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## About the Package

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NCERT has developed exemplar material on continuous and comprehensive evaluation (CCE) for the elementary stage in all curricular areas. The material has been developed with wide consultations with subject experts, practitioners and educationists in a series of meetings and developmental workshops at NCERT. This endeavour has been done with the support of MHRD. The package has been field-tested in schools by the teachers after orientation by the members involved in the development of the package. The underlying idea of developing the exemplar CCE material is to provide some examples on how CCE can be used effectively by the teachers in various curricular areas till the elementary stage. The package would facilitate and equip the teachers to implement CCE meaningfully in the classroom. This material would address different facets of CCE, that is, how to carry out assessment *during the teaching-learning process*, assessment after teaching-learning process, recording *and* reporting the child's progress, etc. At the primary stage, generally one teacher teaches all the subjects. Therefore, for this stage, a comprehensive document has been developed covering examples from different subjects. This would not only help primary teachers to follow an integrated approach to teaching-learning across different subjects but also reduce the curricular burden by avoiding overlap of the content. However, at the upper primary stage, subject-wise material has been developed in Science, Mathematics, Social Sciences, Hindi, English, Urdu and Arts Education. The examples given in this package can be conducted in a classroom having teacher-pupil ratio as per the RTE norms (1:30 for primary stage and 1:35 for the upper primary stage). These examples may be adapted/adopted by the States and UTs as per their needs. Broadly, the document includes three sections:

- **Section I:** It begins with an overview which clarifies the need of this package and some misconceptions about CCE that are prevailing in the system. The section develops an understanding on continuous and comprehensive evaluation in the context of Right to Education Act, 2009.
- **Section II:** This section provides subject-wise examples which show how assessment process needs to be followed so as to use assessment as an in-built component of teaching-learning process focusing on assessment for learning (formative assessment). This section also provides criteria for assessment for each subject, spelt out in the form of 'indicators' given in Annexure I. These indicators are purely suggestive in nature. The examples also elaborate how and when *assessment of learning* (summative assessment) can be used by the teachers. This section highlights various methods/ways that can be used to assess child's progress

rather than depending on paper-pencil tests only. The section also suggests what kind of data needs to be recorded by the teacher and what kind of assessment data needs to be reported in the report card so as to present a comprehensive picture of child's progress.

- **Section III:** Based on the examples given in Section II, this section provides guidelines for practitioners about necessary steps to be followed for implementing CCE. It informs the teachers about use assessment as an in-built part of teaching learning process, what kind of preparedness is required, what type of methods to be used for assessment, what can be the various sources for collecting data, what kind of information is to be recorded for reporting and how to communicate the progress of children in a comprehensive manner. This section also provides guidelines for teacher educators and administrators on their role to make CCE as meaningful as possible.
- The package also includes a video film on '*CCE in mathematics classroom*', focusing at the primary stage. The film depicts through examples how a teacher assesses children while teaching-learning process is going on, and what are the ways to provide feedback to children during the process itself. This would also clarify some misconceptions related to various aspects of CCE.

## Section I Understanding CCE

### Why this Package?

We are all aware that Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), has been implemented since April 2010. *The Act requires that CCE be implemented for each child till the completion of elementary schooling.* Thus, CCE is a mandatory requirement under RTE which is to be implemented in true spirit. In implementing CCE, the role of teachers becomes central. The field experiences and interaction with teachers informed that teachers are facing problems in the implementation of CCE. Teachers are largely engaged in compiling the data and keeping the records of children's test results rather than integrating assessment with the teaching-learning process as an essential component of CCE. CCE is generally considered by them as an external activity to be performed separately after the completion of a topic/lesson.

The RTE Act prohibits any public examination up to Class VIII and 'no detention' policy has to continue. It must be clear at this juncture that implementing non-detention policy should not lead to absence of teaching-learning in schools. On the contrary, CCE can play as a powerful instrument in respecting the intent of RTE on the one hand and ensuring learning for all children on the other hand, as assessment during teaching-learning process would provide for necessary and timely feedback for further improvement. CCE in turn would encourage all to focus on child's progress with her/his own performance over time.

Apart from this, there are misconceptions related to various terms used in CCE implementation. 'Continuous' is generally considered by teachers as a regular conduct of 'tests'. Many schools are practicing weekly tests in the name of continuous assessment in all subjects. 'Comprehensive' is considered as combining various aspects of child's behaviour in isolation from the curricular learning. Personal-social qualities (empathy, co-operation, self-discipline, taking initiatives, etc.) are judged in isolation and are being graded on four/five-point scale which appears impractical. Evaluation is equated as record keeping exercise. As a result of this, teachers are highly confused and they complain about being engaged in compiling the assessment records/data of CCE during their teaching-learning time, resulting in the loss of time meant for 'actual' teaching-learning.

Thus, the prime focus of this package is to

- ▲ develop conceptual *understanding about CCE* among various stakeholders, i.e., practitioners, administrators, and teacher educators, for CCE implementation;
- ▲ provide examples *how CCE could be used as an integral component of teaching-learning process*;

- ▲ suggest teachers/teacher educators *what kind of information needs to be recorded* about the child's progress;
- ▲ guide teachers on what *type of reporting would be useful for child's progress* and
- ▲ provide a model and broad *guidelines for teachers, teacher educators, and administrators*, for implementing CCE.

### **What CCE is and what it isn't?**

- ❖ The primary purpose of *assessment and evaluation is to improve children's learning to help them progress leading to their overall development*. Information about their learning gathered through assessment during teaching-learning, helps teachers to determine students' strengths and learning gaps in the concerned subjects which serves to guide teachers in adapting curriculum and teaching-learning approaches/methods to suit children's needs. However, at the same time, it also serves the purpose to reflect how well a student has achieved the curricular expectations through the process of gathering information from a variety of sources.
- ❖ Assessment during teaching-learning process (i.e., continuous assessment) gives clues about children, which the teacher *can act upon timely* to enhance learning, especially where children are facing difficulties and special help is needed. Continuous assessment does not require the use of structured tests which are given to all children at the same time. In this process, they may not even know that they are being assessed. Thus continuous should not mean *more frequent formal tests*.
- ❖ One major misconception is related to the words *formative assessment*. In report cards, in a large number of schools, currently teachers report formative assessment in every quarter including project work and other activities under that. Actually formative assessments are not meant to be reported in report cards. The word formative comes from 'formation', that is, formation of the learning process. These are assessments designed to monitor and improve students' progress during the teaching-learning process (also called *assessment for learning*). Any information on learning of a child, for example, by written work, oral responses or may be simply observing the child, can be used *formatively* by the teacher to help the learner further.
- ❖ The other 'C' in CCE is '*Comprehensive*' component of assessment. Comprehensive component means getting a sense of 'holistic' development of child's progress. Progress cannot be made in a segregated manner, that is, cognitive aspects, personal-social qualities, etc. After completion of a chapter/theme, teacher would like to know whether children have learnt (assessment of learning) as she/he expected based on lesson's objectives/learning points. For that she/he broadly identifies the objectives of the lesson and spells out learning indicators. The teacher designs activities based on expected learning indicators. These

activities need to be of varied nature. Through these questions/activities she would assess the learners and that data would be one kind of summative data of a lesson/theme. *Such assessment data must be recorded by the teacher.* Likewise in one quarter, she/he would cover 7-8 lessons/topics and in this manner she/he would have substantial data covering varied aspects of child's behaviour. It would provide data on how the child was working in groups, doing paper-pencil test, drawing pictures, reading picture, expressing orally, composing a poem/song, etc. These data would give 'comprehensive' picture of child's learning and development. *This data would help to know to the assessment of learning among children.*

- ❖ Another misconception is related with assessment of personal-social qualities of children. These qualities such as empathy, cooperation, concern for others, etc., are generally assessed at five-point scale of grading. Assessment of personal-social qualities is neither confined to a specific subject nor requires assigning a specific time as it can be observed more effectively in various situations such as during teaching-learning, outdoor activities, other activities in the school and peer interaction, etc. These should not be assessed in terms of presence or absence. These must be described to state the extent the child displays these qualities.
- ❖ Assessment is a means to gather evidences to meet the requirements of evaluation. Assessment does not speak of final judgement but a process through which comparisons among various sets of observations are made. Evaluation is the process of finding out *as to what extent changes have taken place in the development and learning among children.* It has to be based on reliable and valid evidences so as to arrive at precise formulations. *Good evaluation is one which provides a near complete picture of one's accomplishments and is based on multiple sources.*
- ❖ Most of the time the terms 'assessment' and 'evaluation' have been used interchangeably. There is a difference in what these imply. The purpose of assessment is judging the quality of performance of children *while learning is going on.* Evaluation focuses on the actual level attained after a certain period of teaching-learning with no interest in why and how that level was attained. It refers to judging the quality of students' work on the basis of established set of criteria, and assigning a value (e.g., marks or grades) to represent that quality. Formative assessment is process oriented while evaluation is product oriented.
- ❖ Educators think that the prime purpose of evaluation is labeling or comparing performance of children against each other. They also think that these processes are there to point out weaknesses of the child or what the child *does not* know, rather than focusing on improving child's learning. The spirit of CCE is to enhance student learning both through process of assessment and evaluation. It compares the performance of a child with her/his previous performance, instead of comparing her with her peers.

- ❖ One confusion is related with what will be treated as *curricular and co-curricular areas*. Arts Education, Health and Physical Education, and Work Education are often treated as co-curricular/co-scholastic areas where as Language, Mathematics, EVS, Science, and Social Sciences are considered as curricular areas. National Curriculum Framework, 2005 places art education, health and physical education, work education also as curricular areas.
- ❖ Teachers think that in CCE they need to record each child's progress daily or the progress needs to be recorded on a large number of indicators continuously by them. This understanding is totally contrary to the spirit of continuous assessment. Teachers *need not assess all the children all the time, nor do they need to make elaborate records of children's progress and report them to others*. Continuous assessment is only to help the teacher teach better, and she may record only that which would be genuinely useful for her to enhance teaching-learning in her diary/logbook in her own format, which need not be common for all.
- ❖ It is also mistakenly thought that in CCE, every child needs to be promoted whether he/she learns or not. The real spirit of CCE is that every child should *get an opportunity to learn all through the process and be helped whenever she/he needs feedback and support*. This means if the teacher regulates and monitors assessment throughout the year and devises strategies to help the child so that the child's learning improves, then the situation of the child 'failing' at the end of a term would not arise.
- ❖ CCE is also misunderstood as the sole responsibility of a teacher. This makes the task seem impossible and makes the teacher feel extremely burdened with unrealistic expectations. On the contrary, CCE aims at *reducing* the teacher's burden. Actually, it places the collective responsibility of implementing CCE by various stakeholders i.e. administrators, parents, children and teachers. Children need to take responsibility of assessing their own work, their peers' work and helping each other learn. Some children can be a good resource to help the teacher.

## Section II

### Subject-wise Examples

#### भाषा (हिंदी) की कक्षा में आंकलन

##### 1. भाषा : जीवन से जुड़ी

हम सभी भाषा को शब्दों, वाक्यों और 'ध्वनियों के व्यवस्थित रूप' में पहचानने के इतने आदी हो गए हैं कि अपने आस-पास बिखरी भाषाओं के विविध रूपों को पहचानने और सराहने की ओर ज़रा-सा भी ध्यान नहीं दे पाते। क्या स्कूल की घंटी या गोलगप्पे वाले का तवा हमें पुकारता नहीं है? किसी अजनबी की आहट से हमारी गली का कुत्ता भौंक-भौंक कर हमें आगाह नहीं करता? फिर किसी परिचित को देखकर हमारे चेहरे की मुस्कान बहुत कुछ 'कह' नहीं जाती? अँधेरे में सोते हुए पाँच साल के बच्चे का अपने पास लेटे संबंधी को छूकर महसूस करना क्या 'सुनने' की कोशिश नहीं?

इन सब उदाहरणों के ज़रिए हम केवल भाषा के विविध रूपों की ओर इशारा करना चाहते हैं। भाषा अपनी बात कहने और दूसरों की बात समझने के माध्यमों (के समूह) का नाम है और यह ज़रूरी नहीं कि भाषा शाब्दिक ही हो या उसमें ध्वनियाँ ही हों। सभी प्राणियों में अपनी आवश्यकतानुसार एक-दूसरे से संप्रेषण करने की जन्मजात योग्यता होती है। मानव उन सबसे इसलिए अलग है, क्योंकि वह भाषा का इस्तेमाल केवल संप्रेषण सम्प्रेषण के लिए ही नहीं बल्कि तर्क, कल्पना, विचार और सृजन के लिए भी करता है। मानव का भाषायी विकास उसके 'जन्म' से ही प्रारंभ हो जाता है और ज़िंदगी भर जारी रहता है। इस विकास में उसके आस-पास के लोग, स्थितियाँ, परिवेश आदि तो महत्वपूर्ण भूमिका निभाते ही हैं, उसका स्वयं का योगदान भी कुछ कम नहीं होता इसीलिए एक ही माँ की दो संतानों की भाषा इतनी अलग हो पाती है। यह इसलिए कि प्रत्येक मस्तिष्क अपने आस-पास की भाषा को ज्यों का त्यों ग्रहण नहीं कर लेता बल्कि उसे परिवर्धित करके उसमें अपने व्यक्तित्व के रंग भर लेता है। इस प्रकार किसी भी भाषा में सामूहिकता के साथ-साथ एक प्रकार की वैयक्तिक विशेषता सदैव मौजूद रहती है। विद्यालय का कार्य इन दोनों विशेषताओं के भरपूर विकास के लिए रोचक और सृजनात्मक वातवरण उपलब्ध करवाना है ताकि विद्यालय में पढ़ने वाले बच्चे किसी फैक्ट्री से निकलने वाले रोबोट न बन जाएँ बल्कि उनमें अपनी व्यक्तिगत विशेषताएँ बरकरार रहें।

बच्चे का विद्यालय में दाखिला लेना एक बड़ी घटना मानी जाती है - बच्चे के अभिभावकों के लिए भी, बच्चे के लिए भी और शिक्षकों के लिए भी। पर तीनों के लिए कारण अलग-अलग होते हैं। बच्चे के लिए यह घटना इसलिए 'बड़ी' हो सकती है, क्योंकि यहाँ उसे नए दोस्त, नए झूले, नया मैदान, नए कपड़े और नई चीज़ें (जिनमें किताबें, कॉपी आदि शामिल हैं) मिलेंगी। अभिभावकों के लिए यह इसलिए 'बड़ी' घटना बन जाती है, क्योंकि संभवतः पहली बार उनकी संतान इतने समय तक नियमित रूप से बिना उनके सहारे के



रहेगी। शिक्षकों के लिए यह इसलिए बड़ी घटना बन जाती है, क्योंकि उनके सामने एक ऐसा 'उत्तरदायित्व' प्रस्तुत हो जाता है जिसे पढ़ाने-लिखाने की उनसे अपेक्षा की जाती है।

यह उत्तरदायित्व और घटना इतनी महत्वपूर्ण बन जाती है कि शिक्षक यह मानने लग जाते हैं कि स्कूल के दरवाज़े में घुसने से पहले बच्चे का जीवन सीखने से रहित था या जो कुछ उसने स्कूल की चारदीवारी के बाहर सीखा, उसका स्कूल की पढ़ाई-लिखाई में कुछ खास फायदा नहीं है। सब कुछ नए सिरे से शुरू करना पड़ेगा।

वास्तविकता कुछ और है। विद्यालय की चारदीवारी में दाखिल होने से पहले के पाँच सालों में बच्चा अपने परिवेश और घर की भाषाएँ बखूबी आत्मसात कर चुका होता है। वह अपनी ज़रूरतों (मुझे भूख लगी है) इच्छाओं (मेरा मन आइसक्रीम खाने का है), कल्पनाओं (कल मैंने शेर देखा था, सच्ची!) और राय (ये अच्छा गाना नहीं है) ज़ाहिर करने के लिए हैरान कर देने वाली हद तक भाषा का परिपक्व प्रयोग करता है। वे चुनौती देने (तू मेरे जितना दौड़कर दिखा), तर्क करने (आप भैया को ज़्यादा प्यार करते हो), उदाहरण देने (बर्फ काँटे की तरह चुभ रही है), निष्कर्ष निकालने (अँधेरा हो गया, रात हो गई) आदि के लिए भी भाषा का ठीक उसी तरह उपयोग करते हैं जिस तरह 'बड़े' करते हैं, बस दोनों के शब्द भंडार और अनुभव संसार में अंतर होता है। जिस तरह बच्चों के लिए बड़ों के कई शब्द नए होते हैं, ठीक उसी तरह बड़ों के लिए भी बच्चों के संसार के कई शब्द नए होते हैं। इससे यह बात तो स्पष्ट हो जाती है कि बच्चों के पास विद्यालय आने से पहले ही अच्छा-खासा भाषायी खज़ाना मौजूद होता है जिसे बच्चा अपनी समझ और अनुभवों के आधार पर सृजित करता है। अब चुनौती इस बात की है कि विद्यालय में कैसे इस खजाने को पहचाना, निखारा और सँवारा जाए। इन कामों में आपकी सहायता करेगा सतत् और व्यापक आकलन।

## 2. भाषा की कक्षा और आकलन

भाषा की कक्षा में आकलन के उद्देश्य हैं-भाषा की समझ, इसे विभिन्न संदर्भों में उपयोग करने की क्षमता और सौंदर्यपरक पहलू परख सकने की क्षमता का मापन। आकलन सीखने-लिखाने की प्रवृत्ति या का अभिन्न अंग है। इसलिए यह आकलन करने से पहले कि बच्चे ने किसी कौशल को प्राप्त किया है या नहीं यह ज़रूर सोच लें कि आपने उस कौशल को प्राप्त करने के लिए बच्चे को बार-बार अलग तरह के अवसर दिए हैं या नहीं। यहाँ पर पहली से पाँचवीं तक की कक्षाओं के लिए आकलन के कुछ मूलभूत बिंदु (संकेतक) आपकी सुविधा के लिए दिए जा रहे हैं जिनमें बच्चे की ज़रूरत के अनुसार बदलाव किया जा सकता है।

आकलन के बिंदु (संकेतक)

