लिए संदर्भ पुस्तक सूची और वैबलिंग दिए जाने चाहिए ताकि संभव हो तो बच्चे अपने घर पर भी खोजबीन कर सकें।
6. व्याकरण की अवधारणाओं को रटवाने की परंपरा को हतोत्साहित किया जाए। व्याकरण के निर्धारित बिंदु पाठ्यसामग्री और जीवन के संदर्भों की सहायता से इस प्रकार प्रस्तुत किए जाएँ कि बच्चे उनको समझकर अपने दिन प्रतिदिन के जीवन में उनका प्रयोग कर सकें।
7. पाठ्यसामग्री और गतिविधियों की भाषा आम बोलचाल की भाषा के यथासंभव निकट रहे, विशेष रूप से कक्षा 1 और 2 में गतिविधियाँ ऐसी हो जिनके द्वारा बच्चों, बड़ों और शिक्षण सामग्री के बीच सार्थक अंतः क्रिया संभव हो सके। बच्चों की रुचि, परिवेश तथा स्तर के अनुरूप रचनाओं का चयन किया जाए।
8. ऐसी गतिविधियाँ भी शामिल की जाएँ जो बच्चे बिना शिक्षक/बड़ों की सहायता के स्वयं या अपने साथियों के साथ मिलकर कर सकें।

9. पाठ्यसामग्री में भरपूर चित्रों का इस्तेमाल किया जाए। चित्र केवल शोभा बढ़ाने के लिए न रखे जाएँ बल्कि बातचीत और अन्य गतिविधियों में उनका सृजनात्मक प्रयोग किया जाए।
10. पाठ्य सामग्री बच्चों में कला व सौंदर्य बोध के विकास में सहायक हो।

### शिक्षण-युक्तियाँ

कक्षा का वातावरण बहुत अधिक निर्धारित करता है कि बच्चे कितना कुछ कक्षा में सीख सकेंगे। यदि भाषा शिक्षण के उद्देश्यों को सफलतापूर्वक प्राप्त किया जाना है तो कक्षा के वातावरण को खुशनुमा बनाना अत्यंत आवश्यक है।

कक्षा में बच्चों को बातचीत करने, चर्चा करने, सवाल पूछने और अपनी राय देने की पूरी स्वतंत्रता होनी चाहिए। बातचीत करने से बच्चों की भाषा, समझ और आत्मविश्वास में वृद्धि होगी। शिक्षक भी बच्चों से अनेक विषयों पर बातचीत करें जैसे उनका घर, परिवेश, पसंद-नापसंद, दोस्त, खेल आदि। इससे कक्षा में सहज और आत्मीय वातावरण का निर्माण संभव हो सकेगा।

शिक्षक को बच्चों को बातचीत करने के लिए प्रोत्साहित करना चाहिए और बच्चों की राय, उनकी शंकाओं और दृष्टिकोण का सम्मान करना चाहिए। एक ही प्रश्न के अनेक उत्तर संभव हैं, अतः शिक्षक को अपना दृष्टिकोण बच्चों पर थोपना नहीं चाहिए। भाषा की कक्षा में अनेक प्रकार के क्रियाकलापों और सामग्री का प्रयोग किया जाना चाहिए ताकि हर रोज बच्चों को दिलचस्प कार्य करने का अवसर मिले। विविधता से एकरसता को तोड़ने में सहायता मिलेगी।

बच्चों के घर की बोली और भाषा व स्थानीय भाषा का हिंदी शिक्षण में सृजनात्मक प्रयोग किया जा सकता है। हिंदी कक्षा ऐसी हो जिसमें गलतियों को बुरी नज़र से नहीं देखा जाए बल्कि सीखने की प्रक्रिया के स्वाभाविक अंग के रूप में स्वीकार किया जाए हिंदी विषय को जहाँ कहीं संभव हो, अन्य विषयों से जोड़कर देखा जाना चाहिए। बच्चों को कोई चुनौती या क्रियाकलाप देते समय सार्थक संदर्भ प्रस्तुत किए जाएँ। क्रियाकलापों के चयन और क्रियान्वयन में बच्चों की सक्रिय भागीदारी होनी चाहिए। चित्रांकन और रेखांकन द्वारा बच्चों के लेखन कौशल का विकास किया जा सकता है। विविध स्रोतों से दृश्य-श्रव्य सामग्री एकत्रित करके कक्षा का वातावरण भाषायी दृष्टि से समृद्ध बनाया जा सकता है। उदाहरण के लिए चार्ट, फ्लैश कार्ड, पत्र-पत्रिकाओं की कतरनें। कक्षा की दीवारों पर चित्र, बच्चों द्वारा निर्मित सामग्री इस प्रकार लगाई जानी चाहिए ताकि बच्चे सरलता से उन्हें देख और पढ़ सकें।

कक्षा में बच्चों की विविध सांस्कृतिक, भाषायी, सामाजिक और आर्थिक पृष्ठभूमि का पूरा सम्मान किया जाना चाहिए और उनकी विशिष्ट आवश्यकताओं की पूर्ति के लिए उपयुक्त शिक्षण सामग्री और विधियों का चयन किया जाना चाहिए। कक्षा में अभिनय, कविता पाठ, वाद-विवाद, कहानी कहना, आदि गतिविधियाँ आयोजित की जाएँ। कक्षा में हिंदी कथा साहित्य तथा गैर कथा साहित्य की पुस्तकों का पुस्तकालय स्थापित किया जा सकता है जिसमें बच्चों द्वारा निर्मित पुस्तकें भी रखी जा सकती हैं। विद्यालय के पुस्तकालय का भी अधिकतम प्रयोग किया जाना चाहिए। औपचारिक और अनौपचारिक तरीकों से हिंदी के मौखिक प्रयोग उचित तरीके, शब्द भंडार आदि का समुचित विकास हो सके। इस बात के प्रयास किए जाने चाहिए कि बच्चे और अधिक धाराप्रवाह और स्पष्टता से अपनी बात कह सकें। अपनी बात स्पष्ट करने के लिए उचित शब्दों का चयन कर सकें और अभिव्यक्ति के सहजता के स्तर में वृद्धि कर सकें। इससे विचारों, भावनाओं और कल्पनाओं की स्वतंत्र अभिव्यक्ति में सहायता मिलेगी और बच्चे एक आत्मविश्वासी नागरिक बन सकेंगे।

## प्राथमिक स्तर पर भाषा शिक्षण के सामान्य उद्देश्य—

प्राथमिक स्तर पर भाषा शिक्षण और अध्ययन का मुख्य उद्देश्य ऐसी परिस्थितियाँ उत्पन्न करना है जिनमें बच्चा स्वयं प्रेरित होकर अपने ज्ञान का सर्जन करे। कुछ अन्य उद्देश्य निम्नलिखित हैं—

- संप्रेषण के मूलभूत उपकरण के रूप में भाषा की समझ विकसित करना।
- विभिन्न संदर्भों में उपयुक्त शब्दावली का प्रयोग करने की क्षमता विकसित करना।
- दो या दो से अधिक भाषाओं में अंतर और समानताओं की सराहना करना।
- सौंदर्य बोध और साहित्यिक संवेदनाओं को परिष्कृत करना।
- पढ़ने-लिखने (पाठ्य और पाठ्येतर सामग्री) के प्रति रूचि जाग्रत करना।
- भाषा के उपयोग के नए संदर्भ और विविध विधाओं से परिचित प्राप्त करना।
- विभिन्न सांस्कृतिक पृष्ठभूमि के बच्चों के अनुभवों से परस्पर सीखना।
- ऐसे अनुभवों से परिचय प्राप्त करना जो उनके दैनिक जीवन में उपलब्ध नहीं हैं।
- समझते हुए सुनना एवं पढ़ना।
- कुशलता के साथ बोलना एवं लिखना।
- औपचारिक और अनौपचारिक परिस्थितियों में अपनी बात प्रस्तुत करना।
- बोलने और सुनने के शिष्टाचार का सम्मान करना।
- अपने परिवेश, अनुभवों और घटनाओं के संबंध में अपना मत रखना।
- कल्पनाशीलता और मौलिकता के साथ रचना करना। (कहानी, कविता, संस्मरण, लेख आदि)
- लेखन में सुरुचि, सुंदरता और स्पष्टता का ध्यान रखना।
- अन्य भाषाओं, समुदायों और संस्कृतियों के प्रति सम्मान की भावना विकसित करना।
- परिवेश की घटनाओं, प्रक्रियाओं और समस्याओं का अवलोकन करके प्रतिक्रिया देना, तर्क करना और मौलिक समाधान प्रस्तुत करना।
- हिंदी साहित्य (बाल पत्र-पत्रिकाएँ, समाचार पत्र, विज्ञापन आदि) का नियमित एवं स्वतः प्रेरित पठन करना।
- सुनी या पढ़ी बात को आँख बंद कर स्वीकार करने के बजाय उसे आलोचनात्मक दृष्टि से परखना।
- दो बातों के बीच के अंतः संबंध को समझना।
- चीजों, स्थितियों, लोगों, परिवेश और भावों का बारीकी से वर्णन करना।
- भाषा की नियमबद्धता की पहचान करना।
- विचारों और ज्ञान के अर्जन और सर्जन के उपकरण के रूप में भाषा के उपयोग के प्रति जागरूकता विकसित करना।
- विश्लेषण, तर्क, बोध आदि मानसिक कुशलताओं का विकास करना।
- वाक्य की संरचना और अभिव्यक्ति की स्पष्टता के संबंध को समझना।

- भाषा के सौंदर्य को सराहने की योग्यता का विकास करना।
- बच्चों की कल्पनाशीलता और सृजनात्मकता को विकसित करना।
- स्व-अधिगम की योग्यता का विकास करना।

### कक्षा 1 और 2 के लिए अपेक्षित कौशल

#### सुनना—

1. ध्यान से और धैर्यपूर्वक सुनकर समझना और उस पर अपनी प्रतिक्रिया व्यक्त करना।
2. कही जा रही बातों को ध्यान से सुनना और सुनकर समझना।
3. मौखिक अभिव्यक्ति को सुनकर आनंद प्राप्त करना।
4. कहानी, कविता, चुटकुले, पहेलियाँ, वर्णन गीत आदि सुनने में रुचि प्रदर्शित करना।
5. निर्देशों, अनुरोध, सूचना आदि को सुनकर उनके अनुसार कार्य करना।
6. रेडियों और टेलीविजन पर प्रसारित बाल कार्यक्रमों का आनंद लेना।

#### बोलना—

1. आत्मविश्वास और कुशलता से अभिव्यक्ति करना।
2. अपने अनुभव, कल्पनाएँ, विचार आदि अपने शब्दों में सहजता से प्रस्तुत करना।
3. औपचारिक और अनौपचारिक परिस्थितियों में होने वाली चर्चा में भाग लेना और अपने विचार रखना।
4. गीत, कहानी, कविता तथा अपने विचार स्पष्टता और शुद्ध उच्चारण से प्रस्तुत करना।
5. पढ़ी या सुनी हुई कहानी, कविता या बात को अपने शब्दों में कहना।
6. कहानी, कविता आदि को अपनी कल्पना से आगे बढ़ाकर सुनाना।
7. विभिन्न ध्वनियों, बोलियों का अनुकरण करना जैसे घंटी की आवाज़, पशु-पक्षियों की बोलियाँ आदि।
8. सुनी, पढ़ी सामग्री से संबंधित प्रश्न पूछना और पूछे गए प्रश्नों के तार्किक तथा मौलिक उत्तर देना।
9. अपनी बात के समर्थन में तर्क तथा उदाहरण प्रस्तुत करना।
10. दूसरों की बात सुनकर उस पर टिप्पणी देना।
11. विविध स्थितियों में संवाद बोलना और अभिनय करना।

#### पढ़ना—

1. अक्षर जोड़-जोड़कर पढ़ने के बजाए समझकर पढ़ना।
2. परिवेश में उपलब्ध चित्र, विज्ञापन, समाचार आदि सामग्री से परिचय का उपयोग करते हुए पढ़ने का कौशल विकसित करना।

3. श्यामपट्ट पर लिखी और पुस्तक में छपी सामग्री को समझते हुए पढ़ना।
4. शब्दों में आपसी संबंध स्थापित करते हुए अनुमान से पढ़ने का कौशल विकसित करना।
5. पढ़ने की प्रक्रिया को दैनिक जीवन की आवश्यकताओं से जोड़ना।
6. सूचना पट्ट, प्रदर्शन पट्ट, मार्गदर्शन संकेतों आदि को पढ़कर समझना।
7. अपनी पसंद की रचना चुनकर पढ़ना।
8. पूर्ण विराम और प्रश्नवाचक चिह्न को पहचानकर पढ़ना।
9. मानचित्र, तालिकाओं आदि का प्रयोग करना।

### लिखना—

1. वर्णों और शब्दों की समुचित दूरी और विराम चिह्नों का ध्यान रखते हुए सुंदर और सुडौल लेख लिखना।
2. शब्दों और चित्रकारी द्वारा स्वयं को अभिव्यक्ति करना।
3. शब्दों को देखकर और उनकी ध्वनियों को सुनकर उनमें सह संबंध बनाना और समझकर लिखना।
4. स्तर के अनुरूप शब्दों का प्रयोग करते हुए कविता, कहानी, उत्तर, अनुभव आदि लिखना।
5. अपनी कल्पना के आधार पर लिखित रचना करना।
6. किसी सुनी हुई कहानी, विषयवस्तु, कविता आदि को अपने शब्दों में लिखना।
7. सुनी हुई सामग्री को यथारूप लिखना।
8. परिवेश और संदर्भों के अनुसार अपनी प्रतिक्रिया, अनुभव, कल्पनाएँ और जिज्ञासाओं को लिखकर अभिव्यक्त करना।
9. किसी संदर्भ के अनुसार शीर्षक, उदाहरण, अंतर या समानताएँ लिखना।

### व्यावहारिक व्याकरण के बिंदु—

- स्वर और व्यंजनों की पहचान और उच्चारण।
- अनुस्वार, अनुनासिक का प्रयोग
- संयुक्ताक्षरों का प्रयोग
- 'र' के रूपों की पहचान और प्रयोग
- विराम चिह्न-पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न
- लिंग व वचन की पहचान
- मात्रा चिह्नों की पहचान और प्रयोग

### कक्षा 3 से 5 के लिए अपेक्षित दक्षताएँ—

#### सुनना—

1. अपरिचित शब्दों को सुनकर उन्हें समझने के लिए प्रभावी तरीकों का प्रयोग करना। उदाहरण के लिए—संदर्भ के हिसाब से अर्थ का अनुमान लगाना।
2. दूसरों के विचारों को सुनकर समझना।
3. सुने गए विचारों और भावों पर चिंतन करना।
4. सुने गए विचारों के आधार पर अपना मौलिक और स्वतंत्र दृष्टिकोण विकसित करना।
5. पशु-पक्षियों की बोलियाँ, विभिन्न ध्वनियाँ सुनकर उन्हें पहचानना।
6. कविताएँ सुनकर रसास्वादन करना।
7. रोचक कहानियाँ, प्रेरक प्रसंग, ऐतिहासिक-सांस्कृतिक वर्णन सुनकर उन्हें आत्मसात करना।
8. किसी प्रक्रिया को सुनकर उसे समझना।
9. रेडियों, टी.वी. कार्यक्रमों का आनंद लेना।

#### बोलना—

1. दूसरों के विचार सुनकर अपनी प्रतिक्रिया व्यक्त करना।
2. विविध संदर्भों में स्पष्टता और आत्मविश्वासपूर्वक बातचीत करना।
3. बार-बार एक ही बात/शब्द को दोहराने के बजाए उचित विकल्प चुनकर प्रयोग करना।
4. सोच समझकर विचार विकसित करना और सहानुभूतिपूर्ण रूप से राय देना।
5. विचारों को स्पष्टता और क्रमबद्धता से निरूपित और व्यवस्थित करना।
6. अभिनय आदि में आत्मविश्वासपूर्वक भाषा का प्रयोग करना।
7. स्वाभाविक रूप से उचित विराम, उच्चारण और गति के साथ बात करना।
8. गीत-कविता आदि को उचित लय-ताल के साथ गाना/बोलना।
9. बोलने के शिष्टाचार का पालन करना।
10. परिस्थिति और अवसर के अनुसार अपनी बात कहने के लिए उचित शब्दों व हाव भाव का चुनाव और प्रयोग करना।
11. अपनी कल्पनाएँ विचार, तर्क, सुझाव, अनुभव, सहमति या असहमति व्यक्त करना।
12. किसी सुनी या पढ़ी गई सामग्री को स्पष्टता से समझने के लिए प्रश्न पूछना।
13. अपनी बात समझाने के लिए उदाहरण, तर्क, तथा कारण दृष्टान्त प्रस्तुत करना। दूसरों के प्रश्नों के उत्तर देना।
14. किसी प्रक्रिया का वर्णन करना।

## पढ़ना—

1. नए शब्दों को पढ़कर उन्हें समझने के लिए उपयुक्त रणनीतियों का प्रयोग करना। उदाहरण के लिए संदर्भ के अनुसार अर्थ का अनुमान लगाना।
2. कथा-कविता और जानकारीपरक पुस्तकों को पढ़ना और सराहना करना।
3. नए शब्द का अर्थ जानने के लिए शब्दकोश का प्रयोग करना।
4. विभिन्न रचनाओं को पढ़कर उनकी तुलना करना।
5. पढ़ने के प्रति रूचि जाग्रत करना।
6. कुशलतापूर्वक उपयुक्त गति के साथ सस्वर और मौन पठन की योग्यता विकसित करना।
7. पठन सामग्री में निहित मूल भाव, विचार या बिंदु को ढूँढ़ना।
8. दूसरों की अभिव्यक्ति को पढ़कर समझना।
9. साहित्य की विभिन्न विधाओं को पढ़कर उनके प्रति समझ विकसित करना।
10. साहित्य की विभिन्न विधाओं की अन्य पुस्तकें पढ़ने के लिए प्रेरणा प्राप्त करना।
11. विज्ञापन, पाठ्यसामग्री, पत्र-पत्रिकाएँ, समाचार पत्र, कॉमिक्स, कार्टून, बारे आदि पढ़कर उन पर प्रतिक्रिया व्यक्त करना।
12. इलेक्ट्रॉनिक माध्यमों टीवी, इंटरनेट, मोबाइल फोन आदि पर उपलब्ध सामग्री को पढ़कर उसका सूझबूझपूर्ण प्रयोग करना।
13. पाठ्यसामग्री को पढ़कर विभिन्न मुद्दों और मूल्यों के प्रति दृष्टिकोण का निर्माण करना।
14. पठन के द्वारा आनंद प्राप्त करना।
15. वर्तनी एवं व्याकरणिक नियमों के पैटर्न का अवलोकन करके सामान्य नियम संश्लेषित करना।
16. पुस्तकालय का उपयोग करना।
17. पठित सामग्री का मुख्य विचार, महत्वपूर्ण तथ्य और केंद्रीय भाव पहचानना।

## लिखना—

1. अपने विचार, भाव, कल्पनाएँ, अनुभव, शंकाएँ, समस्याएँ, चिंतन और जिज्ञासाएँ लिखने के लिए विस्तृत शब्द भंडार का उपयोग करना।
2. किसी पाठ्य सामग्री में से लघु टिप्पणियाँ बनाना और उस सामग्री के संबंध में लेखन कार्य करते हुए उन टिप्पणियों का प्रयोग करना।
3. उद्देश्य के अनुसार शब्दों और रचना के आकार का चयन करना।
4. लेखन में क्रमबद्धता का ध्यान रखना।
5. लोकगीतों, लोककथाओं, परंपरागत कथाओं, परीकथाओं आदि को अपने शब्दों में लिखना।

6. विचारों को स्पष्टता से निरूपित और व्यवस्थित करना।
7. मनपसंद विषय और विधा का चुनाव करके लिखना।
8. दूसरों की अभिव्यक्ति को सुनकर उचित गति से लिख सकना।
9. अपनी कल्पना से कहानी, कविता, लेख और वर्णन लिखना।
10. किसी सूचना/वर्णन को सुनकर उससे संबंधित प्रश्न और उत्तर लिखना।
11. शुद्धता, स्पष्टता और आत्मविश्वास के साथ लिखना।
12. विराम चिह्नों का उचित उपयोग करना।

### व्यावहारिक व्याकरण—

- |              |          |           |               |
|--------------|----------|-----------|---------------|
| ● पर्यायवाची | ● लिंग   | ● कारक    | ● लोकोक्ति    |
| ● विलोम      | ● वचन    | ● मुहावरे | ● विराम चिह्न |
| ● विशेषण     | ● क्रिया | ● संज्ञा  | ● सर्वनाम     |

### मूल्यांकन—

मूल्यांकन शिक्षण प्रक्रिया का अभिन्न अंग है। जिसका सीधा उद्देश्य है - विभिन्न संदर्भों में बच्चों द्वारा भाषा प्रयोग की कुशलता का आकलन करना। आकलन की यह प्रक्रिया निष्पक्ष और ईमानदारी से पूर्ण होनी चाहिए तथा ऐसी हो जिससे बच्चों को भाषा प्रयोग संबंधी फीडबैक मिले और वे स्वयं ही अपने भाषा प्रयोग को परिमार्जित कर सकें। बच्चे प्राथमिक स्तर पर मूल्यांकन करते समय निम्नलिखित बातों को ध्यान में रखा जाए—

1. सतत और व्यापक मूल्यांकन की पद्धति अपनाई जाए।
2. पहली से तीसरी कक्षा में बच्चों की गतिविधियों के अवलोकन के आधार पर मूल्यांकन किया जाए।
3. चौथी और पाँचवी कक्षा में थोड़ा औपचारिक मूल्यांकन किया जाएगा। परंतु यह ध्यान में रखें कि मूल्यांकन रोचक और सहज गतिविधियों द्वारा किया जाए जो बच्चों के मन में डर या संकोच उत्पन्न न करे।
4. मूल्यांकन के निदानात्मक और उपचारात्मक पक्ष पर विशेष ध्यान दिया जाए।
5. बच्चे के प्रदर्शन की तुलना उसी बच्चे के पिछले प्रदर्शन से करके उसकी प्रगति का आकलन किया जाए। इसके लिए बच्चे के कार्य, निर्मित सामग्री और गतिविधियों में सहभागिता का नियमित रिकार्ड रखा जाए।
6. मूल्यांकन मानवीय उत्तरदायी, पारदर्शी, मित्रतापूर्ण, न्यायपूर्ण और पूर्वाग्रहों से मुक्त हो।
7. मूल्यांकन में बच्चों की सहज मौखिक और लिखित अभिव्यक्ति को महत्व दिया जाए न कि रटे हुए उत्तरों को।
8. मूल्यांकन की विधियों में विविधता हो ताकि यह प्रक्रिया बच्चे के लिए रोचक बन सके।

9. विशेष आवश्यकताओं वाले बच्चे का आकलन उनकी विशिष्ट आवश्यकताओं और क्षमताओं को ध्यान में रखते हुए किया जाए।
10. सुनना-बोलना, पढ़ना, लिखना, इन कौशलों के साथ अन्य कौशलों का भी समग्रतापूर्वक मूल्यांकन किया जाए जैसे वर्गीकरण, तर्क, विश्लेषण, संश्लेषण, अवलोकन, चिंतन आदि।

### रूपात्मक( फॉर्मेटिव ) आकलन के लिए कुछ सुझाव

फॉर्मेटिव आकलन का मुख्य लक्ष्य यह है कि बच्चों की भाषायी कुशलताओं का आकलन वर्ष में केवल दो-तीन अवसरों पर करने के बजाय नियमित और सतत रूप से होता रहना चाहिए। मूल्यांकन कृत्रिम और नियंत्रित परिवेश में न होकर भयमुक्त, सहज और अनौपचारिक रूप से होना चाहिए। मूल्यांकन हेतु अलग से कोई विशेष कार्यक्रम आयोजित करने के बजाय उसे कक्षा और विद्यालय की रोजमर्रा की गतिविधियों का अभिन्न अंग बनाया जाना चाहिए।

हिंदी भाषा के उद्देश्यों को प्राप्त करने हेतु आप समय-समय पर अनेक गतिविधियाँ भी करवाते होंगे। आप यह अवश्य जानना चाहेंगे कि इन गतिविधियों द्वारा बच्चों में वांछित योग्यताओं का विकास हो रहा है या नहीं। इन्हीं कुशलताओं के आकलन द्वारा ही आप अपने शिक्षण की सफलता का आकलन भी कर सकेंगे।

फॉर्मेटिव आकलन हेतु आपको रोचक, सरल और बच्चों के जीवन से जुड़े हुए क्रियाकलाप, पाठ्य सामग्री और खेल चुनने चाहिए। क्रियाकलापों और आकलन हेतु पहले से योजना बना लेनी चाहिए। क्रियाकलापों में दृश्य-श्रव्य साधनों का यथासंभव इस्तेमाल किया जाए। चूँकि भाषा के सभी कौशल एक-दूसरे में घुले-मिले रहते हैं अतः आप भी एक गतिविधि द्वारा एक से अधिक कौशलों/उद्देश्यों का आकलन कर सकते हैं।

**इन गतिविधियों को कक्षा या विद्यालय प्रांगण में ही करवाया जाना है। यदि कोई ऐसा क्रियाकलाप है जिसमें विद्यालय से बाहर जाकर कार्य करने की आवश्यकता पड़ती है तो ऐसी स्थिति में वह कार्य शिक्षक के पर्यवेक्षण और मार्गदर्शन में होना चाहिए।**

यह आकलन व्यक्तिगत, सामूहिक या साथियों द्वारा किया जा सकता है। फॉर्मेटिव आकलन में स्व-आकलन भी बहुत महत्वपूर्ण है जिसमें बच्चा स्वयं अपनी प्रगति का मूल्यांकन करता है।

आप जो भी क्रियाकलाप करवाएँ, उसके बारे में बच्चों को तुरंत प्रतिपुष्टि (Feedback) अवश्य दें। उस प्रतिपुष्टि का उपयोग करते हुए बच्चों को उनका प्रदर्शन सुधारने के अवसर भी दें। प्रतिपुष्टि देने के लिए आप अन्य बच्चों द्वारा किए गए कार्य के नमूने भी दिखा सकते हैं।

फॉर्मेटिव मूल्यांकन की कुछ गतिविधियाँ आगे दी गई हैं –

- (1) सुनना
- (2) निर्देश सुनकर कुछ बनाना/कार्य करना

- (3) बोलना
- (4) पढ़ना
- (5) लिखना
- (6) अंत्याक्षरी
- (7) अभिनय
- (8) शैक्षिक खेल
- (9) प्रतियोगिता
- (10) पहेली/प्रश्नोत्तरी

(1) **सुनकर प्रतिक्रिया देना** – कौशल – सुनना, लिखना

परीक्षक बच्चों के स्तर के अनुकूल किसी रोचक और प्रासंगिक विषय पर एक अनुच्छेद, कहानी या संवाद सुनाएँ। सुनाई जा रही रचना लगभग 30–150 शब्दों की हो सकती है। सुनाने से पहले बच्चों को बता दें कि इसको सुनने के बाद उन्हें कुछ क्रियाकलाप करने होंगे। मूल्यांकन हेतु सुनाए जा रहे अंश को रिकॉर्ड भी किया जा सकता है। रिकॉर्डिंग का लाभ यह है कि इसे पुनः सुनाया जा सकता है।

एक बार रचना सुनाने के बाद बच्चों को अभ्यास कार्य/ वर्क शीट दे दें। अभ्यास कार्य बहुविकल्पी, रिक्त स्थान पूर्ति, सत्य/असत्य का चुनाव जैसे कम समय लेने वाले हों ताकि बच्चे सुनते-सुनते उन्हें हल कर सकें।

वर्क शीट/कार्य पत्र देने के बाद वही रचना फिर सुनाएँ ताकि इस बार वे साथ-साथ हल भी लिख सकें।

इस गतिविधि में सुनी गई सामग्री पर आधारित प्रश्न निम्नलिखित संकल्पनाओं से संबंधित हो सकते हैं—

- (1) सुनी गई सामग्री का भाव, मूल विचार
- (2) प्रतिक्रिया
- (3) प्रत्यास्मरण आधारित
- (4) कल्पना आधारित

(2) **निर्देशानुसार बनाना** – कौशल – सुनना, लिखना

इस गतिविधि में किसी चीज़ को बनाने की प्रक्रिया चरणबद्ध रूप से बताई जाएगी और बच्चे उसे सुनकर और देखकर वह चीज़ बनाएँगे। उदाहरण के लिए, कागज़ का उपयोग करते हुए टोपी, बंदूक, हाथी, चिड़िया आदि बनाना। बच्चों के स्तर के अनुसार आप प्रक्रियाओं के लिए चीज़ों का चयन कर सकते हैं।

इस गतिविधि के लिए, आप स्वयं सभी चरण भली-भाँति आत्मसात कर लें। यदि स्वयं प्रक्रिया का वर्णन करने में

कोई दिक्कत है तो वीडियो/ऑडियो कार्यक्रमों का उपयोग भी किया जा सकता है।

इस गतिविधि के चरण निम्नलिखित हो सकते हैं—

- शिक्षक द्वारा वर्णन करते हुए/चरणों को स्पष्ट करते हुए कोई कलाकृति बनाकर दिखाई जाएगी। बच्चे ध्यानपूर्वक देखेंगे और सुनेंगे।
- बच्चों को सामग्री देना (उदाहरण के लिए कागज़)
- एक बार फिर से शिक्षक द्वारा वह कलाकृति चरणबद्ध रूप से बताई जाएगी। बच्चे साथ-साथ बनाएँगे।
- बच्चे पूरी प्रक्रिया चरणबद्ध रूप से लिखेंगे।

**आकलन बिंदु -**

- बच्चे ने निर्देश दोहराने के लिए अनुरोध नहीं किया।
- बच्चे ने चरण स्पष्ट करने के लिए संगत प्रश्न पूछा।
- बच्चे ने दूसरे बच्चे की त्वरित सहायता की।
- बच्चे ने पूरी कलाकृति तैयार की।
- बच्चे ने सही क्रम से पूरी प्रक्रिया लिखी।

(3) **बोलना -**

भाषा-शिक्षण का एक महत्वपूर्ण लक्ष्य है - बच्चों की बोलने संबंधी क्षमताओं का विकास करना। इस कौशल के आकलन हेतु अनेक गतिविधियों का आयोजन किया जा सकता है, उदाहरण के लिए—

- बातचीत
- परिचय लेना/देना
- अपने अनुभव सुनाना
- किसी प्रक्रिया का वर्णन करना
- मंच से बोलना/उद्घोषणा करना
- कक्षा में चर्चा करना
- किसी पुस्तक/फिल्म की कहानी सुनाना
- किसी चित्र का वर्णन करना

इस कौशल में इस ओर ध्यान दिया जाएगा कि बच्चे स्पष्ट, पूर्ण और उचित विराम के साथ बोलकर अभिव्यक्ति करें। आत्मविश्वास, पहलकदमी और अपनी बारी का इंतज़ार करना भी महत्वपूर्ण योग्यताएँ हैं।

‘बोलना’ कौशल का आकलन संपूर्ण सत्र में सतत रूप से चलते रहना चाहिए। बच्चों को बोलकर अपने विचार अभिव्यक्त करने के पर्याप्त अवसर मिलने चाहिए। बच्चों की अभिव्यक्ति को सम्मान तथा पहचान मिलनी चाहिए, तभी वे आत्मविश्वासपूर्वक अपनी बात कहने के लिए उत्सुक होंगे। शिक्षक को बच्चों की अभिव्यक्ति में कम से कम हस्तक्षेप करना चाहिए।

कहानी सुनाने के कुछ आधार बिंदु निम्नलिखित हैं –

- संवाद- भावानुकूल, पात्रानुकूल
- घटनाओं का क्रमिक वर्णन
- उच्चारण
- श्रोताओं से संवादात्मकता

(4) **पढ़ना** – पढ़ने की क्षमता के आकलन के लिए बच्चों को कहानी, कविता, लेख आदि पढ़ने के अवसर दिए जाएँ। निर्धारित पाठ्यसामग्री में बहुत से अतिरिक्त पाठ केवल पढ़ने के लिए ही दिए गए हैं। इनमें से परीक्षा में सवाल नहीं पूछे जाएँगे। इनका उद्देश्य बच्चों की पठन क्षमता में विकास और हिंदी साहित्य के प्रति अभिरुचि का विकास करना है। इन पाठों को पढ़ने के बाद बच्चे अवश्य ही और अधिक पुस्तकें/ रचनाएँ पढ़ने की इच्छा प्रकट करेंगे। बच्चों की पसंद की सूचनापरक, कलात्मक, वैज्ञानिक, सांस्कृतिक, सामाजिक, खेलकूद और मनोरंजक पुस्तकें उन्हें उपलब्ध न हों तो इंटरनेट का भी उपयोग किया जा सकता है।

पठन क्षमता का मुख्य उद्देश्य ऐसे व्यक्तियों का निर्माण करने में निहित है जो स्वतंत्र रूप से चिंतन कर सकें तथा जिनमें न केवल अपने स्वयं के ज्ञान का निर्माण की क्षमता हो अपितु वे इसका आत्मावलोकन भी कर सकें। इसके अतिरिक्त पठन कौशल के निम्नलिखित उद्देश्य हैं –

- एकाग्र चित्त हो एक अभीष्ट गति के साथ पठन करना।
- संदर्भ के अनुसार शब्दों के अर्थ-भेदों को पहचान लेना।
- पठित सामग्री के विभिन्न अंशों का परस्पर संबंध समझना।
- पठित अनुच्छेदों के शीर्षक एवं उपशीर्षक देना और शीर्षक के देने का कारण बताना।
- कविता के प्रमुख उपादान तुक, लय, यति आदि से परिचित होना।

(4) **लिखना** – बच्चों को कहानी-लेखन कविता-लेखन, किसी घटना या वस्तु का वर्णन करने आदि क्रियाकलाप करवाए जाने चाहिए। किसी चित्र के बारे में लिखना, किसी खेल के नियम या प्रक्रिया लिखना, अपने मन से या देखी-सुनी घटना/कहानी/फिल्म की कहानी या गीत लिखना भी उतना ही महत्वपूर्ण है। इस कौशल के अंतर्गत निम्नलिखित बातों पर ध्यान दिया जा सकता है –

## लिखने की योग्यताएँ –

- देखी हुई घटनाओं का वर्णन करना और पढ़ी हुई कहानी को संवाद में परिवर्तित करना और संवाद को कहानी में।
- लेखन के लिए सक्रिय (व्यवहारोपयोगी) शब्द-भंडार की वृद्धि करना।
- स्वानुभूत विचारों और भावनाओं को स्पष्ट, सहज ढंग से अभिव्यक्त करना।
- लिखने में मौलिकता और सर्जनात्मकता लाना।

### (5) अंत्याक्षरी – कौशल – पढ़ना, बोलना, सुनना, लिखना

कक्षा या विद्यालय में अंत्याक्षरी का आयोजन किया जा सकता है। कविता पाठ करने के तरीके को समझने में भी बच्चों की सहायता करें। कविता को कंठस्थ करना ज़रूरी नहीं है। बच्चे कविता पाठ देखकर भी कर सकते हैं। कविता पाठ हेतु समय सीमा का निर्धारण उचित नहीं है।

कविता पाठ के आकलन के कुछ आधार बिंदु निम्नलिखित हो सकते हैं—

- गति, लय, आरोह – अवरोह, भाव सहित वाचन
- मंच से बोलने में सहजता
- कविता की उपयुक्तता
- श्रोताओं से नेत्रों/शब्दों द्वारा संवाद स्थापित करना

### (6) अभिनय – कौशल – बोलना, सुनना, पढ़ना, लिखना

रोल प्ले (भूमिका निर्वहन) और ड्रामाटाइज़ेशन (नाट्य रचनाकरण) द्वारा बच्चे शाब्दिक और अशाब्दिक रूप में अभिव्यक्ति करना समझ सकेंगे।

अभिनय एकल भी हो सकता है और सामूहिक भी। नाटक किसी कहानी या घटना पर भी आधारित हो सकता है। नाटक की प्रस्तुति भी दो तरीकों से की जा सकती है –

- (1) बच्चे नाटक के संवाद स्वयं बनाएँ।
- (2) पहले से लिख हुए संवादों को याद करके प्रस्तुत करें।

नाटक हेतु पार्श्व संगीत/सज्जा आदि के लिए कार्यदल बनाए जा सकते हैं उनके कार्य का आकलन भी अभिनेताओं के आकलन के समान करना चाहिए।

अभिनय हेतु कुछ आधार बिंदु निम्नलिखित हैं –

- नाटक में भाग लेने में पहल की
- भाव, स्वर, विराम आदि को ध्यान में रखते हुए संवाद प्रस्तुत किए।
- स्थानीय समझ - मंच के स्थान का सदुपयोग
- अन्य अभिनेताओं से समन्वय

### मूल्यांकन के संकेत बिंदुओं का विवरण

प्रस्तुतीकरण	विषय-वस्तु	भाषा	उच्चारण
<ul style="list-style-type: none"> <li>• आत्मविश्वास</li> <li>• हाव भाव के साथ</li> <li>• प्रभावशाली</li> <li>• तार्किकता</li> <li>• स्पष्टता</li> </ul>	<ul style="list-style-type: none"> <li>• विषय की सही अवधारणा</li> <li>• तर्क सम्मत</li> </ul>	<ul style="list-style-type: none"> <li>• शब्द चयन व स्पष्टता स्तर और अवसर के अनुकूल हों ।</li> </ul>	<ul style="list-style-type: none"> <li>• स्पष्ट उच्चारण, सही अनुतान, आरोह अवरोह अधिक बल देना चाहिए ।</li> </ul>

इस स्तर पर बल दिए जाने योग्य कुछ जीवन मूल्य

- सच्चाई,
- सहकारिता
- समानता
- पहल, नेतृत्व
- उत्तरदायित्व की भावना

कक्षा 1 और 2 के लिए पाठ्यक्रम और आकलन बिंदुओं का विवरण

संकलित परीक्षा-1	संकलित परीक्षा-2
अवधारणा	अवधारणा
सुनना कौशल	सुनना कौशल
बोलना कौशल	बोलना कौशल
पढ़ना कौशल	पढ़ना कौशल
लिखना कौशल	लिखना कौशल
ध्वनि-संकेत (लिपि चिह्नों) का समन्वय	ध्वनि-संकेत (लिपि चिह्नों) का समन्वय
हिंदी भाषा की ध्वनियों के प्रति संवेदनशीलता	हिंदी भाषा की ध्वनियों के प्रति संवेदनशीलता
विभिन्न स्थितियों में अपनी बात कहने और दूसरों की बात सुनने का आत्मविश्वास	विभिन्न स्थितियों में अपनी बात कहने और दूसरों की बात सुनने का आत्मविश्वास
शब्द भंडार का विकास	शब्द संपदा (पर्यायवाची, विपरीतार्थी, अनेकार्थी)
शब्द-निर्माण की कुशलता	वचन, लिंग
	वाक्य निर्माण

कक्षा 3 से 5 तक के लिए पाठ्यक्रम और आकलन बिंदुओं का विवरण

संकलित परीक्षा-1	संकलित परीक्षा-2
अवधारणा	अवधारणा
सुनना कौशल	सुनना कौशल
बोलना कौशल	बोलना कौशल
पढ़ना कौशल	पढ़ना कौशल
लिखना कौशल	लिखना कौशल
हिंदी भाषा की ध्वनियों के प्रति संवेदनशीलता	हिंदी भाषा की ध्वनियों के प्रति संवेदनशीलता
विभिन्न स्थितियों में अपनी बात कहने और दूसरों की बात सुनने का आत्मविश्वास	विभिन्न स्थितियों में अपनी बात कहने और दूसरों की बात सुनने का आत्मविश्वास
शब्द संपदा (पर्यायवाची, विपरीतार्थी, अनेकार्थी)	शब्द संपदा (पर्यायवाची, विपरीतार्थी, अनेकार्थी)
शब्द-निर्माण की कुशलता	शब्द-निर्माण की कुशलता
वाक्य निर्माण की कुशलता	वाक्य निर्माण की कुशलता
लिंग, वचन	लिंग, वचन
संज्ञा, क्रिया, सर्वनाम, विशेषण	संज्ञा, क्रिया, सर्वनाम, विशेषण
पूर्णविराम, प्रश्नवाचक और अल्पविराम चिह्न	पूर्णविराम, प्रश्नवाचक और अल्पविराम चिह्न

# Environmental Education

## Classes I - II

The second area of learning is Social Science. This is called Environmental Education for classes I and II where it is a combination of four dimensions of environment. These are Physical Environment, Geographical Environment, Cultural Environment and Social Environment.