कक्षा - 1 और 2	कक्षा - 3, 4 और 5
<p>• 1. सुनना, बोलना कविता/कहानी/विवरण अकेले या सामूहिक रूप से हाव-भाव सहित सुनाती/सुनाता है। कविता/कहानी/विवरण सुनकर बातचीत करती/करता है। चित्रों पर विवरण सुनाती/सुनाता है। स्वतंत्र रूप से अपनी बात कहता/कहती है। सरल मौखिक निर्देशों का पालन करती/करता है। सुनी हुई बात पर अपना मत व्यक्त करती/करता है। बोलते समय लिंग सामंजस्य का ध्यान रखती/रखता है। दैनिक जीवन/परिचित संदर्भों/कक्षा की गतिविधियों का दो-चार वाक्यों में विवरण देती/देता है। संबंधित प्रश्न पूछती/पूछता है। हिंदी के शब्दों को सही ढंग से बोलती/बोलता है। 2. पढ़ना-समझना पढ़ने के लिए रुचि दिखाती/दिखाता है। परिचित शब्दों, नामों को कविता/कहानी/श्यामपट्ट/शब्द कार्ड आदि में पहचानती/पहचानता है। शब्दों तथा छोटे-छोटे वाक्यों को सरलता से पढ़ती/पढ़ता है। नामों को अनुमान लगाकर पढ़ती/पढ़ता है। अर्थ समझ कर पढ़ती/पढ़ता है। कविता/कहानी/कार्ड/चित्र में आए शब्दों को सरलता से पढ़ती/पढ़ता है। वर्ण पहचान कर उनसे नए शब्द बनाती/बनाता और पढ़ती/पढ़ता है। पुस्तकालय की किताबों में से छोटी कहानी/कविता पढ़ती/पढ़ता है। 3. लिखना अक्षर/शब्द मन से लिखती/लिखता है। पढ़े हुए शब्दों, नामों को लिखती/लिखता है। बोले/सुने हुए प्रश्नों</p>	<p>• 1. सुनना-समझना, सोचकर बोलना बात को धैर्य और ध्यान के साथ सुनती/सुनता है। कविता/कहानी/विवरण हाव-भाव एवं आवाज़ के उतार-चढ़ाव के साथ सुनाती/सुनाता है। क्या, कब, कहाँ, किससे, कैसे और क्यों वाले प्रश्नों के उत्तर पूरे वाक्यों में देती/देता है। नाटक एवं संवाद सुनकर प्रमुख तत्व ग्रहण करती/करता है। परिचित परिस्थितियों के बारे में बातचीत करती/करता है। बोलते समय लिंग, वचन का सामंजस्य रखती/रखता है। हो रहे कार्य के संबंध में क्या, कब, कैसे वाले प्रश्न पूछती/पूछता है। दैनिक जीवन में विभिन्न संदर्भों में स्वयं को अभिव्यक्त करती/करता है। 2. पढ़कर समझना, समझ व्यक्त करना परिवेश में उपलब्ध लिखित और मुद्रित सामग्री को पढ़कर समझती/समझता है। छोटी सूचनाओं को पढ़कर समझती/समझता है। पढ़ी गई सामग्री के प्रमुख तत्व ग्रहण करती/करता है। संदर्भ में आए शब्दों का अर्थ समझकर उपयोग करती/करता है। पुस्तकालय या अन्य स्रोतों से किताबें लेकर पढ़ती/पढ़ता है। पाठ्यपुस्तक और उससे इतर सामग्री की रचनाओं में पाई जाने वाली विविधता को पहचान कर उसकी सराहना करती/करता है। 3. लिखना क्यों, कब, कैसे वाले प्रश्नों के उत्तर पूरे वाक्यों में लिखती/लिखता है। शब्दों को उपयुक्त दूरी से सीधी लाइन में लिखती/लिखता</p>

का एक-दो वाक्यों में उत्तर लिखती/लिखता है। स्वयं पढ़कर एक या दो वाक्यों के उत्तर लिखती/लिखता है। सुनकर लिखती/लिखता है। दो-तीन वाक्यों में विवरण लिखती/लिखता है। पूरी वर्णमाला क्रम में लिखती/लिखता है। 4. सृजनात्मक अभिव्यक्ति देखकर और बिना देखे चित्र बनाती/बनाता है। कविता/कहानी सुनकर उसके अनुसार चित्र बनाती/बनाता है। कविता/कहानी/परिचित घटना स्थिति का अभिनय करती/करता है। मिट्टी तथा आस-पास की अन्य सामग्री से चीजें बनाती/बनाता है। मन से कल्पना करके कहानियाँ/कविता बनाती/बनाता है। असमान वस्तुओं के बीच समानता और संबंध ढूँढ़ती/ढूँढ़ता है।

है। अपरिचित शब्दों का श्रुतलेखन करती/करता है। छोटा अनुच्छेद, विवरण लिखती/लिखता है। अपने सामान्य और विशेष अनुभवों को लिखती/लिखता है। 4. सृजनात्मक अभिव्यक्ति किसी वस्तु का वर्णन करती/करता है। कल्पना व अनुभव से कहानी बनाती/बनाता और आगे बढ़ाती/बढ़ाता है। किसी वस्तु के सामान्य उपयोग के अलावा अन्य उपयोग सोचती/सोचता है। व्यर्थ सामग्री का इस्तेमाल करते हुए मुखौटे आदि बनाती/बनाता तथा अभिनय में उनका इस्तेमाल करती/करता है। भाषा के सौंदर्य की सराहना करती/करता है। 5. परिवेशीय सजगता आस-पास होने वाली घटनाओं के प्रति अपनी प्रतिक्रिया व्यक्त करती/करता है। आस-पास मौजूद हालातों के बारे में सवाल करती/करता है। आस-पास मौजूद पशु-पक्षियों, पेड़-पौधों तथा लोगों के प्रति संवेदनशीलता का भाव रखती/रखता है। चीजों के व्यर्थ इस्तेमाल को रोकती/रोकता है।

### 3. सीखना-सिखाना और आकलन

#### उदाहरण-1

#### आम की टोकरी (कविता)

यह कविता पहली कक्षा की पाठ्यपुस्तक रिमझिम-1 से ली गई है। इस कविता में एक लड़की आम बेचने का अभिनय कर रही है।

#### आम की टोकरी

छह साल की छोकरी,  
भरकर लाई टोकरी।

टोकरी में आम हैं,  
नहीं बताती दाम है।

दिखा-दिखाकर टोकरी,  
हमें बुलाती छोकरी।

हमको देती आम है,  
नहीं बुलाती नाम है।

नाम नहीं अब पूछना,  
हमें आम है चूसना।

सीखने-सिखाने के बिंदु

- कविता का आनंद लेना।
- सुनने के कौशल का विकास करना।
- बोलने के कौशल का विकास करना।
- अनुमान लगाकर पढ़ना।
- बच्चों को घर की बोली में बात करने का अवसर देना।
- उचित सुर, ताल और लय के साथ कविता पढ़ने के कौशल का विकास करना।
- स्थितियों, बातों, शब्दों आदि का अनुमान लगाना।
- अपनी बात को स्पष्ट करने के लिए तर्क देना।
- शब्दों, चीजों आदि का वर्गीकरण और विश्लेषण करना।
- समूह में कार्य करना
- बच्चे को चित्र बनाने का अवसर देना।
- चित्र और शब्दों द्वारा स्वयं को अभिव्यक्त करना।
- कल्पनाशीलता और सृजनात्मकता का विकास करना।

सीखने-सिखाने की प्रक्रिया

#### बातचीत

शिक्षिका ने रोज़ की तरह कक्षा में जाने के बाद बच्चों से बातचीत शुरू कर दी। बातों ही बातों में उन्होंने पूछा-आज सुबह नाश्ते में क्या खाकर आए हो? बच्चों ने तरह-तरह की चीज़ें



बतानी शुरू कीं। बच्चे बताते जाते और शिक्षिका ब्लैकबोर्ड पर लिखती जातीं। उन्होंने कई चीज़ें लिखीं-रोटी, पराँठा, दलिया, बेरड, केला, बिस्किट, सेब।

राजू बोला- मैंने कुछ नहीं खाया।

शिक्षिका ने पूछा-क्यों?

वह बोला-माँ को तेज़ बुखार था।

तभी गोकुल ने अपने बस्ते से केला निकाला-लो इसे खा लो।

शिक्षिका ने बच्चों को ब्लैकबोर्ड पर लिखी चीज़ें दिखाते हुए पूछा-अब बताओ, इनमें से तुम्हारी वाली चीज़ कहाँ लिखी है। बच्चों ने अंदाज़ से बताना शुरू किया। पिर शिक्षिका ने सभी चीज़ों के नाम पढ़ने के बाद पूछा-

इनमें से फल कौन-कौन से हैं?

मिली ने कहा - केला और सेब।

शिक्षिका ने केला और सेब के नीचे लाइन खींच कर पूछा-और कौन-कौन से फल तुमने खाए हैं? बच्चों ने फलों के नाम बताने शुरू किए-आम, पपीता, तरबूज़, संतरा, खरबूजा ।

गीता बोली-मुझे अंगूर अच्छा लगता है।

उमेश बोला-मुझे आम बहुत अच्छा लगता है। मीठा-मीठा।

सुहास बोला-मुझे तो कच्चा आम बहुत अच्छा लगता है।

शिक्षिका बोली-किस-किसको आम अच्छा लगता है?

कक्षा में कई बच्चों ने हाथ उठा लिए।

शिक्षिका ने पूछा-आम को तुम अपने घर की बोली में क्या कहते हो? बच्चों ने बड़े उत्साह से बताना शुरू किया। बच्चे बताते जाते टीचर ब्लैकबोर्ड पर लिखती जातीं।

तब शिक्षिका बोली-मुझे भी आम बहुत अच्छा लगता है। आज हम आम के बारे में एक कविता पढ़ेंगे-'आम की टोकरी'। इस कविता में तुम्हारी तरह एक छोटी-सी लड़की आम बेचने का अभिनय/खेल कर रही है।

इस प्रकार शिक्षिका ने बच्चों से बातचीत करते हुए कक्षा का वातावरण सहज बनाया। उन्होंने बच्चों को अनुमान लगाकर पढ़ने का अवसर दिया। उनकी पसंद के फलों के बार में बातचीत की। उन्हें अपनी घर की बोली में बातचीत करने का अवसर दिया ताकि कक्षा का

सीखने-सिखाने के दौरान आकलन

बातचीत के दौरान शिक्षिका बच्चों का अवलोकन भी करती गई। उन्होंने देखा कि-

1. गीता, उमेश, सुहास और मिली उत्साह से बातचीत में भाग लेते हैं।
2. गोकुल बहुत संवेदनशील है। उसने अपने बस्ते से केला निकालकर राजू को दिया।
3. गीता, उमेश, सुहास, मिली, गोकुल, जया ब्लैकबोर्ड पर लिखी अपनी बताई खाने की चीज़ों को अनुमान लगाकर सही बता पाए। कक्षा में लगभग सभी बच्चे अनुमान लगाकर पढ़ने की कोशिश कर रहे थे।
4. अपनी पसंद/नापसंद की चीज़ें बताने में सभी बच्चों ने बढ़-चढ़कर भाग लिया।

मीनल पहले चुपचाप बैठी थी। पर जब घर की बोली में 'आम' बताने को कहा गया तब सबसे पहले वही बोली। अपने घर की बोली में 'आम' शब्द बताने में सभी बच्चों ने उत्साह दिखाया।

हर बच्चा बिना झिझक के सीखने की प्रक्रिया में भाग ले सके।

*\*राष्ट्रीय पाठ्यचर्या की रूपरेखा-2005 में भाषा शिक्षण के दौरान बहुभाषिकता को एक संसाधन के रूप में इस्तेमाल करने की सिफारिश की गई है।*

कविता सुनना-सुनाना

शिक्षिका ने उचित सुर, ताल और लय के साथ कविता सुनाई। सुनाते समय उन्होंने देखा कि कविता सुनने में बच्चे आनंद ले रहे थे। शिक्षिका भी कविता का भरपूर आनंद ले रही थीं।

इसके बाद शिक्षिका ने बच्चों से कहा - मैं कविता की एक-एक पंक्ति पढ़ूँगी, तुम मेरे बाद दोहराना।

बच्चों ने वैसा ही किया।

फिर शिक्षिका ने कहा-मैं एक पंक्ति पढ़ूँगी, तुम अगली पंक्ति।

बच्चों ने वैसा ही किया।

फिर शिक्षिका बोलीं-अब तुम कविता की पंक्ति पढ़ो, मैं दोहराऊँगी।।

बच्चे पढ़ते और शिक्षिका दोहरातीं। बच्चों ने बड़े जोश और आत्मविश्वास से कविता पढ़ी।

कविता की पंक्तियाँ पढ़ने का कार्य सामूहिक और व्यक्तिगत दोनों तरह से कराया गया।

सीखने-सिखाने के दौरान आकलन

शिक्षिका ने देखा कि-

1. वैशाली को छोड़कर सभी बच्चों ने कविता का भरपूर आनंद लिया। उन्होंने वैशाली से बात की तो मालूम हुआ कि वैशाली के पेट में दर्द हो रहा है।
2. तीन-चार बार कविता दोहराने से लगभग सभी बच्चों को कविता याद हो गयी थी। जब बच्चों से पढ़ने को कहा गया तो उन्होंने पढ़ने की कोशिश की।
3. जया, गोपी और मोना, व्यक्तिगत रूप से कविता नहीं पढ़ सके।

कविता पर बातचीत

कविता सुनाने-दोहराने के बाद शिक्षिका ने कविता पर बातचीत की ताकि बच्चों को कविता समझने में मदद मिले।

बातचीत के दौरान बिंदु रहे -

- लडकी आम के दाम क्यों नहीं बता रही होगी?
- यदि तुम्हें टोकरी भर आम मिल जाएँ, तो तुम क्या करोगी/करोगे?
- आम फलों का राजा है, तो अंगूर क्या है?
- आम को फलों का राजा क्यों कहा गया है?
- आम फलों का राजा है तो कच्चा आम क्या है?
- आम के अलावा तुम्हें कौन-कौन से फल अच्छे लगते हैं?

- आम को किस-किस तरह से खाते हैं। बच्चों ने जवाब दिया-काट कर, चूस कर।

शिक्षिका ने ब्लैकबोर्ड पर तालिका बनाई -

फल	काटकर	चूस कर	छीलकर

इसके बाद बच्चों से पूछा-अब बताओ, कौन-से फल काटकर खाए जा सकते हैं, कौन-से चूसकर और कौन-से छीलकर? बच्चे जवाब देते जाते, शिक्षिका फल का नाम लिखती जाती और तालिका में बच्चों को बुलाकर निशान लगवाती।

फल	काटकर	चूसकर	छीलकर
आम	✓	✓	✓
केला	✓	-	✓
अमरुद	✓	-	-
संतरा	-	-	✓
पपीता	✓	✓	-

बच्चों ने इस गतिविधि में भी उत्साह से भाग लिया। वे अपनी बारी आने पर ब्लैक बोर्ड के पास आते और उनसे पहले यदि किसी बच्चे ने गलत कॉलम में का ✓ निशान लगाया है तो पहले उसे ठीक करते, फिर आगे बढ़ते।

1. सीखने-सिखाने के दौरान आकलन शिक्षिका ने देखा कि-गोकुल ने कहा-यदि मुझे टोकरी भर आम मिल जाएँ तो मैं सारे बच्चों को बाँट दूँगा। प्रश्नों के उत्तर अनूठी कल्पना से भरे थे। सोनू बोला-आम फलों का राजा है तो अंगूर सैनिक हैं, क्योंकि वे संख्या में अधिक होते हैं। जया बोली-आम बहुत मीठा होता है। इसकी खुशबू भी अच्छी होती है, इसीलिए फलों का राजा है और कच्चा आम राजकुमार है। शांभवी ने कन्नड़ में कहा-ननगे बालेहण्णु तुम्बा इष्टा (मुझे केला बहुत अच्छा लगता है।) अब उसकी झिझक धीरे-धीरे खुल रही है। गोकुल ने केले के आगे तीनों ही कॉलम में निशान लगाया था। जया ने बड़े आत्मविश्वास से पहले केले के आगे 'चूसकर' कॉलम के अंतर्गत लगाए अ के निशान को मिटाया। फिर उसने आम के आगे तीनों ही कॉलम में अ का निशान लगाया। इसी तरह से गौरी ने भी सौरभ द्वारा अमरुद के आगे 'छीलकर' कॉलम में लगाए अ के निशान को मिटाकर ठीक किया। शिक्षिका ने गौर किया कि बच्चे आपस में एक-दूसरे के सुझावों को बड़ी सहजता से के साथ ले रहे थे।

अभिनय की बारी

शिक्षिका ने कहा - यह लडकी आम बेचने का खेल/अभिनय कर रही है। चलो, हम भी कुछ इसी तरह के खेल/अभिनय करते हैं। एक बच्चे ने ठेले में केला बेचने का अभिनय किया, अन्य बच्चों ने केले के दाम पूछे, केले खरीदने का अभिनय किया।

1. सीखने-सिखाने के दौरान आकलन शिक्षिका ने देखा कि- गोपाल ने ठेलेवाला बनकर केले बेचे। सूरज, अरुण, आयशा, रीना ने केले के दाम पूछे। रीमा चुपचाप बैठी थी। गोपाल उसके पास गया-केला लेना है। रीमा ने चुप्पी तोड़ते हुए कहा-हाँ। रीमा की झिझक कुछ टूटी। शंभवी ने पूछा- एक केला कितने की है? तो सूरज ने तुरंत ठीक किया- शंभवी केला कितने की नहीं, कितने का है ऐसे पूछो।

आओ लिखें और गिनें

- शिक्षिका ने बच्चों से कहा-कविता में से ऐसे शब्द चुनो जिनमें 'म' आता है और उन्हें अपनी कॉपी में लिखो।

बच्चों ने कविता में से 'म' वर्ण वाले शब्द छाँटकर लिखने शुरू कर दिए।

- शिक्षिका ने बच्चों से पूछा-तुममें से किस-किस के नाम में 'म' आता है? उमेश, मिली, मीनल, रीमा, अमर, मोहसिन ने झट से हाथ खड़े किए। शिक्षिका ने एक-एक करके इन सभी बच्चों के नाम ब्लैकबोर्ड पर लिखे।

उन्होंने बच्चों से पूछा कि इनमें 'म' वर्ण कहाँ पर आया है। वे बच्चों को बुलाती और उनसे 'म' के नीचे रेखा खिचवातीं।

- शिक्षिका ने बच्चों को कविता के साथ छपा चित्र दिखाकर कहा-गिनकर लिखो कि टोकरी में कितने आम हैं?\*

*\*भाषा की पढ़ाई या भाषा का सीखना केवल भाषा की कक्षा तक सीमित नहीं रहता इसलिए भाषा के पाठ को अन्य विषयों से भी जोड़ा जा सकता है। राष्ट्रीय पाठ्यचर्या की रूपरेखा-2005 भी विषयों के बीच जुड़ाव पर बल देती है।*

सीखने-सिखाने के दौरान आकलन शिक्षिका ने देखा कि- बच्चों ने शब्द छाँटे-आम, दाम, नाम। गीता ने 'हमें' शब्द भी छाँटकर लिखा। सूरज और जया ने आमों की संख्या तो सही गिनी पर 'नों' के स्थान पर लिखा-नो। 4. शंभवी ने सही गिनती की लेकिन उसने भी लिखते समय लिखा-नव।

मेरा आम

शिक्षिका ने बच्चों से कहा-आम तो तुम सबको अच्छा लगता है। अब इस मीठे रसीले आम का चित्र अपनी कॉपी में बनाकर उसमें रंग भरो और चित्र को कोई नाम दो।\*

इस गतिविधि में बच्चों ने बहुत आनंद लिया।



सीखने-सिखाने के दौरान आकलन शिक्षिका ने देखा कि- जया ने आम में नीला, गोपाल, गीता और मीना ने पीला, गोकुल, सुहास, उमेश ने हरा रंग भरा। टीचर ने सभी बच्चों के बनाए चित्र की तारीफ की। रंग आम से बाहर भी फैल गया तो उसे टोका नहीं। बच्चों ने अपने बनाए आम के चित्र को नाम देने में बहुत उत्साह दिखाया। उन्होंने नाम दिए- मीठा आम, मेरा आम, बड़ा-सा आम, अच्छा आम, मैंगो क्या आप बता सकती/सकते हैं कि इस गतिविधि को कराने का क्या उद्देश्य रहा होगा? इसके आकलन के बिंदु क्या होंगे? शिक्षिका ने बच्चों द्वारा बनाए चित्रों तथा चित्रों को दिये गए नामों को पोर्टफोलियो (पोर्टफोलियो के बारे में आकलन से जुड़े कुछ मुद्दे के बिन्दु-8 में विस्तार से बताया गया है।) में रखा।

*\*राष्ट्रीय पाठ्यचर्या की रूपरेखा-2005 में पहली और दूसरी कक्षा में भाषा शिक्षण के दौरान कला शिक्षण की सिफारिश की गई है।*

कविता बनाओ

शिक्षिका ने बच्चों से कहा- अब हम लोग मिलकर कविता बनाते हैं। तुम अपने आप भी कविता लिख सकते हो और किसी के साथ मिलकर भी। कुछ बच्चों ने मिलकर कविता बनाने की इच्छा ज़ाहिर की। शिक्षिका ने बच्चों के समूह बनाए। उन्होंने कविता बनाने में बच्चों की मदद की। बच्चों ने कविताएँ कुछ इस तरह बनाई -

- *जया -हमें आम है लेना, फिर मम्मी को देना।*
- *गोपाल और मीना -  
पक्का आम कच्चा आम, देने नहीं पड़ेंगे दाम।  
सबसे बढ़िया फल है आम, कौन न जाने इसका नाम।*
- *सूरज -आम आम आम, मीठा पीला आम।*
- *रीना ने कविता आगे बढ़ाई-  
खा लो काटो छीलो,या दूध का मिल्कशेक पी लो।*
- *सुहास- आम है पीला-पीला और है रसीला।*
- *गीता ने झट से पंक्ति जोड़ी - पापा हैं लाते, खाती है शीला।*
- *सोनू चुपचाप बैठी हुई थी। टीचर ने सोनू से कहा - तुम बनाओ कविता।  
सोनू बोली-आम, आम, आम  
फिर वह बोली- अब आगे नहीं आता।*

सीखने-सिखाने के दौरान आकलन शिक्षिका ने देखा कि- जया ने सबसे पहले कविता बनाई। गोपाल और मीना ने मिलकर कविता बनाई। सूरज ने कविता की एक पंक्ति बोली रीना ने कविता को आगे बढ़ाया। सुहास की बनाई कविता में गीता ने एक और पंक्ति जोड़ दी। सोनू ने कविता बनाने की कोशिश की पर एक ही पंक्ति बना सकी। टीचर ने बच्चों द्वारा लिखी कविताओं को उनके पोर्टफोलियो में रखा। उन्होंने यह भी नोट किया कि मिलकर कविता बनाते समय कौन-कौन से बच्चे बढ़-चढ़ कर भाग ले रहे थे, आपस में एक-दूसरे के विचारों को सुन रहे थे, कविता सुनाने में किसने उत्साह दिखाया।

### मालूम करो

इसके बाद शिक्षिका ने बच्चों से बातचीत की-क्या तुम किसी ऐसे बच्चे/बच्ची को जानते हो जो कोई सामान बेचता है। मालूम करो कि वह स्कूल जाती/जाता है या नहीं। यदि नहीं तो मालूम करो कि वह स्कूल क्यों नहीं जाती/जाता।

संभावित उत्तर- अभी बहुत छोटा है, स्कूल बहुत दूर है, घर में छोटे भाई/बहन को देखती है आदि।

यहाँ दी गई गतिविधियाँ संकेत मात्र हैं। इसी प्रकार की अन्य गतिविधियाँ करवाई जा सकती हैं।

आपने देखा कि इस कविता को पढ़ते समय शिक्षिका विभिन्न भाषायी कौशलों के विकास के साथ आकलन भी करती चली गई। उन्होंने बच्चों से बातचीत करते समय उन्हें घर की बोली में बोलने का मौका देकर वातावरण को सहज बनाया। उनकी बताई चीजों को ब्लैकबोर्ड में लिखकर उन्हें अनुमान लगाकर पढ़ने का अवसर दिया। उन्होंने बच्चों के जीवन से जुड़े, अनुमान लगाने, तर्क करने, घर की बोली में बात करने, चित्रों पर आधारित, सृजनात्मकता का अवसर देने वाले, कक्षा की दुनिया को बाहर की दुनिया से जोड़ने वाले, भाषा का अवलोकन, विषयों से जुड़ाव के अवसर देने वाले अभ्यास करवाए। कविता पर बातचीत के दौरान सवाल भी इस तरह से पूछे, जिनके उत्तर बच्चों ने अपनी कल्पना, अनुमान तथा तर्क के आधार पर दिए। ब्लैकबोर्ड पर बनाई तालिका से बच्चों में वर्गीकरण के कौशल का विकास तथा आकलन किया। तालिका में जया द्वारा गोकुल के लगाए गए गलत निशान को ठीक करने से साथी द्वारा साथी (Peer Assessment) का आकलन भी हुआ। *आओ गिनें और लिखें* गतिविधि द्वारा भाषा को गणित के साथ जोड़ते हुए लिखने के कौशल का आकलन किया। *मेरा आम और कविता बनाओ* गतिविधियों द्वारा बच्चों में सृजनात्मक कौशल के विकास के साथ उनकी सृजनात्मक अभिव्यक्ति और बोलने के कौशल का आकलन किया। उन्होंने बच्चों की लिखी कविताओं तथा चित्रों को उनके पोर्टफोलियो में रखा। इस प्रकार सीखने-सिखाने के दौरान ही शिक्षिका ने सुनना, बोलना, पढ़ना, लिखना, वर्गीकरण, तर्क, अनुमान, अवलोकन, सृजनात्मक अभिव्यक्ति, संवेदनशीलता, समूह में कार्य करने की भावना, नेतृत्व की क्षमता आदि सभी पहलुओं का आकलन करते हुए उनके विकास के लिए भरपूर अवसर दिए।

आपने देखा कि कविता पढ़ाने के दौरान शिक्षिका किस प्रकार आकलन करने के साथ-साथ उन्होंने सीखने में सहयोग भी देती गई। इसके बाद उन्होंने यह जानने के लिए कि 'बच्चों ने कहाँ तक सीखा' कुछ गतिविधियाँ (अवलोकन, बातचीत, मिलती-जुलती ध्वनि वाले शब्द ढूँढ़ना, कविता आगे बढ़ाना) का आयोजन व्यक्तिगत तथा सामूहिक दोनों प्रकार से किया।

- सवाल तथा गतिविधियाँ-
- आम से क्या-क्या चीज़ें बनती है?
  - आम से मिलती-जुलती ध्वनि वाले शब्द बताओ।
  - 'टोकरी शब्द के अंत में 'री' आता है, ऐसे ही कुछ और शब्द लिखो।
  - यदि यह लड़की आम की जगह संतरे बेच रही होती तो कविता कैसे आगे बढ़ती?

सीखे हुए का आकलन-

शिक्षिका ने गतिविधियों के दौरान अवलोकन करते हुए बच्चों के बारे में विशेष बातों को रजिस्टर में दर्ज किया। दो बच्चों के बारे में दर्ज टिप्पणियाँ इस प्रकार हैं-

1. जया आत्मविश्वास के साथ बोलती है। शब्दों के बीच के अंतर को समझती है। समूह कार्य में दायित्व लेती है। शब्दों को अपने-आप पढ़ लेती है। मिलती-जुलती ध्वनि वाले शब्द बताने में उत्साह दिखाती है। लिखने में और प्रयास की आवश्यकता है।
2. सोनू बोलने में झिझकती है। अनुमान लगाकर पढ़ने का प्रयास करती है। मिलती-जुलती ध्वनि वाले शब्द बना लेती है। समूह में कार्य करने में संकोच करती है। अपने आप कविता बना लेती है।

- फ्लैश कार्ड पर लिखे शब्द बच्चों से पढ़ने को कहा।

नोट- सीखे हुए का आकलन दो/तीन/चार पाठ पढ़ाने के बाद कभी भी किया जा सकता है।

उदाहरण -2

किरमिच की गेंद (कहानी)

'किरमिच की गेंद' कक्षा 4 की पाठ्य-पुस्तक *रिमझिम भाग 4* का तीसरा पाठ है। इस कहानी में दिनेश नाम के लड़के को एक गेंद पड़ी मिलती है। वह गेंद के मालिक की तलाश करता है। बहुत से बच्चे उसे 'अपनी गेंद' कहते हैं पर इस बात को साबित नहीं कर पाते। आखिर में वे बहस करने के बजाए गेंद से मिलकर खेलने लगते हैं।

सीखने-सिखाने के बिंदु

- कागज़/कपड़े द्वारा गेंद बनाने के चरणों को सुनकर समझना तथा उस प्रक्रिया के अनुसार कार्य करना।
- नए शब्दों का परिचित परिस्थितियों में प्रयोग करना।

- संदर्भ के अनुसार नए शब्दों का अर्थ समझना।
- अपने दैनिक जीवन के अनुभवों को आत्मविश्वास के साथ सुनाना।
- किसी खास जानकारी के लिए पाठ्य सामग्री को पढ़ना।
- किसी व्यक्ति, वस्तु, घटना आदि के बारे में अपनी राय देना।
- किसी समान लक्ष्य के लिए समूह में मिलकर कार्य करना।
- दूसरों की अभिव्यक्ति को सम्मान देने के लिए उसे धैर्य तथा ध्यान से सुनना।
- पठन कौशल का विकास करना।
- किसी शंका, जिज्ञासा या सूचना-प्राप्ति के लिए प्रश्न करना।
- पूछे गए प्रश्न या दिए गए विषय के बारे में लिखकर अभिव्यक्त करना।

### गेंद बनाओ

इस क्रियाकलाप के लिए रबरबैंड, रद्दी कागज़, लिखने के लिए चार्ट या साधारण कागज़ आदि की ज़रूरत होती है। शिक्षक ने इस बारे में बच्चों को एक दिन पहले ही बता दिया। वह पर्याप्त मात्रा में सामग्री कक्षा में लेकर गए ताकि यदि कोई बच्चा सामग्री न ला सके तो भी वह क्रियाकलाप में शामिल हो सके। बच्चों से खेल और खिलौनों पर बातचीत की-

- खाली समय में क्या-क्या करते हो?
- कौन-कौन से खेल खेलते हो?
- खेल में किन-किन चीज़ों की ज़रूरत होती है?
- गेंद किस-किस तरह की होती है?
- कभी कागज़ की गेंद देखी है?

इसके बाद बच्चों को कागज़ की गेंद दिखाकर कहा-आज हम कागज़ से गेंद बनाएँगे। बच्चों को कागज़ से गेंद बनाकर दिखाई। रद्दी कागज़ को सिकोडकर गोल आकृति देने के बाद, उस पर समान रूप से रबरबैंड लपेटने से गेंद बन गई। उसे धीमे से उछालकर या ज़मीन पर टप्पा मारकर दिखाया। एक-दो बच्चों को भी यह कार्य करने का अवसर दिया। इसके बाद बच्चों के जोड़े या समूह बनाकर गेंद बनाने के लिए कहा। यह देखा कि प्रत्येक समूह के पास गेंद बनाने की पर्याप्त सामग्री हो। बच्चों द्वारा गेंद बनाते समय उनके पास जाकर बातचीत की। उनकी सराहना की और ज़रूरत पड़ने पर मदद भी की। (इस गतिविधि को आगे बढ़ाते हुए बच्चों से कागज़ की गेंद में रंग भरने के लिए कहा जा सकता है। पुराने कपड़े से भी गेंद बनवाई जा सकती है।)जब सभी बच्चों/समूहों ने गेंद बना ली तो उन्हें मेज़ पर सजाकर प्रदर्शनी लगवाई।

### सीखने-सिखाने के दौरान आकलन

शिक्षक ने देखा कि-

1. मीना अखबार नहीं लाई। उसने घर में पूछा पर उसे मना कर दिया गया। मीना कहीं से प्रयास करके अखबार का लिफाफा लाई।
2. सन्नी ने अपनी गेंद के बारे में खुशी से बताया। उसने बताया कि गेंद की 'कीमत' 10 रुपए है। उसने पहली बार 'कीमत' शब्द का प्रयोग किया।
3. कामना ने मनोज से रबरबैंड माँगे। मनोज ने दे दिए। कामना ने 'थैंक यू' कहा।
4. विपिन ने बताया, मेरी गेंद भी लाल रंग की थी। वह खो गई थी। विपिन को अपने खिलौनों के बारे में बताना अच्छा लगता है।
5. रजनी कुछ बताते हुए झिझकती थी। आज वह दूसरों की बात ध्यान से सुन रही थी। एक दो जगह उसने अपनी बात जोड़ी। "मैं भी" उसने कहा।
6. रमेश सबको अच्छे तरीके से गेंद बनाना बता रहा था। उसने पूरा तरीका ध्यान से देखा-सुना।

### 'धीमी' गेंद प्रतियोगिता

कक्षा में बस्तों/डेस्क को हटाकर सबसे 'धीमी' गेंद प्रतियोगिता के बारे में बताया। बच्चों से कहा कि वे गेंद को दीवार पर बहुत धीमी गति से फेंकें। इस प्रतियोगिता में जिस बच्चे की गेंद सबसे बाद में दीवार से टकराएगी, वह जीता हुआ माना जाएगा। जिस बच्चे की गेंद बीच रास्ते में रुक जाएगी, उसे प्रतियोगिता से बाहर माना जाएगा। (यह गतिविधि कक्षा से बाहर मैदान में भी करवाई जा सकती है।)

खेल के बाद बच्चों से कहा-आज हम जो कहानी पढ़ेंगे, उसमें भी एक गेंद है। पर वह गेंद कागज़ की नहीं बल्कि किरमिच की है। किरमिच की गेंद के बारे में पूछा- किस-किस ने किरमिच की गेंद देखी है? किस खेल के लिए किरमिच की गेंद इस्तेमाल करते हैं?

बच्चों को किरमिच की गेंद दिखाई ताकि जिन बच्चों ने वह नहीं देखी थी या देखी तो थी पर उसका नाम नहीं पता, वे भी पहचान जाएँ कि किरमिच की गेंद कैसी होती है।

### सीखने-सिखाने के दौरान आकलन

शिक्षक ने देखा कि-

1. दीपक और सविता डेस्क को हटाने का नेतृत्व कर रहे थे। उन्होंने बात को अच्छी तरह समझकर दूसरे बच्चों को भी बताई।
2. ममता ने बताया - किरचिम की गेंद पर 'खुरदरी' लाइनें होती हैं। चंचल ने बताया - दो लाइनें होती हैं।
3. रमेश ने बताया - किताब में किरमिच की गेंद का चित्र नहीं है। रबड़ वाली गेंद का है। रमेश चीजों को गौर से देखता है।
4. आबिदा की गेंद बीच में रुक गई। वह पूरे समय अपनी गेंद को प्रोत्साहित कर रही थी - चल-चल, रुक मत, थोड़ा आगे जा ...
5. अमित की गेंद जीत गई। वह खुश था पर उसने कहा - मेरी गेंद सबसे फिसड्डी है। उसे कल एक बच्चे ने फिसड्डी कहा था। वह उसी को सुनाकर कह रहा था, क्योंकि कल का फिसड्डी आज जीत रहा था।

### सुनो कहानी

बच्चों को कहानी पढ़कर सुनाई। (कहानी सुनाने के लिए आप टेपरिकॉर्डर/मुखौटों आदि का प्रयोग भी कर सकते हैं। कहानी सुनाते समय अपनी आवाज़ इतनी ऊँची रखें कि सबसे पीछे बैठे बच्चों तक आवाज़ पहुँचे। अच्छा यह रहेगा कि बच्चों के सामने खड़े होकर कहानी सुनाएँ। यदि बच्चे डेस्क पर बैठे हैं तो उनके साथ बैठा जा सकता है पर ध्यान रखें कि प्रत्येक बच्चा आपको देख सके। बोलने की गति मध्यम रखें। बहुत जल्दी-जल्दी या धीरे-धीरे न बोलें। कहानी/ प्रसंग के अनुसार आवाज़ में उतार-चढ़ाव का ध्यान रखें। बीच-बीच में ऐसे प्रश्न न पूछें जिनके उत्तर में बच्चों को आपकी बात दोहरानी हो। अनावश्यक प्रश्न कहानी का आनंद कम करते हैं। हाँ, आगे क्या हुआ होगा? फिर ? इस तरह के प्रश्न पूछे जा सकते हैं।) शिक्षक ने प्रयास किया कि पूरी कहानी शुरू से अंत तक एक ही पीरियड में बच्चे सुन सकें, क्योंकि कहानी बीच में छूट जाने से कहानी का आनंद कम हो जाता है। (यदि कहानी को बीच में छोड़ना ही पड़ जाए तो ऐसे मोड़ पर कहानी छोड़ें ताकि बच्चों की आगे जानने की उत्सुकता बनी रहे।)

### सीखने-सिखाने के दौरान आकलन

शिक्षक ने देखा कि-

1. रीमा ने सबसे पहले कहानी वाला पृष्ठ खोल लिया। उसे कहानी अच्छी लगी। उसके चेहरे पर मुस्कान थी।
2. रामा को कहानी की पृष्ठ संख्या याद थी। उसने कक्षा में घोषणा की-पेज नंबर 11 खोलो।
3. सोहेल ने कहानी पहले से पढ़ ली थी। उसे कहानी पढ़ना अच्छा लगता है।
4. कंचन ने मेरा वाक्य पूरा किया। मैंने कहा-गड्ढे के ऊपर ही एक बिल्कुल नई चमचमाती किरमिच की ..। उसने कहा-गेंद पड़ी थी।
5. सब बच्चे कहानी गौर से सुन रहे थे। आदित्य ने पास बैठे बच्चे के कान में कहा - कल मैं भी किरमिच की गेंद खरीदूँगा।

### बातचीत

कहानी सुनाने के बाद बच्चों से पूछा- आपको इस कहानी में कौन-कौन सी बातें अच्छी लगीं? क्या कोई बात ऐसी भी थी जो अच्छी नहीं लगी?