### Broad objectives of Environmental Education

The students will develop ability to :

- ❖ understand the environment around them based on observation and illustration
- ❖ make relevant observations and comparisons in a variety of contexts
- ❖ nurture the curiosity and creativity particularly in relation to the natural environment along with developing scientific temperament
- ❖ extend ideas and comprehension through practical and experiential knowledge
- ❖ strengthen the fundamentals and gradually create opportunities to create and ask higher order questions
- ❖ to form a link between the natural, social and cultural environment
- ❖ engage with opportunities of knowledge development through analytical and scientific approach
- ❖ use specific information and apply it to broader areas of learning
- ❖ know the importance of natural resources and ways to conserve them
- ❖ locate a relationship between past, present and future regarding social, biological, environmental and cultural aspects

### Specific Objectives of Environmental Education

Students through this curriculum will be provided opportunities to develop the ability to :

- ❖ locate and comprehend relationship between the physical, natural, social and cultural environment.
- ❖ develop an understanding based on observation and illustration, drawn from live

experiences and physical, biological, social and cultural aspects of life, rather than abstractions.

- ❖ create cognitive capacity and resourcefulness to make the child curious about social phenomena, starting with the family and moving on to wider spaces.
- ❖ nurture the curiosity and creativity of the child particularly in relation to the natural environment (including human beings and artefacts).
- ❖ be aware about environmental issues.
- ❖ engage exploratory and practical activities to acquire basic cognitive and psychomotor skills through observation, classification, inference, etc.
- ❖ emphasize, design and fabricate, estimate and measure as a prelude to the development of technological and quantitative skills at later stages.
- ❖ critically address gender concerns and issues of marginalization and oppression with values of equality and justice, and respect for human dignity and rights.

# General Science

## Classes III - V

The child in the formative years needs to be engaged in joyful and inquisitive exploration of the world around. The major targets at this phase are to foster the curiosity of the learner about the world (*natural and physical environment, artefacts and people*), to allow the learner to engage in investigative and hands-on activities for acquiring the essential cognitive and psychomotor skills through observation, categorization, inference, etc., leading to involvement in creating design and fabrication, estimation and measurement as a prologue to the development of technological and quantitative skills at later learning stages; and to develop basic language skills: speaking, reading and writing not only for science but also through science. Science and Social Science are integrated as '**Environmental Education**' in Classes I and II before being treated as **General Science** in Classes III to V. The curriculum of General Science portrays Science as a set of ideas leading to processes.

### Broad Objectives of General Science

The students will :

- ❖ develop a coherent knowledge and understanding of the environment around them
- ❖ comprehend that Science has activities that can be carried out by all people as a part of their daily lives and develop scientific attitudes
- ❖ appreciate the implications of scientific study and its limitations
- ❖ use the Scientific method and scientific skills to evaluate ideas and make choices/decisions
- ❖ develop an understanding about the evolving nature of science
- ❖ understand the need to make responsible decisions about the use of Science and technology and to consider its impact on the environment
- ❖ nurture scientific talent and lead to further growth
- ❖ develop interest and knowledge of Scientific ideas for use in choosing careers
- ❖ explore the magic of Science

## Specific Objectives of General Science

The students will :

- ❖ collect evidence in a variety of contexts to answer a question
- ❖ suggest ideas and make predictions
- ❖ acquire knowledge of life processes to bring awareness about differences between living and non-living things
- ❖ learn to sort materials according to properties
- ❖ identify simple trends and patterns and suggest explanation for the same.
- ❖ use knowledge and understanding to plan how to carry out an experiment or collect sufficient evidence to test an idea
- ❖ choose apparatus and decide what to measure
- ❖ study in detail about human structure and parts of plants
- ❖ gain knowledge of simple machines to ease our work

# Social Science

## Classes III - V

In classes III to V students study Social Science through a combination of History, Geography, Social and Political Structures.

The **Social Science curriculum** aims to develop in students an understanding and evaluation of the social, political, economic and environmental dimensions of the world, and help them formulate and justify arguments in response to a diverse range of issues.

### Broad Objectives of Social Science

The students will develop ability to :

- ❖ build up the skills and acquire information using an enquiry process.
- ❖ take active, responsible and informed roles as learners.
- ❖ build up the skills of citizenship in the context of local and the global world.
- ❖ acquire and sift information obtained through verbal, visual and electronic texts.
- ❖ identify, select and evaluate critically the sources of information
- ❖ participate in meaningful research related to social, economic, environmental and political structures.
- ❖ initiate investigations and gather information from various sources
- ❖ analyze areas and store information to synthesize and communicate
- ❖ apply the information gained and skills obtained to different situations and contexts
- ❖ plan and implement action individually or in groups
- ❖ reflect on their own learning
- ❖ fulfill the social responsibility expected and participate in social and civic life.
- ❖ solve problems and make informed decisions leading to responsible action.

### Specific Objectives of History

The student will develop ability to:

- ❖ appreciate cultural and historical aspects
- ❖ familiarize with chronological changes that have occurred over a period of time
- ❖ learn about inventions or scientific theories that happened in the past and have an impact on our present life
- ❖ acquire knowledge about the theory of evolution of human race

### **Specific Objectives of Geography**

The student will develop ability to:

- ❖ appreciate the need of shelter, community, food and water to stay alive.
- ❖ know about the means to conserve natural resources
- ❖ provide complete information about geographical aspects of one's country
- ❖ identify important physical features on map
- ❖ explore the universe beyond the sun, the moon and the stars
- ❖ have detailed understanding about flora and fauna
- ❖ understand the ways to protect environment and living things

### **Specific Objectives of Social and Political Structure**

The student will develop ability to:

- ❖ understand the need of living together in a community and importance of social organization
- ❖ know about relationships and interdependence between different genres of society
- ❖ possess awareness about socio-political set up of the country
- ❖ examine the various factors influencing the structure of society
- ❖ understand the interface between science, society, technology and the environment

# Mathematics

The objective of teaching Mathematics at the primary level is to enable the learners to develop a flair for numbers, numeracy, calculations and spatial orientation. The focus will be on seeing order, correlation, logic and ability to measure and estimate. This has to be done in a conducive environment and through a facilitative pedagogy so that there is no stress about learning Mathematics.

Further, the learners should be made to acquire skills of collecting, receiving, managing and processing data and to obtain meaningful information through analysis, argument and manipulations. The pedagogy in mathematics will be learner friendly and related to real time situations in life.

## Broad objectives of Mathematics

The students will develop ability to :

- ❖ read and write numbers using place value
- ❖ use the vocabulary related to basic operations and symbols to describe and record sentences
- ❖ acquire a range of mental skills for carrying out calculations.
- ❖ build up the skills to choose sensible calculation methods-mental and written to solve problems
- ❖ use specific operations to solve problems ,using one or more steps
- ❖ answer questions based on organizing, presenting, analyzing and interpreting the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate.
- ❖ solve mathematical problems or puzzles ,recognize and explain patterns and relationships, generalize and predict
- ❖ investigate general statements about number or shapes by finding examples that satisfy it
- ❖ estimate, measure, weigh and compare objects by choosing and using suitable standard units and measuring instruments, hence appreciating the use of standard units in our daily life
- ❖ use mathematical vocabulary to describe position, direction and movement

- ❖ make and describe shapes, pictures and patterns
- ❖ formulate and create variety of problems and hence their solutions
- ❖ appreciate the use of mathematics in our day to day life

### Specific Objectives of Mathematics

#### CLASS I

- ❖ Solve a puzzle or problems using numbers.
- ❖ Develop and use the vocabulary of comparing numbers (more, less and equal to)
- ❖ Sort, classify and describe the object on the basis of number of the objects.
- ❖ Collate puzzles and the objects according to the specification given.
- ❖ Observe and describe the number of objects in their surroundings.
- ❖ Count forward and backward.
- ❖ Group the objects in a group of two, three or ten each.
- ❖ Visualize and use everyday language to describe the shape and direction of the object.
- ❖ Count reliably up to 50 objects, recognizing that the number of objects matches the count.
- ❖ Estimate the number of objects that can be checked by counting.
- ❖ Compare and order numbers

#### CLASS II

- ❖ Read and write 3-digit numbers and use knowledge of place value to place those numbers
- ❖ Present solutions to puzzles and problems in an organized way
- ❖ Explain decisions, methods and results in pictorial, spoken or written form, using mathematical language and number sentences
- ❖ Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division
- ❖ Visualize common 2-D shapes and 3-D solids
- ❖ Identify shapes from pictures in different positions and orientations

- ❖ Estimate, compare and measure lengths, weights and capacities, by choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments
- ❖ Answer questions by collecting and recording data in lists and tables, or pictographs
- ❖ Use ICT to organize and present data

### CLASS III

- ❖ Read and write 4-digit number and use knowledge of place value to place those numbers
- ❖ Develop and use written methods to record, support or explain addition, subtraction, multiplication and division and apply them in context of money and measurements
- ❖ Develop mental calculation strategies for addition and subtraction
- ❖ Relate 2-D shapes and 3-D solids to their drawings
- ❖ Describe, visualize, classify, draw and make the shapes and identify symmetry
- ❖ Use units of time (*seconds, minutes, hours, days*) and know the relationships between them
- ❖ Answer questions by collecting, organizing and interpreting data
- ❖ Use tally charts, frequency tables, pictograms and bar charts to represent results and illustrate observations
- ❖ Use ICT to create a simple bar chart
- ❖ Read and write proper fractions, interpreting the denominator as the parts of a whole and the numerator as the number of parts
- ❖ Identify and estimate fractions of shapes
- ❖ Use diagrams to compare fractions and establish equivalents

### CLASS IV

- ❖ Read and write numbers beyond thousands place
- ❖ Use operations to solve problems in whole numbers
- ❖ Develop mental calculation strategies for all the basic operations
- ❖ Solve mathematical puzzles or problems, recognize and explain patterns and relationships

- ❖ Recall quickly multiplication facts up to  $10 \times 10$  and use them to multiply pairs of multiples
- ❖ Use knowledge of rounding, number operations and inverses to estimate and check calculations
- ❖ Use decimal notation for tenths and hundredths and partition decimals; relate the notation to money and measurement
- ❖ Know angles are measured in degrees
- ❖ Measure and calculate area and perimeter of simple shapes
- ❖ Read timetables and time using 24-hour clock notation
- ❖ Use a calendar to calculate time intervals
- ❖ Collect, record, analyze and interpret data in the form of tally marks and bar graph

## CLASS V

- ❖ Read and write large numbers ( millions place)
- ❖ Solve one-step and two-step problems involving whole numbers and decimals and all operations, choosing and using appropriate calculation strategies
- ❖ Solve basic operations on fractions
- ❖ Develop knowledge of percentage and average
- ❖ Read, choose, use and record standard metric units to estimate and measure length, weight and capacity to a suitable degree of accuracy
- ❖ Convert units from larger to smaller.
- ❖ Visualize 3-D objects from 2-D drawings; make nets of common solids
- ❖ Draw polygons and classify angles
- ❖ Measure and calculate volume of cube and cuboids

# Information and Communication Technology

Globalization and technological change processes have created a new global economy "powered by technology, fueled by information and driven by knowledge." The emergence of this new global economy has serious implications for the nature and purpose of educational institutions. As the half-life of information continues to shrink and access to information continues to grow exponentially, schools cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather, schools must promote "learning to learn," i.e., the acquisition of knowledge and skills that make possible continuous learning over the lifetime. "The illiterate of the 21st century," according to futurist Alvin Toffler, "will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

Information and communication technologies (ICTs)- have been touted as potentially powerful enabling tools for educational change and reform. When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, making teaching and learning into an engaging, active process connected to real life.

## ICT Policy

Integrating ICT in a school environment is a mind set towards preparing students for the global challenges of life. It is an approach and a strategy which equips a learner with a tool to learn. The effective integration of ICTs into the educational system is a complex, multifaceted process that involves not just technology but also curriculum and pedagogy, institutional readiness, teacher competencies, and long-term financing, among others.

## Implementation of Technology

- Providing a time-table for the subject called technology, which is taught by teachers with particular knowledge and skills. These teachers may come from a range of disciplines.
- Developing a school approach which integrates units of study, or modules of technology education in a systematic, co-ordinated way, across the curriculum, involving teachers from a range of disciplines.

## Four principal rationales for introducing computers in schools:

- The pedagogic rationale asserts that computers assist the teaching-learning process and enhance the instruction of traditional subjects in the curriculum.

- The catalytic rationale sees the introduction of computers as improving the overall performance of schools thus giving a positive impact to the education system in general.
- The social rationale is concerned with the overwhelming importance of the computer in modern society that seems to make it imperative for all students to become familiar with it and accept it in everyday use.
- The vocational relates the need for computer education to the possibility of better access to the job market. This sees the teaching of computer applications or programming as providing skills vital for employment.

### **How can Computers be used in classrooms**

School computers are being used in many different ways. Educational leapfrogging, however, is only possible if the potential of hardware and software is fully exploited. Computers can be used as:

- Teaching tool for the development of intellectual and thinking skills - Computers may be used for interactive games and real world simulations i.e., Interdisciplinary comprehensive explorations that cannot be provided by any medium other than the computer.
- Communication tool - The use of computers in the classroom help students get used to email and facilitates communication among students, teachers, etc., both within class and outside the class. They learn to communicate via Internet, be it for emailing with another class working on similar subjects/ projects, especially if a school network exists, or be it for consulting an expert or another "significant person" on issues that arise during coursework.
- Gaming tool - Computers are used for games, especially in primary education where a playful approach to computers helps students prepare for future computer use and stimulates their creativity and imagination.
- Research tool - Computers are used to provide students with access to information on the Internet. The Internet facilitates gathering data for class projects, taking online excursions to travel reports and photos from various countries, reading work written by other students, following up on current news and issues, reading fiction, taking virtual field trips to institutions such as museums on the Internet, etc.
- Training tool for repetitive tasks - This includes the use of drill and practice programmes in the fields of reading, grammar, or simple arithmetic. This also includes solving equations, studying irregular verbs, learning vocabulary in a foreign language, spelling, recalling historical dates, etc.
- Administrative Tool - Teachers themselves may use computers for administration tasks, production of documents, and the creation of lessons.  
This includes keeping of records, manipulating information, producing individual letters

to parents or a class newsletter, creating customized follow-up work for lessons, making personalized certificates of achievement, creating student lists or name tags, etc.

- **Teaching tool for computer use in itself** - Students have to be prepared for computer used in their future lives, i.e. develop easiness in dealing with both software and hardware tools. The former includes word processing, and dealing with spreadsheets, databases as well as graphics applications that they are likely to encounter at their future work place.

The curriculum for CBSE-*i* Primary classes includes the basics of computer science, understanding of the software along with the sequencing of instructions i.e., Flowchart and programming languages such as BASIC. Moreover, student will be apprised with the societal impact of ICT. The syllabus has been taken to update facts and figures and the information about latest terminologies, packages and technologies. We have included presentations to aid the teachers in delivering the content. For students there are assignments at the end of each unit. Moreover, different kind of activities such as Trans disciplinary activities, Life Skill activities and Critical Thinking activities are included to enhance the understanding of the concepts.

### **Objectives :**

Through the integration of Information and Communication Technology across various subjects, the students will develop the ability to :

- ❖ explore information from various sources
- ❖ know how to gather, enter and store information in a variety of forms
- ❖ use ICT as a tool of expressing ones own ideas
- ❖ organize, classify and present the information collected from different sources effectively
- ❖ use it to share information with others
- ❖ arrange the instructions regarding the task - sequentially and achieve specific outcomes
- ❖ know how authentic the available information is and make desired amendments accordingly
- ❖ access the use of ICT in their work and reflect critically in order to make improvements in subsequent work.

**Information and Communication Technology  
Syllabus Class I**

Unit	Topic(s)	Learning Objective(s)	Estimated Time (Periods)
1. Getting Started	<ol style="list-style-type: none"> <li>1. Identify keyboard, mouse, monitor</li> <li>2. Switch On/Off a computer</li> <li>3. Identify laptop, desktop, tablet, roll-top, smart phones</li> <li>4. Buttons on Mouse</li> <li>5. Enter, Space, Esc, and Arrow keys on keyboard</li> </ol>	<ul style="list-style-type: none"> <li>• To identify a computer and its peripherals.</li> <li>• To learn how to Switch On/Off a computer.</li> <li>• Identify buttons on mouse and a few basic keys on keyboard.</li> </ul>	12
2. Game Time - I	<ol style="list-style-type: none"> <li>1. Start a solo game</li> <li>2. Play the game</li> <li>3. Close the game</li> </ol>	<ul style="list-style-type: none"> <li>• Students acquire elementary analytical skills through solo gaming.</li> <li>• Students become comfortable with computers, mouse, and keyboard.</li> </ul>	12
3. Game Time - II	<ol style="list-style-type: none"> <li>1. Start a team game</li> <li>2. Play the game</li> <li>3. Close the game</li> </ol>	<ul style="list-style-type: none"> <li>• Students learn to think critically by playing two player games.</li> <li>• Students get comfortable with sharing computers with others.</li> </ul>	12
4. Comics Time	<ol style="list-style-type: none"> <li>1. Start a comic</li> <li>2. Listen to / view the comic</li> <li>3. Move forward and backward in the comic</li> <li>4. Close the comic</li> </ol>	<ul style="list-style-type: none"> <li>• Develop appreciation for environmental ethical values through comics.</li> <li>• Students learn that computers are used not just for playing games but for some other fun activities also.</li> </ul>	12
5. Tux Paint - I (open source)/MS Paint***	<ol style="list-style-type: none"> <li>1. Start tux paint</li> <li>2. Know tux paint tools - Shapes</li> <li>3. Close tux paint</li> </ol>	<ul style="list-style-type: none"> <li>• Creative Skills development using Tux paint software - use shapes, new, and quit.</li> </ul>	12
6. Using the icons	<ol style="list-style-type: none"> <li>1. Open up a topic icon</li> <li>2. Listen to / view the topic</li> <li>3. Navigate the topic using keyboard/mouse as required</li> <li>4. Close the topic</li> </ol>	<ul style="list-style-type: none"> <li>• Knowledge acquisition using ICT.</li> </ul>	10

\*\*\* Tux Paint is available as open source. Schools may teach Tux Paint or MS Paint as per availability in their country.

**Information and Communication Technology  
Syllabus Class II**

<b>Unit</b>	<b>Topic(s)</b>	<b>Learning Objective(s)</b>	<b>Estimated Time (Periods)</b>
1 Know the Keyboard	<ol style="list-style-type: none"> <li>1. Type of keys on keyboard</li> <li>2. Use of Caps lock and Shift keys for upper / lower case character entry</li> <li>3. Use of delete and backspace keys to delete text.</li> </ol>	<ul style="list-style-type: none"> <li>• Familiarising alphabetic, number, caps lock, shift, delete, and backspace keys.</li> </ul>	6
2 Touch typing	<ol style="list-style-type: none"> <li>1. Positioning of keys on keyboard.</li> <li>2. Basics of touch typing</li> </ol>	<ul style="list-style-type: none"> <li>• Enhancing keyboard skills for text entry - Touch typing.</li> </ul>	12
3 Save, Open, Print	<ol style="list-style-type: none"> <li>1. Save</li> <li>2. Open</li> <li>3. Print</li> </ol>	<ul style="list-style-type: none"> <li>• To save, open, and print a task.</li> </ul>	6
4 Tux Paint - II (Open source)/MS Paint***	<ol style="list-style-type: none"> <li>1. Lines</li> <li>2. Paint</li> <li>3. Erase</li> <li>4. Undo</li> <li>5. Redo</li> </ol>	<ul style="list-style-type: none"> <li>• Creative Skills development using Tux paint software - Lines, Paint, Erase, Undo, Redo.</li> </ul>	12
5 Tux Paint - III (Open source)/MS Paint***	<ol style="list-style-type: none"> <li>1. Magic</li> <li>2. Stamp</li> </ol>	<ul style="list-style-type: none"> <li>• Creative analytical skills development using Tux paint software - Magic and Stamp</li> </ul>	18
6 Story time	<ol style="list-style-type: none"> <li>1. Tux paint stories</li> </ol>	<ul style="list-style-type: none"> <li>• To develop appreciation for environmental ethics - through stories.</li> </ul>	6
7 Project	<ol style="list-style-type: none"> <li>1. Story outlines</li> <li>2. Create stories in Tux paint</li> </ol>	<ul style="list-style-type: none"> <li>• Project based learning using ICT.</li> </ul>	10

\*\*\* Tux Paint is available as open source. Schools may teach Tux Paint or MS Paint as per availability in their country.

**Information and Communication Technology  
Syllabus Class III**

Unit	Topic(s)	Learning Objective(s)	Estimated Time (Periods)
1 Information processing	1. Mental processes 2. How do children do these processes?	<ul style="list-style-type: none"> <li>● To realise the concept of information processing by identifying information processes of a child.</li> </ul>	6
2 Know your computer-I	1. What is a computer? 2. Parts of a computer	<ul style="list-style-type: none"> <li>● To learn about various components of a computer system and their interconnection.</li> </ul>	12
3 Writing with a computer	1. Introduction 2. Start Writer 3. Writer Window 4. Save and open a saved document 5. Naming a document 6. Printing a document	<ul style="list-style-type: none"> <li>● To learn the concept of Word processing.</li> <li>● Getting acquainted with the Writer screen and identifying cursor.</li> <li>● Create, Save, and Open a document.</li> <li>● Learn the concept of mnemonic file names.</li> <li>● Printing a document using Writer in Portrait and Landscape orientation.</li> </ul>	12
4 Making changes in a document	1. Play with the cursor 2. Making desired changes 3. Spelling correction	<ul style="list-style-type: none"> <li>● Playing with cursor</li> <li>● Editing tools - Deletion (delete and backspace keys), Undo, Redo, Insert key for insert and overwrite.</li> <li>● Using Spell Check for spelling correction</li> </ul>	12
5 Writing with styles and colors	1. Play with fonts 2. Styles - Bold, Italics, Underline 3. More than just English	<ul style="list-style-type: none"> <li>● Learn the concept of fonts - Font face, size, color;</li> <li>● Learn Underline, Italicise, Bold.</li> <li>● Selecting multilingual fonts.</li> </ul>	12
6 LOGO	1. Working with Turtle. 2. LOGO Commands- Draw, FD, BK, RT, LT, Head, Home, CS, Clean, CT, HT, ST, Setwidth, Width, setspeed 3. Drawing with	<ul style="list-style-type: none"> <li>● Learn the concept of Turtle.</li> <li>● Learn various LOGO commands.</li> <li>● Drawing various shapes using LOGO.</li> </ul>	

	LOGO		
7 Internet - I	<ol style="list-style-type: none"> <li>1. Connecting to other computers</li> <li>2. Search</li> <li>3. Email</li> <li>4. chat</li> </ol>	<ul style="list-style-type: none"> <li>• Learn the use of internet services - Search, email, chat.</li> </ul>	6
8 Project	<ol style="list-style-type: none"> <li>1. What is a project?</li> <li>2. Sample projects</li> </ol>	<ul style="list-style-type: none"> <li>• Project based learning using ICT.</li> </ul>	10

<b>Information and Communication Technology Syllabus Class IV</b>			
<b>Unit</b>	<b>Topic(s)</b>	<b>Learning Objective(s)</b>	<b>Estimated Time (Periods)</b>
1 Know your computer-II	<ol style="list-style-type: none"> <li>1. Input/Output devices</li> <li>2. Memory</li> <li>3. CPU</li> </ol>	<ul style="list-style-type: none"> <li>• Identify various components of a computer system with input/output devices, memory (Primary and secondary), CPU.</li> </ul>	6
2 Connect with others	<ol style="list-style-type: none"> <li>1. What is communication</li> <li>2. How are computers connected</li> <li>3. Computers on the move</li> </ol>	<ul style="list-style-type: none"> <li>• Learn the concept of communication through computers and among computers</li> <li>• Learn the elementary concept of computer networks</li> <li>• Learn the elementary concept of mobile computing.</li> </ul>	6
3 More operations in Writer - I	<ol style="list-style-type: none"> <li>1. Selection</li> <li>2. Cut, Copy, Paste</li> <li>3. Navigate in a document</li> <li>4. Find and Replace</li> </ol>	<ul style="list-style-type: none"> <li>• To select character, word, sentence and paragraph.</li> <li>• To use cut, copy, paste commands.</li> <li>• Use of Home, End, Page Up, Page Down keys to navigate in a document.</li> <li>• Use Find and Replace.</li> <li>• Use of corresponding keyboard shortcuts.</li> </ul>	12
4 More operations in Writer - II	<ol style="list-style-type: none"> <li>1. Text Alignment</li> <li>2. Lists - with bullets and numbers</li> <li>3. Format Paintbrush</li> <li>4. Special characters</li> </ol>	<ul style="list-style-type: none"> <li>• Format text-aligning text (left, right, justified).</li> <li>• Use bullets and Numbering.</li> <li>• Use Format paintbrush.</li> <li>• Use of Shift key for special characters.</li> <li>• (Use of corresponding keyboard</li> </ul>	12

		shortcuts).	
5 Images in a document	1. Inserting pictures 2. Writer's Gallery 3. Resize and Crop	<ul style="list-style-type: none"> <li>• Insert pictures from file and gallery</li> <li>• Resize and crop an image</li> </ul>	12
6 Internet - II	1. Search for Images 2. Creating email account 3. Sending and receiving emails. 4. Netiquettes	<ul style="list-style-type: none"> <li>• Searching Internet for images/pictures.</li> <li>• Creating e-mail account.</li> <li>• Sending and Receiving E-mails.</li> <li>• Following Netiquettes.</li> </ul>	12
7 Project	1. Sample Projects	<ul style="list-style-type: none"> <li>• Creating a project using Writer and E-mail to a friend for peer review and collaboration.</li> </ul>	10

**Information and Communication Technology  
Syllabus Class V**

Unit	Topic(s)	Learning Objective(s)	Estimated Time (Periods)
1 Know your computer-III	1. Memory 2. Storage devices 3. Measuring storage capacity	<ul style="list-style-type: none"> <li>• Differentiate between RAM and ROM.</li> <li>• Use of secondary storage media</li> <li>• Measuring storage capacity.</li> </ul>	6
2 Safe use of computers	1. Sit right 2. Use right 3. Malware 4. Antivirus	<ul style="list-style-type: none"> <li>• Ergonomic and safety considerations while using computers.</li> <li>• Use of antivirus for safe operation.</li> </ul>	6
3 Organising your work	1. File types 2. Drives and Folders 3. Saving files 4. Using folders	<ul style="list-style-type: none"> <li>• Recognize file types.</li> <li>• Create folders and save files.</li> <li>• Copy and move files from one folder to another.</li> </ul>	6
4 Presentations using computers - Oo Impress (Open	1. What is a presentation 2. Working with Impress	<ul style="list-style-type: none"> <li>• Basics of presentations</li> <li>• Use of Impress - Create, Save, and Open a presentation.</li> <li>• Inserting a new slide, slide layouts.</li> </ul>	12

source)/MS PowerPoint***			
5 Modifying Slides Oo Impress (Open source)/ MS PowerPoint***	<ol style="list-style-type: none"> <li>1. Inserting pictures in a slide</li> <li>2. Inserting shapes in a slide</li> <li>3. Inserting Fontwork on a slide</li> <li>4. Inserting Fields in a slide</li> </ol>	<ul style="list-style-type: none"> <li>• Insert Pictures from file/gallery</li> <li>• Shapes</li> <li>• Header/Footer, Slide Number, Date and Time</li> <li>• Fontwork on a slide.</li> </ul>	12
6 Presenting presentations Oo Impress (Open source)/ MS PowerPoint***	<ol style="list-style-type: none"> <li>1. Slide Show</li> <li>2. Slide Transition</li> <li>3. Narration</li> <li>4. Timing the show</li> </ol>	<ul style="list-style-type: none"> <li>• Slide Show –hide slide,</li> <li>• Slide transition with sound</li> <li>• Record narration and timing.</li> </ul>	12
7 Viewing presentations Oo Impress (Open source)/ MS PowerPoint***	<ol style="list-style-type: none"> <li>1. Presentation views</li> <li>2. Normal view</li> <li>3. Slide sorter view</li> <li>4. Notes view</li> <li>5. Slide show view</li> </ol>	<ul style="list-style-type: none"> <li>• Presentation Views – Normal, Slide Sorter, Notes, Slide Show.</li> </ul>	6
8 Project	<ol style="list-style-type: none"> <li>1. Sample Projects</li> </ol>	<ul style="list-style-type: none"> <li>• Creating a project using Impress and E-mail to a friend for peer review and collaboration.</li> </ul>	10

\*\*\* Oo Impress is available as open source. Schools may choose between Oo Impress or MS PowerPoint as per availability in their country. However if schools intend to cover both they may take up both software and do the comparative study.

# Physical Education

## Introduction to School Health

### Rationale

For most children, 'going to school' is a historic milestone in their lives. It is a place that plays one of the most important roles in their physical, mental and emotional development. Schools are settings where children learn, where character is moulded, where values are inculcated and where the future citizens of the world are groomed to face life's challenges.

The schools can be dynamic settings for promoting health, for enabling children to grow and mature into healthy adults, yet the potential of the school to enhance health is often underutilized. 'School Health' has largely remained confined to medical check-ups of children and / or some hours of health instruction in the curriculum.

Today, schools present an extraordinary opportunity to help millions of young people acquire health supportive knowledge, values, attitudes and behaviour patterns. The students can serve as a means of promoting health of other children, their families and community members. Health is a multidimensional concept and is shaped by biological, physical, psychological, social, economic, cultural and political factors. There is a growing recognition that the health and psychosocial well-being of children and youth is of fundamental value and that the school setting can provide a strategic means of improving children's health, self-esteem, Life Skills and behaviour.

There are various initiatives in school health at present, but most of them are topic based and age group specific and often rely on the initiative of the individual school or an agency. The comprehensiveness and sustainability in these initiatives are not clearly laid out.

The need of the time is a Comprehensive School Health Policy integrated within the educational system at the National and State levels. This will harmonize the effective partnership of health and education sectors to facilitate the holistic approach to child and adolescent development in schools.

### Historical Review to School Health

It has long been recognized that schools provide the most appropriate setting for both health services and health education for children and young persons. Globally, 'school health' has been an important initiative for several decades, comprising largely of school health services and school health education.

In 1960, the Government of India set up a Committee on School Health (Renuka Ray Committee) which recommended that "Health education should be included as part of general education in the primary, middle and secondary schools." The report of the Renuka Ray Committee (1961) provided guidelines and recommendations for both the content and the appropriate transaction of health education at various stages of schooling. In the wake of the National Policy on Education (1986, Revised 1992) and the National Health Policy 1983, steps were initiated to look at school health education in a more comprehensive manner. The National Health Policy, 2002 envisages giving priority to school health programmes which aim at preventive-health education, providing regular health check-ups, and promotion of health-seeking behaviour among children. The policy suggests that school health programmes can gainfully adopt specially designed modules in order to disseminate information relating to 'health' and 'family life'. This is expected to be the most cost-effective intervention as it improves the level of awareness, not only of the extended family, but the future generation as well. The noteworthy initiatives under this 2002 policy were setting up a well-dispersed network of comprehensive primary health care services linked with extension and health education. It is widely accepted that school students are the most impressionable targets for imparting information relating to the basic principles of preventive health care. The policy attempted to target this group to improve the general level of awareness with regard to 'health promoting' behaviour. The girl child in the rural belt needs to be targeted right from school level. The policy recognized that the overall well-being of the citizen depended on the synergistic functioning of the various sectors in the society. The health status of the citizens would, inter alia, be dependent on adequate nutrition, safe drinking water, basic sanitation, a clean environment and primary education, especially for the girl child.

The National Curricular Framework 2005 by NCERT has categorically stated that health is a critical input for the overall development of the child and it influences significantly enrolment, retention and completion of school. It advocates a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental development of a child. Undernutrition and communicable diseases are the major health problems faced by majority of children in this country from pre-primary through to the higher secondary school stage. Thus there is a need to address this aspect at all levels of schooling with special attention to vulnerable social groups and girl children. It has proposed that the mid-day meal programme and medical check ups be made a part of the curriculum and education about health be provided which address the age specific concerns at different stages of development.

## **Introduction to a Comprehensive School Health Programme**

The idea of a Comprehensive School Health programme, conceived in the 1940's, included the following major components viz. medical care, hygienic school environment and nutritious school lunch and health and Physical Education. These components are important for the overall development of the child and hence need to be included as a part of the curriculum. The more recent addition to the curriculum is yoga. The entire group must be taken together as a comprehensive health and Physical Education curriculum, rather than the fragmentary approach current in schools today. As a core part of the curriculum, time allocated for games and for yoga must not be cut down or taken away under any circumstances.

Given the interdisciplinary nature of health, there are many opportunities for cross curricular learning and integration. Activities such as the National Service Scheme, Bharat Scouts and Guides and the National Cadet Corps, are some such areas. The Sciences provide opportunities to learn about physiology, health and disease and the inter-dependence between various living organisms and the physical habitat. Social Science could provide insights into communities, health as well as understanding the spread, control and cure of infectious diseases, from socio-economic and global perspectives. This subject lends itself to applied learning and innovative approaches can be adopted for transacting the curriculum. The importance of this subject to the overall development needs to be reinforced at the policy level with the health department, administrators, other subject teachers in schools, the health department, parents and children. Recognizing health and Physical Education as core and compulsory, ensuring that adequate equipment for sports and yoga instructors are available, and that doctors and medical personnel visit schools regularly, are some of the steps that can be taken. Further this subject could be offered as an elective at the +2 level.

The 'need based approach' could guide the dimensions of physical, psycho-social and mental aspects that need to be included at different levels at schooling. A basic understanding of the concern is necessary, but a more important dimension is that of experience and development of health or skills and physique through practical engagements with play, exercises, sports and practices of personal and community hygiene. Collective and individual responsibilities for health and community living need to be emphasized. Several national health programmes like the Reproductive and Child Health, HIV AIDS, tuberculosis and Mental Health have been targeting children as a focus with prevention in view. These demands on children need to be integrated into existing curricular activities rather than adding on.

Yoga could be introduced from the primary level onwards in informal ways, but formal introduction of Asanas and Dhyana should begin only from class VI onwards. Even health and hygiene education must rely on the practical and experiential dimensions of children's

lives. There can be more emphasis on the inclusion of sports and games from the local area. Indigenous knowledge in this area must be reflected at the local level.

Policies make a difference. Appropriate and effective school health policies can have an impact on health behaviors, short-term health outputs, learning/academic achievement and social development. There is a need to develop a uniform, effective code of practice for school administrators and educators undertaking health promotion in schools.

### **Comprehensive School Health Policy**

*The WHO defines a health promoting school as one that is constantly strengthening its capacity as a healthy setting for living, learning and working. It focuses on creating health and preventing important causes of death, disease and disability by helping school children, staff, family and community to care for themselves, take informed decisions over circumstances that affect their health and create conditions that are conducive to health.*

**School health education is comprehensive and meaningful when it;**

- views health holistically, addressing the inter-relatedness of health problems and the factors that influence health within the context of the human and material environment and other conditions of life.
- utilizes all educational opportunities for health: formal and informal, standard and innovative approaches in curriculum and pedagogy.
- strives to harmonize health messages from various sources that influence students, including messages from the media, advertising, the community, health and development systems, family and peers and the school.
- empowers children and youth, as well as their families to act for healthy living and to promote conditions supportive of health.