बातचीत इन बिंदुओं पर आधारित थी -

- गेंद के मालिक को पहचानने के तरीके
- गेंद कहाँ से आई, कहाँ गई होगी?
- दिनेश और बाकी बच्चों की दोस्ती कच्ची थी या पक्की?
- क्या आपने अपने दादा-दादी/माता-पिता आदि से गेंद से जुड़े कुछ मज़ेदार अनुभव सुने हैं? यदि हाँ, तो अपने साथियों को भी वे अनुभव सुनाएँ।
- कहानी के साथ दिए चित्र में दिखाए गए बच्चों के नाम क्या होंगे और क्यों?

यह बातचीत समूह में भी करवाई जा सकती है। प्रत्येक समूह एक बच्चे को यह ज़िम्मेदारी देगा कि वह सभी बच्चों की बातों को संक्षेप में या बिंदुओं के रूप में दर्ज करता रहे। यह कार्य समय-समय पर अलग-अलग बच्चों को दिया जा सकता है ताकि सभी की भागीदारी बनी रहे।

### सीखने-सिखाने के दौरान आकलन

शिक्षक ने देखा कि-

1. अंजली ने बताया - मुझे इस कहानी में ये बात अच्छी लगी कि सब बच्चे लड़ाई छोड़कर खेलने लगे। उसने पहली बार कक्षा में पूरा वाक्य बोला।
2. दिनेश ने कहा - मुझे गेंद का खो जाना अच्छा नहीं लगा। पूरे समय उसके चेहरे पर मुस्कान थी, क्योंकि कहानी में भी मुख्य पात्र का नाम दिनेश था।
3. मोहसिन कम बोलता है पर जब कोई दूसरा बोल रहा हो, गौर से सुनता है। हर बोलने वाले की ओर गर्दन घुमा कर देखता भी है।
4. सुशीला ने गेंद के लिए 'गिंडो' शब्द का प्रयोग किया। सब बच्चों के लिए यह नया शब्द था। मेरे लिए भी!
5. वकील ने गेंद के मालिक को पहचानने के चार तरीके सुझाए। उसकी कल्पनाशीलता गजब की है।

## सवाल-जवाब

शिक्षक ने बच्चों को समूहों में बाँटा। प्रत्येक समूह को कहानी का एक अंश अपनी पसंद से चुनने और उसके आधार पर एक सवाल सोचने के लिए कहा। (अच्छा रहेगा कि समूह अपने सवाल लिख लें ताकि बाद में असुविधा न हो।) समूह के सभी सदस्यों ने अपने समूह में कौन क्या कार्य करेगा, इसका फैसला स्वयं किया। बच्चों ने अपना अंश पढ़कर बाकी समूहों को सुनाया। अंश सुनाने के बाद उन्होंने अपने समूह द्वारा लिखा गया प्रश्न सुनाया। बाकी समूहों को उसका उत्तर बताना था। सबसे पहले सही उत्तर बताने वाले समूह को दस अंक मिले। सबसे अधिक अंक प्राप्त करने वाला समूह विजेता माना गया। (इस कार्य को अलग तरह से भी करवाया जा सकता है। सभी समूह बारी-बारी से अपना-अपना अंश और प्रश्न सुनाएँगे, बाकी समूह अपनी-अपनी कॉपी में प्रश्न और उनके उत्तर लिखते रहेंगे।)

इस दौरान शिक्षक ने प्रत्येक समूह के पास जाकर उनके कार्य और चर्चा में भाग लिया और ज़रूरत पड़ने पर उन्हें सुझाव भी दिए।

### सीखने-सिखाने के दौरान आकलन

शिक्षक ने देखा कि-

1. अजय बहुत अच्छे तरीके से पढ़कर सुनाता है। सही जगह रुकता है और आवाज़ में उतार-चढ़ाव लाता है।
2. नीलम की लिखाई बहुत सुंदर है। वह ध्यान से लिखती है और गलतियाँ न के बराबर करती है।
3. गुरमीत जवाब देने लगा था पर रुक गया। जवाब देने से पहले उसने अपने समूह में चर्चा की।
4. रमा ने सबकी बात ध्यान से सुनी, फिर अपनी तरफ से वाक्य ठीक करके लिख दिया। उसने लिखा-क्लब के सदस्यों को अलग-अलग बल्ले रखने के बजाए बल्ला एक और गेंद अनेक रखनी चाहिए थी। उसका यह वाक्य सचमुच अद्भुत है!

**नोट - इस प्रकार 'किरमिच की गेंद' कहानी को पढ़ाने के लिए शिक्षक ने बच्चों की रुचियों के अनुकूल अनेक गतिविधियों का आयोजन किया। इस कहानी को पढ़ाने के लिए इन**

आपने देखा कि इस कहानी को शिक्षक ने किस तरीके से बच्चों के सामने खोला। उन्होंने बच्चों की रुचियों को ध्यान में रखते हुए कई गतिविधियों जैसे- गेंद बनाना, खेल प्रतियोगिता आदि का आयोजन किया। प्रत्येक पल वे ध्यान से बच्चों का अवलोकन कर रहे थे और उनके जवाबों, कार्यों और भावों से पता कर रहे थे कि किस बच्चे के दिमाग में क्या चल रहा है? उदाहरण के लिए, गेंद बनाने की गतिविधि के दौरान उन्होंने बच्चों के श्रवण और निरीक्षण कौशल का आकलन किया। *सुनो कहानी* गतिविधि द्वारा बच्चों की रुचि और श्रवण कौशल के बारे में उन्हें कई बातें पता चलीं। *सवाल-जवाब* गतिविधि द्वारा बच्चों के लेखन कौशल का आकलन किया। इस प्रकार उन्होंने न केवल कहानी को रोचक रूप से पढ़ाया बल्कि कक्षा के अनेक बच्चों के भाषायी कौशलों के बारे में बहुत-सी बातें भी पता कर लीं।



गतिविधियों के अतिरिक्त ऐसी ही दूसरी गतिविधियाँ कक्षा में तथा कक्षा के बाहर करवाई जा सकती हैं।

#### 4. आकलन से जुड़े कुछ मुद्दे

- बोलने-पढ़ने संबंधी गतिविधियों के दौरान बच्चे द्वारा गलत उच्चारण करने, हाव-भाव (विस्मय आदि) का प्रयोग न करने पर उसे तुरंत टोके नहीं। आपका टोकना उसमें भय और अरुचि के भाव उत्पन्न करेगा।
- यदि आप यह आकलन कर रहे हैं कि बच्चा आत्मविश्वासपूर्वक बोल रहा है या नहीं तो आपको यह भी देखना होगा कि उसे अब तक बोलने के अवसर मिले भी हैं या नहीं। कई बच्चों को घर में बोलने पर बहुत टोका जाता है जिसका नतीजा यह होता है कि बच्चा बोलने में झिझकता है। जिस बिंदु का आप आकलन करना चाहते हैं, उससे जुड़े कार्य करने के भरपूर अवसर बच्चों को दें। उन्हें कक्षा में स्वयं को अभिव्यक्त करने, सवाल पूछने और अपनी बात रखने की स्वतंत्रता मिलनी ही चाहिए। । कक्षा में इस प्रकार का सकारात्मक वातावरण एक दिन में ही बनना संभव नहीं है बल्कि यह भी एक सतत प्रक्रिया है, ठीक आकलन की ही तरह।
- यदि आपको किसी प्रश्न का अपेक्षित उत्तर न मिले तो आप यह जानने-समझने का प्रयास करें कि उत्तर देते समय बच्चे का दृष्टिकोण क्या रहा होगा। प्रत्येक बच्चे का दृष्टिकोण और सोचने का तरीका विशिष्ट/अलग होता है। इसलिए आपको एक ही प्रश्न के अनेक उत्तर मिलेंगे। जिन उत्तरों से आप सहमत नहीं हैं, उनके लिए भी नकारात्मक टिप्पणियाँ न दें। बच्चों के कई उत्तर कल्पना के आधारों पर स्वीकार किए जाने चाहिए न कि वैज्ञानिक सटीकता के आधार पर, क्योंकि बच्चों का कल्पना संसार बड़ों के वास्तविक संसार से कहीं अधिक समृद्ध होता है।
- कक्षा में यदि बच्चे अपने घर की बोली या स्थानीय भाषा में स्वयं को अभिव्यक्त करते हैं तो भी उनकी अभिव्यक्ति को समान महत्व दें।
- आकलन करने के लिए सबसे ज़रूरी यह है कि आप अपनी कक्षा के बच्चों, उनकी परिस्थितियों और ज़रूरतों को समझें। उदाहरण के लिए, यदि आप यह देखना चाहते हैं कि बच्चा सामग्री जुटाने में उत्साहपूर्वक भाग लेता है या नहीं/घर से अखबार लाया है या नहीं, तो आपको यह भी ध्यान देना होगा कि बच्चा यदि अखबार नहीं ला सका तो उसका कारण क्या रहा होगा। संभव है कि उसके घर में अखबार आता ही न हो या उसे अनुमति ही न मिली हो अखबार लाने की।

- आप अपने पास एक रजिस्टर या डायरी में प्रत्येक बच्चे के नाम का लिखकर उनमें उस बच्चे के लिए टिप्पणियाँ लिख सकते हैं। एक बार में सभी के बारे में टिप्पणियाँ नहीं लिखी जा सकतीं।
- यह ज़रूरी नहीं है कि हर क्रियाकलाप/गतिविधि में कक्षा के हर बच्चे का आकलन किया जाए। यदि कक्षा में तीस या अस्सी बच्चे बैठे हों तो हर बच्चे का आकलन एक ही समय पर करना कठिन है क्योंकि आकलन करते समय आपको बच्चे की हर गतिविधि पर ध्यान देना होगा। इसीलिए कभी आप बच्चे का व्यक्तिगत रूप से आकलन करें तो कभी सामूहिक रूप से। सामूहिक आकलन के लिए आप इन दो पक्षों पर विचार कर सकते हैं -
  - ❖ बच्चा अपने समूह में किस प्रकार की भाषा का प्रयोग कर रहा है, समूह में किस प्रकार सहयोग कर रहा है तथा समूह का प्रतिनिधित्व किस प्रकार कर रहा है। यह आप केवल एक समूह पर ध्यान केंद्रित करके पता लगा सकते हैं।
  - ❖ दूसरा तरीका यह है कि आप यह देखें कि प्रत्येक समूह में किन-किन बच्चों ने अपने उत्तरदायित्वों को अच्छी तरह समझकर कार्यों में रुचि दिखाई। उदाहरण के लिए, प्रत्येक समूह में किस-किस ने कक्षा के सामने पूरे आत्मविश्वास के साथ अपने समूह का प्रतिनिधित्व किया।
- पोर्टफोलियो-सत्र के पहले दिन से लेकर आखिरी दिन तक बच्चे तरह-तरह की गतिविधियों के दौरान बहुत कुछ लिख/बना रहे होते हैं। यह सब उनके पोर्टफोलियो /फोल्डर में रखा जा सकता है। यदि आधुनिकतम तकनीकों की सुविधा हो तो सी.डी., कैसेट द्वारा उनके मौखिक कार्यों को भी पोर्टफोलियो में रखना संभव हो सकता है। पोर्टफोलियो रखने का सबसे बड़ा लाभ यह है कि बच्चे अपने काम को उलट-पुलट कर देख सकते हैं, अभिभावकों को भी अपने बच्चे के काम की जानकारी मिलती रहती है, शिक्षक भी उसे सिर्फ जाँच नहीं अपितु सिखाने की प्रक्रिया का महत्वपूर्ण उपकरण बना सकते हैं। अब सवाल उठता है कि पोर्टफोलियो में क्या-क्या हो। यहाँ कुछ बातें सुझाव रूप में दी जा रही हैं -

कक्षा 1 और 2	कक्षा 3 से 5 (कक्षा 1 और 2 के लिए सुझाए गए बिंदुओं के साथ-साथ)
<ul style="list-style-type: none"> <li>• तस्वीरें, चित्रकारी, लेख के नमूने, लेखन के शुरुआती दौर के वाक्य। मौखिक अभिव्यक्तिस्रयदि बच्चों द्वारा सुनाया गया वर्णन, कहानी, संवाद, कविता, चुटकुले, पहेलियों आदि रिकॉर्डिंग की गई हो तो उनके कैसेट/सी.डी.। श्रुतलेख, अनुकरण लेखन के नमूने। शुरुआती दौर का पठन, चित्र आदि को पढ़ने के नमूने (शिक्षिका द्वारा लिखे गए)। किसी चित्र को देखकर वर्णन करने के नमूने। घटना/कहानी पर बनाए गए चित्र और शब्द।</li> </ul>	<ul style="list-style-type: none"> <li>• लिखी हुई घटनाओं, कहानियों पर बनाए गए चित्र, शब्द और वाक्य। अपनी समझ से लिखी गई कहानी, घटना वृत्तांत। नाटक के अभिनय के लिए ज़रूरी सामान की बनाई गई सूची और पात्रों के संवाद। तैयार किए गए विज्ञापन, नोटिस। अनुच्छेद लेखन। पत्र। स्वरचित कविताएँ/कहानियाँ।</li> </ul>

- कक्षा में सीखने-सिखाने के दौरान इस बात का प्रयास करें कि बच्चों को लगे कि उनकी बात का कक्षा में सम्मान किया जाता है। इसके लिए आप उनकी बातों को धैर्य और ध्यान से सुनें, उनकी तारीफ़ करें और गतिविधियों में भाग लेने के लिए उन्हें प्रोत्साहित करें।
- कक्षा के क्रियाकलापों, रोज़मर्रा के कार्यों, योजना बनाने और सीखने-सिखाने की प्रक्रिया में बच्चों को समान अवसर दें, उनसे सहयोग लें और उन्हें सहयोग दें। समान अवसर का मसला बहुत जटिल हो सकता है। इसका अर्थ यही है कि बच्चों को उनकी ज़रूरतों के अनुसार अवसर और सहयोग दें। कक्षा के लिए जो फैसले लिए जाते हैं, उनमें बच्चों की राय को भी सम्मान दें और स्वयं आदेश देने और लागू करने के बजाय बच्चों के साथ चर्चा करके लोकतांत्रिक तरीकों से निर्णय लें।
- यदि कक्षा में विशेष आवश्यकता वाले बच्चे हैं तो उनकी क्षमताओं के सदुपयोग के अवसर भी आपको तलाशने होंगे। आप जिन गतिविधियों की योजना बना रहे हैं, उनमें लिंग, जाति या धर्म के आधार पर भेदभाव की गुंजाइश नहीं होनी चाहिए।

शिक्षिका/शिक्षक द्वारा अपने प्रयास का स्व-आकलन

बच्चे के सीखने के स्तर और उपलब्धियों को परखने के साथ यह जानना भी आवश्यक है कि शिक्षिका/शिक्षक द्वारा कक्षा में अपनाए गए तरीके बच्चों की समझ बढ़ाने में कितने सहायक सिद्ध हुए हैं। इसलिए शिक्षक द्वारा अपने सिखाने के तरीकों का स्व-आकलन भी ज़रूरी है ताकि वह अपने सिखाने के तरीकों में बदलाव लाकर उनकी मदद कर सके।

शिक्षिका/शिक्षक द्वारा अपने सिखाने के तरीके के स्व-आकलन हेतु कुछ बिंदु -

- मैंने कक्षा का वातावरण सहज बनाया।
- मैंने प्रत्येक बच्चे की क्षमता और रुचि की पहचान की।
- मैंने प्रत्येक बच्चे/समूह की सहायता की।
- मैंने जो बच्चे मदद माँगने में संकोच कर रहे थे, उनसे व्यक्तिगत रूप से बातचीत की।
- मैंने बच्चे की प्रगति का रिकॉर्ड रखा।
- मैंने प्रत्येक बच्चे/समूह के प्रयास की सराहना करते हुए उन्हें प्रोत्साहित किया।
- मैंने कक्षा में भाषायी विविधता को प्रोत्साहित किया।
- मैंने किसी भी प्रकार के पूर्वाग्रह से दूर रहते हुए प्रत्येक बच्चे का आकलन किया।
- मैंने बच्चों की मौलिकता/सृजनशीलता को महत्व दिया।
- मैंने प्रत्येक बच्चे/समूह की बात को ध्यान तथा धैर्य से सुना।
- मैंने आकलन के दौरान एक बच्चे/समूह की तुलना दूसरे बच्चे/समूह से नहीं की।
- सृजनात्मक लिखित अभिव्यक्ति का आकलन करते समय वर्तनी की अशुद्धियों पर नहीं बल्कि विचार, मौलिकता एवं रचनात्मकता को महत्व दिया।
- सिखाने के विविध तरीकों का इस्तेमाल किया।

आकलन - कहीं ऐसा तो नहीं! टीचर ने दूसरी कक्षा के बच्चों को कविता पढ़ाई-'बहुत हुआ'। कविता बहुत ही सुंदर ढंग से पढ़ाई गई थी। बच्चों ने भी कविता का भरपूर आनंद उठाया। कविता पढ़ाने के बाद उन्होंने बच्चों से अभ्यास तथा गतिविधियाँ करवानी शुरू कीं। उन्होंने पूछा-बरसात होने पर आस-पास कैसा दिखाई देता है? कक्षा के सभी बच्चों ने जवाब देने शुरू किए-सड़कें गीली हो जाती हैं, पेड़-पौधे भीग जाते हैं, गड्ढों में पानी भर जाता है, लोग बारिश से बचने के लिए जगह ढूँढ़ते हैं, बरसात से बचने के लिए कोई छाता लगाता है तो कोई रेनकोट पहनता है आदि। टीचर द्वारा पूछे गए सवाल का जवाब देने में सभी बच्चे बड़े उत्साह से भाग ले रहे थे। टीचर बच्चों के जवाबों पर अपनी टिप्पणी रजिस्टर में लिखती जा रही थीं। कक्षा में ही एक बच्चा चुपचाप उदास-सा बैठा था। वह इस सवाल का जवाब कैसे देता कि बरसात होने पर आस-पास कैसा दिखाई देता है? वह बच्चा देख जो नहीं सकता था। इस बच्चे की शारीरिक सीमाओं को भी ध्यान में रखते हुए यदि टीचर ने कुछ इस तरह सवाल पूछा होता-बरसात होने पर आसपास से कैसी आवाज़ें आती हैं, तो कक्षा के अन्य बच्चों की तरह यह बच्चा भी बढ़-चढ़कर भाग लेता।

## 5. आकलन - रिकॉर्डिंग और रिपोर्टिंग

आकलन के संदर्भ में एक शिक्षक के लिए यह जानना-समझना ज़रूरी होता है कि उसकी कक्षा के बच्चे किस प्रकार सीखते हैं और सीखने की प्रक्रिया में उन्हें किससे तथा किस प्रकार की मदद की ज़रूरत है। शिक्षक कक्षा में पढ़ाते समय बच्चों के बारे में जो भी अवलोकन करते हैं उससे उन्हें बच्चों के सीखने के बारे में एक अंदाज़ा तो हो ही जाता है। रिकॉर्डिंग के कई तरीके हैं, जैसे - चैक लिस्ट, अवलोकन, वीडियो रिकॉर्डिंग, पोर्टफोलियो, फोटोग्राफ्स आदि। ये सभी तरीके सीखने के बारे में कई तरह की जानकारी देते हैं। रिकॉर्ड की गई बातों का महत्व न केवल शिक्षक के लिए है बल्कि अभिभावकों, प्रशासकों और साथी शिक्षकों के लिए भी है।

### रिपोर्टिंग

अभिभावक बच्चे की प्रगति जानने के लिए उत्सुक रहते हैं। ऐसे में आपको अभिभावकों को लिखित में जानकारी देनी होती है कि उनके बच्चे/बच्ची की प्रगति की कैसी स्थिति है? इसके लिए अच्छा यह रहेगा कि आप पाँच-छः पाठ पढ़ाने के बाद कक्षा में किए गए अवलोकन, पोर्टफोलियो, बच्चों द्वारा किए गए कार्य आदि के आधार पर रिपोर्ट बनाएँ। यदि विद्यालय में रिपोर्ट कार्ड देने की परंपरा है तो उसे इस तरह तैयार किया जाए कि उसमें गुणात्मक टिप्पणियों के लिए पर्याप्त स्थान हो। यदि विद्यालय में यह कार्य शासकीय स्तर पर होता है तो उच्च शिक्षा अधिकारियों को इस बारे में प्रशिक्षित किए जाने की आवश्यकता है कि रिपोर्टिंग का लिखित रूप किस प्रकार का हो? सुझाव के रूप में पहली कक्षा के एक बच्चे के विभिन्न भाषायी कौशलों का आकलन (पहले, दूसरे और तीसरे चार माह में) का ब्यौरा आगे दिया जा रहा है। इसके आधार पर अभिभावकों को बच्चे की प्रगति के बारे में जानकारी तथा सुझाव दिए जा सकते हैं। इसे हर तीन अथवा चार माह के बाद किया जा सकता है।

### कक्षा-1

विभिन्न भाषायी कौशलों का आकलन (पहले चार माह)				
हिंदी (संकेतक)	मदद की ज़रूरत है	कठिनाई से कर सकती/सकता है।	अच्छी तरह कर सकती/सकता है	विशेष प्रतिभा का प्रदर्शन करती/करता है।

• रुचि के साथ कहानियाँ/कविताएँ सुनती और सुनाती है।			✓	
• समझ के साथ कहानियाँ सुनती और सुनाती है।			✓	
• कहानी से जुड़े प्रश्नों के उत्तर देता है और प्रश्न पूछती है।			✓	
• अपना और अपने साथियों का नाम पढ़ लेती है।		✓		
• मात्रा वाले परिचित शब्द पढ़ती है।	✓			
• सरल वाक्य पढ़ती है।	✓			
• चित्रों का वर्णन करती है।			✓	
• अपना नाम लिखती है।	✓			
• सरल वाक्य लिखती है।	✓			
• मौखिक अभिव्यक्ति में कल्पना व सृजनात्मकता का प्रदर्शन करती है।				✓

टिप्पणी - चेतना कहानी/कविताएँ सुनने में आनंद लेती है। बेझिझक होकर कहानी से जुड़े सवाल पूछती है। अपना नाम पढ़ लेती है और अपने कुछ साथियों का नाम पढ़ने की कोशिश करती है। किताबों को उठाने में रुचि दिखाती है। चित्रों को निहारती है। चित्रों के बारे में अपने साथियों के साथ बातचीत करती है। अवसर मिलने पर चित्रों के जरिए अपनी बात अभिव्यक्त करने की कोशिश करती है। अभी वह लिख नहीं पाती है। उसकी पढ़ने-लिखने में दिलचस्पी है। उसे पढ़ने-लिखने के अधिक से अधिक अवसर मिलने चाहिए। चित्रों के नीचे उसे चित्र के बारे में लिखने के लिए प्रोत्साहित किया जाए तो लिखना सीखना उसके लिए आसान हो जाएगा।

विभिन्न भाषायी कौशलों का आकलन (दूसरे चार माह)				
हिंदी (संकेतक)	मदद की ज़रूरत है	कठिनाई से कर सकती/सकता है।	अच्छी तरह कर सकती/सकता है	विशेष प्रतिभा का प्रदर्शन करती/करता है।
• रुचि के साथ कहानियाँ/कविताएँ सुनती और सुनाती है।			✓	
• समझ के साथ कहानियाँ सुनती और सुनाती है।			✓	
• कहानी से जुड़े प्रश्नों के उत्तर देता है और प्रश्न पूछती है।			✓	
• अपना और अपने साथियों का नाम पढ़ लेती है।			✓	
• मात्रा वाले परिचित शब्द पढ़ती है।		✓		
• सरल वाक्य पढ़ती है।	✓			✓
• चित्रों का वर्णन करती है।		✓		
• अपना नाम लिखती है।				
• सरल वाक्य लिखती है।	✓			✓
• मौखिक अभिव्यक्ति में कल्पना व सृजनात्मकता का प्रदर्शन करती है।				

टिप्पणी - कविता/कहानियाँ सुनना-सुनाना चेतना को बहुत अच्छा लगता है। अब वह अपनी कक्षा के लगभग सभी बच्चों के नाम पढ़ लेती है। मात्रा वाले परिचित शब्दों को भी पढ़ने की कोशिश करती है और पढ़ने में रुचि दिखाती है। अपना नाम लिख लेती है। लेकिन वाक्यों को लिखने में उसे मदद की ज़रूरत होती है। चित्रों को बहुत बारीकी से देखती है। चित्रों का वर्णन बहुत अच्छा कर लेती है। अपने मन से कहानियाँ गढ़ भी लेती है। उसकी कल्पना बड़ी अनूठी होती है।

विभिन्न भाषायी कौशलों का आकलन (तीसरे (अंतिम) चार माह)				
हिंदी (संकेतक)	मदद की जरूरत है	कठिनाई से कर सकती/सकता है।	अच्छी तरह कर सकती/सकता है	विशेष प्रतिभा का प्रदर्शन करती/करता है।
• रुचि के साथ कहानियाँ/कविताएँ सुनती और सुनाती है।				✓
• समझ के साथ कहानियाँ सुनती और सुनाती है।			✓	
• कहानी से जुड़े प्रश्नों के उत्तर देता है और प्रश्न पूछती है।			✓	
• अपना और अपने साथियों का नाम पढ़ लेती है।			✓	
• मात्रा वाले परिचित शब्द पढ़ती है।			✓	
• सरल वाक्य पढ़ती है।		✓		
• चित्रों का वर्णन करती है।				✓
• अपना नाम लिखती है।			✓	
• सरल वाक्य लिखती है।		✓		
• मौखिक अभिव्यक्ति में कल्पना व सृजनात्मकता का प्रदर्शन करती है।				✓

टिप्पणी - चेतना कहानी/कविताएँ बहुत प्रभावशाली ढंग से सुनाती है। उसके पठन कौशल में बहुत अधिक सुधार हुआ है। चित्रों का वर्णन तो बहुत अच्छी तरह करती ही है, चित्रों के बारे



में अतिरिक्त बातें भी अपने साथियों को बताती है। अपना नाम लिखना उसे बहुत अच्छा लगता है। छोटे-छोटे वाक्य भी लिखने का प्रयास करती है। लेकिन अभी और भी मेहनत की ज़रूरत है। उसमें सृजनात्मक प्रतिभा है। वह छोटी-छोटी कहानियाँ लिख भी लेती है और बहुत अच्छे से सुनाती भी है। कहानी के साथ में वह कहानी से संबंधित चित्र भी बहुत सुंदर बनाती है।

प्रत्येक बच्चे के सीखने का इस प्रकार का ब्यौरा रखने से सत्र के अंत में उनके रिपोर्ट कार्ड बनाने में मदद मिलेगी। बच्चे की एक साथ सभी विषयों की रिपोर्टिंग कैसे की जाए? इस बारे में आगे भाग III में जानकारी दी गई है।

## CCE in English Classrooms

We are aware that English is taught as second language in our schools. Before we talk about English as second language, we would like to revisit and relook at the process how children learn their first language. Children are born with an ability to learn languages and they develop their language proficiency through interactions with others. Language learning progresses naturally with exposure to meaningful contexts. The same applies to second language learning as well. If we look around, we would find English being used for varied day to day functional purposes and also used along with our first language/ regional language./ Therefore, we can say that English is very much a part of our multilingual environment.

Teaching-learning of English needs to be flexible in such a way that learners use their first language along with second language to express themselves wherever needed. The teacher can also use the first language to provide background information and then move on to read the lesson with children in English. Another important aspect is to provide the learners with an input rich communicational environment to facilitate language learning. These inputs can be in the form of textbooks, storybooks, magazines, newspapers, audio/video, learner chosen texts etc. as per the interest, age and cognitive level of the learners.

Language learning is acquiring the skills of listening, speaking, reading, writing, and thinking in an integrated manner. Language learning becomes meaningful when it is connected with the immediate environment of the learners. Even the activities need to be linked to the life outside.

Language learning does not necessarily take place only in the language classroom. Mathematics or an EVS class is first a language class then a subject class. It would be really useful if you take the same theme in all the subjects. It will reinforce the use of language in different contexts. Therefore, it is not necessary that all the activities conducted in the English class be based on the English textbooks; textual material from EVS or Mathematics textbooks can very well be selected for organising and conducting activities and assessing learner's language skills in any class.

We need to remember that each child is unique in her/his own way. Each child has her/his unique likes, dislikes, interests, skills and way of behaving. Since children are unique individuals, they will learn and respond to situations in their own special way.

While assessing children it is important to appreciate the differences amongst them and respect the fact that they will understand and respond in different ways while learning.

- ✓ Every child can learn if allowed to do so at her/his own pace and follow her/his own way of learning.
- ✓ Children learn more through play/activities and learn better from each other and if they actually 'do' things

- ✓ Learning is a continuous process. Thus, children’s learning does not take place only at school. Therefore, classroom learning should be linked to what happens outside the classroom and at home.
- ✓ Children ‘construct’ their own knowledge and their learning is not restricted to when and what the teacher teaches. This implies that children make sense of the information they are exposed to, based on their previous experiences and conclusions. Each child has a unique approach to acquiring knowledge. This process goes on continuously.
- ✓ Children, at the primary stage learn better and more easily through experiences, play, exploration, trying out various things and actually ‘doing’ different activities.
- ✓ Children learn in a spiral and not in a linear way. Thus revisiting concepts repeatedly helps them understand better. The act of learning involves a process of establishing connections among facts observed/experienced or realized by children. The new learning, therefore, is to be based not only on the preceding facts and information but could be related even to things acquired long back in school, home or elsewhere. Hence, learning does not proceed in a linear manner.
- ✓ Children learn through the mistakes and errors they make.
- ✓ Learning takes place in a holistic manner, thus, an integrated approach to learning is better.

## **OBJECTIVES AND INDICATORS OF LANGUAGE LEARNING**

### (a) Objectives of English Language Teaching-Learning

- One of the major objectives of language teaching is to equip learners with the ability to read and write with understanding, communicate effectively and to make them independent learners. Although there is a variety of teaching methods and materials, the language teaching classroom has remained one of the most challenging areas of education.
- For a very long time now, we have been talking in terms of LSRW skills as the objectives of language teaching. We need to develop skills holistically e.g. when we are *Speaking*, we are also simultaneously *Listening* and when we are *Writing*, we are also *Reading* in a variety of ways. And then there are many situations (e.g. friends reading a play together and talking notes for its production in which all the skills in conjunction with a variety of thinking skills are used together.)

Some of the objectives for classes’ I-V would include the following:

[Primary stage is from class I to V. It is further divided into 2 stages (Stage 1 covers classes 1 and 2 and Stage 2 covers classes 3 to 5)]

#### Expected Learning/Objectives at Stage- I (Classes I and II)

- To familiarize learners with the language primarily through spoken input in meaningful situations (teacher talk, listening to recorded material, etc.)
- To help them comprehend spoken and written input provided by the teacher (through mother tongue, signs, visuals, pictures, sketches, gestures, single word questions and answers).
- To help learners build a working proficiency in the language, with the focus on listening with understanding and speaking (words, phrases, small sentences).
- To enable learners to recite and sing poems, songs and rhymes and enact small plays or skits.
- To help them become visually familiar with texts and word(s), their meaning, and understand the letter(s) and sounds of the language.

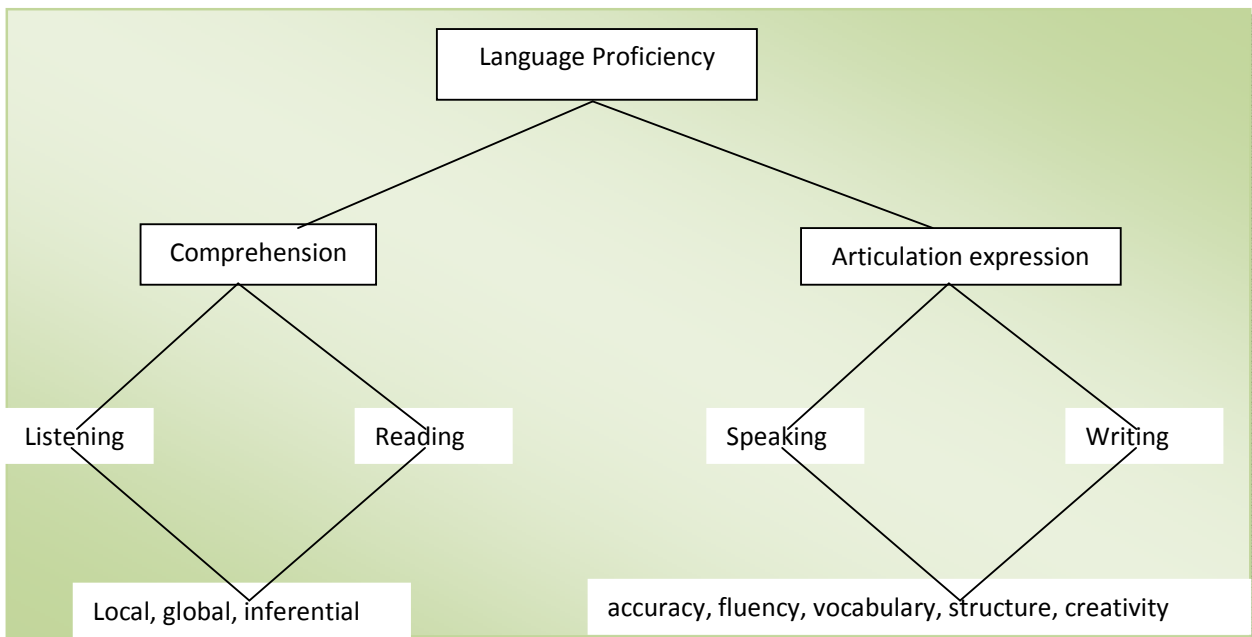
- To help them associate meaning with written and printed language.
- To use drawing and painting as introduction to writing and relate these activities to oral communication.

Expected Learning/Objectives at Stage - II (Classes III, IV, and V)

- To build on learners' readiness for reading and writing.
- To provide print-rich environment to develop oral and written skills.
- To help learners understand the printed texts in terms of headings, paragraphs and horizontal lines.
- To enrich learners' vocabulary mainly through telling, retelling and reading aloud of stories/folktales in English.
- To use appropriate spoken and written language in meaningful contexts/situations.
- To give learners an opportunity to listen to sounds and appreciate the rhythm and music of rhymes.
- To enable learners to relate words (poems and stories) with appropriate actions and thereby provide understanding of the language.
- To familiarise learners with the basic process of writing.