### **For whom is the School Health Policy?**

This policy is for the Central Board of Secondary Education and its affiliated schools and educational organizations. The policy will provide useful information to the community sector and other organizations that also have an interest in engaging in school based health initiatives.

### **What Does This School Health Policy Aim To Do?**

**The policy aims to:**

- provide an effective guide for school administrators/educators to assist them in developing Health Promoting Schools.

- ensure that school health programmes are based on formally assessed and evidence based practice.
- advocate the value of a comprehensive and planned approach to school health through education sector.
- encourage partnerships for school health promotion with key stakeholders, viz, students, parents, health professionals, teachers and counselors.

The overall objective of the Policy is to equip the educational sector to develop Health Promoting Schools.

### **Components of the Policy**

The eight components of the *Comprehensive School Health Policy* are:

1. A school environment that is safe; that is physically, socially, and psychologically healthy; and that promotes health-enhancing behaviors;
2. A sequential Health Education curriculum taught daily in every grade, pre-kindergarten through twelfth, that is designed to motivate and help students maintain and improve their health, prevent disease, and avoid health-related risk behaviors and that is taught by well-prepared and well-supported teachers;
3. A sequential *Physical Education* curriculum taught daily in every grade, pre-kindergarten through twelfth, that involves moderate to vigorous physical activity; that teaches knowledge, motor skills, and positive attitudes; that promotes activities and sports that all students enjoy and can pursue throughout their lives; that is taught by well-prepared and well-supported staff; and that is co-ordinated with the comprehensive school health education curriculum;
4. A nutrition services program that includes a food service program and employs well-prepared staff who efficiently serve appealing choices of nutritious foods; a sequential program of nutrition instruction that is integrated within the comprehensive school health education curriculum and co-ordinated with the food service program; and a school environment that encourages students to make healthy food choices;
5. A School Health Services Program that is designed to ensure access or referral to primary health care services; foster appropriate use of health care services; prevent and control communicable disease and other health problems; provide emergency care for illness or injury; and is provided for by well-qualified and well-supported health professionals;
6. A Counseling, Psychological, and Social Services Program that is designed to ensure access or referral to assessments, interventions, and other services for student's mental,

emotional, and social health and whose services are provided for by well qualified and well-supported professionals;

7. Integrated Family and Community Involvement activities that are designed to engage families as active participants in their children's education; that support the ability of families to support children's school achievement; and that encourage collaboration with community resources and services to respond more effectively to the health-related needs of students; and
8. A Staff Health Promotion Policy that provides opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities.

## How to implement the policy?

Key Messages for Plan of Action	
Strategy for action at national, state, district and community level	<ol style="list-style-type: none"> <li>A. Form interfaces / Action Groups</li> <li>B. Review current situation for School Health Promotion</li> <li>C. Plan and Implement School Health Policy</li> <li>D. Monitor and evaluate activities</li> <li>E. Share experiences / lessons with others</li> </ol>

The school administration should provide the lead for health promotion as a major initiative and should include all the stakeholders including parents, teachers, students and the community.

The Global School Health Survey aims at providing the profile of the students as Baseline in the following areas;

<ul style="list-style-type: none"> <li>• Respondent demographic</li> <li>• Hygiene</li> <li>• Clean drinking water</li> <li>• Protective factors</li> <li>• Tobacco use and smoking</li> <li>• Sleep patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Dietary behaviors</li> <li>• Personal health</li> <li>• Physical activity</li> <li>• HIV Infection or AIDS Awareness</li> <li>• Alcohol and Drugs</li> <li>• Leisure Activities</li> </ul>
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The Central Board of Secondary Education is involved with a Comprehensive School Health Programme and has collaborated with WHO on a Global School Health Survey. A total of 75 schools under various categories were selected under this scheme by WHO on a random sampling basis.

The Survey was conducted through a questionnaire which had various components related to physical growth, drinking and eating habits, personal health, safety concerns feelings and emotions, substance abuse, physical fitness and personal experience.

The school administration can then take up various initiatives as per the Health Promotion Manual specifically designed for the three major age groups, classes I-V, VI-VIII and IX-XII. The checklist can be used to understand the current status and to guide the activities. A School Health Club can be formed and can become the focal point of school health promotion. In addition to specific classroom based activities and revising school health curriculum, the health promotion programme should encompass the entire school environment and should become a school campus activity. The health promotion programmes should inspire and motivate the teachers, students and parents and should be conceived in a participatory manner. The school should also strive to provide healthy living habits through a conducive environment. The health promotion initiatives can be assessed and based on a scoring system and the school can be declared as a Health Promoting School.

Once the school achieves the status of a Health Promoting School, it should strive to maintain and excel in its initiatives and should become a model for other schools .

### **Checklist for Situation Analysis of School Health**

- What is the status of health education activities in the classroom, school and community?
- Does the school have a clear policy on health promotion, jointly prepared by staff and parents?
- Is health education imparted effectively across the curriculum? In particular, if the following topics are covered:
  - ❖ environment health
  - ❖ personal health
  - ❖ safety and accident prevention
  - ❖ drug abuse
  - ❖ physical education
  - ❖ emotional health
- Are the health topics taught at school based on the needs of the community?
- Are teaching methods learner-centred using the environment as well as the school?
- Are educational materials including visual aids and books available and are they based on health topics?

- Are the water and sanitation facilities adequate, clean and well maintained?
- Is there at least one teacher in the school trained to give first aid, detect simple health problems and refer children to health services?
- Is there an effective and committed school health committee?
- Are parents involved in health promotion activities in the school?
- Are there well developed links with the community and local health workers?
- Do policy makers within health, education and other services provide support to school health promotion?

## **Responsibilities of the School**

### **Responsibilities of Administrators/Principals:**

The Administrators / School principals shall be responsible for:

- Preparing a Comprehensive School Health Plan using eight elements of the co-ordinated School Health Program with input from students and their families;
- Ensuring that the various components of the School Health Program are integrated within the basic operations of the school, are efficiently managed, reinforce one another, and present consistent messages for student learning;
- Developing procedures to ensure compliance with School Health Policies;
- Supervising implementation of School Health Policies and procedures;
- Negotiating provisions for mutually beneficial collaborative arrangements with other agencies, organizations, and businesses in the community; and
- Reporting on program implementation, results, and means for improvement (to whom and how) regularly.

### **Responsibilities of the School Health Co-ordinator / Teachers / Counsellor**

Each school shall appoint/designate a school health co-ordinator to assist in the implementation and co-ordination of School Health Policies and Programs by:

- Ensuring that the instruction and services provided through various components of the School Health Programme are mutually reinforcing and present consistent messages;
- Facilitating collaboration among School Health Programme personnel, and between them and other school staff;

- Assisting the administrator/school principal and other administrative staff with the integration, management, and supervision of the School Health Program;
- Providing or arranging for necessary technical assistance;
- Identifying necessary resources;
- Facilitating collaboration between the school and other agencies and organizations in the community who have an interest in the health and well-being of children and their families; and
- Conducting evaluation activities that assess the implementation and results of the School Health Program, as well as assisting with reporting evaluation results.

### **Monitoring And Evaluation**

Obtaining baseline data on the health of the children, the quality of school health services, the environment of the school and health knowledge, skills and practices of students are essential for evaluating the effectiveness of a planned intervention.

The nature and quality of School Health Education Programmes should be evaluated by (the) :

- a) Instruction-intended to motivate health maintenance and promote wellness and not merely the prevention of disease or disability.
- b) Activities-designed to develop decision-making competencies related to health and health behaviour.
- c) A planned, sequential pre-school to end-of-school curriculum based on student needs and current and emerging health concepts and societal issues.

The content and terminology of the training curriculum for both students and teachers need to be made region-specific and resource-sensitive. Attractive and interesting communication methods should be used.

### **Strategies in Schools to promote healthy habits :**

To be effective, strategies need to be individualized, made context specific, sensitive, within a broad framework using modern day marketing techniques and strategies.

- The mobilization of local resources
- Ownership of the programme by the school
- Training of teachers and health workers
- Participation by parents and the community

- The shared involvement of Government and NGOs from health education and other community services

The main resource comes from teachers, children and parents. There is no school, however poor, that lacks the resource of children.

## Promoting School Health

### A School is promoting health if it:

- fosters health and learning with all the measures at its disposal.
- engages health and education officials, teachers, all students, parents, health providers and community leaders in efforts to make the school a healthy place.
- strives to provide a healthy environment, school health education and school health services along with school/community projects and outreach health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.
- implements policies and practices that respect an individual's well being and dignity, provide multiple opportunities for success and acknowledge good efforts and intentions as well as personal achievements.
- strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to or undermines health and education.

### A School Promoting Health focuses on:

- Caring for oneself and others
- Making healthy decisions and taking control over life's circumstances
- Creating conditions that are conducive to health (*through policies, services, physical / social conditions*)
- Building capacities for peace, shelter, education, food, income, a stable ecosystem, equity, social justice and sustainable development.
- Preventing leading causes of death, disease and disability: tobacco use, HIV/AIDS/STDs, sedentary lifestyle, drugs and alcohol, violence and injuries, unhealthy nutrition.
- Influencing health-related behaviours: *knowledge, beliefs, skills, attitudes, values and support.*

## **Why should we become a School Promoting Health?**

The School's framework or model for promoting health provides the most effective way in which that schools can promote health and well being for all members of the school community: students, teachers, parents and the local communities around it. It's a global movement with a local focus.

The model recognises the importance of the participation and consultation of all stakeholders in a school community. Priority is given to the specific health issues and needs of the school. There is an inbuilt reflection and evaluation process to effectively review and align programs within the setting of the school.

A school promoting health encourages planning and co-ordinated action and use of resources rather than a reactive response to crises. It involves curriculum planning, whole school organisational alignment and partnerships with people and agencies to support programs and projects.

## **When can we call ourselves a School Promoting Health?**

A Health Promoting School is on a continuous and deepening journey. When a school has formed a representative committee, surveyed the school communities to clarify the needs and established an implementation plan with a time line for action, then it could be said to be a Health Promoting School.

One off projects can initiate the process of becoming a Health Promoting School but one off projects do not make a school health promoting. One or two people in a school community may get things started but forming a committee, setting up structures for communication and procedures, writing policies and implementing them are important parts of the process towards becoming a Health Promoting School. Internal partnerships become crucial for integrating the health promoting school framework into school culture. Even if the enthusiastic energy of one or two goes then the framework for health promotion is better able to continue and be taken up by others.

## **Why are partnerships so important in Schools to Promote Health?**

The important feature of Health Promoting School is shared responsibility: the whole school needs to work in a collaborative way to implement projects and programs. Internal partnerships become crucial again. Teachers, parents and students need to communicate, reach across and support the school. Health agencies can provide support for school program where it is required, delivering their support in relevant and effective ways.

There are numerous community health issues that loom large: mental health increasing weight and physical inactivity, sun protection and risks of skin cancer, drug and alcohol

abuse, bullying and violence, etc. A planned and co-ordinated approach to tackling any of these is crucial. Resources need to be better designed and utilised, funds must be targeted and spent effectively. Projects and programs need to be co-ordinated, linked or joined together. An issue can galvanise a team into action but instead of being in a reactive mode, a planned and co-ordinated co-ordination approach is far better. You could say that the Health Promoting School approach is an organisational tool.

### **How can we encourage parents/guardians to get involved in our School Health Programmes ?**

Being a Health Promoting School is a great way to involve parents with the school community. Requests for support for tailored programs that fit with a bigger plan or goal can be drawn for parents. Whereas some may not come to a meeting, they may be happy to help set up a vegetable patch or talk to adolescents. Parents/ guardians do like to be consulted and participate in a vision of the school community when the health and well being of their children is concerned. The activities such as writing a policy or volunteering on a project can provide an opportunity for parent participation.

Communication through newsletters, noticeboards and displays, information at PTM's (Parents Teacher Meetings) and conferences can help keep parents/guardians in touch.

### **How can we involve students in shaping our School Health Programmes ?**

Student Representative Council and Student Health Committees are excellent teams who can help survey students about their health concerns and needs. Teachers, parents/ guardians and students may have very different ideas about what the most important health issue to address is and the way that health activities are implemented.

Consultation and the resulting discussions create the best foundation for student engagement, ownership of the process and student participation in the health issues relevant to their lives.

### **Which organisations in the local community can help with our health programmes and plan ?**

Through the links to local health promotion sites you can find contacts to a wide range of organisations and agencies that support School Health Programs. The Health Promotion Schools Officers can help too with contact information if you don't know where to start.

### **How can we get funding to support new ideas and initiatives?**

Depending on your project, funding through partnerships with community organizations and businesses can be a source of support. Staying in touch with information through the networks can keep you abreast of current funding opportunities.

## Implementation of School Health Programmes

The three main areas of a School Promoting Health are :

- The Curriculum
- The School Ethos (Physical and Social Environment)
- School-based health programmes can be Environment-Centred or Child-Centred.

### 1. Environment-Centred Approaches

In this approach, the aim is to improve the educational climate of the school and to provide opportunities for child to utilize the School Health Programme. The positive mental health atmosphere includes the amount of time spent in school, the structuring of playground activities, the physical infrastructure of the school and the classroom decoration.

#### What kind of programmes can the school conduct?

- a Programmes/workshops can be organized to enhance the ability of administrators, teachers and support staff to deal with specific areas of emotional or behavioural disturbances that they encounter.
- b Programmes for improving teachers' capacity to understand how to make use of other agencies providing mental health services for children.
- c National campaigns to reduce the incidents of certain mental health damaging behaviours e.g., bullying, ragging, corporal punishment, etc.
- d Improvement in the school's social environment can be brought about by encouraging parent participation through parent programmes in support of school activities.
- e A multidisciplinary mental health team can be established in the school to provide consultation in the management of student behaviour problems.
- f The mental health team can include representatives from the governing body, teachers, support staff and parents. The governing body can identify problems and opportunities within the school.
- g The school mental health team can monitor and evaluate the outcome and provide feedback so that appropriate modifications can be made to the programme.
- h School can be the centre for community enhancement projects including programmes to improve physical and emotional health. They can serve as training centres for parenting skills where parents learn more about child development and parent effectiveness skills and receive support to enhance feelings of self worth and competence.

Such a programme provides a co-ordinated, collaborative effort to improve communication, understanding and respect between staff, students and parents. This provides a sense of direction and ownership of the programme.

## 2. Child-Centred Approach

Child-centred approach includes individual mental health consultations and specific problem-focused interventions as well as more general classroom programmes to improve coping skills, social support and esteem.

### What kind of programmes can the school conduct ?

- a A particular child who exhibits difficult behaviour can be referred to the school counsellor or mental health professionals.
- b The counselor is involved in giving recommendations to the parents, the teachers and in some cases referral for treatment outside the school.
- c Maladjustment can be prevented by locating children at-risk and involving them in an intensive goal-directed intervention that should include close contact with special educators, nodal teachers, counsellors and peer mentors.
- d The use of parents as teacher's aides can be a helpful learning experience for the parents, the teacher and the child. Working in the classroom provides parents with perspective of their child as they observe other children and talk with other parents and the teacher.
- e Early intervention programmes with high risk behaviours such as aggressiveness, smoking, excessive shyness, worsening of interpersonal relationships, poor school attendance, declining academic performances, irritable and fluctuating moods and changes in peer groups can prevent serious consequences.
- f School can also use screening tools for identification of psycho-social problems and mental disorders. This can help the schools in determining if children have (or are at risk of having) significant mental health problems. Although, there is a danger of labelling and stigma nevertheless the instruments can be very useful in planning management strategies.
- g School based Health Centres located within the school have an important role in supporting better health care for children and adolescents. The mental health services in these school-based health clinics can provide screening, counselling for common adolescent concerns, information about substance abuse, HIV / AIDS, reproductive health, depression, stress, anxiety, etc. Because these clinics are located within the daily

environment of the children mostly youth, they offer particular benefit to young people who might not otherwise receive assistance.

## **Steps In Setting Up School Health Programme**

### **Step 1: Establishment of a Team**

Planning for a Comprehensive School Mental Health Programme begins with the collaboration of school personnel, family members, community members, health professionals and students who come together to create an environment that is productive, positive and supportive.

### **Step 2: Assessment of School and Community Environment**

Basic information regarding regional demographics, health risks and resources should be available for the team to consider. When possible, an assessment focusing on community strengths and available resources, as well as needs should be done to provide the planning team with the information they need to develop objectives.

### **Step 3: Development of a Plan**

Once the need and potential for a mental health programme are assessed and most suitable elements of the model framework are chosen after discussions with parents, educators, student community members and mental health professionals, the next task is to develop a specific plan of action including clearly stated objectives, assignment of responsibilities, a time-line and a co-ordinating mechanism with an outside agency.

### **Step 4: Monitoring and Evaluation**

Obtaining baseline data on the physical and emotional health of children, the quality of school health services, the environment of the school and the health knowledge, skills and practices of students are all essential for evaluating the effectiveness of a planned intervention.

One approach to measuring outcomes which may be particularly useful for school-based health programmes utilizes goal attainment changes as the unit of measurement. Initially the team of school professionals, students, parents and community members meet with professionals, skilled in outcome research, to define how successful outcome will be defined in a way that can be measured reliably. The evaluation process is then planned, implemented and the outcome data analyzed and disseminated. The initial planning team meets again and discusses whether or not the goals were met and makes appropriate modifications.

### **Health Intervention is Accepted and Most Effective if :-**

- It is a part of the general educational system.
- It is implemented through Health Care in the school.
- It is supported and developed by families and parent groups.
- It is brought in and through the support of school counsellors and teachers who recognize that poor social functioning interferes with learning.
- It is brought in through School management or which recognizes that schools are a good setting to foster overall health and wellness among school going children.
- It is attractive pictorial stickers which communicate nutritional messages, can be put in sections which sell nutritious foods. Healthy attractive posters in the canteen can reinforce the nutrition related messages

### **Promoting Health in a School**

Health is the responsibility of all. The lesson and experiences gained as children stay with us throughout life. So there is a need to develop a uniform effective code for school administrators and educationists to promote health in schools. This will harmonize the effective partnership of health and education sectors to facilitate a holistic approach to children and adolescent development in schools.

Many of today's and tomorrow's leading causes of death and disease can be significantly reduced by preventing behaviour that is initiated during youth, through education, understanding and motivation and fostered by social and political conditions.

A School promoting health is the one setting where education and health programmes create a health promoting environment which in turn promotes learning. It constantly strengthens its capacity as a healthy setting for learning and preparing for life.

### **A School fostering health :**

- Fosters health and learning with all the measures at its disposal.
- Engages health and education officials, teachers, teachers' unions, parents, health providers and community leaders in efforts to make schools a healthy place.
- Strives to provide a healthy environment, school health education health services along with school/community projects and outdoor promotion programmes for staff, nutrition and food, safety opportunities for Physical Education and recreation and programmes for counselling, social support and mental health promotion.

- Implements policies and practices that respect an individual's welfare, dignity, provide multiple opportunities for success and acknowledge intentions as well as personal achievements.
- Strives to improve the health of school personnel, pupils as well as families and works with community leaders to understand how the community contributes or undermines education.
- Cares for oneself and others.
- Makes healthy decisions and takes control over life's circumstances.
- Creates conditions that are conducive to health.

### **The Physical Education curriculum**

- Is compulsory from Classes I to X
- Will not be formally examined
- Graded across the year based on student participation and teacher observations
- Physical Education Cards (PEC) will be a part of the curriculum from Classes I – V

## **Health and Physical Education**

### *Physical Education Cards: An effective tool for strengthening the transaction of Physical Education*

Although Health and Physical Education has been an integral part of school curriculum in India for many years, its transaction in schools is yet to attain the envisaged level. So far this curricular area has not received the status as has been enjoyed by the core subjects. In actual practice, it is not transacted in majority of schools. And wherever it is done, either the information about the games and sports are transmitted to the children or only a selected group of students are engaged in games and sports as part of extra-curricular activities.

The Governments of India and the United Kingdom have embarked on a three year collaborative initiative within which they are sharing expertise and ideas in the areas of physical education, sport and sport development to come out with a strategy that can lead to an effective transaction of this curricular area. The most significant part of the agreed programme has been the focus on developing new approaches and methods for effective transaction of the physical education curriculum in schools, especially at the primary stage.

As a follow up of the decisions, a Physical Education Teachers' Manual for primary teachers has been developed, a major component of which will be Physical Education Cards (PEC). The main purpose of this resource material is to support and sustain the initiative, reinforce the transaction process of physical education at primary stage and strengthen the delivery infrastructure.

Physical Education Cards are being viewed as a competent tool for providing inclusive and interesting experiences to the children at primary school stage and facilitating the process of engaging them intensively in games and activities focused particularly on agility, balance, coordination, speed and strength.

The stakeholders of school education accept that this strategy will be very effective in the schools. Each Card is devoted to a particular set of activities aimed at agility, balance and coordination for classes I-III; and agility, balance, coordination, speed and strength for classes IV and V. The following features make this teaching-aid material special and have convinced the stakeholders that, if these Cards are used effectively, the transaction of this curricular area will result in achieving desired outcomes through behavioural modification.

- Each Card is aimed at providing the essential information needed for engaging all students of the concerned class in the selected game/activity. The title of the Card specifies the abilities to be focused by the particular activities, the activities to be organised, the process of organising the activities, equipment that will be needed, safety measures to be taken and the skills to be developed. Besides the link of the activities with the existing curriculum including the links with other school subjects and the process of self assessment are also given in detailed.
- The Physical Education Cards are so organised that they provide vertical coverage and horizontal comprehensiveness to the entire curriculum of physical education meant for a particular stage, in the present case the primary stage.
- In the form of these Cards the teachers as well as students will have material that can be very conveniently handled and used for a longer time and in a better way than material in the form of a book.
- The layout and the format of the Cards make these more attractive which the teachers and students will definitely enjoy using.
- The pictorial depiction of each set of activities and the process to be observed on each Card will facilitate the organization of the activities by following the required method in a much better way.

- The Cards will not only facilitate the organisation of activities but also make it more convenient for the teacher as well as students to comprehend the concerned vocabulary as well as pedagogical tools.

### Highlights of Physical Education Cards (PEC)

- The Physical Education Cards (PEC) is a set of resources for use with children in classes I-V.
- The Cards have been designed to be used by non-specialist primary teachers, with the support of specialist physical education teachers, during the two weekly timetabled PE lessons recommended by CBSE-i. They are designed to inspire you to join in with your children and have fun with them while helping them to learn and become physically confident and competent.
- The Cards focus on providing activities that are easy to organise with large numbers of children.
- They provide a progressive set of physical activities and challenges that are suitable for the different ages and stages of children's physical development and cognitive understanding.
- This Manual supports the implementation of the Physical Education Cards. Teachers should read the manual fully before introducing the activities and tasks to their children. It provides advice and guidance to teachers on how to set up, organise and implement the activities and games safely and effectively.
- This Manual should be read in conjunction with the CBSE School Health Manuals (Volumes I and II). These manuals detail the Physical Education curriculum that should be followed and provide advice and guidance to schools on the expectations and outcomes of physical education as well as providing more detailed information about such issues as safety and first aid arrangements.
- The activities and tasks on the Physical Education Cards will help teachers to fulfill the requirements of the CBSE primary physical education programme as detailed in the School Health Manual (Vol. II) and reproduced in Appendix 4 of the Physical Education Manual.
- In an already busy schedule of academic studies the time available for physical education is limited. Therefore it is very important that the time available is used to the very best advantage to provide every child with an actively participative, high quality physical education programme that will build their confidence and develop their creativity and self expression.

- The programme offered by the Physical Education Cards and supported by this manual is based on three fundamental aims. They are:
  - ❖ to provide adequate opportunities to all children to improve their physical competence and confidence and achieve in line with their age and potential,
  - ❖ to create situations for all children, whatever their circumstances or ability, to take part in and enjoy physical education and sport,
  - ❖ to promote the health, safety and well being of all children.

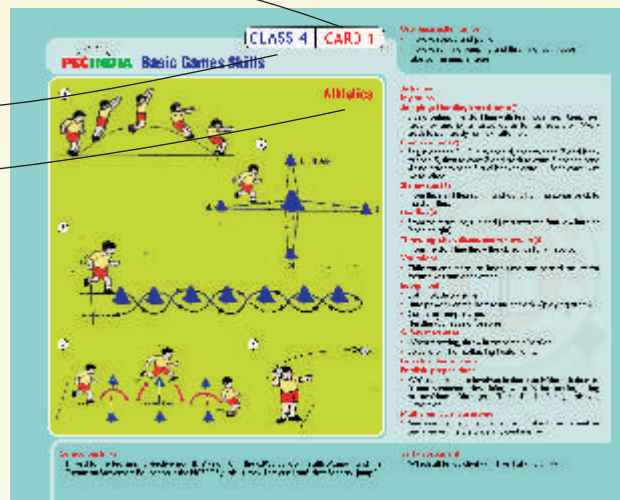
### **The Physical Education Cards provide:**

- relevant, age related tasks, activities and games for children in classes I-V,
- activities that will help children in classes I-III develop the fundamental movement skills of agility, balance and coordination
- activities that will enable children in classes IV-V to use these fundamental movement skills in more challenging and complex situations
- opportunities for children to participate in vigorous physical activity relevant to their growth and development
- opportunities for children to begin to know what activities they are good at and want to participate in beyond school
- opportunities for children to develop responsible personal and social behaviour by working in groups and independently of the teacher
- activities that are fun and enjoyable for children
- relevant tasks and activities to help children become competent in motor skills
- opportunities for older children to understand and use tactics and strategies
- activities, tasks and games through which children can achieve a desired level of physical fitness and understand the importance of activity as part of a healthy lifestyle
- suggestions of ways in which language, mathematical and scientific learning can be included and reinforced in meaningful contexts during physical education lessons.



Title of the card, class and card references

A title has been given to each card along with the class for which the card is best suited. Each Card is also numbered to show progression in the skills and activities being introduced during the year.



### Use these activities to:

This sets out what the activities and tasks are designed to do to help children learn, develop skills and understand. Children will need sufficient time to practice and repeat the activities and games so that they can play them confidently and competently.

### Illustration:

An illustration is provided of each activity, task or game.

### Activities:

Details of how to set up the activities or play the games are included under this heading. The information included here together with the illustration should enable a class teacher to organise the class to carry out the activities or games.

### Variations:

Suggested variations to the games and tasks have been included that generally make the tasks more complex and challenging. Children should be introduced to these variations only when they are familiar with the basic game or task. The variations will widen the variety of experiences children have and increase their skills and understanding.

### Equipment:

The equipment that is needed for the activity or game is included here. A detailed list of the equipment required to engage children in the activities and games included in the PEC resource is also included in the Manual.

### **Safety measures:**

Any specific safety advice for each activity or game is provided under this heading. More general advice on safety can also be found in this manual. Additional safety information can be found in the CBSE School Health Manuals.

### **Curriculum links:**

This shows how the activities or games presented on each card relate to the CBSE primary physical education programme as detailed in the School Health Manual (Vol. I).

### **Links to other subjects:**

This provides only one or two examples of how the activities or games might be used to teach other school subjects. Cards for classes I and II focus on how the activities can be linked to the teaching-learning of language and mathematics. The suggestions for classes III-V include examples of how the games and activities can be linked to the teaching-learning of language, mathematics and environmental studies. Children should be taught the game or activity so that they are familiar with it before elements of other subjects are included in the lesson.

### **Self assessment:**

This provides an opportunity for children to comment on how well they feel they are learning and talk about the skills they think they are developing and the need to improve. The class teachers will need to verify students comments and ensure that the students are doing realistic activities and achieve the goals.

### **Aims: Students will develop the ability to :**

- demonstrate fundamental movements skill
- perform movement skills, participate and use equipment in a variety of games
- develop skills of balancing, printing, stretching and rolling
- develop skills of hopping, running, throwing, swimming, sprinting, dodging, bouncing
- develop skills of cooperation and encouragement in team games
- develop skills of team work, fair play and strategy
- develop run, skip and hop with equipment such as rope.

Physical and Health Education is an extremely essential part of the curricular architecture of CBSE-i. The development of mental faculties cannot happen if the health status of the individual is not adequately sound. Researches worldwide have indicated the role of exercise in nurturing the strength of the mental faculties. In addition to regular physical exercises and games in schools it is important to give a thrust on the mental health of the learners.

Concepts of preventive health care, role of nutrition in the management of the energy profile of people, management of emotions to have a stress-free living, role of sanitation etc., need to be reinforced through the curriculum. Psychological well being of the learners is as important as their physical well being if they have to progress as holistic personalities. The CBSE-i curriculum provides ample opportunities to schools for this integrated approach to health.

### Broad Objectives of Physical Education

- ❖ Improve coordination ,flexibility, agility ,strength and fine motor skills
- ❖ Bring in element of joy to academic orientation
- ❖ Imbibe skills of maintaining a healthy life style
- ❖ Develop capacity of the body for movement through locomotor skills involved in a sport
- ❖ Develop interpersonal skills
- ❖ Develop endurance, speed and strength
- ❖ Develop team spirit by adapting to a group
- ❖ Understand that physical fitness activities provide enjoyment, challenge, self expression, social interaction, work and leisure
- ❖ Accept challenges collaboratively in order to solve problems and accomplish a common goal
- ❖ Develop the range of skills and actions e.g, balancing, turning and rolling, etc.
- ❖ Use PEC cards to achieve the above

**PEC- Cards:** These are a set of colourful cards with some tips and hints for delivering fun, safe and inclusive Physical Education sessions. The cards have a student centred approach and are seen as teaching aids to support the delivery of Physical Education curriculum at the primary stage.

PEC Cards are being viewed as a competent tool for providing inclusive and interesting experiences to the children at primary school stage and facilitating the process of engaging them intensively in games and activities focused particularly on agility, balance, coordination, speed and strength.

The resources in the form of Physical Education Cards (PEC) meant for Classes I-V will help to serve as a useful tool in the hands of the teachers teaching at the primary level. In addition to the Physical education Teachers these will also be useful for teachers of other subjects who will think 'out of the box' and use the pointers given under curriculum links to other subjects which is a unique and special feature of these cards. It is visualized that concepts in Mathematics, Languages and Environmental Sciences can be handled more effectively by employing the PE cards. PE cards can be used for demonstrating useful knowledge points in an inclusive classroom which may also have differently abled children.

# Visual and Performing Arts

Visual and Performing Arts is given a pride of place in the curricular architecture of CBSE-i. The role of Arts as an expression of human ingenuity, creativity and innovation can hardly be debated. The last few decades have witnessed an over-emphasis on science and technology, marginalizing the role of Arts especially at the school curriculum, though there are some isolated evidences to the contrary. The utilitarian demands of existence have underplayed the role of aesthetics, appreciation and expression. It is in this context the curriculum envisages a more meaningful role of *Visual and Performing Arts* in the classrooms so that the future generation is able to balance between tacit knowledge and external knowledge.

The schools need to liaison with institutions of Visual and Performing Arts and bring home the nuances of the subjects right from the primary level. The classrooms for these subjects should not be deemed as add-ons to a curriculum, but as centers which appeal to the inner spirit of every learner yearning for an expression.

## Objectives of Performing Arts

Students through this curriculum will be provided opportunities to develop the ability to :

- ❖ develop an interest and aptitude for singing, dance ,movement and coordination
- ❖ build readiness to coordinate, develop physical control and attention to minute movements
- ❖ understand how different cultures express life moments through dance
- ❖ analyze, respond and develop sense of rhythm
- ❖ understand the history and cultural context of Arts
- ❖ express ideas and emotions that cannot be expressed through languages alone
- ❖ build confidence to perform as a soloist
- ❖ appreciate how the skills of discipline, rehearsal, memory, following instructions and working as a group will benefit all the other areas of study
- ❖ select instruments to play a specific kind of music pattern
- ❖ learn to sing solo as well as in ensembles

- ❖ listen, analyse and describe music and the elements of music
- ❖ discover broad range of music experiences including classifying and analyzing sounds
- ❖ improve coordination ,flexibility, agility, strength and fine motor skills

### **Objectives of Visual Arts**

Students through this curriculum will be provided opportunities to develop the ability to :

- ❖ learn to appreciate a piece of art
- ❖ explore a variety of art materials while learning new techniques and process
- ❖ analyse, reflect and apply the structure of art with its core elements
- ❖ perceive and respond to works of art, objects in nature, and events
- ❖ create work of art by using their skills of observation and response
- ❖ place objects in space, understand dimensional perspectives and thematic drawing
- ❖ recognize and analyze works of Art from various historical periods and diverse cultures
- ❖ establish a constructive and positive environment conducive to creative experience
- ❖ recognize their own ideas, values and beliefs and communicate them through Visual Arts
- ❖ make enriching connections and integrate Visual Arts and other curricular areas
- ❖ develop and promote self-expression

The following are some activities which a teacher can do with the students:

## Visual Arts

### I Topic: Designing Currency

**Duration:** 3 hours

**Brief Description:** Creating currency designs using a sample of your country's own currency.

#### Learning Objectives

The students will be able to:

- create designs for the class currency.
- use the class currency to learn addition and subtraction of money.

#### Materials Required

Examples of currency, pastel sheets, colours, scissors and glue

#### Teacher activity

- Discuss the currency designs of different countries.
- Arrange a show and tell the students to bring currency note and coins.
- Direct their attention to features that must be a part of any currency.

**Task:** Create your own class currency.

- Ask students to make rough sketches of design. They have to think of a name for their currency.
- Pick a well designed currency design.
- Divide the class into two groups.
- One group makes notes and the other makes coins of different denominations.

#### Student activity

- Using handmade paper and after deciding a standard size and shape for the class currency, make a bunch of notes and coins of different denominations.
- Collect cards/diyas or any other items.
- Decide on the rates for the items and start the sale.
- Take turns to man the sales counter and at becoming customers as well.

### **Review**

- Take turns and manage the sales counter.
- Keep a record of the sales and the amount collected as part of the sales proceed.  
(The class sale is a very interesting activity and is a good time to judge students' comprehension of the concept of addition and subtraction of money.)

### **Critical thinking**

- Find out the currencies of Europe, UK, Malaysia, Singapore, Thailand and Japan
- What is the hobby of collecting coins and currency called?

### **Assessment**

The students are assessed on the basis of their knowledge related to the topic and their enthusiasm for displaying creative and unique work.

## **II Topic: Warm and Cool Colours**

**Duration: 1 hour 30 minutes**

**Brief Description:** The lesson involves awareness about how to create a work of art using warm and cool colours.

### **Learning Objectives**

The students will be able to:

- associate colours with the weather/seasons.
- describe and express a season using colour.
- identify warm and cool colours

### **Materials Required**

A colour wheel, drawing sheets, posters, paints, oil pastels, scissors, glue, visuals of seasons

### **Teacher activity**

- Create a cool zone and hot spot in the class.
- Prepare bowls of blue, green, purple paint (cool colours) in the cool zone.
- Prepare bowls of yellow, orange and red paints/ oil pastel in the hot spot.

### **Tuning in:**

- Get the students' attention and ask them to form a circle.
- Encourage them to put on their thinking caps. Now ask the students to close their eyes with their palms. Ask them the following:
  - Describe a day in summer. (use describing words you learnt in English)
  - Which colours come to your mind when you think of a hot sunny day?
  - Think and describe something cool.
- Introduce the vocabulary of warm and cool colours. Direct their attention to the colour chart. They will point to the cool colours, namely blue, green and purple.
- Make a connection between primary and secondary colours.
- Allow the students to observe and compare warm, cool and primary, secondary colours.

### **Student activity**

Close your eyes and imagine a bright sunny day. Describe it using the describing words learnt in the English class. List the colours that come to your mind. Now imagine something cool, like a swimming pool or ice cream. List the colours that come to your mind. Go to the cool zone and use sponge to apply a wash of blue colour on your sheet of paper to create water. Leave it to dry. Then move to the spot and take another sheet of paper. Draw boats and fish. Use warm colour to colour them. Go back to the cool zone with the boats and fish. Cut and paste it on the water painted in the cool zone. Link all the sheets to create a running body of water boats on the water and fish in the water. Display the mural created as a group activity.

### **Review**

Students review the displayed work. They display the colouring of boats, fish and water and point out the warm and cool colours.

### **Assessment**

The students are assessed on the basis of their knowledge related to the topic, their enthusiasm for displaying creative and unique work.

### III Topic: Air and Water

**Duration:** 45 minutes

**Brief Description:** Making a boat and powering it using the properties of air and water.

#### Learning Objectives

The students will be able to:

- understand the properties of air and water
- apply the properties of air and water in activities

#### Materials Required

Plastic flexible straws, Styrofoam or plastic disposable plates, tape, scissors, a pencil and balloons.

#### Teacher activity

- Recapitulate the properties of air and water. This is a fun filled activity wherein experiments are performed using air and water.
- Divide the students into groups of three.

#### Student activity

- Use the scissors to cut off the tip of the balloon.
- Insert the plastic straw partly into the balloon and tape the balloon securely to the straw.
- Decorate the plate with oil pastels/ water proof colours. Poke a hole in the centre of the plate with a pencil.
- Insert the straw through the hole in the plate and bend the straw at the joint. Inflate the balloon by blowing through the straw.
- Remember to put your finger over the end of the straw to trap the air.

#### Review

Boat race: each group launches the boats by letting go of the straw and allowing the air to escape. Make sure the straw is under water when the boat is launched. The boat that travels the greatest distance from the starting point before running out of air is the winner.

**Suggested activities:**

**Water pollution:** Illustrate a story using an animated character of a droplet of water. You can give the droplet a name and describe the trouble it goes through because of water pollution and also how it causes harm to people.