**(b) Indicators of Learning**

In order to achieve the above objectives, it is important to keep the indicators of learning in mind. Given below are the indicators of learning till class V. These indicators are only suggestive. You can use these indicators to assess the language proficiency of learners. While we understand that language skills can not be developed in isolation, the indicators here have been given separately for teachers' convenience. As you proceed in the classroom, you will observe that these indicators overlap. ( See annexure I)



The basic objective of language teaching is to develop comprehension and articulation, i.e. expression among the learners. Listening and reading help develop comprehension skills. Speaking and writing help develop expression along with thinking skill.

**Example I**  
**Stage I**  
**Class I, Name of the Book - Marigold I**  
**Three Little Pigs**

Children enjoy listening to stories and story telling as a methodology should be used. Children's engagement with language through listening and speaking learned the languages better. At stage I the focus should be more on developing oral and aural skills.

The overall objectives/Learning points of this lesson are:

- To help learners listen to and understand the story.
- To help learners learn new words from the story.
- To familiarize them with the sounds and words of English language.
- To help them speak about the kind of houses they live in.
- To help them develop motor skills by drawing.

To fulfil these objectives you need to create learning situations after assessing children's previous knowledge. Some of the examples are given below.

- Let us take the example of **pre-reading**  
First of all you narrate the story in children's first language taking care to use some new words (that you want them to learn) in English. Write these words on the board so that learners can grasp them as sight words. You can also bring some flash cards showing the pictures of a wolf, a pig, a brick house, a hut etc. and display them in the class and associate these pictures with the respective words. Ask the children to narrate the story in groups. You will notice that some children are using English words. Encourage others also to use new words that they have learnt. Then narrate the story in English with actions, voice modulation etc. Thereafter encourage the students to narrate the story in English in groups. When they are narrating the story, you are simultaneously assessing them whether they can speak a few words/sentences of English.

**FOR THE TEACHER (Assessment during Teaching-Learning)**

- The focus of this activity is to familiarize the learners with the story in their mother tongue and English so that they can relate to it and comprehend it better when it is read out to them in English.
  - You have found that
    - Children listen to you attentively and understand the story.
    - They can speak/pronounce the words written on the board.
  - This information will help you design learning situations as per the level of the children.
- 
- **While-reading** the story use all story-telling techniques such as gestures, voice modulation, expressions, etc. You can ask the following questions to check their comprehension after each episode of the story.

1. What was Sonu's house made of?
2. What was Monu's house made of?
3. What was Gonu's house made of?
4. What did the wolf do to Sonu's house?
5. What did the wolf do to Monu's house?
6. Whose house was the strongest?
7. If Monu and Sonu have to make a new house, what type of house will they make? Why?

**FOR THE TEACHER (Assessment during Teaching-Learning)**

- The focus at this point is on building familiarity with language primarily through spoken input. You can explain some words with the help of expressions. For eg. 'Huff and puff', 'blow', 'strong', 'weak', 'happy', 'sad' etc. You can also encourage children to imitate the expressions and speak out the related words. This will help in vocabulary building.
- You have found that children
  - Can understand the story.
  - Can answer questions about the story in one/two words.
  - Can ask questions related to the story.
- This assessment for learning will help you develop learning situations to connect learning to the children's world.

- It is important to relate the information/words/ideas read with real life and this can be done as **post reading** activity.

After reading the story you relate the ideas presented in the story with children's real life situations/things. The following questions can be asked for this purpose:

- What type of house do you live in?
- What is the colour of your house?

Children love to draw and paint therefore enough opportunities should be given for children to explore and develop through arts.

You can ask the children to draw a picture of their house and colour it.

**FOR THE TEACHER**

Try to elicit as many responses as possible. If you observe that learners are unable to produce answers, try giving them options. For eg,

Teacher: What type of house do you live in?

Learner: ..... (no response)

Teacher: Do you live in a kuchha house or a brick house (pucca house)?

Learner: pucca house.

Teacher: So, you live in a brick house.

Learner: I live in a brick house.

You can assess the children and can record in each child's profile whether she/he

- Can answer the questions in one/two words/sentences.
- Can talk about their houses.
- Can hold the pencil properly and draw a sketch of their house.

**Example II**  
**Stage I**  
**Class II, Title of the Book - Marigold II**  
**Poem: Strange Talk**

As you know that children enjoy reciting poems and also become familiar with the rhythm and rhyme of the words. This poem tells about the different kinds of sounds that various animals make. The focus of the poem is also to teach learners the names of different animals in English.

The overall objectives/Learning points of the poem are:

- To help the learners listen to the poem and enjoy it.
- To help learners read the poem with comprehension.
- To help the learners differentiate between sounds of different animals.
- To help the learners pick rhyming words from the poem.

Before you start reading the poem, it is important to assess children's previous knowledge and then create new leaning situations for assessment for learning therefore **pre-reading** activities are conducted with a focus.

To begin with you can write the names of the following animals on the board. Ask them if they know something about these animals. Further, ask them what sounds the following animals make:

- |       |          |
|-------|----------|
| - dog | - monkey |
| - cow | - horse  |
| - cat | - crow   |

**FOR THE TEACHER (Assessment during Teaching-Learning)**

- This activity might create a lot of noise in the class. At this point ask the children if their class is making too much noise. Build the discussion further by asking them to name some children who talk a lot and some who do not talk at all. Then, let them imagine and relate what would happen if they all started talking at the same time.
- Such an activity will help you assess the children whether they
  - can identify the sounds of the respective animals.
  - can talk briefly about fellow learners.
  - can talk about the animals found in the neighbourhood.
- This assessment will help you develop learning situations while doing the poem.

For recording purpose you can comment on the children's development and use of spoken language in different contexts in English. Observations on range and variety of expression for specific purposes, experience and confidence in talking and listening to different people in different settings may also be a part of recording.

e.g. She/he should be given opportunities to speak in groups.

First of all, discuss the meaning of the word 'strange' in the class. Then encourage them to think why the poem is called 'Strange Talk'. You can ask the following questions to arrive at the desired answer:

- Who all are talking in the poem?



- Can you understand their talk?
- Is this the reason the poet calls his poem ‘Strange Talk’?

Read the poem aloud with proper rhythm. You can read it twice and then ask the children to read it along with you.

You can make the following table on the board and ask the children to complete it as you read the poem. Later on, when the responses have been discussed in the class, you can ask the learners to complete the table individually in their notebooks.

animal	where it lives	the sound it makes
frog		
duck		
Pig		
pup		

You can assess the children whether they can read the poem with comprehension or not. This information can be recorded for individual child. If some children are not able to do, you may have to do some more activities with them.

As post-reading activity you can give the following:

1. Ask children to pick 5 sets of rhyming words from the poem.

	croak
Lack	
	wee
Row	
	noise

2. Ask the children why the poet calls the poem ‘Strange Talk’?

Encourage children for their individual responses

You can assess the children whether they

- can identify sets of rhyming words.
- can connect the ideas given in the poem.

This assessment of learning can be used for reporting.

**Example III**  
**Stage -II**  
**Class III, Name of the Book - Marigold III**  
**Poem: Little by Little**

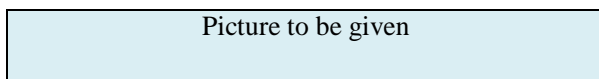
This poem talks about the growth of a small seed into a mighty oak. It describes the various stages in the development of a plant and how little by little, over the years, a tiny seed transforms into a huge tree.

The overall objectives/learning points of the poem are:

- To help learners enjoy listening to the poem.
- To enable the learners read the poem with comprehension.
- To help them speak about the theme of the poem.
- To help them write (in brief) their observations.
- To make them sensitive about planting trees.

**As pre-reading** activity ask the children what they know about plants. Ask them if they know how plants grow. If yes, encourage them to speak about it.

Also show the children the pictures of various stages of development of a seed. (Refer to the pictures given below). Ask them to number these pictures in correct order. Then encourage them to tell, in pairs/groups, the correct sequence of germination of a seed (as seen in the pictures).



The pair work tells a lot about children's personal-social qualities. Such opportunities can also be used for self assessment and peer assessment. Your observations can be recorded for your reference.

Alternatively, the children can be asked to put the following in correct sequence to reinforce the idea:

1	Small thread-like roots develop.
2	Thin shoots rise out of the soil.
3	The seed lies in the soil.
4	It slowly grows into a big tree.

After the children have completed the exercise above, ask them the following questions:

- Have you ever sown a seed?
- If yes, did it grow fast or did it take long to develop?
- What all does a seed need to grow?

**(Assessment during Teaching-Learning)**

Have a brief discussion and elicit a few responses. The above activity focuses on developing the thinking and speaking skills of the children. However, if you observe some children not responding in class, you may have to provide clues/hints to enable them to participate better. The activity will help you assess whether children

- can talk about things around them

- can arrange pictures in a logical sequence and speak about them

Now read out the poem with correct stress and intonation. Next, ask the learners to read the poem in pairs.

- Reading aloud the poem ensures children's engagement with language. **While reading** the poem, ask the learners to get into pairs and attempt the following:

Stanza I

Match the expressions in column A with their meanings in column B.

Column A	Column B
It slowly sank in its mossy bed	It absorbed water from the soil.
I am improving everyday	It lay deep in the soil.
Little by little it sipped the dew.	I am growing day by day.

Stanza II

State whether the following sentences are true or false.

1. The tiny shoot moved downwards.
2. The leaves appeared on the branches quickly.
3. The small seed developed into a strong tree.

Comprehension questions in the book should be taken up next. These questions will require the learners to revisit the poem and hence help in better understanding.

#### Assessment During Teacher

The above exercises aim at developing the comprehension skills of a child. This is assessment for learning. In case some children are unable to answer these questions, you may have to develop simpler questions such as fill-ups for them.

You have created learning situations and now children

- can read a poem and understand its theme.
- can answer questions based on the poem.

- Going beyond the text is an integral part of **post-reading** activities.

Divide the class into groups. Ask each group to sow some seeds in a small pot and water it regularly. Put up a chart/observation log in the class (refer to the observation log given below). Ask each group to record their observations in the log every 4-5 days.

S.No	Name/Group	Type of seed planted	Planted on (date)	Observation (day 5)	Observation (day 10)	Observation (day 15)	Observation (day 20)
1.	Group 1	Red kidney beans	8 <sup>th</sup> Sept 2012	No development	Small green shoots noticed	Small leaves develop	
2.	Group 2	Rose					

--	--	--	--	--	--	--	--

After a fortnight or 20 days, ask children to bring their plants to school. Encourage them to speak a few lines about their plants. Also, motivate them to ask questions to their peers such as:

1. Which seed did you sow?
2. How many times a day did you water it?
3. Where did you get the soil from?

#### **Assessment during Teaching-Learning**

Encourage the learners to ask as many questions as possible. You may provide them words/sentences to help them warm up and speak in the language. You may record these individual observations in the respective student profile e.g.

- can write small sentences based on observations.
- can ask questions to their peers.

You can record children's progress and development as a writer depending on the task such as: degree of confidence; the range, quantity and variety of writing; children's pleasure and involvement in writing both narrative and non-narrative pieces, individual or collaborative writing; the influence of reading on children's writing; growth in understanding of the written language, its conventions and spelling. You can adopt peer-assessment and self-assessment as techniques for evaluating writing. You can record for e.g. 'Sonia makes spelling mistakes but is able to identify the mistakes when told.'

#### **SENSITIVITY TOWARDS ENVIRONMENT**

Students can be encouraged to take responsibility to water the young saplings that are planted in their localities by the government or various NGOs. They can also be encouraged to plant saplings or sow seeds in the school or nearby parks. You can also take up the same theme/topic in EVS. This would help in the development of the language.

**Example IV**  
**Stage II**  
**Class V, Name of the Book - Marigold V**  
**RIP VAN WINKLE**

The lesson is an abridged extract from the famous story Rip Van Winkle. Rip is a kind young fellow who readily helps everyone. However, he is very lazy. One day he meets an old man and his encounter with this strange man brings about a surprising twist in his life.

The overall objectives/learning points of the lesson are:

- To enable the learners read the text with comprehension.
- To help them understand the central idea and locate details.
- To help them think critically and infer from the text.
- To encourage them to use language for putting forth their ideas.
- To enable them to write short paragraphs/dialogues.
- You can give the **pre-reading** activity to assess the children for their previous knowledge and create new learning situations thereafter.

Give the children the following imaginary situation and encourage them to express their opinion:

1. While walking on a road you see an old man carrying a heavy bag. The old man asks you to help him carry the bag. What would you do and why?  
  
(Encourage the children to come up with honest responses. Do not discourage if they answer in negative. However, ask them to give reason for their response).
2. You are going back home from school and a stranger tries to befriend you. What will you do?

**FOR THE TEACHER (Assessment during Teaching-Learning)**

This activity will help you assess children's thinking skills, speaking skills and listening skills whether the children

- can express their opinion and support it with reason.
- can ask questions about the ideas presented
- can answer questions put to them.
- can participate in class discussion.

**While-reading** the lesson you can read the story para by para and assess the children for comprehension as the teaching-learning process is going on.

Ask the learners to read the story and attempt the following questions:

**PARA I**



## PARA II

Rip Van Winkle was lazy. How did this affect his:

cows	
farm	
fences	

## PARA III

State whether the following statements are true or false.

1. Rip reached the highest part of the mountains at night.
2. Rip kept day-dreaming while walking up the mountain.
3. Rip lay down to rest because it was night time.

## PARA IV

Answer the following questions:

1. Why did the old man call out Rip Van's name?
2. How did the old man look?
3. Where did the old man take Rip?
4. What were the other old men playing?

## PARA V-XI

Put the following statements in correct sequence.

- When he woke up it was morning.
- An old woman recognized Rip and asked him where he had been for twenty years.
- After having the drink Rip fell into deep sleep.
- Rip decided to go to his village.
- Rip suddenly noticed that his beard had grown too long.
- Rip looked for his dog Wolf but he was not there.
- The old man and his companions gave Rip a drink.
- When he reached there all the villagers stared at him with surprise.

### Assessment during Teaching Learning

You have seen that a variety of questions such as web-chart, tabular chart, true and false, sequencing etc. can be used in while-reading exercises to cater to the needs of all the students in a heterogeneous group. These can be used for assessment for learning for comprehension (reading). You can assess the children on the criteria that they

- can read and understand the text.
- can answer simple questions.

- can arrange read information in correct sequence.

You can record the children's progress and development as a reader: the range, quantity and variety of reading in all areas of the curriculum; the children's pleasure and involvement in story reading, poetry reading etc. individually or with others; the range of strategies used when reading and the children's ability to reflect critically on what is read.

e.g. 'Kiran is not comfortable when reading aloud however she reads well silently. She is aware of the structures of the language.'

You can do assessment of learning as **post-reading** activities by going beyond the text and connecting learning to the real life situations.

The text book includes a lot of questions ranging from sentence completion to word building to check the comprehension skills of the learners. In addition to the textual questions, you may ask the following inferential questions:

1. Why do you think the old men's faces were serious even though they were playing a game?
2. Who do you think the old men were? Were they ordinary humans, magicians or elves? Why do you think so?
3. Why was Rip frightened of the old men?
4. Why did Rip accept the drink that the old men had given him?
5. Had you been in Rip's place, would you have helped the old man? Would you have felt frightened of the old men? Explain with reason.
6. Was Rip correct in accepting a drink from the old men? Should we accept eatables from strangers? Why/ why not?

#### **Assessment during Teaching Learning**

These are all open-ended questions which require the children to think creatively and go beyond the text. You give them the liberty to answer imaginatively and should accept their responses with an open mind. You can now assess the children on the following criteria:

- Can infer from the text.
- Can go beyond the text and make guesses and predictions.
- Can think critically and express their ideas creatively.
- Can connect the story with real life and speak about it.

This would give an idea about language development of the children, the level at which they are. This can be used of reporting.

Other activities can be:

— GRAMMAR IN CONTEXT

Read the following sentences from the text:

- Rip was kind *but* lazy.
- The short man was old *but* strong.

(You explain to the students that 'but' often joins two contrasting qualities.)

Ask the children to describe contrasting qualities of their friends. Encourage them to use 'but' to join these qualities.

E.g., Madhu is intelligent *but* talkative.

Such grammar activities will help you assess whether the children can use grammar in context or not.

#### — DESCRIBING WORDS

Ask the learners to read the following examples from the text:

- *old* man
- *thick* hair
- *grizzled* beard

Now ask the learners to draw and colour a clown/doll/pet/toy. Ask them to describe it using as many describing words as possible.

E.g., My doll has *brown* hair. It has a *round* face.

The focus of this activity is to develop speaking skill and confidence among children.

#### — WRITING AND ROLE PLAY

Write a dialogue between Rip and his neighbour after the former returns to his village after twenty years. (If the children are unable to construct complete sentences, you may give them a short dialogue with blanks and ask them to complete it). This kind of scaffolding is needed during teaching learning process and is an in-built part of assessment for learning. Later, they may be asked to role-play the written dialogue.

#### **Assessment during Teaching Learning**

This is a group activity and such activities are necessary to develop and assess inter-personal skills and use peer assessment as a tool. You will be able to assess that children

- can write description of common things.
- can write and speak simple dialogues.

Through this you will be able to assess that the children who are still below the desired level need extra help. You maintain a record of your observations and assessment of children in the diary. You may mention e.g. 'Rahul finds it difficult to connect learning to the real life situations and is not able to write dialogues coherently and logically.'

#### **LET US REMEMBER**

Listening and speaking have traditionally been neglected and reasons cited for these are lack of resources, lack of initiative by teachers and absence of these in formal examination. These two important abilities most often do not find a place in classroom teaching situations and continuous assessment will be a means to include these aspects of language learning in the language classroom.

Learners can be assessed after providing audio/audio-visual inputs by asking them to respond orally or in writing. Observation and oral techniques can be used on a daily basis and also from activity to activity through the academic calendar after every unit/term. Speaking skills can be further assessed



through tools like role-plays, interviews, discussions and debates etc. Reading aloud is a useful activity to assess and give inputs on specific points like pronunciation and intonation patterns.

Writing techniques help us in assessing the writing proficiency of the learners. Writings tasks may be designed using verbal or visual stimulus and should be accompanied by hints/guidance. Writing tasks should be assessed on content, accuracy and fluency. They can comprise: gap-filling, transformation, rewriting, open-ended questions, cloze procedure, translation etc. While assessing the learners for writing skills the process involved in learning writing is equally important. This process can tell us how much the learner has improved from the first draft to the final draft. This process of writing can become a part of learners’ portfolio. The steps involved in the process of writing are:

- brainstorming for collecting ideas
- organizing the ideas
- preparing the first draft
- editing
- revising

Reading should also be tested continuously. Various types of passages like a story, time table, instructions, answers, gap filling, completion type, word attack questions and table completion type questions can be used. Quick tests of comprehension can also be made by using true/false, matching, multiple choices, type questions. While marking answers for reading tasks, it is important to remember that it is not a test of writing. Learners should not be penalized for errors in spelling, punctuation and grammar.

- The record of the children’s progress should be both qualitative and quantitative because report cards need to bring out a comprehensive and overall picture of the children’s development. While recording the achievement level of language proficiency of the children’s we need to record their inter-personal skills as well. We need to develop these among the children’s. Therefore, there is an emphasis on peer work and group work. The children need to develop the skills of negotiating their views, sharing ideas, working and learning together. This should be reported in the learner’s profile as well. These should be qualitative records.

After assessing their performance collected through the evidences using various sources, prepare a profile for each child. Report the progress on a four point scale along with some qualitative description.

Name of Child	Remarks/Description		Level of Learning
Rekha		Performing well in different activities. She can express herself in English. Her comprehension is good. She is meticulous and works with interest and concentration. She is able to relate her learning beyond the classroom and gives many examples. She is very creative. She is also able to articulate her thoughts clearly in writing and speaking. She has leadership qualities.	Beyond the level of class V.
Manoj		He is a keen learner. He can express himself clearly and confidently but sometimes makes errors. He needs practice. He makes an effort to relate the classroom learning with his daily life. However, he needs to be little patient while working in a group and help others when required.	Learning as per the level of class V
Ankita		She can manage her work. She needs support to do the activities. She learns new words of English	Learning as per the level of class V with

		quickly but cannot speak in English. She is otherwise confident in expressing herself in Hindi/Home language.	support of teacher and peers.
Aarif		He takes a lot of time to comprehend the task and needs constant support to do the work. He requires greater efforts to sustain his interest in any activity. He does not contribute much while doing the group work also.	Needs additional support to learn.

Note: The format mentioned above is only a suggestive one and a prescriptive criterion/format to report the progress of children may be avoided. A decentralized approach may be where the flexibility needs to be there and the schools may be provided the autonomy to decide about it.

#### **Points to ponder over...**

- Language assessment is not only related to the performance of the learner with respect to a particular syllabus. It should be based on assessing the language proficiency of the learners.
- Learning can also be assessed through routine activities and exercises in the classroom.
- The types of questions that are prepared and used for assessment need **not** be restricted to those found in the textbooks.
- Individual and group activities can be designed to enable the learners to reflect on and assess their learning experiences.

## CCE in Mathematics Classrooms

Mathematics is an integral part of our day to day life and learning mathematics is important and relevant. Before initiating teaching-learning process in the classroom, there is a need to create learning situations for children to realize and appreciate Mathematics

Learning mathematics or developing an understanding of this subject not only inculcates ability to solve problems but also develops logical thinking skills. It helps children think precisely, systematically, logically and communicate clearly. *Patterns and relationships* develop problems solving skills. These skills or abilities, when developed, can help in real life situations. Therefore, learning Mathematics holds an important place in the curriculum. While the teaching-learning process is going on, it is important for the teacher to assess and monitor the child's learning focusing on *identifying different levels of learning, appropriateness of the activity for the class, finding out what the child has learnt*. Continuous assessment during teaching-learning will also provide inputs/feedback to the teacher to improve her/his teaching methods. After completion of each unit/theme, she will assess the children keeping in view the indicators of learning related to that unit/theme. After one quarter, such data will provide the comprehensive picture of child's assessment in mathematics. The progress made by every child is recorded, the cumulative record of the progress would help to get an overall view of the progress being made by the child. By using different teaching-learning strategies, the teacher can assess various other aspects of child's behaviour (concern for others, team work, etc). This progress made by the students can be communicated to their parents alongwith the records of their progress. This data will provide a comprehensive picture of child's progress in a holistic manner.

Some exemplar material has been given here, in which the teacher is using different strategies to assess and monitor the student's progress in the classroom. This exemplar material will provide you an insight into a classroom situation as to how assessment for learning is useful to improve child's learning.

### Do we know?

It is important that activities in Mathematics classrooms should be organised by using concrete objects that forms the first step towards learning mathematics in the primary classes. For this purpose mathematical games, puzzles and stories involving numbers are useful to enable the children to make connections between the logical functioning of their everyday lives to that of mathematical thinking.

Learning Mathematics at the primary stage should encourage the development of a culture of learning by linking with experiences outside the classrooms and by giving interesting exercises. The focus is on utilising children's current local interests and enthusiasms as opportunities for developing the concepts in mathematics. It stresses on giving particular attention to allow the child to articulate her reasons behind doing an exercise in a certain way, for example, why does she want to continue a pattern in a particular way?

## Example -1

**Theme :** *Data Handling*

**Class :** *IV/V*

**Topic :** *Whose nose is the longest?*

**Material Required:** *Squared paper, Chart paper, gum/glue tubes/sticks, Scissors*

**Time Required:** *Two School Periods (in continuation)*

### Objectives/Expected Learning

- (i) To learn how to collect & display data in the form of a bar graph.
- (ii) To interpret a bar graph and communicate the information to others.

### Pre-knowledge:

The students have some experiences related to data handling i.e. collecting data, tabulating data in an understandable form.

### Creating Learning Situation

The teacher comes to the classroom and puts in the problem to the whole class. “*Whose nose is the longest in the class?*”? Some children smile at the strangeness of the question, some start looking around, some start using their fingers to try to measure the nose, some start whispering to others etc. One student comments “Raju’s nose must be the longest.” The class breaks into laughter. The teacher repeats the question and says further “How would we find it out?” and also suggested that it will help if the students work in groups of 4 or 5.

The class starts rearranging itself into groups. Lots of discussion about “Who will be in which group?” “I want her/him to be here” takes place. The class settles down in groups. The teacher asks for a confirmation and gets a positive response from all the groups.

The teacher repeats the problem & the challenges.

A student: “To find this, we will have to measure the length of the nose of everyone”

Teacher (in her thoughts): This child is good in communication.

Another Student: “Yes, we can do that in our groups.”

The class seems to agree that the solution lies in the measurement of length of each one’s nose.

Classroom Interaction	Assessment Points
<p>While doing this activity children discuss “from where does the nose start?” Lots of comments come from children about what according to them is “the length of the nose”. The teacher discusses with children and summarizes. Consensus is arrived at by the children that the length of the nose means “the distance from the centre point just below the forehead to the tip of the nose”. The teacher concludes “so now we all know what we mean by length of the nose.”</p> <p>A student “How do we measure the length? We cannot use a scale”. Another child is putting a small scale to her nose “I cannot measure with the scale”. Discussion goes on with questions/ comments, exploring various possibilities like “can we use a thread? “No, thread can be stretched.”</p> <p>“A paper strip?” “May be”.</p> <p>“Paper strip can go along the shape of the nose.”</p> <p>Again, the teacher helps the class to come to a consensus that better way is to “use a paper strip to measure the length of the nose.</p> <p>The groups now start cutting paper strips out of squared paper and start measuring the length of the nose. The teacher starts observing the group work being done and observed participation of children in the group work.</p> <p>The teacher notes the discussion about keeping the same width of the paper strip and students help each other with the cutting of the paper strip. Encourages the students to involve themselves in group activity. She asks the groups that are they ready to measure?</p> <p>One child “I cannot measure the length of my own nose accurately.</p> <p>Another one, “I can help you. I will measure yours and you measure my nose”</p> <p>Other children listen to this interaction and follow the same.</p> <p>One Child: “Measure the length accurately.”</p> <p>2<sup>nd</sup> Child: (demonstrating) “I have taken the length of the nose from here to this point.”</p> <p>Teacher: “Please do check that your measurement is</p>	<ul style="list-style-type: none"> <li>• The teacher observes who all are actively participating in the discussion and contributing to it and others who are not able to do so.</li> <li>• Peer assessment is also taking place.</li> <li>• Teacher observes whether children are trying to explore for possible solutions of a problem and are looking for possible solutions to find out the best one.</li> <li>• The teacher is observing the participation of the students in group discussion, problem solving and their communication skills.</li> </ul> <ul style="list-style-type: none"> <li>• The teacher assesses through observation attributes like “working in a group”, (co-operation with each other, helping each other, working together etc.), logical thinking and precise communication, sharing responsibilities, adjusting with other group members etc.</li> </ul> <ul style="list-style-type: none"> <li>• The teacher assesses how children are trying to collect data through various ways and are using appropriate methods for doing this.</li> </ul> <ul style="list-style-type: none"> <li>• The teacher assesses how children are trying to organise and tabulate the data.</li> </ul> <div data-bbox="906 1465 1156 1801" style="text-align: center;"> <p>The figure is a bar chart with two groups, Group I and Group II. Group I has three bars: a blue bar on the left, a red bar in the middle, and an orange bar on the right. Group II also has three bars: a blue bar on the left, a red bar in the middle, and an orange bar on the right. The bars in Group II are taller than those in Group I.</p> </div>

<p>accurate.”</p> <p>The teacher observes how different children are measuring the length of the nose with paper strips.</p> <p>The teacher interacts with one group who has measured the length but is confused about which strip represents which child.</p> <p>Teacher – “So what should we do to check which paper strip shows whose nose length it is?”</p> <p>One child (after thinking a bit) – “We can write our names on the paper strip to do that.”</p> <p>Teacher – (To the whole class) After measuring the length of the nose with paper strip, stick all the strips on a piece of chart paper so that you can compare their lengths.” (Teacher has knowingly avoided telling them how they should do it. The reason is to find out about the understanding and logic underlying their efforts about the display of data and to find out the best way to display it.)</p>	<p>• <b>Assesses graphical representation of data</b></p> 
<p>The teacher observes the displays of strips of paper and asks question such as “why did you stick strips like this?” “How does it help to understand information?” “Can we compare the length by looking at the display?” Through such questions, the students realize the importance of a reference point/line for comparison and thus improve or correct their display.</p> <p>The groups are now ready with the display of data in the form of bar graphs. It is now their turn to interpret the displayed data.</p>	<p>Assessment of display of data graphically or understanding the need for a reference point for comparison.</p>
<p>Teacher – “Now every group will come here and show it to the class what it has been done. They will also tell the class what results they have got. That is, who in the group has the longest nose? All of us will then ask questions also.”</p> <p>One group comes and displays the bar chart made by them.</p> <p>Children explain how they collected information about length of the nose and displayed it. One of the group member informs, after looking at the bar graph asks – whose nose is the longest in the group. Another child asks “whose nose is the shortest in the group”.</p> <p>The group answers by showing it on the chart paper. Other students comment and correct (if required).</p> <p>So in this way all the groups make their presentations and discussions are held after each presentation.</p> <p>Teacher puts all the bar graphs on display and asks, “Who in the whole class have the longest and the shortest nose?”</p> <p>The whole class looks at all the bar graphs and decides about the longest and the shortest nose.</p> <p>The students with the longest and the shortest noses are asked to stand up and the whole class claps for them.</p>	<ul style="list-style-type: none"> <li>• Assessment of interpretation of displayed data.</li> <li>• Assessment of understanding and self correction based on the feedback by the students because of self realization.</li> <li>• Assessment of observing the data and interpreting it, critical thinking etc.</li> <li>• Analysis of the data and drawing an inference.</li> <li>• Verification of the inference drawn</li> </ul>

**Teacher's Reflections:**

- After this activity the teacher reflected on the various notes he/ she had made during the activity and transferred them for future use against the names of various students.
- Some notes were about paying individual attention to some students and suitable remedial action.
- Some of the comments and feedback was for his/her future use about how to improve such activities in the classroom.

A suggestive template for noting down various aspects of data handling, assessing the students and their assessment points is given below. This template suggests that the students may be at different levels as indicated. It will provide the teacher with a thematic programme chart about data handling.

**Record Sheet (Assessment of Learning)****CLASS:****THEME: DATA HANDLING**

S. No.	Name of the group/child	Is able to collect data/ Information Properly	Is able to tabulate/ Organize the collected information/data meaningfully	Is able to display data in tabular/ graphical form.	Is able to interpret the organised/ pictorially displayed data /information.	Is able to draw information/ conclusions from the tabulated/displayed data

There may be four levels of assessment for the given parameter.

Level 1- needs help in completing the task/activity

Level 2 – Understood the task but is not completing the task/activity

Level 3 – Completed the task independently

Level 4- Child's learning beyond expected level (children could attempt task/activities of higher order difficulty)

Teacher may use the following symbols to represent the above levels. (These symbols are suggestive only).

Level 1-     Level 2-     Level 3-     Level 4 - 

## Example 2

कक्षा : 1

थीम : संख्या की समझ

सामग्री

खाली माचिस, कुछ बीज, प्लास्टिक के मोती लगभग 100 नग, माला बनाने के लिए धागा, माचिस में रखने के लिए पर्ची, डाईस जिस पर अंक व बिंदु बने हों। (1 से 6 तक)

पूर्व अनुभव :

बच्चों को 1-20 तक के बीच की संख्या का कुछ ज्ञान है।

यह गतिविधि स्कूल आरंभ होने के लगभग दो-तीन माह बाद की जाए तो अच्छा है।

गतिविधि के उद्देश्य

- क्या बच्चे ठोस वस्तुओं को गिनकर उनकी संख्या को किसी संख्यांक से जोड़ व लिख पाते हैं?
- क्या बच्चे लिखी हुई संख्या को समझ कर उतनी ही ठोस वस्तुएँ गिन पाते हैं?
- इनसे यह भी पता लगेगा कि बच्चे 1 से 20 के बीच की संख्याएँ पढ़ना, लिखना कितना कर पाते हैं?

तैयारी

आज कक्षा 1 में केवल 24 विद्यार्थी आए थे। कक्षा में पहुंचते ही शिक्षक ने बच्चों के सामने एक प्रश्न रखा कि बताओ कक्षा में कितने छात्र आए हैं? वे अलग-अलग एक दूसरे पर उंगली रख कर गिनने लगे। इस शुरुआत के बाद शिक्षक छात्रों को चार टोलियों में बांटते हैं और हर टोली को अलग-अलग गतिविधि समझाते हैं।

गतिविधि

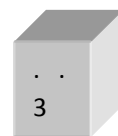
शिक्षक ने सोचा और योजना बनाई कि, 1 से 20 तक की संख्याओं की समझ के बारे में पता लगाया जाए तथा इसके लिए बच्चों से कुछ गतिविधियाँ करवाई जाएं। यह गतिविधि बच्चे 4-4 की टोलियों में करेंगे व हर टोली की गतिविधि अलग होगी।

शिक्षक पहली टोली को लगभग 10-15 माचिस, जिनमें अलग-अलग संख्या में चने व एक-एक पर्ची रखी हैं, दे देते हैं। (चने 4 से 20 के बीच की संख्या में हैं)

**शिक्षक:** मैंने हर माचिस में चने तो रख दिए पर किसमें कितने चने रखे इसकी पर्ची रखना भूल गया। क्या आप लोग इसमें मदद कर सकते हो? आप लोग इन माचिस में रखे चने गिनकर पर्ची में लिखो और पर्ची को माचिस में डाल दो।

शिक्षक दूसरी टोली वाले बच्चों को 10-15 माचिस, जिनमें अलग-अलग संख्या लिखी एक पर्ची है, साथ ही एक थैली है जिसमें कुछ चने रखे हैं, देते हैं।

**शिक्षक:** आप लोगों को माचिस में रखी पर्ची के अनुसार चने गिनकर माचिस में रखना है।





तीसरी टोली वाले बच्चों को शिक्षक 10-15 माला, जिनमें अलग-अलग संख्या में मोती पिरोए हैं, देते हैं।

**शिक्षक:** माला में एक पर्ची लगी है, मोती 4 से 20 के बीच की संख्या में हैं) आप लोगों को मोती गिनकर पर्ची पर लिखना है।

शिक्षक चौथी टोली को एक थैली देते हैं जिसमें माला बनाने के लिए मोती, धागा और साथ ही संख्या लिखी पर्चियाँ हैं।

**शिक्षक:** आप लोग एक-एक पर्ची उठाओ और उस पर लिखी संख्या अनुसार माला में मोती पिरोओ। माला के साथ वह पर्ची भी लगानी है जिससे पता लग सके कि कितने मोती आपने पिरोए हैं।

बच्चे अपना काम कर रहे हैं। शिक्षक उनके पास जाकर अवलोकन करते हैं तथा वे बच्चों का आंकलन भी करते हैं कि,

- बच्चे कैसे काम कर रहे हैं?
- बच्चे कैसे चना गिन रहे हैं, एक-एक करके या दो-तीन के समूह में?
- क्या वे अपने-अपने काम में व्यस्त हैं या एक-दूसरे की मदद कर रहे हैं? किस-किस तरह की मदद कर रहे हैं? गिनने में, सामग्री उठाकर देने में, आदि।
- इसके बाद अगर कोई बच्चा अटका है तो उसकी मदद टोली वाले कर रहे हैं या नहीं?

सीखने-सिखाने के आंकलन

बच्चों को सीखने में मदद करना

शिक्षक ने अलग-अलग टोलियों के बच्चों से दी गई समस्या व गिनने से संबंधित प्रश्न भी पूछे:

**टोली 1:** इस माचिस में कितने चने थे? कैसे गिने? गिन कर बताओ? पर्ची पर क्या लिखा है?

**टोली 2:** माचिस की पर्ची पर क्या लिखा है? इस संख्या जितने चने कितने होंगे? क्या टोली के दूसरे सदस्यों ने इसकी जांच की है?