**Forms of water:** Make a flip book of an animated ice cube as it changes its form from solid to liquid to vapour. Draw the sequence of change as the ice cube melts due to change in temperature, becomes water and turns into steam.

**Draw a poster on the topic** – Save Water, Importance of Water Conservation, Air Pollution.

**Assessment**

The students are assessed on the basis of their knowledge related to the topic and their enthusiasm for displaying creative and unique work.

## IV Topic: Making Models of Different Vehicles

**Duration:** 4 hours

**Brief Description:** Creating patterns using repetitive shapes which can be used to create borders, designs, etc.

**Learning Objectives**

The students will be able to:

- understand how tessellations are formed
- create designs using tessellations

**Materials Required**

Templates of shapes, view finders, visuals of tessellations, sketch books and colours.

**Teacher activity**

- Show visuals of repetitive patterns. Encourage observations.
- Go around the school with a view finder. Start by looking for patterns in man-made materials, artwork, architecture and the like. Look for repetitive patterns on the floor, on the wall, etc. Introduce the word tessellations.

- Ask them to think of tessellated shapes in everyday life. Their task is to find tessellations in their surrounding, on their way home, etc. Example: honeycomb.
- Give the students templates of simple squares or triangles and instruct them to repeat the shape as a pattern to form a design.

### **Student activity**

Students trace a template of the given shape repeatedly to create a design. They can choose two colours to fill the design. Their designs can be used as borders for the class display boards.

They learn that a tessellation is created when a shape is repeated over and over again. All the figures are placed to fit onto a flat surface perfectly fitting together without any gaps or overlaps.

### **Review**

Students identify the shapes used in the displayed work. They also present the findings of their task i.e., tessellations in their everyday surroundings in front of their classmates.

## **V Topic: Primary colours and Secondary colours**

**Duration: 1 hour 30 minutes**

**Brief Description:** This activity introduces primary and secondary colour to students and explains how the colours relate to each other.

### **Learning Objectives**

The students will be able to:

- identify primary colours
- make secondary colours from primary colours
- use colours to express and communicate emotions

### **Materials Required**

Coloured chart paper, poster colours, brushes, oil, pastels, drawing paper, pencils.

### **Teacher activity:**

#### **Dress up day:**

- Students will be asked to wear red, yellow or blue dress for their next art class.
- Take students to the art room. Display chart of the colour wheel with the other displays. Students will be asked to guess why they are dressed in red, yellow, blue while going around the room. Once they discover the reason, ask them to settle down and learn about the colour wheel. They understand that they are wearing primary colours.
- Ask the questions to reinforce the topics.
- For show and tell event, ask students to bring things from home which are of primary colours. Organise this activity segment in the morning assembly or in the class.
  - What is the colour of blood?
  - What is the colour of the sun?
  - What is the colour of sea/water?
- Tell every student to bring things from home which are in primary colour. To organise this activity you may use morning assembly or it in the class.
- The students are given colour paints to make primary colours. They discover that primary colours cannot be made by mixing any colour. Then they apply one primary colour on each palm and rub them together. They learn that mixing two primary colours result in a secondary colour.

#### **Student activity:**

The students are directed to draw a simple design using overlapping shapes. They colour their picture in primary colours and use the secondary colours in the area where they overlap.

#### **Review**

The students draw the colour wheel in their sketch books.

## VI Topic: Self Portrait- Myself, Drawing figures using shapes

**Duration:** 1 hour 30 minutes

**Brief Description:** This activity helps to develop the knowledge of basic shapes to create art form.

### **Learning Objectives**

The students will be able to:

- think in terms of shapes
- use basic shapes to create a form

### **Materials Required**

Colour chart, poster colour, brushes, oil, pastels, drawing paper, pencils

### **Teacher activity**

- Show the portrait of famous artist, e.g., Leonardo da Vinci's Mona Lisa and portraits by Picasso to initiate the topic of portraits in art.
- The students are asked to express their views about the portraits and find the shapes in the paintings. They brainstorm about the kind of shapes that can be used to draw a face.

### **Student activity**

Draw a portrait by using shapes and any colour.

### **Extended learning:**

After the portraits are complete, the teacher is to discuss the role of colour in bringing out expressions. Pick up examples of students' works, refer back to the portraits shown and initiate responses. Discuss colour symbolism which is appropriate to grade level. Normally, a person's face is not red, yellow, blue, green, etc., but the artist has the ability to communicate the quality and emotions of the person with the use of colour e.g. the use of red signifies the person's dominant, fiery personality; the colour blue signifies the person's cool temperament and so on.

### **Review**

Encourage the students to find more portraits done by artists on their next visit to the library. Bring some pictures portraits to show in the class.

- Create secondary colours from primary colours.

- Use various shape to draw figures.
- Identify the elements of art in the surrounding environments.

### Assessment

## VII Topic: Element of Art- line

**Duration:** 1 hour 30 minutes

**Brief Description:** This activity shows how to draw different types of lines and creating forms from them.

### Learning Objectives

The students will be able to understand that:

- a line can create form/s
- line can be drawn in many ways.

### Materials Required

Drawing paper, pencils, coloured chalk, sketch pens, copies/visuals of art work where lines are predominant.

### Teacher activity

- Define a line and draw different kinds of lines: straight, zigzag, wavy, dotted lines on the board.
- Ask the students to form the lines one by one by forming a human chain.
- They further brainstorm and come up with different types of lines.

### Student activity

- Form the types of line with their bodies e.g. they can stand or lie on the floor, hold hands, etc., in order to make a line. Achieve the desired result by using imagination.
- Make flash cards of different types of lines to display on the board with the given cards. Label the cards using thick and thin pens.

**Activity:** *Take a dot for a walk:* Students are divided into groups and given coloured chalk. Starting from a dot, without lifting the chalk, they draw a line in a simple, freehand scribble on the floor which ends again at the dot where it began. Then they try to find a

form in the scribble. They can go around their drawing and try to find a form or as many forms as they can. They use colour chalk to colour the form identified.

### **Review**

#### **Task in the sketch book:**

##### **Lines create forms.**

- Using lines, draw an outline of a house. Draw yourself and your family members using as many kinds of lines as possible.
- Form groups and try to identify different kinds of lines in the given copies of artwork. Note down observation and present the findings to the rest of the class.

##### **Assessment:**

- creative
- understands the concept and able to draw
- active and enthusiastic

## **VIII Topic: Earliest form of drawing lines**

**Duration: 1 hour 30 minutes**

**Brief Description:** This activity provides knowledge related to line drawings, in ancient times.

### **Learning Objectives**

The students will be able to understand that the earliest forms of line drawings were made by early man in caves.

### **Materials Required**

Brown paper, charcoal, glue

### **Teacher activity**

#### **Tuning in:**

Set the tone by narrating the story of the discovery of the oldest cave painting in the world, the Lascaux caves in France. [find this interesting story on – the hidden treasure

of Lascaux from <http://jamesmdeem.com/cavestory3.htm>] Pictures/ PPT of Cave Art, discussion about early man will add more meaning to the lesson.

Get creative about the way the students experience learning. Provide an actual experience of cave art by setting up an area for the students where they can draw like cave men. A corridor or a corner in the art room can be converted into a cave or cave wall and students can draw on the walls. Dressing them up as cavemen adds to the experience. An invitation can be extended by the cavemen in the morning assembly to other classes.

### **Student activity**

Dress up as cavemen. In a segment of the morning assembly, talk about the life and times of early humans their way of living, their food habits, etc. Invite other classes to come to the cave and watch the cavemen's drawing. Draw the hunters and other things one wishes to draw. Once the students finish, they trace their handprint near their work to denote their signature, just as early man used to do.

### **Review**

**Make a scrapbook:** Students collect and paste picture of early man and cave art.

### **Suggested activities:**

- Combine line and colour: Draw a simple form, using specific colours, e.g., the Indian tricolour. Play with different kinds of lines to create a symbolic line drawing.
- Memory Drawing: My family, My mother, My father, My sister and I in the park, how I spent my summer holidays, etc.
- String art: Draw a simple line on a dark colour paper. Apply glue on the line and lay white string along the drawing, carefully following the line.
- Exploring lines in different media: pencil, oil pastel, paint, sketch pens, etc.

### **Assessment**

The students are assessed for their drawing and creative skills, perfection in drawing different types of lines and uniqueness in creating forms with the help of various lines.

## IX Topic: Clay Modelling Mural

**Duration: 3 hours**

**Brief Description:** This activity introduces the students to clay modelling and making animals with origami.

### **Learning Objectives**

The students will be able to:

- draw animals giving emphasis on minute details
- make animals with the help of origami and clay
- work amicably in groups

### **Materials Required**

Construction paper, pastel sheets, mount board, reusable boxes, paper bags, paper plates, paints, googly eyes, buttons string, glue and staplers

### **Teacher activity**

- Choose a corner of the class where a mural of jungle with a variety of animals will be depicted.
- The mural also incorporates a puppet theatre where students use animal puppets to narrate a story, sing animal songs etc., some of the animals can be a part of the mural while others can be made as puppets to be used for the performance.
- Make mobile of a few animals/birds to hang.

### **Student activity**

Students will be divided into two groups. One group draws trees, bushes etc., and the other group draws animals, birds, insects etc., for the mural. Students will be allowed to trace outlines of animals if they wish to. Point the objects.

In consultation with the English/EE teacher, a story will be decided and hand/glove and stick puppets necessary for the storyline will be made during the art class.

A table is set up with paper plates, paper bags, buttons, googly eyes, crepe paper, etc. Students are given basic instruction on how to convert a paper plate/paper bag into stick and hand/glove puppets. They are then divided into groups. A bowl of paper slips

with the names of animals will be circulated and each group picks two. They perform their next task as per written on it the names of animals given in these slip.

**The task**

Make two animal puppets and present a performance with them.

The scene:

- A story
- A song on animals in their habitat.

The puppet performance can be made open for viewing to other classes. The performance of students will be evaluated as per the rubric. A sample rubric is given below.

Creativity of the material used	Can you identify the animal clearly?	Performance	Teamwork	Suggestions

### **Review**

The puppet making task reflects the creative skills of the students.

### **Assessment**

Assess the students' work based on the following details:

- Application of their previous knowledge of line, shape, texture in order to draw animals.
- Work together in groups to create a work of art.
- Follow step by step instructions.

## **X Topic: Origami Plant**

**Duration: 1 hour 30 minutes**

**Brief Description:** Reinforce the concept of germination while creating a piece of art using plants.

### **Learning Objectives**

The students will be able to:

- illustrate the role of plants in art and design
- know plants need air, water and sunlight to grow.

### **Materials Required**

Tray, cotton, seeds, water, earthen pots, seeds of different sizes, leaves, paints.

### **Teacher activity**

Tuning in: **'Grow the Word'**

- Students bring seeds to the class. In a tray, spread out cotton to write the word 'PLANTS'. Demonstrate how to place seeds carefully on the word and moisten the cotton. (by the following week, the seeds will sprout and the word will be visible.)
- Show the visuals of crop art example- practised in the countryside of Japan.
- Discuss the beauty and diversity of plant life. Show visuals from the library books.
- Reinforce that plants require air, water, soil and sunlight to grow.

- Divide the students into groups and ask each group to sow seeds and tend their respective pots.

### **Origami Plants**

Demonstrate the origami flower

### **Student activity**

Fold paper to make flowers.

Make a bunch of flowers using different coloured paper. Entwine green strips of paper to small sticks. Glue the flowers to the tip. Add leaves.

Make a flower vase using waste material.

### **Review**

Make cards from the pressed leaves and flowers.

Exhibit the work of the students. Let them describe the entire process of growing plants in the pot.

### **Assessment**

The students are assessed on their ability to use principles and elements of art efficiently along with the originality and neatness in their art work. Their ability to follow instructions to complete the given task, creativity and neatness while decorating the pots and making plant is also assessed.

# Performing Arts

## I Topic: Basic Dance steps and creation of sounds

**Duration:** 3 hours

**Brief Description:** This activity includes the practice of basic dance skill as well as to identify instruments by their sounds

### **Learning Objectives**

As a result of this lesson, the students will be able to recognise the sounds of certain instruments and create musical sound from different materials

### **Materials Required**

Musical instruments- a guitar, a casio, flute, drums, wooden spoons or sticks, drums made from old boxes or containers, tape recorded accordion and auto harp.

### **Teacher activity**

Ask the students to close their eyes and listen carefully to what they can hear. After getting different responses from students ask them if they can hear any other sound/s like breathing, beating of their heart, a gurgle in their stomach. They can also hear sounds in and outside the room.

Elucidate to the students the following:

- What are you favourite sounds?
- How do you decide whether a sound is pleasant or not?
- Explain that almost any sound is music to someone's ears (as per the situation)

**Accordion and Auto Harp music:** Introduce the students to two instruments that start with the letter 'A' - the accordion and auto harp. Auto harps are easy for the students to manipulate. Let the students experiment with these instruments.

Demonstrate the use of rhythm sticks and drums to produce sound.

**Rhythm sticks:** Use wooden spoons or sticks and tap one stick against the other in a rhythm. Also see how different sounds are produced with short and long sticks or thin and thick sticks e.g., dandiya sticks, drum sticks, etc.

### **Review**

The students practice the dance movements they have learnt in the previous units. They recognise the sounds produced by various musical instruments and create musical sounds from different materials.

### **Assessment**

Students are assessed on their knowledge related to musical instruments their ability to create musical sounds and dance to the tune.

## **II Topic: Song and Drama on Safety Measures**

**Duration: 3 hours**

**Brief Description:** This activity promotes an awareness about safety measures and inspires the students to enact and present safety rules through dramatisation.

### **Learning Objectives**

The students will be able to:

- encourage dramatic play by developing imagination.
- adopt safety measures by developing observation power.

### **Materials Required**

Toys, costume props, signboards.

### **Teacher activity**

#### **Interaction on safety rules**

- Plan a walk around the neighbourhood to observe traffic on the streets.
- Divide the class in groups as per the number of the students.
- Arrange for the costume, props and other required material for the dramatic play 'On the Bus'.

### **Student activity**

#### **On the Bus**

Students enact the play as per the allotted roles. Students go to the designated place and place their signboards (school gate, market place, bus stop, etc.) at different places when they visit a certain place. The designated teacher (one of the group leaders) takes the school children to the bus stop telling them how to cross the road safely (as the bus stop

is across the road). Some of the students ride their riding toys to represent traffic on the road while the school children cross the road making sure that they don't bump into them. The bus driver (one of the students) stands facing the audience and pretends to be driving a bus. The other students should line up on one side as if waiting to board the bus. The bus driver applies the brakes (Students do this with lots of screeching noise) and mime opening the bus doors. The first student in line boards the bus. The student-teacher stands beside the students in a queue. One of the students pushes his/her follow mates while boarding the bus. The student-teacher intervenes to make the students realize the importance of safety rules.

### **Review**

**Students fill in the missing blanks on their own getting clues through rhyming words.**

When you're sitting on the b\_\_\_\_\_.

Please sit still, don't make a fuss.

Keep your hands beside your's\_\_\_\_\_.

Feet to the front for the whole ride!

When you're riding in a c\_\_\_\_\_.

In the back is where you are.

That's the safest place to b\_\_\_\_\_.

On a booster seat you see!

[Reference: Grade II activity book by Alberta Office of Traffic Safety]

### **Assessment**

Assess the students based on their responses to the class activity and classroom interaction on 'Safety on Road'.

### III Topic: Make your own instrument

**Duration:** 3 hours

**Brief Description:** This activity includes knowledge related to musical instruments and the students are given a hands on experience to create their own simple musical instruments.

#### **Learning Objectives**

The students will be able to recognise the sounds of certain instruments and create musical sounds from different objects.

#### **Materials Required**

A box, rubber bands, bottles, different objects, pens and pencils, buttons, rice, ping pong balls, etc.

#### **Teacher activity**

Give a brief description of various musical instruments-

- categorise each instrument as belonging to one of these categories: woodwinds, brass, percussion and strings.
- similarities and differences of instruments.
- describing the instruments name, some parts and features of the instruments.

Share information related to famous musicians playing particular instruments.

#### **Rubber band guitars**

Use a sturdy box with a lid. Cut a circle on the top for the sound hole. Stretch rubber bands or elastic around the box and lift elastic up off the box with pencils from each end to avoid buzzing.

Discuss the effects of different lengths of elastic, different thickness, and different tensions and how it affects the pitch of sound. Explain similarities with guitars and violins and other stringed instruments.

#### **A Bottle Xylophone**

Line up the bottles in a row. Fill the first bottle almost to the top with water. Tap it with a pencil and listen to the sound. Put slightly less water in the second bottle. By putting less water in the second bottle, you will hear a lower-pitched note when you tap the

bottle. Now add a different amount of water to each bottle to make your bottle Xylophone. Tune the bottles so that you can play a musical scale. The pitch changes from high to low as you tap the bottles along the line.

Discuss the effect of the depth of water, container size and shape, the thickness of glass, etc. How do they affect the pitch?

Experiment with identical containers too.

### **Bottle Maracas**

Fill bottles with different objects, pens and pencils, buttons, rice, etc. Try ping pong balls – cut a container in half, put the balls into it and re tape, decorating the container. Talk about volume and the texture of sound.

### **Student activity**

- Divide the students in groups and ask them to follow the instructions to make rubber band guitars, a bottle Xylophone and bottle Maracas. After they have made their own musical instruments, they experiment with them to produce a rhythmic sound.
- Collect pictures of various musical instruments and categorise each instrument as woodwinds, brass, percussion, and strings. Also paste the pictures of musicians, who are famous for playing these instrument.

### **Review**

Students practice playing the instruments of their interest.

### **Assessments**

The Students are assessed on their knowledge related to the musical instruments and how they play it. Their interest, active participation in activities and creative skills are also to be assessed.

#### **IV Topic: A song related to a festival/or a regional song. Folk or traditional dance on recorded music.**

**Duration:** 3 hours

**Brief Description:** This activity promotes an awareness about various festivals and how to enjoy them in the true spirit.

##### **Learning Objectives**

Demonstrate and transform a gesture into dance movements, with changes in rhythm, speed, energy, and space.

##### **Materials Required**

Riding toys, costume props, sign boards, tape recorder, songs on festivals and seasons

##### **Teacher activity/ Student activity**

- Students select their favourite story or poem to express in a dance form.
- Discuss the characters, costumes, and props the students need.
- Design the costumes to suit the characters. Create costumes from the available materials. Students review/sing the story/poem and determine what props and sound effects and music are essential for the performance.
- Discuss as a group the limitations imposed by time, space and material and how to overcome them.

##### **Review**

Students sing together the following festival song with the teacher and record it. It will be followed by coordinating dance steps to the recorded song.

What can be said in New Year rhymes,  
That's not been said a thousand times.  
The new year comes, the old year goes,  
We know we dream, we dream we know.  
We rise up laughing with the light,  
We lie down weeping with the night.

We hug the world until it stings,  
We curse it then and sigh for wings.  
We live, we love, we woo, we wed,  
We wreath our brides, we sheet our dead.  
We laugh, we weep, we hope, we fear,  
And that's the burden of the year.

### **Assessment**

The teacher assesses the students based on their performance and enthusiasm to learn new dance moves.

## **V Topic: Songs, Strong and Weak Beats, Foot Tapping Movements.**

**Duration:** 3 hrs

**Brief Description:** This activity includes variations in beats, different foot tapping movements and their importance to keep one healthy and fit.

### **Learning Objectives**

The students will be able to:

- acquire knowledge about various pitches in songs and foot tapping dance movements.
- identify simple beats in a song and perform in a group forming simple formations.

### **Materials Required**

Audio player, CDs for playing songs with strong and weak beats, camera.

### **Teacher activity**

- Introduce the lesson by asking students the following questions-
  - Who likes to dance?
  - Why you like to dance?
  - What is the beat in music?

- Explain that the repetition of the beat creates rhythm and we dance to the rhythm in music.
- Further explain that in songs, the rhythm is created by combination of strong and weak beats.
- Talk about two forms of rhythm followed by tapping, clapping hands and encourage the students to join in.
- (Here the teacher can share information about a duple meter-strong beat followed by a weak beat.)
- Invite the students for a warm up activity Shake Your Feet.
- (Shake Your Feet Rhyme- “Shake your feet up high, shake your feet down low, shake your feet above your head, shake them below, shake them to the left, shake them to the right, shake them all around and shake with all your might!”)
- Other movements such as swing kick, etc., can also be performed with the activity to stretch the parts of the body for proper movement of limbs.
- Further, introduce the concept: Pathway- Straight line, Curved or Circular line, Zigzag or Sharp line, Angular lines.

#### **Student activity**

- Divide a paper into sections or rows. In the top section, draw a straight line, in the middle section a curved line and at the bottom section a zigzag line.
- Dance in the pattern similar to the lines on the sheet of paper.
- Repeat the same activity with strings where they make a straight, curved and zigzag lines. Jump, march, tiptoe walk as per their formation of lines.

**(Critical Thinking-** Ask them to throw the string in the air and see what kind of pathway it creates when it lands.)

#### **Review**

The students identify strong and weak beats while listening to a piece of music and clap and count respectively. They dance individually as well as in groups and understand the significance of synchronization while performing.

### **Assessment**

They are assessed on whether they can perform the above mentioned activities independently.

## **VI Topic: Different movements and sounds**

**Duration:** 3 hours

**Brief Description:** The students will understand and learn a variety of combinations of locomotor skills and sounds.

### **Learning Objectives**

The students will be able to:

- identify and create sounds and movements using fast and slow tempos.
- perform simple repetitive movements and steps in accordance to the beat of the music.

### **Materials Required**

Audio or CD player to play songs with strong and weak beats, camera video 'Dance with the Animals by Rock 'N Learn'.

### **Teacher activity**

- Introduce the lesson based on the previous knowledge of students related to beats. Play a piece of music and ask them to clap or move with the music.
- Again play the music, ask the students to listen and tap to the beat and invite them to share their experience.
- Continue further by dividing the class in two groups where they respond to music through purposeful movement e.g swaying, marching, tapping, clapping to a variety of musical selections.
- Play a marching music where one group has to march and explain that it is because of the rhythmic and marching beats. The other group claps to the beat.

- Play a contrasting piece of music (lullaby) and encourage the students to move according to the music. Explain why they moved in such a way and whether they could clap along with the beat.
- Link the topic with the real life situations. Discuss about the regular beating of the heart- listen to the sound of a heartbeat. Explain why sometimes it is faster and sometimes slower. Think of other things that have regular beats e.g., a clock.
- Sing songs with strong pulse- the Grand Old Duke of York, Pop go the Weasel- and ask the students to observe whether they sit still or move along the song as it is played or sung.
- Before taking the next activity work out atleast one sample of choreography for each meter depending upon students abilities. The choreography consists of simple marching (left-right-left-right) to a duple meter reserving steps hops, turns, and other weight-shifting movements for strong beats. The teacher demonstrates some on the beat: step forward on one, back on two. Kicks foot slides and shuffles can be performed on weaker beats. Try using claps, finger snaps and other action that don't involve shifting the entire body.
- Teach the choreography to the students and encourage them to dance to the music.

### **Student activity**

- Perform the dance and try to incorporate new steps.
- Show the video 'Dance with the Animals' by *Rock 'N Learn*. Encourage the students to imitate movements and sounds of the animals shown in the video.
- Wear your favourite animal's mask and take part in the 'mask dance competition'. Imitate sounds and movements of animals and use them in your performance.

### **Review**

The students choreograph their own moves according to the beat and the meter. They imitate sounds and movements of animals and use them in their performance.

### **Assessment**

The students are assessed on the basis of their ability to learn movements correctly following the beat and the meter and whether they can do the activities independently or not (without stopping to imitate the teacher or other students).

# Core Areas

## SEWA

*(Social Empowerment through Work and Action)*

SEWA is an integral component of CBSE-i. All students from classes I to X will be part of a community service program of every year. This is an essential requirement for CBSE-i. The objective of this programme is to underline the significance of the interdependence of all human beings in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged as well as towards the differently-abled. The principle of giving to society has to become second nature to them.

Several years ago the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to be enabled to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society.

### **The SEWA Philosophy**

SEWA is social or community service; it can include environmental and international projects. The word 'Sewa' to a large extent inspires SEWA (*Social Empowerment through Work and Action*) philosophy, which in the Indian environment refers to the concept of service to the community.

It enables and inspires each student to develop a spirit of discovery and initiative that has real benefits and consequences. It encourages students to develop a sense of responsibility and personal commitment to do what they can to improve the world around them and increase the well being of others. It prepares students to participate in and contribute to the local as well as global community by fostering the development of values and attitudes that transcend issues of politics, religion, class, race, ethnicity and gender. SEWA aims to abet students in becoming better persons, being more humane and committed citizens, and be future leaders working to create a harmonious and peaceful world.

### **Vision**

SEWA will involve enhanced choice of engaging with the families and the community in creating lasting values in the mindset of the youngsters. The activity will give students robust

knowledge of centred ideas to implement in a relatively regulated setting. We might get to see different approaches that will give valuable insights to teachers, students and parents. Once we fine-tune ideas into educational experience through SEWA it will attract quality education away from rote learning and would prove to be a catalyst for critical thinking. A project or module may culminate into other developmental opportunities.

### **Notes to Teachers**

SEWA has been designed to integrate social awareness into the regular curriculum of the students. There is an urgent need to foster strong mental health amongst today's children so that they can connect with their peers as well as their elders. The main objective of the projects is to direct children's mind in constructive activities with positive outcomes. This would help them develop self-confidence and self esteem. The teacher must be very careful in facilitating the child's activities so as to provide a suitable learning environment to them. This in result would also give a boost to a positive school climate.

The teachers need to create opportunities for students to engage learning activities to develop core competencies such as:

- a) Social Awareness
- b) Self Management
- c) Relationship
- d) Interpersonal Skills and
- e) Responsible Decision-making

They need to be open-minded about errors committed by learners while implementing the SEWA programme. The learners may find themselves in ambiguous situations and sometimes suffer from moral conflicts. As adults we need to facilitate widening the scope for the child so that they find alternative ways of making informed decisions. Here, one cannot underline the responsibility of the school as a community. Thus one could develop and establish a caring community encouraging collaborative learning activities by weaving SEWA into their daily school activities.

The projects for Classes I-V are general by nature with many options being provided so that the teachers can plan according to the capacity of the group. The documentation for this group can be more visual- collection of photographs, scrap book and such tools can be used more explicitly. However, the activities planned for Classes VI-X can be taken up with more

seriousness and documented in proper formats. Teacher might modulate the project activities and provide creative freedom to learners to plan using other suitable ways without digressing from the learning outcomes specified. Visual evidences and testimonials must be given due importance while compiling and documenting.

SEWA activities are bound to germinate some thought process in young minds.

### **Activities complying with SEWA criteria**

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project. Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (*unless this benefit is passed on in full to a worthy cause*).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Any activity or project, which is already part of the student's Academic Curriculum.
- Work experience that only benefits the student.
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities like a visit to a museum, the theater, concert, or sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult on site to evaluate and confirm student performance and evaluate accordingly.

#### **Guidelines for Students**

- Students discuss how they can improve/impact the community and choose the focus area for the project.
- Students identify the causes they want to support and choose one/or more ways of carrying it forward.
- Students outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.

- Students seek guidance from the teacher when they need it.
- Students learn how to plan, implement, review and take responsibility for their decisions.
- Students examine the effect of their intervention and support for the causes they have chosen and present them to the rest of the class/school.
- The student Portfolio/dossier captures the hours spent as well as documents evidence of the impact of their work that is shared as Power Point with the school community and as part of a special exhibition at the end of the year.

### **Guidelines for Schools**

- Design and announce school SEWA policy.
- Decide on yearly focus theme for SEWA and class-wise sub themes.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint School SEWA Mentor and Class-wise SEWA Mentors.
- Arrange administrative support for the activities involving government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

### **Dear Mentors/Teachers,**

The most challenging and important purpose of social empowerment even before we take up work and action is to hone Social Intelligence (SI) of students in today's electronically wired world and nuclear families. Social Intelligence world denotes and requires one to one introduction, real emotions, love, sentiments, caring, sharing compassion and concern in real situations whereas presently we are engrossed in the virtual world with internet, I-pads, Palmtops, mobiles and satellite T.V., etc. Let us remember, the human race is designed for face to face interaction. Such interaction simply perks and comforts us and SEWA activities are the right answer in that direction.

## SEWA PLEDGE

“WE AS MEMBERS OF SEWA WILL WALK, TALK, THINK, FEEL, CARE AND SHARE THE ESSENCE OF SEWA IN MIND, BODY AND SPIRIT TO BRING POSITIVE CHANGES IN THE WORLD AROUND US. WE SHALL DO EVERYTHING WITHIN OUR ABILITY TO IMBIBE THE SPIRIT OF SEWA IN WHATEVER PROJECT WE UNDERTAKE FOR THE WELFARE OF ONE AND ALL.”

### Guidelines for Mentor Teacher for conduct of SEWA

- Support students in identification and selection of the causes they want to support and take up as projects.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it.
- Guide students on how to plan, implement, review and take responsibility for their decisions.
- Guide students on upkeep of Portfolio/ dossier.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

### Procedures

1. Fill out a *My SEWA promise* form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken. The student in consultation with the teacher and parents decide and create an hourly schedule of activities. This form must be signed by a parent and submitted before the activity begins to the school's SEWA Mentor.
2. Fill out 'Reflective Musings' at the end of every 5 hours (approx.) given to the project and keep attaching it to the SEWA dossier. The hours stand here for the **clock hours** and not the regular 35-45 minute periods observed in school.
3. SEWA hours will be accounted for both in school as well as out of school activities.
4. It is expected from a SEWA volunteer that they'll be honest in recording their activities.
5. The minimum hours for different groups are as follows:
  - a. Class 1-3                      30 hours

- b. Class 4-5                      50 hours
- c. Class 6-8                      80 hours
- d. Class 9-10                    100 hours

6. Complete your SEWA hours by the due date which should ideally be part of the ['My SEWA Promise Form'](#) or decide along with the initial hourly schedule plan. All the forms must be completed and signed attached with relevant evidences, together with a Self-Appraisal Form for classes IV-X and a summary list of the SEWA projects/ hours as items of SEWA dossier/scrapbook (esp. for classes 1-3). The visual evidence (photographs, videos, etc), testimonials and certifications must be there to support the project.

### **My SEWA Promise Form**

Dear Student,

SEWA is a firm step to prepare you for life. It is a voluntary project experience. You have to complete **My SEWA Promise Form** and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

**Student's Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

(Print or type)

**Brief Description of the Activity:**

Duration (Days and Time): \_\_\_\_\_ Estimated Hours: \_\_\_\_\_

Name of Mentor Teacher: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Approved ( )

Disapproved ( )

SEWA Mentor's Suggestions/ Comments:

Signature of SEWA Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

### SEWA Hourly Schedule

Hour Count	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		



## SEWA Self Appraisal Form

*The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.*

NAME OF THE STUDENT : \_\_\_\_\_

NAME OF ACTIVITY/PROJECT: \_\_\_\_\_

1) Briefly state your experiences about this activity/project.

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2) What were your initial expectations from this activity/ project?

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3) How satisfied are you from the end results?

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4) What change do you see in yourself in terms of behaviour, life-skills, etc., after this project?

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5) How did this activity/project benefit others? How did you ensure they continue to get these benefits even after the project?

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6) Details of the beneficiary (ies.) Any significant comment received from them.

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7) What were the problems faced? What might you do differently next time to improve?

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Volunteer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Mentor's Observation

Attendance: \_\_\_\_\_

Involvement: \_\_\_\_\_

Regularity: \_\_\_\_\_

Commitment: \_\_\_\_\_

Additional Comments: \_\_\_\_\_

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The activity / project was (circle appropriate response):

Satisfactorily completed

Not Satisfactorily completed

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Activity / Project Mentor's signature \_\_\_\_\_

### PROJECTS FOR SEWA

#### Project-1: Cleanliness- essential for everyone, everywhere

**Grade Level:** I-V

**Project Focus:** Cleanliness

**Target point of the Project:** Make the community aware of the cleanliness and its beneficial effects.

**Key Objectives**

- The main objective of the project will be to make the children aware of their contribution towards a clean and healthy environment. As Milton said "*Childhood tells a man as the morning tells the day*". It means that whatever a child learns as part of his early experiences in life has an everlasting effect on his personality. A well educated and well informed child of today can prove to be a better guardian of nature tomorrow.

- Encourage learners to bring awareness among the other learners to help themselves to clean their environment.
- To sensitize people and create awareness about the importance of cleanliness.

### **Pedagogical Linkages**

- Students will learn to integrate classroom experiences to real life.
- Students will express their learned concepts in the form of a poem.
- Students will learn to keep their surrounding environment clean.
- Students will learn to pay attention towards their personal hygiene.

**Duration-** 20 hours

### **SEWA Component**

- Students will teach other students and their community members about the importance of cleanliness.
- Students will keep their surrounding environment clean.

### **Project Process**

- **Prepare**
  - Brainstorming sessions will be organized with students.
  - Students will select a topic for their project.
  - Students will be provided necessary material for cleaning the school environment, that is; dustbins, gloves, brush, etc.
  - Students will be divided into different groups.
  - Each group will be assigned some area in the school for cleaning.
- **Act**
  - Students will collect information about the topic through different sources.
  - Each student will make a speech of 5 minutes about the topic in class.
  - Each group of students will work in their specific areas to clean the school.
  - Students will also pay attention towards their personal hygiene.
  - Charts and models on cleanliness will be prepared by students.

- Photographs of the school will be taken before starting the project and after the completion of the project.
- Students will also clean their homes.
- Students will sensitize other students and their community members about the importance of cleanliness through different creative medium.
- Students will prepare '*Nukkad Natak*' and present in school or public places.
- Students will write the '*Cleanliness Pledge*' and will urge others also to do so.

● **Reflect**

- Discussions will be held in class on the activities of the project. The students will think, talk and write about what they have learned and observed.
- Questions will be discussed in class about their experiences and response of the community; e.g.
  - Describe what you have learned and felt about your project.
  - How far was the activity beneficial for you?
  - What have you learned about yourself and your surroundings from this project?
- Students will be given a Performa to fill in so they can assess their own learning from the project.
- Teacher will also fill the Performa to assess and rate the performance of the students.

● **Share and Celebrate**

- An assembly can be arranged to award the outstanding students.
- Students will display the charts and models on school notice-board.
- Certificates can be awarded to the outstanding students.
- Students can make future plans about continuing the activities of paper picking in the school and the classroom.
- Classroom can also be decorated with charts and models.
- Students can also keep imparting information regarding cleanliness through their practical demonstration to other students.

- ➔ The report of the project will be published in the newspaper and the school magazine.

### Learning Outcomes

- Students will learn that they must keep their surrounding areas and themselves neat and clean.
- Students will raise awareness among other students and their community members about personal hygiene and keeping their surrounding environment clean.
- Students will pick up the garbage during the break time and will keep on doing the same thing at their homes also.

### Key Messages

- Share your knowledge, experience and skills with others.
- Keep good personal hygiene and environmental hygiene.
- Do not throw garbage.
- Garbage increases land pollution.
- Keep your surrounding areas clean, in order to make your environment pleasant.

### Evaluation of the Student by the Mentor:

Scheduled Activity	Accomplished	Not Accomplished	Outcomes	Achievements

## Project-2: “Obey Traffic Rules- Be Safe and Responsible”

**Grade Level:** I-V

**Project Focus:** Traffic Rules

**Target point of the Project:** To raise awareness in students and through them in society about the traffic rules and traffic signals.

**Key Objectives:**

- To make students and the community aware of traffic signals and its usefulness.
- To encourage students to raise awareness among other students to follow traffic rules and to stop violation of traffic rules as it is not just illegal but also can be hazardous to life.
- To raise awareness among people about the advantages of traffic rules.

**Pedagogical Linkages**

- Students will learn how to connect classroom experience to real life situations.
- Students will learn to follow traffic rules.
- Students will compose a poem on traffic signals.
- Students will be given tips to prepare presentation on traffic signals.

**Duration- 10 hours**

**SEWA Component**

- Students will persuade other students and their community members to follow traffic rules.
- Students will follow traffic rules and learn to behave as responsible citizens.

**Project Process**

- **Prepare**
  - A brainstorming session will be organized in which students will present their ideas and will select a topic for the project.
  - A story may be narrated regarding the need to the students to obey traffic rules.
  - A movie clipping may be shown to demonstrate the need for safety concerns.
  - The students will be asked to observe traffic signals and rules while they are traveling.

- A documentary can be shown to the students about traffic signals and rules.
- Students will be divided into three groups; red light group, yellow light group and green light group for the activity. Each group will comprise of 15 students.
- Charts and models related to traffic signals and rules will be made by students.
- PE department will create a traffic park in the school field.

- **Act**

- After the brainstorming session, the students will come up with the ideas for the project.
- Each group of students will compose a poem on traffic signals and rules.
- Each group will give introduction about traffic signals. (*e.g; Hello! I am Red light. I want to tell you to stop. 1 student will sing a traffic song, 3 students will appear with traffic signals, 2 students will show the pictures related to traffic signs and 2 other students will hold the charts*).
- A traffic Inspector / policeman can deliver a lecture to the students about traffic rules and signals.
- After learning about traffic signals and its importance, students will share or discuss their problems and experiences related to traffic signals and rules.
- Students will be asked following questions;
  - Have you noticed traffic lights on the road?
  - What is the function of these traffic lights?
  - Do you find them useful?
  - What is the harm in violating traffic signals?
  - What do you feel, whenever you see an accident on the road?
  - How do you feel when a policeman fines somebody for traffic violation?
  - How can you help stop violation of traffic rules?
  - Students teach other students and their community members about the importance and principles of traffic rules and signals.

- **Reflect**

**Discussion:** Discussion will be held on the activities of the project. The students will explain what they have learned from the SEWA project.

**Questions:** A Question-Answer session will be held in which students can be asked the following questions;

- What did you learn after conducting this project?
- What was the response of the community?
- What change do you want to see after the completion of this project?
- Do you think that the project was successful?
- What was the most successful aspect of the project?

### **Share and Celebrate**

- An exhibition may be held in which charts and models made by the students will be displayed.
- The report of the project will be published in newspaper and the school's magazine.
- The pictures collected by the students related to traffic signals will be displayed on the notice board.

### **Learning Outcomes**

- Students will learn that human society requires an actively engaged communal life.
- Students will learn about the usefulness of traffic signals.
- Students will persuade others to follow traffic rules.
- Students will become aware about the knowledge of traffic signals.

### **Key Messages**

- Follow traffic rules to avoid accidents.
- Do not break traffic rules.
- Pay attention towards traffic signals while driving.
- Serve others while learning.
- Share your knowledge, experience and skills with others.
- Keep the speed of your vehicles according to that indicated on the traffic board.

### Evaluation of the student by the Mentor

Scheduled activity	Proposed date mention	Recommended hours	Utilized hours	Achieved outcomes	Developed view points

### Project-3: “My Lush Green Planet”

**Grade Level: I-V**

**Project Focus: Environment Conservation/Eco Club**

**Target point of the Project :** To sensitize about the reducing number of trees and plants around us and urge people to plant more trees in order to increase the amount of vegetation in our surroundings.

**Key Objectives-**

- To urge the students to save plants and trees around them.
- To make people receptive to the importance of plants and trees.
- To encourage students to make an effort to spread the message to care for plants.
- To persuade students to engage in research work and collect information about trees and plants.
- To enhance the sense of spirit of teamwork, cooperation, dedication, discipline and concern among students for improving the environment.
- To develop a keen sense of implanting more and more plants among students in order to increase their number.

## **Pedagogical Linkages**

- Students will learn the techniques of research.
- Students will learn to develop and design a website about plants in order to spread information worldwide.
- Students will learn to prepare and deliver speeches regarding the project topic.
- Students will learn to express the message of saving plants through enactment.
- Students will learn about types of plants and how they grow.

## **Duration- 10 Hours**

### **SEWA Component-**

Students will teach their peers and community members about the need for more and more plantation.

Students will plant more trees and take care of them.

### **Project cycle**

#### **Prepare**

- Brainstorming sessions will be organized with students. Students will come up with innovative ideas for the project.
- Teaching sessions will be held during regular classes in science periods to bring awareness among students.
- Students will be given tips about plantation and about taking care of them.
- Students will be trained for performing a skit/ street play.
- Students will be divided into four groups. The first group will be assigned the task to collect saplings preferably through donations. The second group will be given the task to collect information about different plants and vegetation. The third group will design a website and will put information on it.
- Students will also prepare multimedia presentations. The fourth group will help the first group in the donation of the saplings and will also make a report of the project. All the groups will participate in the plantation of plants in the school and surrounding area.
- Students will be provided necessary tools for plantation.

## Act

- Students will plant trees in the school and take a pledge to nurture/tend them.
- Students will donate saplings. The names of those students who donate plants will be displayed on the notice board and website.
- Students will perform a skit in front of the school for raising awareness about the importance of plants and trees.
- Students will develop a website/ create a blog on which information about the project will be published.
- Students will deliver multimedia presentation to the whole school about their project.
- Students will also prepare charts/posters for informing others about the importance of plants and trees.

## Reflect

Discussion will be held on activities of the project. The students will think, talk and write about what they have learned from the SEWA Project.

### Discussion Questions:

- Students can be asked a number of questions about the objectives of the project.
- Students can also be asked questions about the difficulties faced by them and the response of the community.

### Some questions are given for the teacher:

- What have you learned from this project?
- How did the people and the society respond during the project?
- Do you feel that your project made a difference?
- What problems did you face while conducting the project?
- Were you successful in conveying the message to the community?
- Did the people take the issue more seriously?
- What was the most successful thing about the project?
- What change would you like to see regarding health?

## Share and Celebrate

- Students will make future plans for continuing the project for next phase.

- Report of the project will be published in the school's magazine.
- Names of the outstanding students will be displayed on the notice board.

### Learning Outcomes

- Students will learn the significance and benefits of growing more plants and trees.
- Students can develop values like cooperation, teamwork, research work, etc.
- Students can learn the importance of trees and plants.
- Students can design their presentation using latest technology.
- Students can design a website to convey their message worldwide.
- Students can visit their neighboring areas to raise awareness among the people about plantation.
- Students can learn how to spread their message internationally by using latest tools of communication.

### Key Messages

- Plants and trees supply oxygen to living beings.
- Plants make the environment pleasant.
- Plants provide fruit and vegetables which are a source of food for humans and other living beings.
- Plants decrease air and noise pollution.
- Stop cutting trees.

### Evaluation of the students by the mentor

Activity Schedule	Time Frame	Integration of the concepts	Understanding

## Project-4: “Be Kind to all”

**Grade Level :** I-V

**Project Focus :** Animal Rights

**Target point of the Project :** Everything alive be it an animal, bird, insect or plant needs to be treated with kindness. Every living being has the right to obtain food and shelter and to protect their young ones. They deserve kindness from human beings. We must not be cruel to these creatures because they cannot express their pain.

### **Key Objectives**

- No creature should be ill-treated by human beings.
- Every effort should be made by us to stop cruelty against living beings.

### **Pedagogical Linkages**

- Students will learn to treat the plants and animals more kindly and carefully.
- Students will be taught not to take very young animals and birds such as puppies, kittens, parrots and rabbits from their mothers. They need their mothers too like humans do.
- Students will learn how to take care of their pets.
- Students will learn how to report cases of animal rights violation to the concerned authorities.

**Duration-** 10 hours

### **SEWA Component-**

- Students will teach others how to take care of plants and animals.
- Students will learn to report animal rights violation case to the concerned authorities.
- Students can be urged to adopt lost and street animals after vaccination and will take care of them.

*“I don't believe that children are born with empathy.  
It is something they learn by seeing it modeled by others.”*

## Project Process

### Prepare

- A brainstorming session will be held in the class in which ideas about protecting and caring for different pets, wild animals and plants will be discussed. The topic of the project will be selected.
- Students will be divided into three teams: The first team will visit the Zoos in their locality and will see the conditions in which animals and birds are being kept. Students will observe how these animals and birds are kept, which food and drink is provided to them and how visitors behave with them. The second team will observe the animals on the roads carrying heavy loads such as donkeys, horses and camels. They will also observe the animals which perform tricks such as monkeys and bears. The third team will visit different houses of their school fellows who keep pets. They will observe, how these pets are kept by their owners.
- Students will be provided tips about taking care of animals, birds and plants.
- Students will be assigned specific areas in the school to take care of the plants.

### Act

- The three teams will visit their assigned places, that is; Zoos, roads and homes and will observe how their owners are keeping the animals and birds. The teams will make videos and will take photographs of animals and birds. The team will make a report on what they observed and will make recommendations.
- Students will persuade the owners of the animals and birds to take good care of them.
- Students will report the animal rights violation cases to the concerned authorities.
- Students will teach other students and their family members about how to take care of animals, birds and plants.
- Students will take care of the pets in their homes and will take them to Veterinary doctors for vaccination.
- Students will take care of the plants in the school.
- Students will write a report on how they took care of their pets and plants in their school and homes. Each student will present the report to the teacher and will share it with their class fellows.

## Reflect

- Students will share their experience of working on the project with teachers and class fellows.
- Students will share the animals' violation cases with them and the steps taken by them to stop the violence.

## Share and Celebrate

- The pictures of the animals, birds and plants will be displayed on the notice board.
- Students will make future plans for continuing the project at broad community level.
- Report of the project will be published in the school's magazine.
- Names of the outstanding students will be displayed on the notice board.

## Learning Outcomes:

- Students will take good care of their pets and plants in their homes.
- Students will adopt lost animals.
- Students will teach other students and their family members about how to take care of pets and plants.
- Students will not try to hurt any living being in future.

## Key Messages

- Be kind to all
- Do not hurt animals and plants.
- Try to protect all living creatures.
- Take good care of your pets.
- Provide good food, drink and shelter to your pets.
- Do not cut trees.
- All living beings maintain balance in the ecosystem.
- Report animal's violation cases to concerned authorities.
- Do not imprison birds in cages. If you want to keep birds as pets provide them an airy and wide place so that they can fly freely.
- Take your sick pets to Veterinary doctors.

- Pets should be vaccinated regularly.
- Adopt lost animals.

### Evaluation of the student by the Mentor

Scheduled activity	Proposed date mention	Recommended hours	Actual hours	Achieved outcomes	Developed view points

“Food should be our medicine and our medicine should be our food.”

### Project-5 - "Mother Nature"

**Grade Level :** I-V

**Project Focus :** Save Nature

**Title of the project :** Nurture Nature

**Target point of the Project :** Project will make the community aware about the consequences of the destruction to nature.

**Key Objectives**

- To encourage students to take necessary action for the preservation of Nature.
- Students will make others realize about the importance of Nature.

**Pedagogical Linkages**

- Students will learn to integrate classroom knowledge or experience to their real life situations.

- Students will learn the ways of saving Nature.
- Students will improve their communication skills.

### **Duration- 10 hours**

### **SEWA Component**

- Students will be sensitised about conservation of Nature.
- Students will understand and learn to value the gifts of Nature
- Students will share their knowledge with others and thus sensitize them as well.

### **Project Process**

#### **Prepare**

- Brainstorming sessions will be organized with students who will come up with innovative ideas for the project.
- Teaching sessions will be held during regular classes in science periods to bring awareness amongst students.
- Students will be given tips regarding plantation and about taking care of plants and trees.
- Students will be divided into different groups for this project.
- Students will be provided necessary tools for plantation.

#### **Act**

- Each student will deliver a speech on the importance of Nature for about 5 minutes.
- Students will plant more and more plants and trees in their school and at their homes.
- Students will prepare charts and models related to the preservation of Nature.
- Students will raise awareness among other students and community members about the importance of Nature and its preservation.
- Students will present a skit in front of the whole school about the importance of preserving Nature.

#### **Reflect**

- **Discussion:** Discussion will be held on activities of the project. The students will think, talk and write about what they have learned from the Service Learning Project.
- **Questions:** A number of questions will be asked to the students about the project;
  - What have you learned from this project?
  - How did the people and the society respond when you were conducting the project?

- Do you feel that your project made a difference?
- What problems did you face when you were conducting the project?
- Were you successful in conveying the message to the people?
- Did the people take the issue seriously?
- What was the most successful thing about the project?
- What changes would you like to see regarding the preservation of Nature?

### **Share and Celebrate**

- The pictures of the animals, birds and plants will be displayed on the notice board.
- Students will make future plans for continuing the project at broad community level.
- The report of the project will be published in the school's magazine.
- The names of the outstanding students will be displayed on the notice board.

### **Learning Outcomes**

- Precautionary measures will be taken to preserve Nature.
- More and more plants and trees will be planted.
- Natural habitats will be preserved in the school and at homes.
- Students will bring awareness among other students and their community members about the importance of Nature.
- Fewer trees would be cut.

### **Key Messages**

- Nurture Nature, as it nurtures us.
- Imbalance in Nature can prove disastrous.
- Preserve Natural habitats.
- Be sensitive towards endangered species as they will get extinct.
- Do not cut forests. Plant more and more trees.
- Plants and trees are essential as they supply oxygen to living beings.
- Trees reduce the severity of natural calamities.
- Try to protect all living beings to maintain balance in the ecosystem.

# Life Skills Education Program

## History of Life-Skills

Life-Skills Based Education (LSBE) has a long history of supporting child development and health promotion. In 1986, the **Ottawa Charter** for Health Promotion recognized Life-Skills in terms of making better health choices. The 1989, **Convention on the Rights of the Child** (CRC) linked life skills to education by stating that education should be directed towards the development of the child's fullest potential. The 1990, *Jomtien Declaration on 'Education for All'* took this vision further and included Life-Skills among essential learning tools for survival, capacity development and quality of life. The 2000, **Dakar World Education Conference** took a position that all young people and adults have the human right to benefit from "*an education that includes learning to know, to do, to live together and to be*", and included Life-Skills in two out of the six EFA Goals.

*Life-Skills Based Education is now recognized as a methodology to address a variety of issues of child and youth development and thematic responses including as expressed in UNGASS on HIV/AIDS (2001), UNGASS on Children (2002), World Youth Report (2003), World Program of Human Rights Education (2004), UN Decade on Education for Sustainable Development (2005), UN Secretary General's Study on Violence Against Children (2006), 51st Commission on the Status of Women (2007), and the World Development Report (2007).*

Every nation, society and community has to work towards promoting adolescent health. When young people acquire Knowledge, Attitudes, Value Enhanced Life-Skills (KAVELS), they benefit in a variety of ways. These Life-Skills help young people to make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, cope with stress and manage their lives in a healthy and productive manner. Such knowledge and skills can lead to behaviours that prevent disease and injury, foster healthy relationships and enable young people to play leadership roles.

Moreover, the knowledge and Life-Skills education imparted to students are likely to be passed on to their own children, thus influencing future generations.

Global and Indian experiences have shown that educational interventions that focus on Life-Skills development have proven very effective in empowering adolescents to manage their concerns, including avoidance of risky behaviour.

The approach that is being followed by the CBSE-*i* is to provide accurate, objective and

scientific knowledge keeping in mind that the content should be age –appropriate and directed towards the sensitivity of young minds. The process of transfer is made simpler through the KAVELS approach.

(Knowledge, Attitude, Value Enhanced Life Skills)

A positive attitude is essential to cope with the rapid changes which happen in the life of a young learner in the areas of body, mind and soul. Different values need to be experienced at different levels and internalized through development of appropriate expression. Social-skills are needed to use values throughout the day.

Young people need to think about Life Skills, reflect on them and carry them into their personal and social lives. They need to be able to see the effect of their behaviour and choices and develop socially conscious Decision-Making Skills. One can develop reflection points for value enhanced Life-Skills such as 'Everyone in the world has the right to live with dignity and respect' including myself. (*Values : Respect, Life-Skills : Critical-Thinking Decision-Making*). 'Tolerance is being open and receptive to the beauty of differences'. (*Value : Tolerance, Life-Skills : Interpersonal-Skills Communicative-Skills*). One can also add sayings from the local culture, bring in local role models and learning gleaned from historical figures.

**In addition to enhancing knowledge, the focus of the modules is on development of value enhanced Life-Skills in students which would help them in resisting peer-pressure, taking informed decisions and making healthy choices.**

### **Objectives of the Life-Skills Programme:**

- To develop concept of Life-Skills with respect to everyday life.
- To create awareness about the ten core Life-Skills and their inter-relatedness.
- To develop Life-Skills of Creative-Thinking, Critical-Thinking, Empathy, Coping with Stress, Coping with Emotions, Inter-personal Relationships, Communication-Skills, Decision-Making Skills, Self-Awareness and Problem-Solving.
- To apply these Life-Skills in all spheres of life.

**These can be utilized in many content areas like:**

- Relationship-Management
- Professional-Communication
- Consumer Education
- Livelihood and Employability
- Environmental- Awareness
- Gender Concerns
- Process of Growing up
- Education for Development
- Social-Communication

In short, Life-Skills empower young people to take positive action to protect them and promote their health and positive social-relationships.

## Vision

### Nurturing...

Aware, Responsible and Empowered Adolescents

Life-Skills are essentially individual **abilities that help to promote mental well-being and competence in young people when they face the realities of life.** Most development professionals agree that Life-Skills are generally applied in the context of health and social issues of concern.

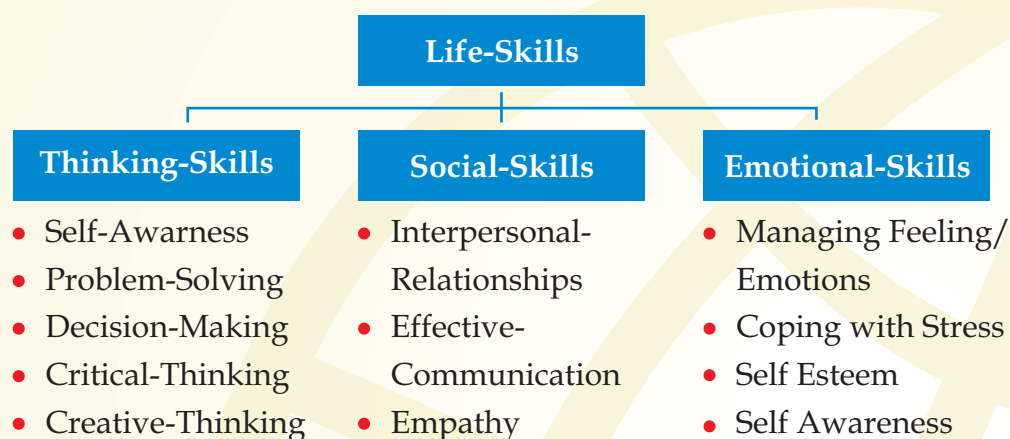
## What are the main Components of Life-Skills?

### Thinking-Skills

### Social-Skills

### Emotional Skills

These Life-Skills can be further segregated into three core groups as depicted above:



Note: Most of these skills are interdependent and overlap with each other.

## Thinking-Skills

These include decision-making/problem-solving skills and information gathering skills. The individual must also be skilled at evaluating the future consequences of their present actions and the actions of others. They need to be able to determine alternative solutions and to analyze the influence of their own values and the values of those around them.

## Social-Skills

These include verbal and non-verbal communication, active listening and the ability to express feelings and give feedback. Also in this category, are negotiation/refusal-skills and assertiveness skills that directly affect one's ability to manage conflict. Empathy, which is the ability to listen and understand others' needs, is also a key interpersonal-skill. Teamwork and the ability to cooperate include expressing respect for those around us. Development of this skill set enables the adolescent to be accepted in society. These skills result in the acceptance of social norms that provide the foundation for adult social behaviour.

## Emotional-Skills

These refer to skills to increase the internal locus of control, so that the individual believes that s/he can make a difference in the world and affect change. Self-esteem, self-awareness, self-evaluation skills and the ability to set goals are also part of the general category of self-management skills. Anger, grief and anxiety must all be dealt with, and the individual learns to cope with loss or trauma. Stress and time management are key areas of focus, as are positive thinking and relaxation techniques.

## How do Life-Skills help?

Thinking-Skills	Social-Skills	Emotional-Skills
With the enhancement of thinking skills, an individual demonstrates the ability to be original, flexible and imaginative. Instead of taking all that comes her/his way, she/he raises questions and thinks critically, identifies and analyses problems. While deciding on a thing she/he implements a well thought out decision and takes responsibility. It makes one comfortable with one's own self at the same time accepting or trying to overcome the weaknesses while building on the strengths for positive self-concept.	Social-skills help a person to demonstrate the ability to identify, verbalize and respond effectively to others' emotions in an empathetic manner. Along with this s/he gets along well with others without prejudices. S/he also takes criticism constructively and reflects, listens actively and communicates using appropriate words, intonation and body language.	With enhanced emotional skills an individual is able to identify causes and effects of stress on oneself and develop and use multi-faceted strategies to deal with it. As and when required, the person is also able to express and respond to emotions with an awareness of the consequences.

## Enhanced Life-Skills in an individual thus help in developing:

- Improved Self-Esteem
- Self-confidence
- Assertiveness
- Ability to establish relationships
- Ability to plan and set goals
- Acquisition of knowledge related to specific content areas

## Detailing of Core Life-Skills:

1. **Self-Awareness** includes our recognition of '*self*', of our character, of our strengths and weaknesses, desires and dislikes. Developing self-awareness can help us to recognize when we are stressed or feel under pressure. It is also often a pre-requisite to effective communication and interpersonal-relations, as well as developing empathy for others. We all have different attributes/qualities.
2. **Critical-Thinking** is an ability to analyze information and experiences in an objective manner. Critical-thinking can contribute by helping us to recognize and assess the factors that influence attitudes and behaviour, such as values, peer-pressure and the media.
3. **Problem-Solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental-stress and give rise to accompanying physical strain.
4. **Creative-Thinking** contributes to both decision-making and problem-solving by enabling us to explore the available alternatives and various consequences of our actions or non-actions. It helps us to look beyond our direct experience and even if no problem is being identified, or no decision is made, creative-thinking can help us to respond being adaptively and with flexibility to the situations of our daily lives.
5. **Decision-Making** helps us to deal constructively with decisions about our lives. This can have positive consequences for the health of young people when they actively make decisions about their own health practices by assessing different options and the effects of different decisions.
6. **Interpersonal-Relationships** Skills help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well being. It may mean keeping good

relations with family members, which are an important source of social support. It may also mean being able to end relationships constructively.

7. **Effective-Communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.
8. **Empathy** is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others, who may be very different from ourselves. So this skill can improve social interactions, for example, in situations of ethnic or cultural diversity.
9. **Managing-Feelings and Emotions** includes skills for increasing internal locus of control for managing emotions, anger and stress.
10. **Coping with Stress** means that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. It also means learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

The various Life-Skills work best in conjunction. Many Life-Skills are required to manage a particular situation and cope with it effectively. One particular skill may be effectively utilized in diverse situations. The appropriate combination of Life-Skills at a given moment is an art. Adolescents learn their Life-Skills from parents/teachers / significant others who act as role models.

**There are two ways of incorporating the concept of Life - Skills in various disciplines.**

- a) By emphasizing the importance of a particular Life-Skill in the text, one can at least, create the necessary awareness among young boys and girls about certain Life-Skills, which would ensure a healthy life for them. For instance, while discussing the needs and concerns of young adolescents the importance of developing among them is the skill of firmly saying 'NO' to eating Junk foods or going out for late night parties.
- b) The second way to incorporate Life-Skills in text-books is to include a few meaningful questions or activities in the text. The purpose is to motivate children to critically think and decide for themselves what safe and responsible behaviour is.

# Consolidated Matrix of themes and skills

## CBSE -i Class I

Theme and Unit	English	Mathematics	Environmental Education	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
1. Myself	Rhyming words Singular-plural Poetry on myself Story: Thumbelina Decoding and encoding – stories with familiar settings	Shapes: vocabulary related to spatial relationships Describing shapes affecting movement like rolling and sliding Curved and straight lines, plane shapes Numbers: 1-9 Observing and making collections of objects	Knowing Oneself - Personal Information My Body Sense Organs Awareness of Self - Health and Hygiene and Good Manners	Knowledge about songs and prayer Learn counting through songs Simple Body Movements- Action Songs on body parts and health and hygiene Foot tapping Dance(based on counts)	Identifying, differentiating between Primary and Secondary colours Shape: Cutting and pasting shapes to create a cartoon character/superhero Drawing from memory and observation: Topics- Self-portrait, My friends and I in the park, My school	Commands, Basics of a game Physical Education Cards- 1,2	Etiquettes and Manners – Greetings and wishing Use of the three magic words- Sorry, Thank you, and Please.
2. Family	Vowels and Consonants Articles ( a and an) Blends/ Diagraphs - words Reading and listening skills-Snow White and Seven Dwarfs ( fairy tale)	Numbers till 50 Counting Develop the vocabulary of groups tens and ones, place value Number names & numerals Two Digit Numbers Comparing and Ordering of Numbers	My Family Tree Small and Big Family School as Family Country as Family	Duet and Choir Singing - Songs relating to family , country Basic dancing steps Reciting small poems on family members	Introduction of Lines and Shapes Using Primary and Secondary colours in design Drawing from memory and observation: Topics- My family photograph, My summer vacation with my family, I had fun at my granny's house	Fitness Physical Education Cards- 3,4	Role of each member of the Family Value of caring for the elderly and expressing gratitude.
3. Animals	Basics of sentence formation Punctuation (capital letter, full stop, question mark) Blend Words/Diagraph - Ch- words Stories on Animal	Addition ( 1-50) Addition of single digit / two digits mentally, using symbols Addition using real objects and pictures/ blocks of base ten Addition by Regrouping and using Abacus Making addition stories and solving word problems	Types of Animals - Pet, wild, land and water animals. - Birds Sounds of animals Importance of Animals Homes of Animals Food habitat of animals Caring for Animals	Marching, tapping, clapping- in counts, together/ group wise Imitate animal sounds and movements Songs about animals, dances based on animal movements	Elements of Art: colour and texture Animals in 2D: Memory Drawing: A jungle scene; My pet Animals in 3D: Origami, Clay modeling Painting a large mural on animals	Safety and Security Physical Education Cards- 5,6	Caring for animals and birds - Importance of animals in our lives.

\*One Story/Poem will be added to each unit related to the theme/topic

Theme and Unit	English	Mathematics	Environmental Education	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
4. Plants	Naming Words and Genders Blend Words/ Diagraph - th words Short Story - Jack's Garden by Henry Cole (An extract for reading comprehension)	SUBTRACTION ( 1-50) Subtraction as take away Subtraction of single and two digits Subtraction using symbols Subtraction using real objects, abacus and pictures /blocks of bases ten. Making subtract stories & solving word problems. (Single digit)	Main Parts of a Plant Kinds of Plants Things we get from plants Trees are helpful Use and Care of Plants	Songs on plants/nature Dramatization on Plants (using pre-recorded music) Songs and Plays on Nature / Plants	Focus on the elements of Art - Origami and Monoprints Drawing from memory and observation: Topics- Scenery with people and animals Using pressed flowers to make greeting cards	Movement Awareness Physical Education Cards - 7,8	Interdependence between human beings, animals and plants Appreciating the beauty and the importance of plants in your life. Learning about plants and how to care for them.
5. Food	Opposites Jumbled Sentences Dolch Words List-1	Ordinal numbers till 10, Naming left and right positions. Numbers till 100 - Number names and numerals, place value Multiplication: Adding the same number Skip counting in 2s 3s 4s	Food from plants and animals Healthy and Junk food Main meals of a day Significance of food Good Eating Habits	Listening to recorded music • Singing using recorded music • Acting and expressing with the music (poems, rhymes ,songs) • Songs on food and healthy eating	Drawing and Block Printing Drawing from memory and observation: The ice cream man, At the beach Drawing a bowl/ basket of fruits/ vegetables Vegetable block printing: making greeting cards	Good Health and Clean Environment Physical Education Cards : 9,10	Importance of healthy eating habits. Making menu cards of good eating for home, school lunch, doing some healthy cooking at school
6. Shelter and Community	Pronouns - he, she ,it Adjectives - his /her Use of is, am ,are Dolch Words List-2 Story- The Three Pigs by David Wiesner	Measurement: length, mass, capacity Comparing two things Measuring using non standard units and to appreciate the need of standard units	Types of Houses Neighborhood Services-hospital, market, etc. Different Occupations (helpers in community) Clean Neighbourhood	Basic dance steps and controlled movement of the foot. Creating and making sounds using a variety of things Action songs about community helpers	Houses in 3D: Craft: recycling shoe boxes to make houses; Origami house Drawing from memory, imagination and observation: Topics-: Who I want to be when I grow up	Spirit of Adventure Physical Education Cards: 11,12	Know your neighbours Form a Nature Club with friends from the neighbourhood Interdependence of living beings for daily requirements.
7. Transport and Communication	Demonstrative Pronouns- this, that, these, those Action words Dolch Words List-3 The Story of Flight by Richard Bo wood	Time : Units of time Telling time to the hour and to the half hour Calendar (day ,date, year) Picture graph: Simple picture graphs Reading and making picture graphs	Modes of Transport Means of Communication Safety Rules-at home, in school, on road	Song on Safety Drama on simple Safety measures	Means of transport in 3D: Craft: recycling shoe boxes to make vehicles; Origami car, bus, ship, boat Incorporating origami into drawing: pasting origami houses, vehicles and drawing a suitable scene around them	Safety measures - evacuation drill Physical Education Cards: 13,14	Importance of means of transport. First aid in case of minor injuries.

Theme and Unit	English	Mathematics	Environmental Education	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
9. Air and Water	Recapitulating the concept of one and many Use of has /have Position Words Caption /slogan writing related to air and water	Numbers till 200 Number names and numerals, place value Patterns: Number and shape patterns	Uses and Sources of Water Properties of Water Properties of Air (only with experiments) Uses of Air	Make instruments using different sizes and types of bowls/ utensils/ glass /containers, etc.	Paper collage: Topic- Underwater World Blow art: Creating abstract forms by blowing diluted paint with a straw; developing identifiable forms from the abstract forms	Group Activities and Games Physical Education Cards: 15,16	Need to save water and how human activities pollute water.
9. Seasons and festivals	Describing words Dolch Words List-4 Reading Comprehension	Division as Equal Sharing Finding the number of groups.(only with pictures) Numbers till 300 Counting forward and backward, number names and numerals	Changes in the weather- daily weather, rainy, cloudy, hot, cold Seasons- relating them with clothes and food Festivals in different seasons and celebrations in your neighbourhood National festivals	Song related to festival/ regional song Folk or traditional dance on recorded music	Identifying and using warm and cool colours Drawing from memory and observation: Any National or local festival they see in their country.	Basics of safety rules Physical Education Cards: 17,18	Respect and celebrating various festivals of different cultures. Significance of sharing during festivals/ special occasions
10. Universe	Conjunctions/Joining Words Poem: A Day Time Moon Dolch Sight Words (List-5) Picture story in sequence Comprehension	Money Denominations of different coins and notes Application of money in real life. Total/change in money (with smaller values)	Our Wonderful Earth: natural features: rivers, hills, plants, animals Sun, Moon, Stars Ways to protect our earth Natural and Man-made Things	Song on Universe or any prayer Dancing on a pre-recorded song sung by the children themselves	Using warm and cool colours in a picture composition Drawing from imagination and observation: Topics- My trip to the moon Craft: Diorama of outer space Origami- stars	Basics of physical exercise Physical Education Cards:19,20	The vital need to understand the 4 R'S - REDUCE REUSE RECYCLE REFUSE

## CBSE -i Class II

Theme and Unit	English	Mathematics	Environmental Education	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
1. Myself	Rhyming words and Poetry Recitation Selecting favourite words, listening, reading and responding Alphabetical order- words beginning with different letters Naming words(Introduction to proper nouns, difference between common and proper nouns)	Shapes: Identification of the 2-D and 3-D shapes along with their properties: cuboid, cylinder, cone, sphere Traces 2-D outline of 3-D shapes Flat and curved surfaces Draw lines-free hand and with ruler. 3 Digit Numbers Read and write three digit numbers. Develop the vocabulary of groups - hundreds, tens and ones using the place value blocks.	General information/facts about human body Internal and External organs Sense organs and their functions Different stages of growth and development Internal organs	Fundamentals of music and dance Sing songs and prayer Foot tapping Dance(based on counts)	Using lines and shapes to create forms Principles of design: balance, space, contrast, proportion Colours: Using Primary and Secondary colours in design and symbol 2D Shapes: Cutting and pasting shapes to create a Cityscape 3D shapes: constructing and creating a sculpture Drawing from memory and observation: My best friend and I, My teacher and I.	Exercises and Basics of physical activity Physical Education Cards:1,2	Look around and find the gifts of nature bestowed upon us. Social Etiquettes and Manners
2. Family	Punctuation(capital letters, full stop, comma, question mark) emphasis on the fact that all proper nouns begin with capital letters irrespective of their placement in a sentence Asking questions Blend Words-bl, sl words	3 Digit Numbers Numbers on abacus , number names and numerals Counting in different ways starting from any number. Expand the number with respect to place value Compare and ordering using concept of place value Arrange numbers in ascending and descending order Form greatest and smallest numbers with and without repetition	Nuclear and joint family Professions of family members Sharing and caring within the family Celebrating special occasions with family members The early man	Knowledge about songs and rhythm. Singing together or in groups/ pairs. Basic dance movements and steps	Focus on line, shape, form and texture Form of line drawing- cave art Drawing from memory and observation: My family, My summer vacation with my family, I had fun at my granny's house	Exercise and basics of physical activity Physical Education Cards: 3,4	Role of each member of the Family, their birthdays, likes and dislikes. Art of questioning - how a joint / nuclear family functions.

*\*One Story/Poem will be added to each unit related to the theme/topic*

Theme and Unit	English	Mathematics	Environmental Education	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
3. Animals	Recapitulation of Nouns Articles ( a and an, the) Adjectives/Describing words Blending words- dr, br, tr Word origin- origin of words from other languages and their related use in English.	Addition(3 digit numbers) Addition using abacus and place value blocks of ones, tens and hundreds Adding with and without regrouping Adding zero to a number Adding multiples of ten mentally Commutative property of addition Solve addition problems presented through pictures. Making addition stories and solving word problems(double digit)	Animals- their sounds and their young ones Animals and their food habits Habitat of animals(terrestrial, aerial, aquatic, amphibians, arboreal) Birds and Insects	Different movements and sounds - marching, tapping, clapping - in counts, together/ group wise. Imitate animal sounds and movements	Focus on line, shape, form, colour and texture Animals in 2D: Memory Drawing: A jungle scene; My pet. Cutting and pasting shapes to create a forest scene Animals in 3D: Origami, puppets, mobiles, Clay modelling Mural of a forest for the classroom	Physical activities Physical Education Cards: 5.6	Identify the animals and birds in the neighbourhood Discuss about the names and the habitat of extinct and endangered animals.
4. Plants	Gender Sentence formation (using correct articles) Jumbled sentences Creative Writing- My Garden	Subtraction (3 digit numbers) Subtraction using abacus and place value blocks of hundred ,tens, ones. Subtracting with and without regrouping . Subtraction of multiples of ten mentally. Subtraction with numbers that have zeros. Solve subtraction problems presented through pictures and verbal description. Making subtract stories and solving word problems (double digit)	Parts of a plant Things required for proper growth of plant Different plants growing on different landforms-land, water, mountain, desert, coastal Uses of plants Conservation of Plants	Let's sing and act Songs on plants/nature Dramatization on Plants (using pre-recorded music)	Creating designs using plants Drawing from observation: outdoor sketching Using pressed flowers to make coasters, table mats Origami flowers	Warm up exercises before an activity Physical Education Cards: 7.8	Nature's gift to man - Medicinal Plants. Discuss - 'Survival without plants will not be possible' and the need to save our natural resources.

Theme and Unit	English	Mathematics	Environmental Education	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
5. Food	Conjunctions Singular-Plural Use of is, am, are Recapitulation of Blend Words-dr,br, tr	Multiplication: Discussion of situations involving repeated addition and activities Multiplication tables of 2,3,4(using dot paper) Multiplication tables of 5 and 10 (skip counting and using dot paper)	Significance of food Three food groups - energy giving, body-building and protective Vegetarian and non-vegetarian food Raw and cooked food Products we get from plants and animals	Karaoke - Sing and Dance with Music Singing popular songs using recorded music Acting and expressing with music (poems, rhymes ,songs)	Collage using shape, colour and texture of fruits and vegetables Drawing and colouring a bowl/basket of fruits/vegetables Vegetable block printing: making greeting cards	Balance and Agility for Coordinated Body Movement Physical Education Cards:9,10	Importance of healthy eating habits. Discuss the importance of including fruits and vegetables in the daily diet
6. Shelter and Community	Use of has, have, had Introduction to Contractions Blending words- gr,er, rr Story Writing - plan a story(beginning, middle, end)	Division: Division as equal sharing Activities of making equal groups Sign of division Division : by making repeated subtraction Multiplication and division by using picture models/stories	Shelter - Need for shelter Houses in Different Climatic Conditions Keep the Neighbourhood Clean and Green Proper way of garbage disposal - Recycling, Reuse, Reduce. Communities around the World Animal Homes	Basic dance steps and controlled movement of the foot. Creating and making sounds using different things	Imaginative Composition using texture, balance, space, contrast and proportion Craft: Houses in 3D with reusable cartons Drawing from memory, imagination and observation: If I were an Eskimo, My desert safari; Who I want to be when I grow up	Active Living Physical Education Cards: 11,12	The vital need to practice the 4 R's at all times to save natural resources. Inculcate the value of sharing.
7. Transport and Communication	Verbs in the present Tense (Actions-habit, daily event, universal fact-verbs with singular nouns take s or es with them; verbs with a plural noun do not take s or es; I is an exception) Actions happening at the moment	Patterns: Observe and extend patterns in sequence of shapes and numbers Create patterns of regular shapes by stamping and create block patterns Fraction: Understanding fractions as part of a whole Identify half, one-fourth and three-fourth fractions of a whole(paper folding and dividing it into equal parts) Fraction of a given shaded figure and vice versa	Story of Wheel Means of Transport Means of Communication (ancient and modern) Public and Private transport Safety on the Road Traffic Rules and Traffic Signals	Song on Safety Drama on simple Safety measures	Principles of design: movement, rhythm, pattern- using tessellations Making Models of different transport/vehicles in 3D Origami car, bus, ship, boat Incorporating origami into drawing; pasting origami houses, vehicles and drawing a suitable scene around them Fraction art	Throwing at Targets Physical Education Cards: 13,14	Importance of means of transport and communication Understanding the value of following a regime for a disciplined lifestyle

Theme and Unit	English	Mathematics	Environmental Education	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
8. Air and water	Verbs in the past tense Actions happening in the past(at some point of time) Spot the mistakes (spotting errors in a narrative related to actions that happened in past) Story Time: Hilbert the Halibut	Metric Measurement: Length, mass capacity: use of standard unit (m, cm, g, kg, l, ml) Relate one unit to the other Measure in standard and non-standard units Addition and subtraction in measurement.	Water bodies on the Earth Water Cycle Forms of Water Properties of water and air (experiments only) Water for life Air and Water pollution Aqua life – Sea World	Make musical instruments using different sizes and types of bowls/ utensils/ glass	Diorama: Underwater world Blow art: Creating abstract forms by blowing diluted paint with a straw; developing identifiable forms from the abstract forms Flip book: drawing sequential pictures	Social skills and rules to be followed while playing games Physical Education Cards : 15,16	Discuss - "Each and every drop of water is precious". A WATER AUDIT in the school. Find the ways to minimize wastage of water.
9. Seasons and Festivals	Synonyms Adjectives/ Describing words Reading comprehension	Time : Units of time, The minute hand Reading and writing time - Quarter past, Learning a.m. and p.m. , Table of 5 on clock Time and sequence of seasons - events occurring over longer periods in terms of day/dates Picture graph: Read picture graphs with scales Making picture graphs Data handling: Draw inferences from the data at the appropriate level	Types of Weather Changes around you in different seasons Precautions to be taken in different seasons Different types of festivals- religious, national, harvest, etc. Food relished according to the season	Song related to festival/ regional song Folk or traditional dance on recorded music	Identifying and using warm and cool colours Drawing from memory and observation: any local/ national festival they see in their country	Knowledge about various body movement Physical Education Cards:17,18	Significance and importance of Festivals and how they are related to various seasons. Develop the value to respect the view point of others and the way they think.
10. Universe	Antonyms Prepositions Position words Guided composition Reading comprehension based on Goldilocks and the Three Bears	Money: Identify currency of one's country: notes and coins Change from one unit to another Compare amounts of money Addition and subtraction of small amounts of money Transaction of an amount using currency notes	Our Solar System and Outer Space How day and night are caused Phases of the Moon- brief information The day and the night sky Use of Telescope / Binoculars for star gazing Natural and man-made things	Song on Universe or any prayer Dancing on a pre-recorded song sung by the children themselves	Collage –natural and artificial materials Techniques: spray painting, Drawing from imagination and observation: outline of the city at night, My trip to the moon Creating currency designs	Collaborative Skills. Physical Education Cards:19,20	Through activities discover the money management skills. Sharing and donating money for a cause/ charity, for the needy or world problems - natural disasters/ calamities, etc.

## CBSE -i Class III

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
1. Myself	Sentences- Jumbled, punctuation(capital letters, full stop, comma, question mark) Nouns- common, proper, collective Recapitulation of Articles Creative writing - Writing step-by-step instruction; Introduction to the concept of Diary Entry; Writing a paragraph on 'Myself'	Shapes: Describe and draw various 2D and 3D shapes, corners, sides, edge, diagonals Elevation and side views of simple objects Create shapes using tangram pieces Tiling and tessellations using a given shape Distinguish between shapes that tile and that do not tile. Read simple maps (using directions) Identification: point, line, line segment, ray. 4 Digit Numbers Read and write 4 digit numbers. Develop vocabulary of groups, thousands, hundreds, tens and ones	Living and non-living things - Classification and Distinction Understanding self as a living thing Matter- definition and states of matter Description of sense organs including taste buds. Prediction in daily life (story, weather, match, test result and consequent relation to scientific prediction) Human Body Diseases	Man is a social animal. Significance of a healthy body with a healthy mind and its importance in the growth of a happy and healthy society Physical Disabilities - Eye problems, hearing problems, etc.	Identification and classification of various instruments Recognition of the sounds of the instruments	Thinking in terms of shapes Using shapes to create tessellations Using shapes to create identifiable forms Learning the proportion of the human figure Using Primary and Secondary colours in design	Various commands - left turn, right turn, about turn, attention, stand at ease, standing shoulder to shoulder , standing in line Coordinative exercises PEC : 1 and 2	Learning correct posture, goal setting and self assessment.
2. Family	Pronouns- Use of is, am, are, was, were Introduction to the concept of auxiliary verbs Elocution (to develop speaking	4 DIGIT NUMBERS Number names and numerals Counting in different ways starting from any number Expanding the	Constructing the family history (family tree up to three generations) Hereditary features Diseases and symptoms	Concept of a family. Family as a support system (sharing, caring, values) Relationships, Concept of family in ancient period and in modern times	Basics of music Prayers and family song Role play	Picture composition using the proportion and symmetry of the human figure in design.	a various commands Football, Shuttle Run Cards:3and17	Inculcating the value of Empathy,Sensitivity to old and physically challenged people.

*\*One Story, Play or Poem will be added to each unit related to the theme/topic*

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
	skills) Creative writing- Writing step-by-step instruction	number with respect to place value Comparing numbers: Greatest and smallest numbers with given digits Introduction of even/odd numbers through pairing		(early man- to present time) Explain why extended family is better?		Drawing from memory and observation: My family photograph, My summer vacation with my family		
<b>3. Animals</b>	Main verbs - base, past and past participle form Creative writing based on the correct usage of three forms of the verb Reading Comprehension: Story excerpt from Black Beauty /Wind in the Willows. Creative writing: Report on endangered animals after research project	Addition : Adding with and without regrouping Add multiples of ten, hundred mentally Commutative property of addition Solve addition problems presented through pictures and verbal description Making addition stories and solving word problems (Upto Three Digits)	Animal World: Different types of Animals - similarities, dissimilarities Habitat of Animals Crawling animals, flyers and insects Birds - their living places, eating habits, common features like feathers and sounds, beaks, claws as per their food habits. Why birds can fly?	Migration Animals as resources - dairy, poultry, fishery, leather, sericulture Classifications of animals based on their eating habits and habitat. Migratory Birds	Listen to, imitate and perform simple rhythm patterns. Mimicry – sounds of different animals	Animals in 2D: Memory Drawing: A jungle scene; My pet; Earliest form of line drawing- cave art Animals in 3D: Origami, puppets, mobiles, clay modeling	Indoor games - Carom, Chess Yoga - Halasana, Tadasana Coordinative exercises Obstacle Race PEC- 6 and 19	Taking care of pet, know their eating habits and behaviour patterns
<b>4. Plants</b>	Palindromes Adjectives- quality, quantity ( number), shape, colour Homonyms- words that sound alike but have different meaning Degrees of adjectives Excerpt from King Arthur Creative Writing: Write a story	Subtraction :subtracting with and without carry over Subtract multiples of ten, hundred mentally Solve subtraction problems presented through pictures and verbal description Making subtract stories & solving word problems	Plants and plant diversity Plant diversity in terms of their life span, types of stem, root and size Germination Function of Leaves - photosynthesis, types of what, seasonal shedding, usefulness of leaves Preparing Manure the natural way	Different kinds of vegetables grown in different climates and regions Dependence of human beings on plants for everyday life Classification of plants as per the landforms Conservation of Plants	Understand when to start and stop while singing Four categories of instruments: 1. chordophones 2. aerophones 3. membranophones 4. ideophones	Drawing from observation: outdoor sketching Colour from plants: tie and dye Poster making: Grow more trees: My clean and green city	Athletics - Shuttle Run, Standing Long Jump, Zig Zag Run, 60mts. Run, Hopping Stepping Speed work/ Sprint Race Recreational activity Drill to Game - Volleyball PEC -4 and 18	Discuss the significance of plants to Human Beings. Medicinal Plants

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
5. Food	Introduction of Adverbs- words that add more to a verb, adjective, another adverb Contractions Willy Wonka and the chocolate Factory/Charlie and the Great Glass Elevator (the movie)- writing review of the movie	Multiplication: Multiplication tables of 6,7,8,9 (skip counting) Multiplication (mentally) with 0, 1,10,100 Multiplication with and without regrouping in ones, tens, hundreds Simple word problems Lattice method	Sources of food - plants and animals Food pyramids. Balanced diet and nutrients - its importance Significance of food for various age groups - milk, vegetables, pulses, cereals, etc.	Cultural diversity in food Different ways of cooking Types of vessels used for different ways of cooking Meals – daily, festivals and other occasions. Food habits (Then and Now) Balanced and healthy diet for growing children - essential for the society and the nation's growth.	Listen and respond to sounds from one source Knowledge about different beats Practice of prayers/songs learnt	Picture composition Collage using pictures of food items Drawing and colouring a bowl/basket of fruits/vegetables Extracting and using colour from foodstuff-mural in the folk technique of Warli, Maharashtra, India	Lead up games General Exercise Muscle Building exercises Coordinative Exercise PEC - 5, 12 and 17	Table etiquettes and manners
6. Shelter and Community	Conjunctions - and, but, as, because, if, so, though, although Compound Words Picture composition	Relate division with multiplication Division using multiplication table Quotient and remainder Division( mentally) with number itself 1, 10,100 Even and odd numbers (dividing by 2) Division without remainder and regrouping Division with regrouping Simple long division by one digit number	Environment friendly houses and buildings Garbage disposal and segregation Biodegradable and non-biodegradable waste Materials used for construction Eco friendly construction material	Houses in different parts of the world Need for shelter for living beings. Characteristics of a good house Mapping of neighbourhood Animal homes and shelter for Plants (Green house) Houses from the ancient to modern period. Future Houses. Community – meaning and features required for a healthy growth of a community	Basic dance movements. Teaching dance movement with the help of puppetry. Singing in various rhythm	Rudimentary perspective, distance and overlapping in 2D and 3D Craft: puppet making using reusable materials	Rules and Regulation (Games/Sports) (Football, Basket Ball, Volley Ball) Obstacle Races Calisthenics exercises and Recreational Activity Muscle Building exercise PEC :13, 16 and 20	Helping others without any selfish motive(without expecting anything in return)

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
7. Transport and Communication	Prepositions- place, time, direction Comprehension Passage Developing a given outline into a story. Vocabulary development	Patterns: Identify simple symmetrical shapes and patterns Make patterns and designs from straight lines and other geometrical shapes. Number patterns in multiplication and division Fraction: Reading and understanding fractions - Numerator, Denominator Equivalent fraction, comparing of like fractions ( through paper folding)	Identifying different parts of a vehicle Example of Force and Motion in our daily life – push, pull Inventions in the field of Science and Technology related to communication Fuel and its use	History of transport and communication Modes of transport - then and now Workers associated with railways/airports. Postal services Mass communication Modern means of communication What is communication? Personal Communication	Imitate melodies and coordinating dance movements with flexibility Practice to sing and dance individually. Meaning of folk music To listen folk music of different countries	Means of transport in 3D: Craft: reusing boxes, etc., to make vehicles Picture composition Design transportation/ vehicles for the future- one hundred years from today Crayon resist	Coordinative Exercise Sprint Race Muscle Building and General Exercises PEC : 11 and 15	Promoting car pool and public transport. Taking care of public property. Understanding the importance of rules and regulations.
8. Air and Water	Interjections Recapitulation of punctuation and inclusion of sign of exclamation Similes Role enactment from the folk tale- River Talk Poetry on Wind/ water Compose poems using similes on wind and water.	Measurement: Length, Mass, Capacity Use of standard conversion from one unit to other Comparing lengths or distance, masses- volumes or capacities Addition and subtraction in measurement. Simple word problems	Plants and animals need water (adaptation and modification) Importance of rain and rain water harvesting Three forms of water, condensation and evaporation. Water Purification	Sources of Water Water is for everyone How does water reach our houses? Uses of water Saving water Air and Water - necessity for survival Is water harvesting necessary?	Practice to sing in choir and dance in groups.	Techniques: pointillism Poster making: Conserving water; Say no to pollution Origami dove, airplane	Volleyball Lead up games Athletics - Shuttle Run, Standing, Long Jump, Zig Zag Run, 60mts. Run, Hopping, Stepping Recreational Activity PEC : 9 and 10	Judicious use of water Know the importance of water in life.

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
9. Seasons and Festivals	Alphabetical order with words beginning with the same letter Gender Alliteration Nonsense poems using alliteration Letter writing: understand and use the format of informal letters.	Time : Telling time and duration Compute number of weeks in a year Conversion of hours into minutes; minutes into seconds; weeks into days and vice-versa Sequence the events chronologically Data handling: Collects data and represent in terms of pictograph choosing appropriate scale Drawing conclusion from data	Water cycle Cloud formation, wind, precipitation, humidity	Four main seasons their characteristics Clothes, festivals and foods related to each season Significance of festivals Festivals - religious, harvest (purpose and ways of celebration) Festivals celebrated by people of different religions.  National festival of your country and neighbouring countries	Carols and festival songs. Dramatization of any story	Picture Composition based on the principles of design: balance, space, pattern, proportion Using warm and cool colours in picture composition related to the theme  Drawing from memory and observation - focus on form, colour and texture	Yoga -Paravat Asana, Tadasana Shuttle Run Various commands left turn, right turn, about turn, attention, stand at ease, standing shoulder to shoulder, standing in line Calisthenics exercises and Recreational Activity PEC : 7 and 19	Organizing community gatherings Acquiring values through celebrating festivals with friends and neighbours
10. Universe	Antonyms and Synonyms Introduction of Direct and Indirect speech Story of Alice in Wonderland Creative Writing: dialogues	Money Identification of currency Convert one unit into another Currency used in other countries Add and subtract amounts Make and read rate charts and bills Estimate the numbers to the nearest tens	Science, Space and Astronomy Understanding Space - comets, meteors and asteroids Affects of global warming on the earth Earth as a magnet Experience of making pots, drying and baking Different natural colours and designs from nature used in textiles	Solar system Rotation and revolution Effects of Rotation and Revolution Discoveries and inventions in Astronomy Satellites, telescope, astronauts, spacecraft	Story telling with sound and expression Musical activities like learning about the maestros in the field of music and dance	Techniques: spray painting, pot painting Drawing from imagination and observation: My world in the year 2020; My trip to Jupiter Poster making: Save Earth from pollution	Various commands - attention, stand at ease, standing shoulder to shoulder, standing in formation Coordinative Exercises Rules and Regulation (Games/Sports) Football, Basket Ball, Volley Ball Lead up games Cards: 8 and 14	Inculcating team spirit and scientific temperament through Treasure Hunt

## CBSE -i Class IV

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
1. <b>Myself</b>	<p>Kinds of Nouns - <i>common, proper, collective, abstract and material</i></p> <p>Classification of Nouns - <i>countable and uncountable</i></p> <p>Sentence- types of sentences</p> <p>Idioms and Phrases</p> <p>Fiction: stories set in imaginary worlds</p> <p>Proof Reading of a narrative</p> <p>Project work / Activity (Group) to promote reading with comprehension - main stages in a story from introduction to resolution, settings and characters, identify key words and phrases; explore implicit and explicit meanings within a text; recognise meaning in metaphorical language; narrative order and the significant events.</p>	<p><b>Shapes:</b> Identifying symmetric figures</p> <p>Symmetry in 2D and 3D Shapes</p> <p>Identify lines of symmetry; making symmetric figures and patterns</p> <p>Tiles using one or two shapes</p> <p>Identifying tessellations; some shapes can tessellate in more than one way</p> <p>Measuring and drawing of lines</p> <p>Draw a circle - free hand and with compass; Identify centre, radius and diameter of a circle</p> <p>Identify, describe and make 3D shapes including pyramids and prisms</p>	<p>Skeleton System</p> <p>Internal Organs --- lungs, heart, stomach, kidneys, brain</p> <p>Digestive System</p> <p>Respiratory System</p> <p>Structure and types of teeth, care of teeth</p> <p>Describe differences between living and non-living things using knowledge of life processes.</p>	<p>Health and hygiene</p> <p>- benefits of a healthy lifestyle</p> <p>Child's daily life experience, observation</p> <p>Exercising and physical activities for good health</p> <p>Safety and carefulness</p> <p>Feeling around with eyes shut- With your eyes and ears closed can you identify the people/ animals living around you merely by touching/ smelling?</p> <p>By touching can you tell if anything is cold/hot, wet/dry, smooth/rough, sticky/slippery, soft/hard?</p>	<p>Identification and classification of various instruments</p> <p>Difference between folk songs and national songs</p> <p>Introduction to basic dance steps</p>	<p>Application of elements and principles of art:</p> <p>- Symmetry and proportion of the human figure :</p> <p>Craft- cutting a chain of paper dolls and drawing 'my friends and I' on it</p> <p>Exploring tessellations with monochromatic colours</p> <p>Colour symbolism</p> <p>Drawing from memory and observation - Nameplate, My birthday party, This is me</p>	<p>Various commands - left turn, right turn, about turn, attention, stand at ease, standing</p> <p>shoulder to shoulder, standing in line</p> <p>Coordinative exercises</p> <p>Physical Education Cards: 1 and 3</p>	<p>Self-evaluation: Identify one's SCOT (<i>Strengths, Challenges, Opportunities and Threats</i>) ,</p> <p>Self-control and refusal skills</p>
2. <b>Family</b>	<p>Pronoun - <i>Personal, relative, possessive, reflexive, demonstrative, interrogative</i></p>	<p><b>Numbers beyond thousand:</b></p> <p>Read and write numbers beyond 1000</p>	<p>Life processes -growth, nutrition and reproduction</p> <p>Explore the adequate and varied diet</p>	<p>Mother-child relationship</p> <p>Foster parents and adoption.</p>	<p>Sing theme based songs in sync with the instruments played</p> <p>Symbols of notations</p>	<p>Line exercise: Finding a form in a scribble; emphasizing the form with</p>	<p>Football</p> <p>Shuttle Run</p> <p>Coordinative exercises</p>	<p>Discussion on family values, habits within the family and important</p>

*\*One Story and Poem will be added to each unit related to the theme/topic*

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
	Alliteration - investigate the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ...; compare and contrast poems and find the poetic features. My Own Dictionary- favourite words, their meaning and origin; words with prefixes and suffixes (familiar with/ learnt earlier); words with common letter strings but different pronunciations	Find place value in numbers beyond thousand ( read and write) Number names and numerals Expand the number with respect to place value Compare numbers Estimating/Rounding the numbers to the nearest tens and hundreds	required to be healthy, for each family member and make a comparison. Sort living things into groups, using simple features and describe rationale for grouping. Explore human senses and the ways we use them to learn about our World such as senses of touch and smell; 'good' and 'bad' touch. Role of Medicines in our lives	Family values – gender, earning capacity, decision making, religion, changes in family value system Family gatherings, fun and differences at play Sensitivity towards physically and mentally challenged people	Music -scale, beats, pitch, patterns	colour Drawing from memory and observation: Picnic with my family, Mother and child Foil sculptures- Mother and child	Various commands Physical Education Card:5	family occasions
<b>3. Animals</b>	Tenses-Simple, <i>Continuous, Perfect-Present, Past, Future</i> Explore the past, present and future tenses of verbs. Practice with varying tenses within texts, e.g. in dialogue Onomatopoeia Poetry Composition using Alliteration <b>Comprehension</b> ( <i>newspapers and magazines</i> ): Read to check punctuations and syntax in a given text. Choose and compare words to strengthen	<b>Addition and Subtraction :</b> Add and subtract multiples of 10,100,1000 mentally Add and subtract near multiples of 10 or 100 to or from three-digit numbers. Derive doubles of all whole numbers to 50, doubles of multiples of 10 to 500, doubles of multiples of 100 to 5000, and corresponding halves. Add and subtract with and without regrouping	Classification of animals - <i>mammals, reptiles, birds, insects and aquatic.</i> Animal behaviour -individual ( <i> aestivation and hibernation</i> ), in herds and groups, human interaction. Care for birds and animals Some animals have skeletons and muscles like human beings inside their bodies.	Food chain Life cycle Honey bees and honey collection Interdependence of living beings Animals and birds found according to the topography of a place and are suited to the environment in which they are found; and its impact on the economy of the place. Similarities and differences between local environments and know about some of the ways in	Showing a steady pulse or beat, e.g. marching, tapping, clapping, etc. Listen to, imitate and perform simple rhythmic patterns and movements. How to maintain your instrument/s?	Animals in 2D: Memory Drawing: Visit to a National reserve/ Bird sanctuary/ zoo Animals in 3D: papercraft animals Introduction to tribal art in different countries Clay modelling	Indoor games - Carom, Table Tennis, Chess Yoga Physical Education Card -8	Find about the extinct and endangered species on Earth To protect the trees and animals

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
	the impact of writing, including some powerful verbs.	Properties of addition and subtraction Finding missing numbers Word problems up to Four Digits) Add/Subtract any pair of two, three or four digit numbers, choosing an appropriate strategy.		which it affects the animals that are found there.				
<b>4. Plants</b>	Punctuation – Comma, Quotation Marks ( <i>Inverted commas and Apostrophe</i> ). Use a range of beginning/end-of-sentence punctuation with accuracy. Identify all the punctuation marks and respond to them when reading. Use of commas to mark out meaning within sentences. Use of the apostrophe to show possession. Direct and Indirect Speech Dialogue Writing: Complete the given dialogue; emphasise on the use of vocabulary and varying tenses within texts.	<b>Multiplication:</b> Multiplication facts Recapitulation of tables (1-20) Multiply mentally with multiples of 10,100,1000 Multiplication by a single-digit and two-digit numbers ( <i>using lattice and standard column method</i> ). Word problems ( <i>up to Four Digits</i> ) Use ordered lists and tables to solve problems systematically Relate multiplication with simple ideas of ratio and proportion. Commutative properties to find easier ways to multiply.	Plants have roots, leaves, stems and flowers; their function, uses and modification. Pollination –dispersal of seeds due to various factors. Growth of plants is affected by the temperature of a place, water and light. Benefits of various plants Understand ways to care for the environment.	Forest as a resource Types of forests Soil - types in different parts of the world. Ecological balance, Soil erosion, shifting agriculture, Seasonal crops, plants Afforestation and deforestation	Understand when and how to start and stop while singing. Understand the beginning, middle and end of any music/song. Identify and differentiate between sections in piece of music.	Drawing from observation: outdoor sketching using B pencils; floral designs. Poster making: Each one plant one; Grow more trees.	Athletics - Shuttle Run, Standing Long Jump, Zig Zag Run, 60 mts. Run, Hopping, Stepping. Speed work / Sprint Race Recreational activity Drill Volleyball Physical Education Cards: 2, 4 and 9.	Know your green friends in your city and neighbouring places. Find out the botanical and local names of plants and trees and their uses.

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
5. Food	Adjectives-Quality, Quantity( <i>definite, indefinite</i> ), Demonstrative, Possessive, Interrogative Explore degrees of intensity in adjectives, e.g., <i>cold, tepid, warm, hot</i> Recap of adjectives Suggested reading- <i>Charlie and the Chocolate Factory</i> Express opinions about characters or places in the story in your own word. Use paragraphs to organise and sequence ideas.	Division Division facts Long division by single/two digit numbers Divide mentally with 10,100,1000 Word problems - Apply the four basic operations to life situations Estimate sum, difference and products of numbers Round up or down after division to give an answer to a problem. Multiplication and division are the inverse function of each other.	Food Pyramid - <i>vertical and horizontal</i> Significance of each food group for our proper growth and development Importance of vitamins and minerals Detailed study of nutrients and simple tests to identify starch, fat and proteins Storage and handling of food Weighing and measuring variety of food items using apparatus and weighing scales. Make observations of and comparisons of the same.	From where do we get our food; vegetables, cereals, pulses, oil seeds, spices. Food on special occasions and other meals Food and its influence on the economy of the place/country.	Listen and respond to sounds from one source and more than one source. Listening to different musical instrument and recognising them.	Create geometric patterns using food items. Mosaic technique: Draw and paint a bowl/ basket of fruits/ vegetables. Picture composition from memory, imagination and observation: fruits/ vegetables	Lead up games Muscle Building exercises Coordinative Exercise Physical Education Cards :12 and 18	Balanced diet, healthy food habits and self control. Professions in the field of food.
6. Shelter and Community	Subject and Predicate( <i>subject consisting of many words</i> ) Determiners/ Quantifiers Story/Poem- <i>The Pie Piper of Hamelin</i> Persuasive writing - alternative openings and endings for the story, elaborate on basic information with details about the characters.	<b>Factors and Multiples:</b> Test of divisibility Explain the meaning of factors and multiples Common factors and Multiples <b>Fractions:</b> Like and unlike fractions; Mixed fraction; Improper fraction Converting improper fraction and vice versa	Diversity in habitat - homes, migration, nesting habits of living beings Garbage management; five R's Materials used in construction; specific properties, e.g., <i>hard, soft, shiny, and rough</i> Categorization of materials according to their properties - how materials change when they are heated and cooled; some	Changes in the types and styles of houses over a period of time from ancient times to the modern period Variation in the pattern and styles of houses from place to place according to the climatic conditions Livelihood and lifestyle of people Mapping of the seven continents and oceans in the world; soil and forest maps	Basic dance movements and controlling movement of foot, toes, knees, hands, etc. Role-play with the help of puppetry.	Craft using reusable materials: making puppets of community helpers and making useful items. Picture composition: Landscape	Rules and Regulation (Games/Sports) - Basketball, Volley Ball, Obstacle Races Recreational Activity Muscle Building exercises Physical Education Cards :10 and 11	Know your local governing bodies. Evaluating future consequences of present actions for self and others.

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
7. Transport and Communication	Ordering and comparing two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths or tenths).	Ordering and comparing two or more fractions with the same denominator (halves, quarters, thirds, fifths, eighths or tenths).	materials are effective in preventing sound from travelling through them.	Transport as a life line of a country's economic growth.	Karaoke Imitate melodies and coordinating dance movements with modification Practice to sing and dance individually Street play.	Creative expression of the National symbols of a country Drawing from memory, imagination and observation Design transportation/vehicles for the future.	Coordinative Exercises Sprint Race Physical Education Cards :7 and 15	Road safety and personal safety. Significance of following rules and regulations at all times and all places.  Analyzing media and peer influences.
	<p><b>Fraction:</b> Addition and subtraction of like fractions Find the fractional part of a collection Relate finding fractions to division. Find halves, <i>quarters, thirds, fifths, eighths and tenths of shapes and numbers.</i> Word problems</p> <p><b>Decimals:</b> Understanding tenths, hundredths, Thousandths (<i>introduction to decimal point</i>) Comparing decimals Recognise the equivalence between the decimal fraction and improper fraction forms of halves, quarters, tenths and hundredths.</p>	Network of routes Traffic management Satellites Force and Motion: Pushes and pulls are examples of forces; force make objects start or stop moving; force includes friction, make objects move faster or slower or change direction; force change the shape of objects. Communication: Sound travels through different materials Electrical circuits – how electrical devices work Environmental pollution caused due to transport and communication.	Importance of air and water for living beings Conservation of water	Practice to sing in choir and dance in groups. Street play to create awareness to protect	Collage using cool colours Poster making: Conserving water; Say no to	Lead up games Athletics - Shuttle Run, Standing Long Jump, Zig- Zag	Need to save water for survival and How human activities pollute water.	
8. Air and Water	Preposition and Prepositional Phrases Prefix and Suffix Recapitulation of	Express a given fraction in decimal notation and vice versa <b>Measurement</b>	Major natural sources of water of your area, potable water, water borne diseases.					

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
	<p>Conjunctions; Use a wider variety of linkers in an increasing range of sentences and to join sentences, e.g. <i>if, although</i>.</p> <p>Proverbs</p> <p>Summarise a paragraph in a limited number of words</p>	<p>Use decimal fractions in the context of units of length, mass, capacity and money.</p> <p>Choose and use standard metric units and their abbreviations (<i>km, m, cm, mm, kg, l and ml</i>) when estimating, measuring and recording length, mass and capacity.</p> <p>Correlation between familiar units of length, mass and capacity; know the meaning of 'kilo', 'centi' and 'milli'.</p> <p>Appropriate, use of decimal notation in measurements and currency, e.g., 1.3 m, 0.6 kg, 1.2 l, £ 48.2.</p> <p><b>Money:</b> Use operation to find total, change, multiple cost and unit cost</p> <p>Use correct money notation.</p>	<p>Water cycle and its different forms (evaporation, condensation, fog, dew, smog)</p> <p>Water purification</p> <p>Characteristics of air and water</p> <p>Safe handling and storage of potable water at house hold level.</p> <p>Explore how sounds are made when objects, materials or air vibrate and learn to measure the volume of sound in decibels with a sound level meter.</p>	<p>Economic Growth has resulted in growth in water pollution.</p> <p>Tourism</p> <p>Recognise the ways that human activities have affected the environment, e.g. river pollution, waste disposal, air pollution, recycling waste.</p> <p>Atmosphere around our earth</p> <p>Water on Earth.</p>	<p>the environment.</p>	<p>plastics; Use things which can be re-used.</p> <p>Origami dove, airplane</p> <p>Picture composition using warm and cool colours: underwater world.</p> <p>Design a kite.</p>	<p>Run, 60mts.</p> <p>Run, Hopping Stepping</p> <p>Recreational activity</p> <p>Physical Education</p> <p>Cards - 6 and 20</p>	
9. Seasons and Festivals	<p>Compound Sentences</p> <p>Diary Entry – apply the knowledge of punctuation and grammar while writing</p> <p>Fiction/Poetry: historical stories and</p>	<p><b>Time :</b></p> <p>Digital and Analogue clocks - 12 Hour Clock; 24 Hour Clock</p> <p>Addition and subtraction of time</p>	<p>Natural resources; renewable and non-renewable; conservation</p> <p>Difference between weather and climate</p>	<p>Seasons and Festivals across the world</p> <p>Weather and climate across the world</p> <p>Significance of festivals in our lives</p> <p>Social Festivals enhance bonding amongst people.</p>	<p>Regional Songs and songs sung on special occasions</p> <p>Dramatization of any story</p>	<p>Drawing from memory and observation: any local festival; I love the rain; On a hot summer day</p> <p>Craft: associated with festivals, e.g. making</p>	<p>Yoga</p> <p>Shuttle Run</p> <p>Various commands - left turn, right turn, about turn, attention, stand at ease, standing shoulder to</p>	<p>Respect the social, cultural and historical aspect of the region/country.</p>

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
	<p>stories from other cultures. Note key words and phrases to identify the main points in a passage.</p> <p>Story writing - use a wider variety of sentences including simple, compound and some complex sentences. Start sentences with different openings, e.g. with simple adverbs.</p>	<p>Read simple timetables and use a calendar.</p> <p>Choose units of time to measure time intervals.</p> <p><b>Data handling:</b></p> <p>Collect and represent data in the form of bar graph, tally marks or charts, frequency tables, pictograms (symbol representing one or two units) and bar charts (intervals labelled in ones or twos).</p>				<p>cards, paper lanterns, streamers, mistletoes, origami flowers.</p>	<p>shoulder, standing in a line</p> <p>Calisthenics exercises</p> <p>Physical Education</p> <p>Cards: 13 and 16</p>	
10. Universe	<p>Dictionary</p> <p>Entry (looking up the meaning of a word in a dictionary and find its different uses)</p> <p>Alphabetical ordering</p> <p>Synonyms and Antonyms</p> <p>Writing a brief science fiction - UFO, robots, etc.</p>	<p><b>Geometry</b></p> <p>Use a set square to draw right angles.</p> <p>Compare angles with a right angle and recognise that a straight line is equivalent to two right angles.</p> <p>Identify right angles in the environment</p> <p>Compare angles, Angles in figures and Measurement of angles</p> <p>Determines area, perimeter of simple geometrical figures</p> <p>Find the area of rectilinear shapes drawn on a square grid by counting squares.</p>	<p>Gravitational and frictional force</p> <p>Forces between magnets and magnets can attract or repel each other.</p> <p>Know that magnets attract some metals but not others.</p> <p>Find how sound is produced and traveled.</p> <p>How do rockets and satellites work?</p> <p>Building of bridges and flyovers</p>	<p>Sun, planets and other bodies in the universe (<i>asteroids, meteors, comets</i>)</p> <p>Stars and constellation</p> <p>Astronauts and Scientists</p> <p>Research Work related to Space studies</p>	<p>Story telling - sound and expression</p> <p>Musical activities like listening to professional albums</p>	<p>Techniques: spray painting, watercolour wash technique: silhouettes at sunset</p> <p>Drawing from imagination and observation: My world in the year 2020; My trip to Saturn</p>	<p>Various commands and standing in formation</p> <p>Coordinative Exercise</p> <p>Obstacle Races</p> <p>Physical Education</p> <p>Cards: 14 and 19</p>	<p>Non-Governmental Organisations working in your country and the kind of work they do and how the work is done?</p>

## CBSE -i Class V

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
1. Myself	Recapitulation of types of sentence and its kinds Transformation of sentences Recapitulation of Tenses Non-Fiction: Article writing based on any current affair Making notes for different purposes, using simple abbreviations and writing in one's own words.	<b>Shapes:</b> Making the shapes of cubes, cones and cylinder using nets especially designed for this purpose Perpendicular, intersecting and parallel lines Angles: types of angles, measuring, drawing and tracing of angles Triangles and polygons Identify, describe properties of rectangles and triangles and classify them. Create patterns with two lines of symmetry	Skeletal, muscular, digestive, circulatory, nervous, excretory and respiratory systems Cells, tissues, organs and organ systems Explain to which system the organs belong to and the basic functioning of these systems in coordination with the other parts, like digestive, respiration, excretory and nervous system. Reproduction process	Standard and non-standard ways of measurement – height, weight, length etc. Find the Body Mass Index (BMI) - plan how to carry out a study; collect sufficient evidence; identify factors that need to be taken into account in different contexts. Study your medical report of the previous years and analyse the data	Identification and classification of various instruments Recognise the sounds of the instruments Solo performance - ramp walk.	Using colour symbolism, symmetry and proportion draw self-portrait With the various elements of art design: <i>Nameplate for yourself, My birthday party.</i> Make a key chain by using waste material	Various commands left turn, right turn, about turn, attention, stand at ease, standing shoulder to shoulder, standing in line or formation. Coordinative exercises	Healthy mind in healthy body. Negotiation and conflict time - management techniques.
2. Family	Verb and Object Direct and Indirect Object Difference between direct and reported speech Suggested Reading- <i>The Puppy Sister</i> by S E Hinton Recapitulation of parts of speech learnt earlier.	<b>Whole numbers up to 10 millions:</b> Read and write numbers beyond 10000 Numbers to 10 million Place value Number names and numerals. Expand the number with respect to place value Compares numbers Rounding off numbers to the	Interdependence in our environment (ecosystem, habitat, population, energy cycle, life cycle) Biotic and Abiotic - producers, consumers, decomposers Families of living beings Inheritance of certain physical and hereditary traits of each family member Role of drugs as medicines in our	Global Family-unity in diversity Migration and Immigration Relationships across borders Ways of Recreation Dignity of labour Significance of international days related to family and family members.	Solo singing Dramatization and Role play Symbols of notations Music -scale, beats, pitch, patterns	Line and shape exercise: Find a form and emphasize it with colours, patterns Poster making: Topics: We are the world; One world, one family Greeting Cards for various occasions.	Shuttle Run Coordinative exercises Various commands Physical Education Cards: 1 and 2	Social and ethical values across cultures Feelings for others Various commands Indoor games - Carom, Table Tennis, Chess

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
3. Animals	<p>Subject- Verb Agreement</p> <p>Write a non-chronological report and explanation.</p> <p>Use of specific vocabulary to match the topic</p> <p>Transitive and Intransitive Verbs</p> <p>Jake and Bones(RSPCA Educational Website)- write a book review</p>	<p>nearest thousand</p> <p>Estimating sum, difference, product</p> <p>Basic operations (Addition, Subtraction, Multiplication and Division) on the large numbers</p> <p>Order of operations - DMAS (Division, Multiplication, Addition, Subtraction)</p> <p>Solve single and multi-step word problems (all four operations)</p> <p>Use brackets to order operations and understand the relationship between the four operations</p> <p>Estimate and approximate when calculating, to the nearest round number</p>	<p>lives</p> <p>Classification of animals and birds- vertebrate and invertebrate</p> <p>Eco system</p> <p>Food chains and web</p> <p>Animals as producers, consumers, decomposers</p> <p>Animals lay eggs or give birth to young ones</p> <p>Life cycle of an animal/ an insect/a bird</p> <p>Pollination by animals, birds and insects.</p>	<p>Protection of wild life in their natural habitat (Bio reserves, sanctuaries, parks), endangered and extinct species</p> <p>Sensitive towards animals and their needs; and avoid cruelty</p> <p>Poaching and hunting of animal for animal products</p>	<p>Listen to, imitate and perform simple rhythmic patterns.</p> <p>Mimicry – sounds of different animals.</p>	<p>Drawing from memory:</p> <p>Animals in 2D.</p> <p>Papercraft: animals in 3 D</p> <p>Knowledge and understanding of tribal art and culture as well as coexistence with nature around the world.</p> <p>Foil/Clay sculptures- Animals and their young ones.</p>	<p>Indoor games</p> <p>Carom, Table Tennis, Chess</p> <p>Yoga</p> <p>Physical Education Card- 8</p>	<p>Find out the endangered species of your country, and measures taken by the authorities to save them.</p> <p>Understand the interdependence in nature.</p>
	4. Plants	<p>Adjective and their order (if more than one adjective is used for a noun)</p> <p>Adjectival Phrases</p> <p>Determiners/ quantifiers</p> <p>Inferring Information (from a given statement)- analytical skills</p>	<p><b>Multiples and factors:</b></p> <p>Common factor and multiples</p> <p>Prime numbers and prime factorization</p> <p>HCF and LCM</p> <p>Solve simple problems</p>	<p>Reproduction in plants (seed germination, grafting, shoots, bulbs, pollen, etc.)</p> <p>Stem – its types, functions, uses and modifications.</p> <p>Dispersal of seeds in a variety of ways</p> <p>Vascular plants</p> <p>Parts of a flower (male and female)</p> <p>Plants have a life</p>	<p>Vegetation and crops grown in different parts of the world</p> <p>Deforestation and its effects on communities dependent on forests for livelihood</p> <p>Various movements to protect forests across the world</p> <p>Natural calamities such as Forest Fire – its causes and effects</p> <p>Map Work: natural</p>	<p>Understand when to start and stop while singing a song.</p> <p>Four categories of musical instruments:</p> <ol style="list-style-type: none"> <li>1. chordophones</li> <li>2. aerophones</li> <li>3. membranophones</li> <li>4. idiophones</li> </ol>	<p>Drawing from observation: outdoor sketching using BH pencils</p> <p>Using nature as a starting point: create floral designs</p> <p>Craft -making flowers from various fabrics</p> <p>Floral arrangement for various</p>	<p>Athletics - Shuttle Run, Standing Long Jump, Zig Zag Run, 60mts. Run, Hopping, Stepping</p> <p>Recreational activity</p> <p>Speed work / Sprint Race</p> <p>Physical Education Cards: 9 and 10</p>

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
5. Food	Active and Passive Voice Extend earlier work on prefixes and suffixes Prefixes ( <i>uni, bi, tri, semi, multi, sub, trans, fore, inter</i> ) Suffixes ( <i>ness, ly, ous, ful, less, tion, sion</i> ). Different spelling rules apply for suffixes which begin with vowels and those that begin with consonants. Ending the given story in a different way	<b>Fractional numbers:</b> Unlike and like fraction: Equivalence between the decimal and fraction forms of halves, tenths and hundredths and use this to help order fractions; Change an improper fraction to a mixed number Addition and subtraction of unlike fraction Equivalence between various fractions Word problems Fraction and division Relate finding fractions to division and use to find simple fractions of quantities.	cycle including pollination, seed production, seed dispersal and germination. Importance of balanced diet and deficiency diseases Storage, spoilage and wastage of food Fertilizers and pesticides used for cultivation of crops Preservation of perishable and non-perishable food	vegetation of the world Different ways of farming Modern developments in farming Changing food habits across the world On the outline map of the world, show important industries related to food and food processing. Import and export of food items and its impact on the economy	Listen and respond to sounds from an unknown/any one source Knowledge about different beats Practice of prayers/songs learnt	Drawing from observation: Still life of a basket of fruits in monochrome Design using elements relating to food, e.g., ice cream, fruits, cakes, etc. Technique: gouache with poster colours	Lead up games Warm up Exercises Muscle Building exercises Coordinative exercises Physical Education Cards : 3 and 16	Public speaking Table etiquettes and manners – at home, in school or a public place, at a party. Planning your daily diet based on the food pyramid. Laying the table for various occasions.
	6. Shelter and Community	Recapitulation of Direct and Indirect Speech Similes and Metaphors Phrasal Verbs Interviewing a famous personality Recount( <i>biography</i> ) Note the use of persuasive devices,	Multiplication and division of fractional numbers Word problems Decimals: Using all the basic operations - Addition, Subtraction, Multiplication, Division	Ant or bee colony and their life cycle Rearing of useful insects - apiculture, sericulture Communicable diseases Understand ways to care for the environment. Study and record the	Variation in shelter according to the climate, materials available Need for living together and in a society. Important heritage monuments in the world and their historical background	Basic dance movements. Dancing and acting like a puppet. Singing in various rhythm	Perspective, distance and overlapping Poster making: Depicting the qualities of a famous monuments using symbolic elements and typography	Rules and Regulation of Games/Sports - Football, Basketball, Volley Ball Obstacle Races Calisthenics exercises and Recreational Activity Physical

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
	words and phrases Letter Writing – Formal and Informal	Add/ subtract/multiply/ divide any pair of three- and/or four- digit numbers, with the same number of decimal places, including money.	observation of the weather, recording reports of weather data. Natural disasters	The Seven Wonders of the World Mapping - sketch the society/ neighborhood where you live. Use symbols and signs to mark all important areas. Displacement and demolition – Natural and Reconstruction		Drawing from memory, imagination and observation: <i>Snow in the desert; From an anti's viewpoint</i>	Education Cards:11, 14 and 15	students.
<b>7. Transport and Communication</b>	Homophones Homonyms and Homographs Dictionary/Thesaurus Entry Use dictionaries efficiently to identify unfamiliar words, explore definitions and use new words in context. Use a thesaurus to extend vocabulary and choice of words. Recapitulation of prepositional, adjective phrases	<b>Measurement:</b> Conversion from smaller to greater unit and vice versa Applying basic operations in solving problems involving length, weight and volume Convert larger to smaller metric units (decimals to one place) Round measurements to the nearest whole unit. Compare readings on different scales. Draw and measure lines to the nearest centimetre and millimetre.	Safety and first aid Sources of fuels Renewable and non renewable sources of energy Need to save fuel Science and technology and its effect on human beings From Stone Age to Space Age – invention of wheel to wireless gadgets	Role of transport in promoting tourism and travelling faster from one country to another Globes and maps (latitude and longitudes, locating places) Heritage sites and spirit of adventure	Imitate melodies and coordinating dance movements with flexibility Practice to sing and dance individually. Meaning of folk music and folk song/ music of different countries	Creative expression of the Heritage monuments of a specific country: Spray paint silhouettes Design a postage stamp for a famous personality/ monument/ commemorative event Poster making with slogans: Drive safely; Road Safety; IT, a boon Origami boat, ship, airplane, car, bus, etc., and assemble together.	Coordinative Exercises Sprint Muscle Building exercises General Exercises Physical Education Cards: 6 and 13	Social networking sites – their importance and misuses.
<b>8. Air and Water</b>	Editing and Omission: review, revise and edit writing in order to improve it. Newspaper Report	<b>Average :</b> Understanding average <b>Percentage:</b> Exploring percentage	Layers of the Atmosphere and atmospheric pressure Air and water pollution Measuring water	Tides – high and low Winds and cyclones Direction of the wind and how it helps the navigators Need of Water and	Practice to sing in choir and dance in groups. Knowledge of acrobatics and its relation with dance.	Finding colour in waste materials: Paper Collage of birds Poster making: Say no to air	Lead up games Athletics events Recreational activity Physical Education	Renewable energy used in homes.

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
9. Seasons and Festivals	Writing Forming Antonyms using prefixes ( <i>dis, in, im, il, ir, un</i> )	Percentage as fraction and decimal Percentage of a quantity ( <i>all basic operations to be used</i> )	Experiments related to air and water Methods of purification of water Ways to reduce air pollution.	air for living beings Relation between civilization and water/ air		pollution; Save our water bodies Drawing from memory using warm and cool colours: underwater world; At the beach; If I lived underwater	Cards: 7, 12 and 19	
	Connectors ( <i>yet, still, as, when etc.</i> ) Adverbs and adverbial phrases Writing a Book Review: Express opinions about characters or places in the story in your own words. Use paragraphs to organise and sequence ideas	Unitary method: Profit and Loss <b>Data handling:</b> Collects and represent data in the form of bar graph and table Construct Line graphs Draw and interpret frequency tables, pictograms and bar line charts with the vertical axis labelled. Consider the effect of changing the scale on the vertical axis. Collect, select and organise relevant data. Draw conclusions from the data	Rotation and revolution of the Earth Solar and Lunar eclipse Scientific relation between lifestyle and seasons Inventions – clothes, gadgets and equipments	Celebration of International Environment Day and its significance for all living creatures. How will you contribute for the same? Functions of world bodies like WHO, UNICEF, UNESCO etc. Festivals - <i>Pride of the nation</i>	Role plays and dance drama on any story or festival.	Drawing from memory and observational: International festival; <i>I love writers; On a hot summer day</i> Craft: associated with a festival, such as candles and lanterns.	Yoga Shuttle Run Various commands Recreational Activity Physical Education Card - 20	Patriotism, love for one's motherland, welfare and feelings of empathy, respect and tolerance for all.  Respect for other faiths and beliefs

Theme and Unit	English	Mathematics	Science	Social Science	Performing Arts	Visual Arts	Physical Education	Life Skills/SEWA
10. Universe	<p>Introduction to Modals (must, must not, should, should not, ought to, ought not to)</p> <p>First person narrative (based on an unforgettable experience)</p> <p>Story writing: Write in your own words version of any legends or fables, using punctuation, simple to complex sentences, use words and phrases to express feelings and proper use of pronouns.</p>	<p><b>Area and Perimeter:</b></p> <p>Area and perimeter of square and rectangle</p> <p>Measure and calculate the perimeter of regular and irregular polygons.</p> <p>Area measured in square centimetres (cm<sup>2</sup>).</p> <p>Volume of cube and cuboids</p>	<p>Simple machines - three types of levers</p> <p>Recapitulation of gravitational and frictional force</p> <p>Muscular and mechanical force</p> <p>Research the lives and discoveries of scientists who explored the solar system and stars.</p> <p>The Milky Way</p> <p>Explore, through modelling, that the sun does not move; its <i>apparent</i> movement is caused by the Earth's spinning on its axis.</p> <p>Space expeditions</p>	<p>The Solar Family</p> <p>Sun and its planets as a family –galaxies, stars, comets, asteroids,</p> <p>meteoroids, satellites (<i>natural and artificial</i>)</p> <p>Latitude and longitude; Imaginary lines around the earth</p> <p><b>The Earth and beyond:</b> how the sun <i>appears</i> to move during the day and how shadows change; how the spin of the Earth leads to day and night</p>	<p>Story telling - with sound and expression</p> <p>Musical activities like listening to some professional albums and watching videos.</p>	<p>Spray painting, water colour wash technique: silhouettes at sunset</p> <p>Drawing from imagination and observation:</p> <p>Topics- <i>Fifty years from now; My trip to outer space and beyond</i></p> <p>Poster making: Green solutions; eco ideas for a bright future</p>	<p>Various commands - left turn, right turn, about turn, attention, stand at ease</p> <p>standing shoulder to shoulder, standing in formation</p> <p>Coordinative Exercises</p> <p>Physical Education Cards :4, 5, 15 and 17</p>	<p>Importance of various therapies - Laugh, aroma, etc. on human minds.</p>

# Assessment

## Assessment in Primary

Assessment is an integral part of the teaching learning process. It allows achievements to be recognized and helps both teachers and learners to reflect on and review their performance and progress. It is a process that focuses on holistic development and thus measures an individual's behaviour, life skills, attitudes to the cognitive domain reflected in scholastic aspects. In order to be valuable to individuals, an assessment must be accurate and objective. In addition to this, assessment should be totally stress free and enjoyable for the student of this level and also develop in them the spirit of competitiveness and self assessment.

### How to understand and use assessment results:

#### Results should be used to-

- promote students learning
- identify students with specific learning difficulties.
- make improvement in the instructional programmes.
- enable the teacher to plan according to the strengths and weaknesses of the students.

#### The educational assessment in the CBSE-*i* shall have the following guiding principles:

- To support and enhance student learning.
- Should be diagnostic and evaluative.
- Should focus on all key areas of student learning and development i.e., Scholastic and Co-scholastic.
- Should have a variety of assessment tools catering to varying needs of a learner.
- Should consider a wide range of relevant performance information, formal and informal, standardised and non-standardised.
- To empower through training programmes to be held at regular intervals.

#### Broad Assessment Objectives

The assessment system in CBSE-*i* aims at

- reducing stress felt by children
- making assessment comprehensive, regular, diagnostic and remedial
- mirroring all aspects of learning and development.

- eliminating chance element and objectivity
- declaring result for effective use by teachers, students and parents.

### **Assessment in classes I and II**

In the first two years of primary school education a student will be informally assessed and the results of the performance of the students will be used to make plans, set targets and identify students of special needs.

In CBSE-*i* classes I and II students will be assessed for each half term in a year to ensure that learning is smooth and effective and to help students make progress. In pre-primary classes teacher will not give grades or marks. The Performance Profile will be filled with emoticons only based on the descriptions given at the end of the Performance Profile given at Annexure I.

During the initial years students will be assessed on the basis of teacher's continuous observations in the following scholastic and co-scholastic areas of learning.

#### **Scholastic Areas**

- English
- Language II
- Mathematics
- Environmental education

#### **Co-scholastic Areas**

- Visual and Performing Arts
- Physical education
- ICT
- SEWA
- Life skills

Each student's development and achievements shall be recorded in the Performance Profile.

**Note-The Core-SEWA and Life Skills** will be filled with emoticons only based on the descriptors given at the end of the Performance Profile.

### **Assessment in classes III -V**

In classes III-V the schools will undertake both formative and summative assessments in the following scholastic and co-scholastic areas:

#### **Scholastic Areas**

- English

- Language II
- Mathematics
- General Science
- Social Science

#### **Co-scholastic Areas**

- Visual and Performing Arts
- Physical education
- ICT
- SEWA
- Life skills

The performance of a student will be graded based on the descriptive indicators given at the end of the Performance Profile given at Annexure I in both scholastic and co-scholastic areas of learning. The grades will be awarded as given below:-

#### **Grading System**

<b>Marks Range</b>	<b>Grade</b>	<b>Grade Point</b>
80-100	A	5
60-80	B	4
40-60	C	3
33-40	D	2
Below 33	E	1

#### **The following points should be noted by the teachers and students:**

- There are two formative assessments each in the first and second term.
- Each formative assessment is again divided into smaller assessments.
- Formal paper pencil tests are not always suitable for formative assessments.
- The tasks which need much work outside the school and class hours may not be ideal for formative assessments.

#### **Types of Assessments :**

##### **Formative Assessment**

Formative Assessment is a tool used by the teachers to continuously monitor students' progress in a non-threatening, friendly and supportive environment. It involves regular descriptive feedback, chance for the students to reflect on their performance, take advice and

improve .It involves students' being an essential part of assessment for designing criteria for assessing self or peers. If used effectively it can improve student performance tremendously while raising the self esteem of the child and reducing the work load of the teacher.

### **Features of Formative Assessment**

- Is diagnostic and remedial
- Makes provision for effective feedback
- Provides the platform for active involvement of students in self learning
- Enables teachers to make necessary modifications in their teaching based on the results of assessment
- Recognizes the influence that assessment has on the motivation and self-esteem of students, both of which are crucial for learning.
- Recognizes the need for self assessment
- Builds on students prior knowledge and experience in designing what is taught
- Incorporates varied learning styles into deciding how and what to teach
- Encourages students to understand the criteria that will be used to judge their work
- Offers an opportunity to students to improve their work after feedback
- Helps student to support their peers and thus develop interpersonal skills

Formative Assessment is thus carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It helps both in taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

- Often means no more than that the assessment is carried out frequently and is planned at the same time as teaching'. (Black and Wiliam, 1999)
- Provides feedback which leads to students recognizing the (learning) gap and closing it ..... it is forward looking....' (Harlen, 1998)
- ... includes both feedback and self-monitoring.' (Sadlder, 1989)
- ... is used essentially to feedback into the teaching and learning process.' (Tunstall and Gipps, 1996)

### **Summative Assessment**

Summative Assessment is carried out at the end of a course of learning. It measures how much a student has learnt from the course. It is usually a graded test, i.e., it is marked according to a

scale or set of grades. It, at best, certifies the level of achievement only at a given point of time. The paper pencil tests are basically a one-time mode of assessment, and to exclusively rely on them to decide about the development of a child is not only unfair but also unscientific. Over emphasis on examination marks, focusing only on scholastic aspects makes children assume that assessment is different from learning, resulting in the 'learn and forget' syndrome. Besides encouraging unhealthy competition, the overemphasis on Summative Assessment system also produces enormous stress and anxiety among the learners.

### **Features of Summative Assessment**

- Assessment of learning
- Generally taken by students at the end of a unit or semester to demonstrate the “sum” of what they have or have not learned.
- Summative assessment methods are the most traditional way of evaluating students' work.

### **Summative Assessment**

- Good summative assessments tests and other graded evaluation-must be demonstrably reliable, valid, and free of bias' (Angelo and Cross, 1993).
- Assessment (that) has increasingly been used to sum up learning..' (Black and William, 1999)
- Looks at past achievements ... adds procedures or tests to existing work... involves only marking and feedback grades to student ... is separated from teaching ... is carried out at intervals when achievement has to be summarized and reported.!(Harlen, 1998)

### **Specific Assessment Objectives**

#### **Languages**

*Students develop the ability to:*

- comprehend and communicate orally, using vocabulary and language for personal, social and academic purposes.
- present information orally.
- acquire vocabulary and apply grammatical knowledge to comprehend written texts.
- read text fluently with proper speed, pronunciation and expression to identify facts and evidence in order to interpret and analyse texts.

## **Mathematics**

*Students develop the ability to:*

- understand, appreciate and apply numbers and number systems.
- classify and appreciate shapes, spatial understanding and patterns.
- develop and improve logical thinking and analytical ability such as the ability to approximate and estimate, to use trial and improvement techniques, look for patterns and make hypotheses.
- acquire logical thinking skills through organization of data, classification, analysis, observation and critical review, interpretation and communication of results.

## **Environment Education**

*Students develop the ability to:*

- understand the classification of living and non-living.
- understand interdependence of living and non-living things.
- understand importance of trees and plants.
- understand need for food, water, air, shelter, clothing and recreation.
- understand importance of celebration of festivals and national days.
- acquire the knowledge, values, attitudes, commitment and skills needed to protect and improve the environment.
- feel concern for other living things on earth.
- think independently on environmental issues and respect others opinion.

## **General Science**

*Students develop the ability to:*

- explore the world around and try to harmonise with it.
- acquire the basic cognitive and psychomotor skills through observation, classification and inference, etc.
- acquire basic language skills of speaking, reading and writing not only for science but also through science.
- experiment in a systematic way, draw accurate diagrams and record information correctly, carefully and systematically.
- analyse, draws inferences and apply information.

## **Social Science**

*Students develop the ability to:*

- acquire skills and information using process of enquiry and research.
- organise information in a logical manner and presents it in a variety of ways.
- acquire active, responsible and informed roles as learners.
- understand the concept of country and citizenship in the context of local and the global world.
- communicate effectively using a range of methods( written, oral, visual).
- acquire attitudes that balance rights and responsibilities.
- appreciate and value diversity.
- instill a positive disposition to learning.
- respect and improve the environment.

## **Information and Communication Technology**

*Students develop the ability to:*

- understand and appreciate the structure and functioning of computer.
- appreciate the uses of computer and its importance in ones' life.
- acquire confidence in using graphic skills, word processing skills and operating skills.
- select and use different colours, create pictures and identify different features of multimedia in work presentations.

## **Performing Arts**

*Students develop the ability to:*

- participate in simple singing and rhyming activities.
- create their own rhymes, games, songs.
- create their own simple composition.
- listen to and respond to music.
- use imagination and the elements of drama in play and dramatic contexts.
- dramatise personal experience and learn the skill of using movements, space and object.
- respond to dramatic experiences in personal ways.
- participate in dance activities and demonstrates an awareness of parts of the body.
- acquire a good sense of rhythm and keeps pace with the beat

## **Visual Arts**

*Students develop the ability to:*

- make simple pictures and other kinds of art work.
- explore and experiment with the range of tools such as water colours, oil paints, crayons, acrylic colours, etc.
- explore technology and learn computer applications.
- appreciate the quality of different styles of sketches, paintings and photographs.
- sketch simple picture composition using the elements of art.

## **Physical Education**

*Students develop the ability to:*

- participate and use equipment in a variety of games.
- develop skills of balancing, stretching and rolling, hopping running, throwing, swimming, sprinting, dodging and bouncing.
- develop skills of cooperation and encouragement in team games.
- develop skills of teamwork, fair play and strategy.
- develop ability to run, skip and hop with equipment such as rope, etc.
- develop team spirit and appreciate the importance of team.

**ASSESSMENT RUBRICS FOR VARIOUS STYLES  
OF PROJECT PRESENTATION**

**1. Rubrics For Poster Making**

<b>Criteria for Assessment</b>	<b>A (Excellent)</b>	<b>B (Very Good)</b>	<b>C (Good)</b>	<b>D (Satisfactory)</b>	<b>E (Needs Improvement)</b>
Required Elements	The poster includes all the required elements as well as additional information.	All the required elements are included on the poster without additional information.	Some of the required elements are included on the poster	Few required elements are included	Several required elements missing
Graphics - Relevance	All graphics are related to the topic and make it easier to understand	All graphics are related to the topic and most make it easier to understand	Most of the graphics are related to the topic	Some of the graphics are related to the topic	The graphics show no relation to the topic
Content - Accuracy Language	All the facts are accurately displayed on the poster, excellent use of language	Most of the facts are accurately displayed, appropriate use of language	Some accurate facts are displayed, language is largely appropriate	Few accurate facts are displayed, inappropriate and inaccurate use of language	Very few facts are displayed, inaccurate language

Attract-iveness	The poster is exceptionally attractive in terms of design, layout, and neatness	The poster is attractive in terms of design, layout and neatness	The poster is acceptably attractive	The poster is normal in terms of design, layout and neatness	The poster is not well designed.
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## 2. Rubrics for Slide Presentation

Criteria for Assessment	A (Excellent)	B (Very Good)	C (Good)	D (Satisfactory)	E (Needs Improvement)
Title and Body text	Use of consistent formatting for titles and body copy on all slides. Title and body text size clearly readable. Font styles not distracting.	Use of consistent formatting for titles and body copy on most slides. Title and body text size clearly readable.	Use of consistent formatting for titles and body copy on some slides. Title and body text size readable.	Use of consistent formatting for titles and body copy on a few slides. Title readable but body text size is not clearly readable.	Consistent formatting for titles and body copy not used in most of the slides. Title and body text size not clearly readable. Font styles distracting.

Use of colours	Colours are used properly that is, dark background /light text or light background /dark text and graphic elements work coordinated into the colour scheme above expectation	Colours are used properly that is dark background /light text or light background /dark text and graphic elements work coordinated into the colour scheme in usual way	Colours are used properly that is dark background/light text or light background/dark text and graphic elements work coordinated into the black and white scheme	Colours are not used properly that is dark background /dark text or light background /light text and graphic elements work coordinated into the black and white scheme	Colours are not used properly that is dark background /dark text or light background /light text and graphic elements were not coordinated
Sound and Transition	Transition and sounds are used appropriately and are not distracting to the content of the presentation	Appropriate transitions are used but the sound used is not appropriate	The speed of transition does not match the slide	Transition and sounds used are distracting to the content of the presentation	Transition used is inappropriate. Sound not used
Use of language	Presentation free of spelling and grammatical errors, with creative and appropriate	Presentation free of spelling and grammatical errors. Appropriate use of	Presentation free of spelling and grammatical errors. Language	Some spelling and grammatical errors. Language is used approp-	A number of spelling and grammatical errors. Inappropriate use of

	use of language and narrative style	language but lack of creativity	used not appropriate	riately.	language, lacks creativity
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### 3. Rubrics for Group Discussion

Criteria for Assessment	A (Excellent)	B (Very Good)	C (Good)	D (Satisfactory)	E (Needs Improvement)
Organization and clarity	Viewpoints and responses are outlined clearly and in order	Completely clear and orderly presentation	Clear and Orderly in most parts	Clear in some parts but not overall	Not clear in most of the parts
Working with others	Always listens to, shares with and supports the efforts of others. Keeps the team members working well together	Mostly listens to, shares with and supports the efforts of others	Usually listens to, shares with and supports the efforts of others	Seldom listens to, shares with and supports the efforts of others but is not always a good team member	Rarely listens to, shares with and supports the efforts of others. Rarely a good team member
Contribution	Provides useful ideas while participating in group	Most of the ideas provided are useful	Some of the ideas provided are useful	Few of the ideas provided are useful	Rarely provides useful ideas

	discussion				
Present- ation style	Tone of voice, use of gestures, level of enthusiasm are consistently convincing	Tone of voice, use of gestures, level of enthusiasm are usually convincing	Tone of voice, use of gestures, level of enthusiasm are sometimes convincing	Few of these features are used convincingly	These features are rarely used convincingly

#### 4. Rubrics for Debate

Criteria for Assessment	A (Excellent)	B (Very Good)	C (Good)	D (Satisfactory)	E (Needs Improvement)
Organization and clarity	Viewpoints and response outlined are clear, orderly and original	Completely clear and orderly presentation	Clear and orderly in most parts	Clear in some parts but does not have full clarity	Not clear in most of the parts
Use of arguments	All the Reasons given are relevant	Most of the times argue with good/ relevant points	Gives many reasons in support of the topic	Few relevant reasons are given	Does not argue at all
Use of examples and facts	Gives most relevant supporting examples and facts	Gives examples and facts to support reasons	Tries to find out facts and examples	Some relevant examples/ facts are given	Few or no relevant supporting examples/ facts are given

Use of rebuttal	Arguments made by other teams are responded to and dealt with effectively	Many effective counter arguments are made	Some effective counter arguments are made to rebutt arguments	A few effective counter arguments are made	No effective counter arguments are made
Presentati on style	Tone of voice, use of gestures, level of enthusiasm are consistently convincing	Tone of voice, use of gestures, level of enthusiasm are usually convincing	Tone of voice, use of gestures, level of enthusi-asm are sometimes convin-cing	A few of these features are used convinc-ingly	Features are not used convinc-ingly

## 5. Rubrics for Role Play

Criteria for Assessment	A (Excellent)	B (Very Good)	C (Good)	D (Satisfactory)	E (Needs Improvement)
Delivery of content	Understands concept. Is able to understand what to deliver and how.	Understands concept. Is able to understand what to deliver. Seems to be confused about how.	Understan ds concepts but doesn't know how to deliver	Concept is partially understood. Willing to clarify.	Has not understood the concept. Seems disinter-ested.
Presenta- tion of character	Is in the skin of the character. Can commu- nicate character's	Effectively communicat es feelings, situation and motive.	Can under- stand the character and commun-	Communica tes feeling, situation and motive satisfact-	Unable to emote.




	feelings, situation and motive effectively. Is convincing.		icates feelings, situations and motive satisfactorily	orily.	
Imagination and creativity	Users imagination and creativity effectively to make a powerful impact.	Has imagination and creativity and use them for role play to same extent	Has imagination but does not employ it for effective role play	Does not have imagination but lines to deliver	Shows little effort to improvement

## 6. Rubrics For Research






Criteria for Assessment	A (Excellent)	B (Very Good)	C (Good)	D (Satisfactory)	E (Needs Improvement)
Thesis/ Problem/ Question	Poses a thoughtful, creative question that engages them in challenging or provocative research.	Poses a focused question involving them in challenging research.	Addresses a problem and searches for solutions.	Constructs a question that lends itself to readily available answers.	Relies on teacher-generated questions.
Information Seeking/ Selecting and Evaluating	Gathers information from a variety of quality electronic	Gathers information from a variety of relevant sources-	Gathers information from easily available resources.	Gathers information from a limited range of sources and	Gathers information that lacked relevance, quality, depth and

	and print sources.	print and electronic.		displays minimal effort in selecting quality resources.	balance.
Analysis	Carefully analyzes the collected information and draws appropriate and inventive conclusions	Shows a good effort in analyzing the evidence collected	Conclusions shows inadequate analysis	Conclusions are not adequately analysed or supported.	Conclusions simply involves restating the information
Synthesis	Develops appropriate structures for communicating products, incorporating a variety of quality sources	Logically organizes the product and makes good connections among ideas	Organizes the product with few connected ideas	Organization is not up to the mark	Work is not logically or effectively structured
Documentation	Documents all sources, including visuals, sounds, and animations.	Documents sources with some care.	Manages to document some sources, a few errors noted.	Needs to use greater care in documenting sources.	Uses plagiarized material.
Product/Process	Effectively and creatively uses appropriate communication tools.	Effectively communicates the results of research.	Method of communication shows lapses.	Needs to work on communication more effectively.	Shows little evidence of thoughtful research.




## 7. SEWA Classes I - II

Expected Outcomes			
<b>Sensitivity</b>	Is highly sensitive and understands social Issues	Is sensitive but needs to understand social issues	Needs to develop sensitivity
<b>Initiative and Leadership</b>	Is motivated and takes initiative	Is motivated but requires to take initiative	Needs to be motivated
<b>Sense of responsibility</b>	Understands right or wrong and acts with responsibility	Understands right or wrong but is not responsible	Needs to develop insight into right and wrong

## SEWA Classes III - V






Expected Outcomes					
<b>Sensitivity</b>	Highly sensitive and understands social Issues	Is sensitive and understands social issues with some guidance	Is sensitive but needs to understand social issues	Needs to develop sensitivity	Not at all sensitive towards others
<b>Initiative and Leadership</b>	Has excellent leadership qualities, is motivated and takes initiative	Is motivated and takes initiative	Is motivated but requires to take initiative	Needs to be motivated	Lacks leadership qualities
<b>Sense of responsibility</b>	Always takes responsibility understands the situation and takes right decision	Understands right or wrong and act with responsibility	Understands right or wrong but is not responsible	Needs to develop insight into right and wrong	Never takes responsibility

## 8. Life Skills Classes I - II




Expected Outcomes			
<b>Creative Thinking</b>	Has ability to imagine and generate new ideas and their execution	Has ability to imagine and tries to generate new ideas	Has imagination but is unable to generate ideas
<b>Decision Making</b>	Is able to take right decision on his/her own in a given situation	Takes decision with hesitation	Unable to decide over most of the issues
<b>Problem Solving</b>	Suggests solutions for all problems and is innovative	Able to solve simple problem but finds it difficult to handle big issues	Unable to find solutions without help of others

<b>Effective Communication</b>	Able to understand and make others understand what he/she wants to say	Able to understand most of the times what others want to say and vice-versa	Finds it difficult to communicate clearly
<b>Enquiry Skills</b>	Is inquisitive and tries to know about new things and sources of knowledge and learning	Is inquisitive but does not put in much effort to know about new things	Accepts things as they come to him/her

### Life Skills Classes III - V

Expected Outcomes					
<b>Creative Thinking</b>	Has ability to imagine and generate new ideas and their execution	Has ability to imagine and tries to generate new ideas	Has ability to imagine and tries to create new ideas with assistance	Has imagination but unable to generate ideas	Does not have enough creativity to generate new ideas
<b>Decision Making</b>	Is able to take right decision on his/her own in a given situation	Understands the situation and takes decision with some guidance	Understands the situation but unable to take decision in some difficult situations	Unable to decide over most of the issues	Lacks confidence and hardly takes decision
<b>Problem Solving</b>	Confidently handle all the problems and finds ways to come out of them	Suggests solutions for all problems and tries to solve them	Able to solve simple problem but finds it difficult to handle big issues	Unable to find solutions without help of others	Hardly understands the difficulty of any situation
<b>Effective Communications</b>	Able to understand and make others understand what he/she wants to say	Able to understand most of the times what others want to say and vice-versa	Sometime takes time to understand and communicate effectively	Finds it difficult to communicate clearly	Unable to communicate clearly
<b>Enquiry Skills</b>	Is inquisitive and always finds ways to know about new and innovative skills and sources of knowledge	Is inquisitive and tries to know about new things and sources of knowledge and learning	Is inquisitive but does not put in much effort to know about new things	Accepts things as they come to him/her	Does not possess any enquiry skills




## 9. Physical Education Classes I - II

Expected Outcomes			
Sports	Is motivated and shows skills in sports	Shows good skills but performs well only occasionally	Lacks skills, is not motivated

## Physical Education Classes III - V

Expected Outcomes/ Competency	A	B	C	D	E
Discipline, Team spirit, and Aptitude	Plays with full motivation following all the rules of the game, has team spirit and outstanding development of skills.	Plays by following all the rules of the game, has team spirit and displays high performance most of the time.	Obeys class discipline. On Command puts his efforts but individually and has good skill development.	Follows rules on command with displeasure, Shows team harmony on and off. Average skill development.	Obeys due to fear of punishment. Lacks team spirit.

## 10. Visual and Performing Arts Classes I - II




Expected Outcomes			
Painting	Original and Creative in choice of painting	Can reproduce work as shown by the teacher	Lacks creativity and seeks direction from the teacher
Craft	Neat and Creative in craft work	Needs support to create craft work	Not able to handle craft work independently
Pottery / Clay Modeling	Follows directions well to create pieces	Needs some help to work with clay	Not able to handle clay very well

## Visual and Performing Arts Classes III - V

Expected Outcomes/ Competency	A	B	C	D	E
Painting	Shows great enjoyment and aptitude for drawing and painting- recognizes the value of art.	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art most of the times.	Enjoys drawing and painting. Shows imagination sometimes.	Prefers to be guided than using his own imagination. Prefers to reproduce what is seen. Needs repeated instructions.	Is unable to imagine and draw. Finds it difficult to paint.

<b>Craft</b>	Is very creative, enjoys his/her craft and tries to understand nuances of the art and craft.	Is able to handle and understand craft, the work is neat and creative.	Takes interest in craft but needs support to create something.	Unable to handle craft, work independently.	Hardly takes an interest in any craft.
<b>Pottery and Clay Modelling</b>	Excellent in handling clay and is creative and imaginative.	Enjoys working with clay, is imaginative in creating figures and models but sometime needs guidance.	Tries to create models and figures with clay but lacks imagination.	Needs help to work with clay.	Unable to handle clay and does not take interest.

## 11. ICT Classes I - II

<b>Expected Outcomes</b>			
<b>Aptitude</b>	Is excellent in handling computer and its tools with confidence	Has little hesitation in handling computer	Hardly enjoys working on computer

## ICT Classes III - V

<b>Expected Outcomes/Competency</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>Aptitude</b>	Very confident in handling computer. Uses computer to enhance his knowledge on various topics taught in class. Uses computer as a tool.	Shows special aptitude in using tools to create shapes and lines.	Works with confidence and handles mouse with competence. Sometimes needs guidance.	Is able to combine text and graphics with help.	Hardly takes any interest in operating computer and its handling.

CBSE-*i*

**ANNEXURE - I**



# Performance Profile I-III and IV- V

SCHOOL LOGO

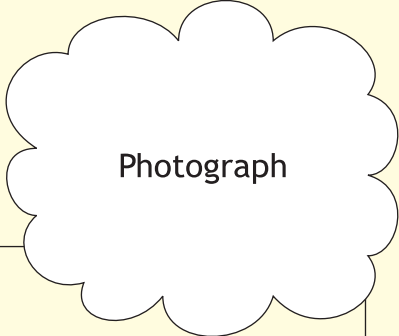
# Performance - Profile



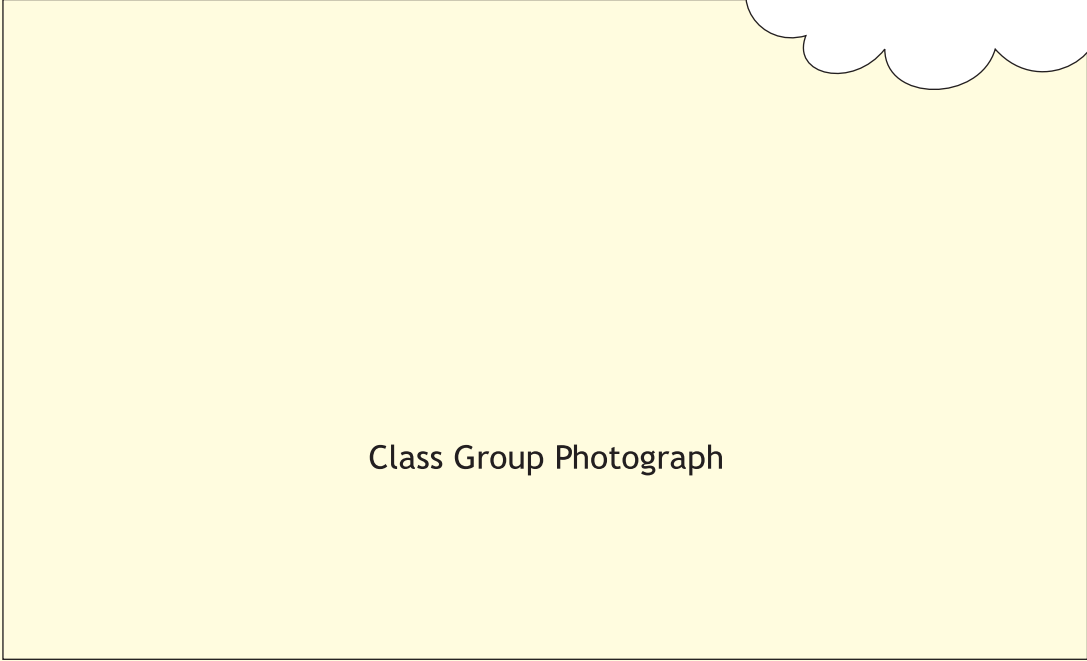
**CBSE-*i***

Classes I - II

Session: .....



Photograph



Class Group Photograph

# Mission & Vision

## Mission



### *CBSE-i*

The CBSE-i has formulated an internationally benchmarked global curriculum. This curriculum caters to individual learning styles in terms of pedagogy and assessment. It will address global needs as well as relate to local issues and local culture. It will carry forward the basic strength of the Indian system of education. It aims to promote critical and creative thinking skills, interpersonal and collaborative skills, information and media skills and effective communicative skills. There is an inbuilt flexibility as it provides a foundation and an extension curriculum in subject areas to cater to the different pace of learners. Through the CBSE-i curriculum, the Board hopes to provide quality which is equitable and accessible.

### *CBSE-i is .....*

*a response to the need to create schools which are futuristic.*

### *CBSE-i is .....*

*a way to move to an enquiry based skills approach in which teachers and students engage in collaborative learning.*

### *CBSE-i is .....*

*involved in creating students who raise questions, think, reflect, analyse, interpret, experiment, research and create knowledge.*

### *CBSE-i is .....*

*a set of print and electronic materials which help teachers to innovate and create.*

SCHOOL LOGO

# Performance - Profile



**CBSE-*i***

Affiliation No. \_\_\_\_\_  
Name of School \_\_\_\_\_  
Complete Address \_\_\_\_\_  
E-Mail id \_\_\_\_\_  
Telephone No. \_\_\_\_\_

## Student Profile

Name of Student	_____	Class	_____
Date of Birth	_____	Admission No.	_____
Mother's Name	_____		
Father's Name	_____		
Address	_____		
	_____		

<b>Attendance:</b>	Total working days	Total attendance of the student
	_____	_____

## Health Status

Height : \_\_\_\_\_ Weight : \_\_\_\_\_  
Blood Group : \_\_\_\_\_ Vision : (L) \_\_\_\_\_, (R) \_\_\_\_\_  
Teeth : \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent

### Scholastic Achievements\*

English		Term I	Term II
Reading	Reading aloud		
	Fluency		
	Comprehension		
Conversation	Fluency		
	Recitation		
	Turn-taking		
Writing	Handwriting		
	Spelling		
	Creativity		
	Grammar and Vocabulary		

Language II		Term I	Term II
Reading	Reading aloud		
	Fluency		
	Comprehension		
Conversation	Fluency		
	Recitation		
	Turn-taking		
Writing	Handwriting		
	Spelling		
	Creativity		
	Grammar and Vocabulary		

Mathematics		Term I	Term II
Conceptual Understanding			
Activity			
Tables			
Mental Ability			

Environmental Education		Term I	Term II
Environmental Sensitivity			
Activity / Project			
Group Discussion			

\* Remarks are based on the Indicators and descriptors given at the end of the Achievement/Performance Profile.

## Co-Scholastic Achievements\*

### Performing Arts

Music _____
Dance _____
Drama/Role Play _____
Instrument _____

### Visual Arts

Painting _____
Craft _____
Clay Modelling/Pottery _____

### Physical Education

Sports _____
--------------

### SEWA

Sensitivity _____
Initiative and Leadership _____
Sense of responsibility _____

### ICT

_____
-------

### Life Skills




Creative Thinking	
Decision Making	
Problem Solving	
Effective Communication	
Enquiry Skills	




Overall Strengths and Suggestions _____		
_____		
_____		
Parents Comments _____		
_____		
Signature of the Class Teacher	Signature of Principal	Signature of Parent




*\*To be filled annually with Emoticons only based on the descriptors given at the end of the Performance Profile*

## Descriptors -Scholastic Areas



### English and Second Language




Testing Skill/ competency	Sub-skills			
Reading Skills	Reading aloud	Can read and pronounce words and sentences.	Sometimes needs guidance to pronounce words	Always needs guidance and help from others
	Fluency	Can read words and sentences with appropriate speed independently	Sometimes needs guidance to fluently pronounce some words	Usually needs guidance and prompting
	Comprehension	Can read, understand and answer all questions correctly	Comprehends with some help.	Always needs help to comprehend
Conversation Skills	Fluency	Is fluent and spontaneously responds to situations appropriately and accurately	Generally fluent and responds to situations with some hesitation	Always needs guidance and help
	Recitation	Can recite a poem with proper expression and intonation	Can recite a poem with confidence in groups	Sometimes needs guidance and prompting to recite a poem.
	Turn-taking	Listens patiently and waits to speak in a group. Responds appropriately	Usually listens to others but sometimes responds impulsively	Unable to wait for his / her turn.
Writing	Hand writing	Is neat and legible, transcription is error free	Is usually neat and legible. Occasionally inconsistent in formation of certain letters	Is not very legible. Often inconsistent in formation of certain letters
	Spelling	Is neat and legible, transcription is error free	Can read words correctly from the text, sometimes commits errors	Can spell words with the help of text
	Creativity	Can write three-four sentences correctly, on a given topic accurately and independently.	Can write three or four sentences on a given topic with some help	Cannot write three or four sentences on a given topic. Needs monitoring.
	Grammar and Vocabulary	Can form short sentences accurately and correctly along with the vocabulary learnt	Can form short sentences with some mistakes, can use vocabulary appropriately	Can form short sentences with the help of the teacher




<b>Mathematics</b>			
<b>Conceptual understanding</b>	Understands the concepts well before proceeding to the higher ones.	Understands the concepts but is not clear in certain concepts.	Takes some time to understand new concepts, needs help.
<b>Activity</b>	Takes keen interest in various activities, which help to achieve goals easily.	Takes interest most of the time but needs to be more regular and organized.	Seldom takes interest in mathematical activities
<b>Tables</b>	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table.	Knows the tables but falters a little in dodge tables. Understands concept of grouping but sometimes confused.	Knows the tables somewhat but makes mistakes in tables of higher numbers. Falters in dodge tables.
<b>Mental ability</b>	Takes immense delight in working with mathematical problems mentally.	Good at calculating sums but at times makes careless mistakes.	Needs help in calculations.




<b>Environmental Education</b>			
<b>Environmental Sensitivity</b>	Is keen, alert and observant; very aware of his/her surroundings	Quite aware and sensitive	Needs to be more keen and alert
<b>Activity/project</b>	Exhibits creativity and originality	Makes an attempt to be original and creative, with some help can do cutting, pasting, drawing and collage work	Seldom demonstrates creativity and originality
<b>Group Discussion</b>	Has a spirit of enquiry and is assertive in voicing ones viewpoint	Can ask simple questions but needs occasional prompting at times	Hesitates in asking simple questions




### Descriptors - Co-Scholastic Areas




<b>Performing Arts</b>			
<b>Music</b>	Always enjoys music and participates wholeheartedly, keen to learn new songs	Usually enjoys music and participates as per his/her use of new songs	Is musical but gets bored with long duration of singing.
<b>Dance</b>	Enjoys rhythm and body movements and has natural talent for dance	Sometimes enjoys dance and appreciates body movements	Seldom enjoys dancing, tries movements but is unrhythmic
<b>Drama/Role Play</b>	Enjoys doing all sorts of roles, can imitate himself/herself	Sometimes enjoys participating in role play, can express himself/herself through dialogues	Has difficulty in expressing in drama, needs to be more active
<b>Instrument</b>	Is able to play the chosen instrument with ease	Needs some help to play the chosen instrument	Unable to play the instrument without help

<b>Visual Arts</b>			
Painting	Original and Creative in choice of painting	Can reproduce work as shown by the teacher	Lacks creativity and seeks direction from the teacher
Craft	Neat and Creative in craft work	Needs support to create craft work	Not able to handle craft work independently
Pottery / Clay Modeling	Follows directions well to create pieces	Needs some help to work with clay	Not able to handle clay very well

<b>SEWA</b>			
Sensitivity	Is highly sensitive and understands social Issues	Is sensitive but needs to understand social issues	Needs to develop sensitivity
Initiative and Leadership	Is motivated and takes initiative	Is motivated but requires to take initiative	Needs to be motivated
Sense of responsibility	Understands right or wrong and acts with responsibility	Understands right or wrong but is not responsible	Needs to develop insight into right and wrong

<b>Physical Education</b>			
Sports	Is motivated and shows skills in sports	Shows good skills but performs well only occasionally	Lacks skills, is not motivated

<b>ICT</b>			
Aptitude	Is excellent in handling computer and its tools with confidence	Has little hesitation in handling computer	Hardly enjoys working on computer

<b>Life Skills</b>			
Creative Thinking	Has ability to imagine and generate new ideas and their execution	Has ability to imagine and tries to generate new ideas	Has imagination but is unable to generate ideas
Decision Making	Is able to take right decision on his/her own in a given situation	Takes decision with hesitation	Unable to decide over most of the issues
Problem Solving	Suggests solutions for all problems and is innovative	Able to solve simple problem but finds it difficult to handle big issues	Unable to find solutions without help of others
Effective Communications	Able to understand and make others understand what he/she wants to say	Able to understand most of the times what others want to say and vice-versa	Finds it difficult to communicate clearly
Enquiry Skills	Is inquisitive and tries to know about new things and sources of knowledge and learning	Is inquisitive but does not put in much effort to know about new things	Accepts things as they come to him/her

SCHOOL LOGO

# Performance - Profile



**CBSE-*i***

Classes III - V

Session: \_\_\_\_\_

Photograph

Class Group Photograph

# Mission & Vision

## Mission



### CBSE-i

The CBSE-i has formulated an internationally benchmarked global curriculum. This curriculum caters to individual learning styles in terms of pedagogy and assessment. It will address global needs as well as relate to local issues and local culture. It will carry forward the basic strength of the Indian system of education. It aims to promote critical and creative thinking skills, interpersonal and collaborative skills, information and media skills and effective communicative skills. There is an inbuilt flexibility as it provides a foundation and an extension curriculum in subject areas to cater to the different pace of learners. Through the CBSE-i curriculum, the Board hopes to provide quality which is equitable and accessible.

### CBSE-i is .....

a response to the need to create schools which are futuristic

### CBSE-i is .....

a way to move to an enquiry based skills approach in which teachers and students engage in collaborative learning

### CBSE-i is .....

involved in creating students who raise questions, think, reflect, analyse, interpret, experiment, research and create knowledge

### CBSE-i is .....

a set of print and electronic materials which help teachers to innovate and create

SCHOOL LOGO

# Performance - Profile



**CBSE-*i***

Affiliation No. \_\_\_\_\_  
Name of School \_\_\_\_\_  
Complete Address \_\_\_\_\_  
E-Mail id \_\_\_\_\_  
Telephone No. \_\_\_\_\_

## Student Profile:

Name of Student	_____	Class :	_____
Date of Birth	_____	Admission No.	_____
Mother's Name	_____		
Father's Name	_____		
Address	_____		
	_____		

Attendance:	Total working days	Total attendance of the student
	_____	_____

## Health Status

Height : \_\_\_\_\_ Weight : \_\_\_\_\_  
Blood Group : \_\_\_\_\_ Vision : (L) \_\_\_\_\_, (R) \_\_\_\_\_  
Teeth : \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Parent

### Scholastic Achievements\*

English		Term I			Term II		
		FA I	FA II	SA I	FA III	FA IV	SA II
Listening: Comprehension							
Speaking	Fluency						
	Recitation						
Reading	Pronunciation						
	Fluency						
	Comprehension						
Writing	Handwriting						
	Spelling						
	Vocabulary						
	Creative Writing						
	Grammar						
Extra Reading							
Activity / Project							

Language II		Term I			Term II		
		FA I	FA II	SA I	FA III	FA IV	SA II
Listening: Comprehension							
Speaking	Fluency						
	Recitation						
Reading	Pronunciation						
	Fluency						
	Comprehension						
Writing	Handwriting						
	Spelling						
	Vocabulary						
	Creative Writing						
	Grammar						
Extra Reading							
Activity / Project							

Mathematics		Term I			Term II		
		FA I	FA II	SA I	FA III	FA IV	SA II
Conceptual Understanding							
Mental Ability							
Tables							
Application							
Lab Activity/Project							

\* Remarks are based on the indicators and descriptors given at the end of the Achievement/Performance Profile.

General Science	Term I			Term II		
	FA I	FA II	SA I	FA III	FA IV	SA II
Conceptual Knowledge						
Scientific skills						
Discussion and Reasoning Strategies						
Lab Activity/Project						

Social Science	Term I			Term II		
	FA I	FA II	SA I	FA III	FA IV	SA II
Conceptual Understanding						
Environmental Sensitivity						
Project						

### Co-Scholastic Achievements\*

#### Performing Arts

Music _____
Dance _____
Drama/Role Play _____
Instrument _____

#### Visual Arts

Painting _____
Craft _____
Clay Modelling/Pottery _____

#### Physical Education

Sports _____
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#### SEWA

Sensitivity _____
Initiative and Leadership _____
Sense of responsibility _____

#### ICT

Aptitude _____
----------------

#### Life Skills

Creative Thinking	
Decision Making	
Problem Solving	
Effective Communication	
Enquiry Skills	

\* Remarks are based on the indicators and descriptors given at the end of the Achievement/Performance Profile.

Overall Strengths and Suggestions \_\_\_\_\_

\_\_\_\_\_

Parents Comments \_\_\_\_\_

\_\_\_\_\_

Signature of Parent                      Signature of the Class Teacher                      Signature of Principal

### Descriptors for Scholastic Achievements Languages

Expected Outcomes/ Competency	A	B	C	D	E
<b>Listening: Comprehension</b>	Can comprehend oral questions, instructions, stories and poems.	Comprehends oral questions, instructions, stories, and poems most of the time.	Has some difficulty in comprehending instructions, stories or poems.	Understands simple conversation in familiar situations. Needs simplification or translation most of the time.	Unable to comprehend.
<b>Speaking: Fluency</b>	Is fluent and spontaneous. Responds to situation appropriately and accurately. Can narrate incidents/ anecdotes and can participate in a discussion on a given topic with ease.	Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally. Can narrate incidents/ anecdotes and can participate in discussions with effort.	Sometimes lacks spontaneity, fluency and accuracy. Response time rather long. Needs prompting most of the time.	Lacks spontaneity, fluency and accuracy while speaking.	Finds it difficult to utter a single sentence accurately.
<b>Recitation</b>	Can recite a poem or a story with proper speed, diction, expression and tone.	Can recite a poem or a story with proper speed or expression but makes occasional mistakes.	Can recite a poem or story with occasional prompting. Expression is not very strong and effective.	Cannot recite an entire poem or story without prompting. Pronunciation and expression is not appropriate.	Unable to recite poems

<b>Reading: Pronunciation</b>	Can read short stories/articles/words on ones' own and uses his phonetic skills to pronounce new words.	Can read short stories/articles on ones' own most of the time. Uses his phonetic skills to pronounce new words most of the time.	Can often read short stories with varying speed and guidance most of the times.	Can read short stories with varying speed and commits a lot of mistakes.	Cannot pronounce correctly most of the times.
<b>Fluency</b>	Can read simple/complex passages fluently with proper speed, expression and pronunciation.	Can read simple/complex passages fluently with speed but needs occasional prompting.	Can read simple passages but takes time to read each word. Lacks fluency, speed and expression.	Fumbles a lot while reading even simple sentences. Needs help all the time.	Cannot speak with fluency and fumbles all the time.
<b>Comprehension</b>	Can read and understand text and answer questions correctly.	Can read and understand text and answer most of the questions correctly.	Can read and understand text and answer some of the questions correctly.	Can read and understand text with help.	Cannot comprehend the text.
<b>Writing: Hand writing</b>	Is neat and legible. All letters and strokes are consistent and joined correctly. Transcription is error free.	Is neat and legible. Occasional inconsistency is seen in formation of letters and strokes. Transcription is error free.	Is legible but sometimes inconsistent with strokes and letters. Transcription has occasional errors.	Handwriting is not very neat. Transcription has many errors.	Handwriting is illegible.
<b>Spelling</b>	Can spell all words correctly. Tries to spell new words.	Can correctly spell all the words most of the time. Falters occasionally.	Can correctly spell words but sometimes makes mistakes.	Makes a lot of spelling errors.	Cannot write correct spelling.
<b>Vocabulary</b>	Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.	Has a good range of vocabulary and phrases. Uses new words only most of the times.	Has a fair range of vocabulary. Uses new words sometimes.	Vocabulary is limited to those words, which have been taught in class.	Has Poor vocabulary.

Grammar	Can write sentences accurately.	Can write sentences accurately most of the time.	Can write sentences with quite a few mistakes.	Can write sentences with a lot of mistakes.	Cannot write a simple sentence correctly.
Creative Writing	Can write short answers stories and paragraphs with accuracy and originality in sentence construction and use of vocabulary. Ideas are arranged logically.	Can write short stories and paragraphs on a given topic with a fair degree of accuracy. Displays originality sometimes. Ideas are generally logically arranged.	Can write stories and paragraphs but makes quite a few errors.	Can write short connected descriptive sentences on his/her own with some grammatical errors.	Does not have creativity in writing.
Extra Reading	Can read short stories/poems for pleasure on his/her own with complete comprehension. Can form opinions and evaluate characters and incidents.	Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents.	Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation sometimes.	Shows lack of interest in reading stories or poems. Needs a lot of prompting.	Does not like to read at all.
Activities / Project	Participates enthusiastically in activities/Projects.	Enthusiastically participates in activities/projects most of the times.	Needs persuasion for active participation.	Participates in activities/projects assigned but is not active.	Does not participate in activities or projects.

## Mathematics

Expected Outcomes/ Competency	A	B	C	D	E
<b>Conceptual Understanding</b>	Understands the concepts with logical thinking and good reasoning skill.	Understands the concepts thoroughly.	Understands the concepts and is able to apply most of them correctly. Needs occasional help.	Needs help most of the time in understanding the concepts and logically applying them.	Does not understand concepts and unable to apply them.
<b>Mental ability</b>	Takes immense delight in working with mathematical problems mentally.	Has a good number sense. Quick in solving problems mentally.	Solves sums mentally with ease but at times makes careless mistakes in hurry.	Slow in solving sums and mathematical problems mentally.	Cannot solve mathematical problems mentally.
<b>Tables</b>	Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge tables.	Knows the tables but falters a little in dodge tables.	Knows the tables but makes mistakes in tables of higher numbers. Falters in dodge tables.	Has not understood the concept of tables. Makes a lot of mistakes in dodge tables.	Unable to understand tables
<b>Application</b>	Confidently applies skills and knowledge in real life situations	Applies the skill and knowledge in real life situation most of the time	Tries to apply the skills and knowledge with guidance	Applies the skills and knowledge with difficulty	Unable to use skills in real life situations
<b>Lab Activity/ Project</b>	Very confident, original and creative in-group activities. Has tremendous team spirit.	Takes keen interest in doing various activities and applying the concepts to real life situations.	Quite creative but needs to be more innovative and original.	Takes interest but needs to be more systematic and organized. Late in submitting the assignments	Never takes interest in lab activities and always submits assignment late

## General Science

Expected Outcomes/ Competency	A	B	C	D	E
<b>Conceptual Understanding</b>	Has excellent ability to understand, grasp, recall, define and reason. Understands and differentiates textual material with great ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart quickly.	Has good ability to understand, grasp, recall, define and reason. Understands the textual material with ease. Is able to apply relevant knowledge and tabulate facts well. Reads and comprehends text, diagram and web chart.	Can understand and recall the textual material. Is able to apply relevant knowledge and tabulate facts. Can read and comprehend diagrams and web charts.	Can understand, grasp, recall, define and give reason. Understands the textual material with help from the teacher. Is able to tabulate facts well. Reads and comprehends text diagram and web chart with difficulty.	Struggles with concepts, unable to understand textual material, cannot comprehend diagram and web-chart.
<b>Scientific Skills</b>	Has a very keen observation, inquisitive approach, likes to experiment in a systematic way and draws accurate diagrams and records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information.	Has a keen observation: Does systematic work, and draws neat diagrams, records information correctly, carefully and systematically. Is able to analyze, draw inference and apply information	Sometimes inquires about concept; usually does experimentation in a systematic way and draws diagrams correctly. Records information. Is able to draw inference and apply information, with some difficulty.	Rarely inquisitive; Does experimentation when told, work is not very systematic and untidy diagrams. Is not able to draw inference and apply information.	Never takes interest in experiments

Expected Outcomes/ Competency	A	B	C	D	E
<b>Discussion and reasoning Strategies</b>	Actively participates and usually leads all group discussions. Very often makes interesting observations and adds to the points given, can analyze points critically and generate new ideas.	Actively participates. Good relations with other members. Often makes interesting observations. Can analyze some points critically.	Participates sometimes. Satisfactory relations with other members. Sometimes makes interesting observations. Can analyze few points.	Hesitant to participate in group discussions. Poor relations with other members. Rarely makes observations. Unable to analyze points. A passive participant. Never makes observations, unable to analyze points.	Keep silent all the time during discussion hardly interact within a group.
<b>Lab Activity / Project</b>	Voluntarily participates in all the activities and enjoys experiments. Highly appreciable, creative and original in presentation. Is explorative, innovative and infers a result after experimenting; does extensive reference work.	Participates in most of the activities and performs experiments with interest. Excellent and creative in project presentation. Is explorative and innovative in experimenting; does reference work.	Participates in some of the activities and performs some experiments. Good project presentation with little creativity. Is explorative in experimenting; sometimes does reference work.	Participates in a very few activities and rarely performs any experiments. Satisfactory project presentation; not very creative. Rarely read any reference books.	Never takes interest in lab activities and experiments and always submits projects late.

## Social Science

Expected Outcomes/ Competency	A	B	C	D	E
<b>Conceptual Understanding</b>	Listens to others' point of view and is able to add to them, makes interesting observation; has a good organization of thoughts and ability to reason and understand.	Listens to others' viewpoint. Can do some independent thinking and understands concepts well.	Understands concepts, listens actively but offers no views; hesitates to answer; needs occasional help to give views.	Has some difficulty in comprehending instructions; has to be prodded to give answers. Has difficulty in paying attention and following instructions; needs simplification most of the time.	Hardly pays attention in class and does not understand simple concepts.
<b>Environmental Sensitivity</b>	Is very sensitive towards environment and enthusiastically participates in environment related activities in school	Is keen, alert and observant always aware of his/her surrounding	Quite aware of his/her surroundings but sometime does not show concern	Needs to be little more sensitive towards environment	Does not understand and show sensitivity towards his/her surroundings
<b>Activity / Project</b>	Work is always informative and innovative. Presentation is neat and tidy	Work is always informative and innovative. Presentation is neat and tidy most of the times.	Work is informative and more or less neat; tends to take support and help.	Presentation needs improvement; less informative; Work is untidy and files are not well kept and works are least informative.	Hardly takes interest in activities and projects and the submission is always late

## Descriptors for Co-Scholastic Achievements Performing Arts

Expected Outcomes/ Competency	A	B	C	D	E
<b>Music</b>	Always enjoys music and participates whole heartedly, keen to learn and create new tunes and songs.	Usually enjoys music and participates in creating new tunes and songs.	Is musical but gets bored with long duration of singing.	Sometimes tries to enjoy and understand music.	Does not understand and is unable to enjoy music.
<b>Dance</b>	Has a good sense of rhythm and keeps pace with the beat. Enjoys dancing thoroughly.	Has a good sense of rhythm and sometimes falters in keeping pace with the beat.	Sometimes loses pace with the beat and tries to catch up.	Sometimes goes off the beat and cannot make it up. Does not have the sense of rhythm.	Does not have sense of rhythm.
<b>Drama/Role Play</b>	Enjoys doing all sorts of roles, very expressive and easily delivers dialogues.	Enjoys participating in role play. Sometimes finds difficult to deliver complex dialogues.	Can act and emote simple expressions.	Has difficulty in expressing in drama, needs to be more active.	Cannot act at all.
<b>Instrument</b>	Has a good sense of tune and rhythm and takes keen interest in playing different kinds of instruments.	Has a good sense of tune and likes to play different kinds of musical instruments but goes off key occasionally.	Goes off key sometimes though has the ability to come back to tune.	Has sense of time but goes off key in higher octave.	Finds it very difficult to play any musical instruments.

### Visual Arts

Expected Outcomes/ Competency	A	B	C	D	E
<b>Painting</b>	Shows great enjoyment and aptitude for drawing and painting-recognizes the value of art.	Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art most of the times.	Enjoys drawing and painting. Shows imagination sometimes.	Prefers to be guided than using his own imagination. Prefers to reproduce what is seen. Needs repeated instructions.	Is unable to imagine and draw. Finds it difficult to paint.
<b>Craft</b>	Is very creative enjoys his/ her craft and tries to understand nuances of the art and craft.	Is able to handle and understand craft, the work is neat and creative.	Takes interest in craft but needs support to create something.	Unable to handle craft, work independently.	Hardly takes an interest in any craft.
<b>Pottery and Clay Modelling</b>	Excellent in handling clay and is creative and imaginative.	Enjoys working with clay, is imaginative in creating figures and models but sometime needs guidance.	Tries to create models and figures with clay but lacks imagination.	Needs help to work with clay.	Unable to handle clay and does not take interest.






### Physical Education

Expected Outcomes/ Competency	A	B	C	D	E
<b>Discipline, Team spirit, and Aptitude</b>	Plays with full motivation following all the rules of the game,has team spirit and outstanding development of skills.	Plays by following all rules of the game, has team spirit and displays high performance most of the time.	Obeys class discipline. On Command puts his efforts but individually, and has good skill development.	Follows rules on command with displeasure. Shows team harmony on and off. Average skill development.	Obeys due to fear of punishment. Lacks team spirit.






## ICT

Expected Outcomes/ Competency	A	B	C	D	E
<b>Aptitude</b>	Very confident in handling computer. Uses computer to enhance his knowledge on various topics taught in class. Uses computer as a tool.	Shows special aptitude in using tools to create shapes and lines.	Works with confidence and handles mouse with competence. Sometimes needs guidance.	Is able to combine text and graphics with help.	Hardly takes any interest in operating computer and its handling






## Life Skills

Expected Outcomes					
<b>Creative Thinking</b>	Has ability to imagine and generate new ideas and their execution	Has ability to imagine and tries to generate new ideas	Has ability to imagine and tries to create new ideas with assistance	Has imagination but unable to generate ideas	Does not have enough creativity to generate new ideas
<b>Decision Making</b>	Is able to take right decision on his/her own in a given situation	Understands the situation and takes decision with some guidance	Understands the situation but unable to take decision in some difficult situations	Unable to decide over most of the issues	Lacks confidence and hardly takes decision
<b>Problem Solving</b>	Confidently handle all the problems and finds ways to come out of them	Suggests solutions for all problems and tries to solve them	Able to solve simple problem but finds it difficult to handle big issues	Unable to find solutions without help of others	Hardly understands the difficulty of any situation
<b>Effective Communications</b>	Able to understand and make others understand what he/she wants to say	Able to understand most of the times what others want to say and vice-versa	Sometimes takes time to understand and communicate effectively	Finds it difficult to communicate Clearly	Unable to communicate clearly

### Life Skills

Expected Outcomes					
<b>Enquiry Skills</b>	Is inquisitive and always finds ways to know about new and innovative skills and sources of knowledge	Is inquisitive and tries to know about new things and sources of knowledge and learning	Is inquisitive but does not put in much effort to know about new things	Accepts things as they come to him/her	Does not possess any enquiry skills

### SEWA

Expected Outcomes					
<b>Sensitivity</b>	Highly sensitive and understands social Issues	Is sensitive and understands social issues with some guidance	Is sensitive but needs to understand social issues	Needs to develop sensitivity	Not at all sensitive towards others
<b>Initiative and Leadership</b>	Has excellent leadership qualities, is motivated and takes initiative	Is motivated and takes initiative	Is motivated but requires to take initiative	Needs to be motivated	Lacks leadership qualities
<b>Sense of responsibility</b>	Always takes, responsibility understands the situation and takes right decision	Understands right or wrong and acts with responsibility	Understands right or wrong but is not responsible	Needs to develop insight into right and wrong	Never takes responsibility

### Grading System

MARKS RANGE	GRADE	GRADE POINT
80-100	A	5
60-80	B	4
40-60	C	3
33-40	D	2
Below 33	E	1

CBSE-*i*

**ANNEXURE - II**



# Strategies for Inclusive Classrooms

# Strategies for Inclusive Classrooms

The CBSE-*i* believes that all students must have access to learning with equal opportunity irrespective of their class, gender, race, ability, disability, language and culture, social or economic conditions. The decisions taken in the classroom should value and include the perspectives, knowledge and culture and language experiences which student brings to the classroom. The school curriculum should advocate and celebrate diversity in terms of culture and other differences. It should include all learners to realize every potential.

Research says that the teachers in an inclusive classroom should have the ability to:

- informally assess the skills a student needs, rather than relying solely on standardized curriculum;
- take advantage of individual interests of students for developing required skills;
- develop alternative assessment;
- make appropriate expectations for each student, regardless of the student's capabilities.
- learn how to value all kinds of skills that students bring to a class, not just the academic skills. In doing this, teachers will convey a message that in their classrooms they value all skills.

If teachers can do this, it allows all students to be included in a class and school.

**Also the teachers must be able to:**

- recognise and respond to the diversity of students in their classrooms;
- accommodate to students' different learning styles and rates of learning by employing a range of teaching methods, including cooperative group learning, peer tutoring, team teaching and individualized instruction;
- be aware of the rights of students with education support needs;
- locate appropriate material, equipment or specialists; and facilitate to identify and overcome barriers to learn;
- consult with and develop partnerships with parents and other caretakers;
- use appropriate forms and multiple modes of assessment;
- adapt their instruction to the prior knowledge and beliefs of students;

- create an inclusive community that extends beyond the boundaries of the school;
- seek to enhance the self-esteem of all students.

## Teaching Strategies

The teacher in an inclusive classroom has to accommodate the different learning styles and rates of learning. She/he has to ensure that educational opportunities are provided to all students. The first step is to ensure that effective inclusive teaching practices are in place. The following are the two major strategies that are commonly used in inclusive classrooms:

- (a) Cooperative Learning
- (b) Peer Tutoring

### (a) Cooperative Learning

While using cooperative learning methods, the class has to be divided into mixed ability groups to achieve a goal. The following factors may have to be taken into consideration while using this strategy.

- Group members may have similar or different goals assigned to them
- Members accept ideas from others.
- Members help each other to learn.
- Members interact with each other to solve problems.

### *Techniques of Cooperative Learning*

Grouping may follow any pattern. Some are given below:

- Students may be assigned groups. The aim of each group is to study what the teacher has taught and help each group member to achieve the highest level possible.
- Students may start with a partner in a pair and end in a group. Partners or pairs reach an agreement and share this information with other group members or with the whole class.
- Students may form groups. The teacher may provide each group member a piece of information related to a topic. The group members then come together and collate the information for the entire class.
- Students may form groups to research on various topics. This helps to present the topic in detail and all students participate in the teaching-learning process.

### Examples of Teaching Strategies

- Observe carefully and plan interventions for differently abled students
- Audio visual presentations are helpful for all students
- Adopt curriculum materials when required to suit the needs of different students
- Use hands-on approach that maximizes the use of all senses and addresses the need to include visual, auditory and kinesthetic learners as well as differently abled children.
- Expose students to real objects and meaningful experiences in natural environments at naturally occurring times of the day
- Collaborate with experts to teach learning strategies and study skills to students
- Provide extra time if required to complete assignments
- Provide small group tutoring or individual tutoring in or outside the class
- Provide leadership opportunities
- Expose and provide opportunities to promote appropriate social skills
- Use a pleasant tone of voice
- Never make fun of any child
- Provide opportunities to use language
- Promote positive interdependence in the class
- Life Skills Education through interactive opportunities
- Keep directions brief and clear
- Give examples and illustrations
- Have interclass and within class groupings
- Provide reinforcements and remediation
- Sign language helps in communicating with children who cannot understand the language of instruction well.
- Let the light fall on your face and not behind you. This would be helpful in lip reading.

### *Classroom Design Modifications*

- Students who are able to lip read or not able to see should be placed in front rows
- Classroom should be well lit without shadows and glares
- Make children with disabilities sit with a competent peer
- Remove sources of excessive noise from the classroom
- Speak and write on the blackboard simultaneously

- Put posters and displays in the classroom at eye level of students.
- Provide adequate furniture for meeting the special needs of children
- Eliminate sharp objects from the wall
- Assist the visually impaired with good colour schemes
- Provide flexible group learning areas
- Have flexible time schedules
- Personally meet the needs of all students

**(b) Peer Tutoring**

A peer is an individual who belongs to a similar social group. In an inclusive classroom peer means a fellow student. Peer tutoring, means students teaching each other on one-to-one basis. So when a student of the same age or class provides instruction to another student of the same age or class the technique is called peer-tutoring.

It is also possible in some situations that an older student may tutor younger students. This is called cross-age tutoring. Sometimes, peer-tutoring may prove to be quite effective and both students gain from the process.

In peer tutoring the tutor should perform four acts, such as:

- **Monitoring** means supervision and regulation of the performance of a differently abled learner.
- **Reinforcing** means providing appropriate contingencies for approved behaviour. She/he may praise the learner if she/he has completed the work to a required standard.
- **Modeling** means the demonstration of a particular activity or behaviour by the peer tutor; and
- **Explaining** means exposing the relationships on a topic and providing appropriate examples to clarify doubts.

**Curricular Modifications – A few instances**

Following are some examples of curricular modifications that will help in addressing the special needs of different children:

1. Multi Level Curriculum Instructions refer to teach a diverse group of learners within a shared activity in which students have individually appropriate learning outcomes within the same curricular area. For example, in a science class while majority of students may be

working on what makes objects float or sink students with special needs, some may be understanding the concept of sinking and floating and the difference between them.

Curriculum overlapping happens when students have individually appropriate learning outcomes from different curricular areas but work on these in a shared activity. For example, when students are working in groups some may be achieving the learning outcomes for social studies while students with special needs may be working on development of communication skills.

*Theatre is the most inclusive subject as it challenges both disabled and non-disabled. The stereotype of success and ability enforced through schools and colleges lead to a scuttling of learning through expression of human face, body and sound, says veteran theatre personality Steve Clorfeine.* Source: Disability New and Information Service National Centre for promotion for Employment for Disabled People <http://www.dnis.org/>

2. **Students with Physical Disabilities** may require adaptations to the physical environment of the school like ramps, proper toilets, etc.
3. **Students with severe visual impairments** may require adaptations in the equipment and the materials like reading material in Braille.
4. **Students with intellectual challenges** - may require modification in the curricular content to provide less complex information and learning of functional and vocational skills.
5. **Students with hearing impairments** may require the teacher to use short sentences, look at the student often while talking and ask peers to help as much as possible.
6. **Teachers/special educators** may explore the following alternatives in relation to content, teaching materials, responses expected from the child and methods of assessment:
  - **Modification;** for example, computer responses instead of oral responses;
  - **Substitution;** for example, Braille for written materials;
  - **Omission;** for example, omitting very complex work for children with intellectual disabilities; and
  - **Compensation;** for example, self care skills, vocational skills.

What a teacher can do for children with disabilities to increase their access to school and learning potential:

1. Children with disabilities sometimes find it difficult to get to school. Try to organise transportation to school and make school accessible by ramps, and other resources that respond to specific needs.

2. When a child with a disability first comes to your school, talk with the family member who is with the child. Find out what the child's disabilities are and what she or he can do despite the disability. Ask about any problems and difficulties that the child may have.
3. When the child starts school, visit the parents from time to time to discuss with them what they are doing to facilitate the child's learning. Ask about plans for the child's future. Find out how you can best work with the family.
4. Ask if the child needs to take any medicines while in school.
5. If you do not have enough time to give the child all the attention she or he needs, ask the school or community to find a helper for you. The helper could give the children the extra help needed during school hours.
6. Make sure that the children can see and hear you when you teach. Write clearly so that they can read what you are saying. Also, let a child with a disability sit in front of the classroom so that they can see and hear better.
7. Find out if the child and the parents have problems about schooling. Ask if the family thinks that other school children are helpful to the child and whether the child gets on well at school

UNICEF <http://www.unicef.org/teachers/protection/access.htm>

### **Relaxation for Disabled Children-CBSE-i Guidelines**

The facilities extended by the Board to the disabled candidates (Dyslexic, Blind, Spastic and candidate with Visual Impairment) are as under:

- The persons with disabilities (Dyslexic, Blind, Spastic and candidate with Visual Impairment) have the option of studying one compulsory language as against two. Besides one language they can opt for any four of the following subjects - Mathematics, Science and Technology, Social Science, Another Language, Music, Painting, Home Science and Introductory Information Technology.
- Alternate questions in lieu of questions requiring special skills based on visual inputs must be provided in Mathematics and Science for Secondary School Examination (Class X)
- Visually Challenged, Physically Handicapped and Dyslexic students are permitted to use an amanuensis. The amanuensis must be a student of a class lower than the one for which the candidate is taking the examination.

- The visually impaired students may be provided with questions papers with enlarged print.
- Disabled candidates may be allowed an additional one hour (60 minutes) for each paper or flexible timing as the school deems fit may be adopted.
- The Board considers the Physiotherapeutic exercises as equivalent to Physical and Health Education component of the Board.
- School should whenever possible provide classrooms on the ground floor if there is a student who suffers from pronounced physical disability.
- Exemption from studying third language up to **middle school level** (i.e., Class VIII).
- Permission to use an amanuensis.
- The amanuensis should be a student of class lower than the one for which the candidate will be taking the examination.
- The Centre Superintendent of the Examination Centre chooses a suitable amanuensis and forwards his/her particulars to the Regional Officer concerned for consideration and approval.
- The services of amanuensis shall be provided free of cost.
- The amanuensis is paid remuneration as prescribed from time to time by the Board.
- The candidate may be permitted to use the services of an amanuensis in all or any of the papers. Services of same amanuensis is taken for all the papers.
- The candidates are permitted to draw the diagrams, etc., themselves, if desired by them. Services of same amanuensis is taken for all the papers.
- Additional time as under is given in each paper;
 

For paper of 3 hours duration	60 minutes
For paper of 2½ hours duration	50 minutes
For paper of 2 hours duration	40 minutes
For paper of 1½ hours duration	30 minutes
- The Centre Superintendent makes the sitting arrangements for the dyslexic, visually impaired, physically challenged and spastic candidates on the ground floor, as far as possible.

- Alternative type questions are provided in lieu of questions having visual inputs for the blind candidates in English Communicative and Social Science for Class X and History, Geography and Economics for Class XII.
- Separate question papers in enlarged print for Mathematics and Science & Technology in Class X are provided.
- The Centre Superintendent(s) are directed to send the answer books of special category students in separate covers.
- To facilitate easy access, a few selected schools are made examination centres for special students.
- Visually impaired candidates have the facility to use computer or a typewriter for writing answers.
- Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres. However, precaution is taken to appoint different subject teachers on different days.
- A separate column is provided on the title page of the answer book for indicating the category of differently abled candidates so that these answer books could be segregated for sending them separately to the Regional Office of the Board.
- A differently abled candidate appearing for Class X Summative Assessment Examination has the option to opt for one language instead of two along with any four of the following subjects : Mathematics, Science, Social Science, Another Language, Music, Painting, Home Science and Introductory Information Technology, Commerce (Elements of Business) and Commerce (Elements of Book Keeping and Accountancy).

The Board has also issued advisory to schools for Inclusive Education of children with disabilities. These guidelines are as follows :

- to ensure that no child with special needs is denied admission in Mainstream Education;
- to monitor the enrollment in schools of disabled children;
- to provide support through assistive devices and the availability of trained teachers;
- to modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs;
- to ensure that all schools are made disabled friendly by 2020 and all educational

institutions including hostels, libraries, laboratories and buildings will have barrier free access for the disabled;

- to ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software;
- to ensure an adequate number of sign language interpreters, transcription services and a loop induction system will be introduced for the hearing handicapped students;
- to revisit classroom organization required for the education of Children with Special Needs;
- to ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

The Board has also directed all its schools to provide proper physical facilities like ramps, toilets for wheel chair users, and auditory signals in elevators and lifts in accordance with the provisions laid down in PWD Act, 1995 for differently abled students. (Ref. Affiliation Bye Laws)





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