**टोली 3:** माला में कितने मोती थे? पर्ची पर कौनसी संख्या लिखी है? क्या मोती व लिखी हुई संख्या बराबर है?

इस प्रकार टोली 4 से भी प्रश्न पूछे गए जिससे शिक्षक ने यह नोट किया कि बच्चों की 1 से 20 तक की संख्याओं की समझ कितनी है?

सीखने-सिखाने के समय शिक्षक द्वारा आंकलन

- इन प्रश्नों के उत्तर से शिक्षक यह जान पाता है कि बच्चों में 1-20 तक की संख्याओं के बारे में समझ है या नहीं। अध्यापक ने यह भी नोट किया कि बच्चे अपनी बात स्पष्ट रूप से कह पा रहे हैं या नहीं।

### जो बच्चे गतिविधि नहीं कर पाए

जो बच्चे गतिविधि नहीं कर पाए, उनके साथ अलग टोली बनाकर शिक्षक बिन्दी वाली डाइस और कंकड़ से खेल खेलते हैं। शिक्षक बच्चों से कहते हैं कि डाइस पर जितनी संख्या आए उतने कंकड़ उठाकर अपने पास रखो। यही संख्या अपनी कॉपी में लिखो।

- खेल सुचारू रूप से चलने के लिए उसके कुछ नियम बनाए जा सकते हैं। बच्चों को भी नियम बनाने के लिए प्रोत्साहित किया जा सकता है।
- इस खेल द्वारा शिक्षक यह जान सकता है कि इन बच्चों में संख्याओं के बारे में समझ बनी है या नहीं।

## RECORD SHEET (Assessment of Learning)

**CLASS I**

**THEME-NUMBER SYSTEM**

S. No	Name	(i) Knows number names			(ii) Can count objects			(iii) Is able to draw out given number of objects from a collection	(iv) Is able to recognize number written as numerals /can write the spoken number	(v) Is able to correlate collection with correct numbers.
		Up to 3	More than 3 less than 10	Up to 20	Up to 3	More than 3 less than 10	Up to 20			

There may be four levels of assessment for the given parameter.





Level 1- needs help in completing the task/activity

Level 2 – Understood the task but is not completing the task/activity

Level 3 – Completed the task independently

Level 4- Child's learning beyond expected level (children could attempt task/activities of higher order difficulty)

Teacher may use the following symbols to represent the above levels. (These symbols are suggestive only).

Level 1-  Level 2 -  Level 3-  Level 4 - 

## Example 3

### Class IV

#### थीम: संख्याओं का स्थानीय मान

एक दिन कक्षा चौथी पढ़ा रहे शिक्षक ने अपने साथी शिक्षक को बताया कक्षा दूसरी के बच्चे बहुत तेज हैं। पता है, दो बार लंबी सांस लेते हैं और 100 तक की गिनती सुना देते हैं।

क्या मतलब?

दूसरी कक्षा के बच्चे 100 तक गिनती जानते हैं?

लेकिन गिनती रट लेने का क्या मतलब। गिनती आती है, यह तब मानेंगे जब ये बच्चे गिन कर बता सकें कि कितनी चीजें हैं। कौनसी संख्या लिखी है, पढ़कर बता दें। पहले-बाद, छोटी-बड़ी संख्या बता पाए। दी गई संख्या के इकाई में कितना है? दहाई में कितना?

ठीक है न। चलो कल, पता कर लेते हैं।

ठीक है।

अगले दिन शिक्षक ने अपने साथ दो डाईस और 100 ग्राम रबर बैंड रख लिए। कक्षा में पहुंचते ही सभी बच्चों से कहा आज हम तीली-बंडल वाली गतिविधि करेंगे। आपको दस मिनट में 10-10 तीली के बंडल बनाने हैं। सभी को 5-5 रबर बैंड देकर बंडल बनाने के लिए कहा।

बच्चे तीली-बंडल लेकर आते तब तक शिक्षक ने एक डाईस पर लाल स्केच पेन से 1 से 6 तक अंक लिखे तथा दूसरी डाईस पर काले स्केच पेन से 1 से 6 तक अंक लिखे तथा बंडल का चित्र भी बनाया।

लगभग दस मिनट में सभी बच्चे तीली और बंडल लेकर आ गए।

कक्षा के बीच में चॉक से एक गोला बनाया गया। उसमें सभी ने अपने-अपने तीली-बंडल रख दिए।

अब पूरी कक्षा को 4-4 की टोली में बांटा गया। शिक्षक ने ब्लैक बोर्ड पर एक तालिका बनाई जिसे सभी बच्चों को अपनी कॉपी में बनाना था।

सभी को गतिविधि के नियम बताए गए। लाल रंग वाली डाईस पर जितनी अंक आए उतनी तीली उठानी है। और काले रंग से लिखी डाईस पर जितना अंक आए उतने ही बंडल उठाना है।

शिक्षक: जब खुली तीलियां 10 इकट्ठी हो जाएं तो उन्हें जमा करके एक बंडल ले सकते हो।

शिक्षक: टोली में से कोई एक सदस्य डाईस फेंकेगा और दूसरा सदस्य तीली-बंडल उठाएगा। टोली के सभी सदस्यों को अपनी कॉपी में बनी तालिका में बंडल के नीचे बंडल की संख्या तथा तीली के नीचे तीलियों की संख्या लिखना है। जब तीली 10 हो जाएं तो जोड़कर बंडल के स्थान पर 1 लिखाना है।

सभी टोलियाँ बारी-बारी से डाईस फेंक रही थीं और अपनी कॉपी में दर्ज करते जा रहे थे। शिक्षक टोलियों के बीच जाकर अवलोकन कर रहे थे कि कौन किस तरह लिख रहा है। जो कहीं चूक जाते उन्हें मदद कर देते। लगभग 15 मिनट में सारे तीली-बंडल खत्म हो गए। सभी टोलियों के एक-एक सदस्य ने आकर ब्लैकबोर्ड पर लिखा कि किसने कितने तीली-बंडल जीते।

प्रत्येक टोली में से एक-एक सदस्य को बोर्ड के पास बुलाया और कहा मैं अब एक संख्या बोलूंगा, उसे जल्दी से लिखना है। टोली के शेष सदस्यों को उस संख्या के लिए कितने बंडल तीली लगेंगे, जल्दी से अपनी पड़ोसी टोली को देना है।

गतिविधि शुरू हुई ।

शिक्षक ने कहा 45,

बोर्ड के पास खड़े बच्चों ने झट से 45 लिख दिया। सभी टोली के शेष सदस्यों ने एक दूसरे को 4 बंडल और 5 तीलियाँ दे दी।

बोर्ड के पास खड़े बच्चे टोली में चले गए और दूसरे बच्चे आ गए।

इस बार शिक्षक ने 76 कहा।

बोर्ड के पास खड़े बच्चों में से दो ने 76 एक ने 66 और तीन टोली के बच्चों ने दूसरे बच्चों के लिखने के बाद 76 लिखा। कक्षा में बैठे बाकी टोली के बच्चे शोर मचा रहे थे। देखकर लिखा।

सभी टोली ने एक दूसरे को 7 बंडल और 6 तीलियाँ दे दी।

यह क्रम तब तक चलता रहा जब तक सभी बच्चों को एक-एक बार संख्या लिखने का मौका न मिल गया हो।

### मूल्यांकन बिंदु

शिक्षक निरीक्षण करते रहे और जरूरत पड़ने पर नोट करते रहे कि:

- कौन सा विद्यार्थी लिख पाया।
- कौन कॉपी में ठीक से रिकॉर्ड कर पाया।
- कौन तीली-बंडल बना पा रहा है तथा दूसरों की मदद कर रहा है।

**Recording and Reporting in Mathematics Classrooms:** - Recording and reporting of student's performance is a crucial component of assessment process. On one hand, the process of recording refers to systematic documentation of evidences of student's growth and development through various tools and techniques of assessment. On the other hand, reporting refers to categorization/organization of students into appropriate learning stages commensurate with the documented evidences of children's growth. This is done for identifying and helping the students for further learning, selection, certification or reporting to the parents etc.

The task of reporting student's progress cannot be separated from the procedures used in assessing student's learning and development. If assessment indicators have been clearly defined in terms of performance and relevant tasks and techniques and if the assessment procedures are properly used then recording and reporting simply means summarizing the results and presenting them in an understandable form. The task is a complex one, since the evidence of learning and development has to be presented as a very brief report which is understandable to various stakeholders (i.e. students, parents, teachers, councillors and administrators).

Thus, in the light of the above discussion, there is a need to record the assessment data of each student in a stage-wise manner for better understanding of the children's learning of the subject, particularly the five dimensions of mathematical learning such as:

- ✓ Understanding of mathematical concepts
- ✓ Mathematical reasoning (able to follow an argument or able to provide an argument, justification, etc; able to explain how and why she/he did, what she/he did and reflect on the procedures followed by others.)
- ✓ Attitude towards mathematics (persists at a task, confident about ability to do etc.)
- ✓ Using mathematical knowledge and techniques to solve problems (can solve problems in more than one way, if possible), applying and connecting to day-to-day situations.
- ✓ Language and communication (initiates questions, shares, explains to peers, and translates verbal form into mathematical form and vice-versa etc.)

For recording & reporting of student's performance following points of concern may be kept in mind.

1. All the evidence collected through the use of various techniques written, oral , activity or assignment-based, may be given weightage.
2. Effort should be to report the student's strengths in the areas in which he/she is making progress.
3. Merely offering grades to students is not sufficient it should be followed by providing qualitative remarks about the strengths/learning gaps, covering other aspects of child's behavior (personal-social qualities).

### **Suggestive (sample) format for Quarterly Report**

**Name of a child:**

**Subject:**

**Class:**

Theme	Parameters/ Indicators	Level of Learning	Qualitative Remarks/ Descriptions
Theme 1	<ul style="list-style-type: none"> <li>• Is able to collect data/information properly</li> </ul>		
	<ul style="list-style-type: none"> <li>• Is able to display and organize data</li> </ul>		
	<ul style="list-style-type: none"> <li>• Is able to interpret and draw inferences from the data</li> </ul>		
Theme 2	<ul style="list-style-type: none"> <li>• Is able to draw figures with three sides as more than three sides.</li> </ul>		
	<ul style="list-style-type: none"> <li>• Is able to identify squares and rectangles</li> </ul>		
	<ul style="list-style-type: none"> <li>• Is able to draw squares and rectangles.</li> </ul>		
Theme	<ul style="list-style-type: none"> <li>• .....</li> </ul>		
	<ul style="list-style-type: none"> <li>• .....</li> </ul>		

There may be four levels of assessment for the given parameter.

Level 1- needs help in completing the task/activity

Level 2 – Understood the task but not completing the task/activity

Level 3 – Completed the task independently

Level 4- Child's learning beyond expected level (children could attempt task/activities of higher difficulty level).

Teacher may use the following symbols to represent the above hands. (These symbols are suggestive only).

Level 1-△ Level 2 - ▽ Level 3-☆ Level-□

## CCE in Environmental Studies Classrooms

If you are teaching EVS in primary classes you must have realized that children enjoy this subject when they are given opportunities to share their experiences. They enjoy EVS class when they are asked to answer about the familiar things. You must have also realized that children of primary classes describe any event/ situation/learning experience in a holistic/thematic way rather than describing it in its parts. With this developmental nature of primary children, Environmental Studies (EVS) has been considered as an integrated core curricular area at the primary stage. At Classes I and II, you must be teaching it by integrating this area with language and mathematics. For Classes III – V, you must be dealing it as a core curricular area.

The integrated nature of EVS subject helps you reduce the curriculum load and help children to learn concepts more meaningfully. Being concrete learners, children do not view the world divided into ‘subjects’ or disciplines. For example, a young child views a butterfly in a holistic manner and does not segregate its description into compartments of different disciplines for example, the beauty (aesthetics) of a butterfly from what kind of a creature it is (an insect), or what is its role for flowers (pollination), or the patterns on its wings and symmetry of its body parts, etc. They learn better when the school knowledge is connected with their daily lives.

Thus, the pedagogy of teaching-learning of this stage needs to be child-centered and thematic in nature. Conscious efforts need to be made to avoid giving direct

information, definitions and descriptions as children construct their own knowledge. However, this requires ensuring their active participation in learning by exposing them to diverse experiences through a variety of sources within an outside the classrooms.

As you agree that when assessment is carried out simultaneously or during teaching learning, it allows us to identify the learning gaps and modify our teaching learning to suit the needs of children. This helps to provide timely feedback to improve his/her future learning. In the new textbooks, based on NCF-05 National Curriculum Framework-2005, you must have found that the

### Some points to remember for EVS classrooms

- ✓ The language used in EVS classrooms needs to be in the commonly spoken form
- ✓ Active participation of the children is very important in constructing knowledge
- ✓ Relating the child’s local knowledge to school knowledge
- ✓ EVS learning needs to encourage to tap various sources other than text book and teacher
- ✓ Visuals play a major role in child’s learning
- ✓ Group learning promotes peer learning and improves social interaction
- ✓ EVS learning must find suitable ways to sensitize the child to the wide differences that exist within our society

assessment activities and questions are not pushed to the end. These are an integral part of each chapter.

### **What are we expecting from EVS classrooms?**

Recognising the mandate of the RTE Act, the overall development of a child, i.e., physical, socio-emotional, besides the cognitive, needs to be focused on. All these aspects/dimensions can only *be nurtured through a whole range of learning experiences that a child participates in and beyond school*. To assess all these aspects, a comprehensive picture of a child's personality needs to be constructed which requires collecting information about child's knowledge, comprehension, skills, interests, attitude and motivation in response to various learning situations and opportunities both in and out of the school.

We want children to learn EVS by developing different kind of skills, conceptual knowledge, feelings, attitudes and sensitivities. *A broad list of indicators for assessment has been drawn up so that teachers can plan learning tasks to fully cover this range*. These indicators have been developed for Class III and class V. It is expected that skills, values, attitudes, feelings would be developed over a period of time. Broad indicators identified for EVS learning for primary stage are given below (indicator-wise details appended)

1. *Observation and Recording* - Reporting, narrating and drawing, picture-reading, making pictures, tables and maps.
2. *Discussion* – Listening, talking, expressing opinions, finding out from others
3. *Expression* – Drawing, body movements, creative writing, sculpting, etc.
4. *Explanation* – Reasoning, making logical connections
5. *Classification* – Categorizing, grouping, contrasting and comparing
6. *Questioning* – Expressing curiosity, critical thinking, developing questions
7. *Analysis* – Predicting, making hypotheses and inferences
8. *Experimentation* – Improvising, making things and doing experiments
9. *Concern for Justice and Equality* – Sensitivity towards the disadvantaged or differently abled, showing concern for environment
10. *Cooperation* – Taking responsibility and initiative, sharing and working together.

The examples suggested below might enable you to understand and use CCE in the EVS classrooms as per the need and contexts of children. These are developed on the chapters from the themes **Family and Friends** and **Food** from Class III NCERT textbook. You may use a similar process for CCE in Classes IV and V. The context/milieu of children is crucial to effective transaction of EVS. We have taken the first example from a rural area of Manipur (north east). The second one explains the teaching learning process in an urban setting (Delhi). Although the assessment practices don't vary with the context, but the examples will also help you to address the issue of adopting/adapting the textual material in EVS, go beyond it and plan learning situations for EVS as teaching learning and assessment go hand in hand.





## Example-1

**Theme-** *Family and Friends*

**Subtheme -** *Plants*

**Class III, Chapter-** *The Plant Fairy*

### ❖ **What is expected from children to learn?**

Liklai teaches EVS at the primary level in a government school (Thoubal, Manipur). Today she planned to introduce plants and some physical features of plants to her students. Liklai, identifies that the chapter is woven around the following learning points:

- Plant diversity
- Size, colour and texture of the trunk
- Shapes and colours of the leaves
- Local festivals related to plants/harvest.

She planned some learning situations that encouraged children to

- observe the plants diversity in the surroundings.
- observe the physical features of plants, for example, size, color and texture of the trunk, leaves, and shapes, colour, texture and aroma of their leaves etc.
- record their observations.
- compare and classify the physical features of plants in the surroundings.
- find out and discuss the uses of plants in surroundings.
- actively participate in games and fun activities.

### ❖ **Visualizing and creating learning situation**

While dealing with this lesson, she asked her colleague Memcha, who gave an idea of bringing pictures of different plants, leaves and flowers to the classroom and show those to children. However, Liklai was not convinced as she believed *that the best way to learn about plants was to let children have a first-hand experience of the natural world surrounding them.* She interacted with children to get their ideas about plants.

Liklai (the teacher): Where do you see plants?

Mila: Ma'am, in the park, garden, jungle.

Thaja: Ma'am I have lot of them in my house as well.

Guna: I saw lot of plants on the sides of the road when we went to my mamma's place last month.

Liklai: Can you name a few plants?

Tomba: Waa (Bamboo), Laphu (Banana), Heinou (Mango tree), Sanarei (Marigold), Awathabi (Papaya), Khamen (Brinjal), Mayeplei (China rose), Nobap (Citrous plant), etc.

Liklai: Do all plants look same?

Manja: No, Ma'am. They are different. Some are tall and some are short.

Liklai: Good, what different things do you see in a plant?

Pinky: Ma'am, we see leaves, fruits.

Guna: Ma'am, I also see birds and butterflies.

Kaiku: Some plants bear flowers also.

Liklai: What will happen if there are no plants?

Chaobi: Ma'am, we will not get fruits, banana.

Bala: We cannot get vegetables also.

Sam: Ma'am, there will be no bees.

Liklai: Why do you think so?

Sam: My father does bee farming and he said that bees suck flower juice and make their bee-hive on the plants.

Pinky: I think, my parents will not be able to sow crops.

Kaiku: But Ma'am, I saw a desert in T.V. It had no plants but only sand in it. They were telling it was very hot there.

**Identifying prior experience of children helps the teacher to select the teaching-learning method/approaches**

- Informal discussion with children revealed that some of them could name some plants, identify a few parts and uses of some plants as well also. They are able to relate these with their surroundings. Sam could even relate plants with the daily life.
- Their prior knowledge or experiences about plants helped Liklai think of a course of action to build further on the desired concepts that she intended to take up.
- To make their understanding deeper, she thought of providing children a hands-on experience, as the topic was about plants which were available in plenty in their surroundings.
- She decided to take up this lesson by a nature walk to a nearby area rich in natural plant diversity.

**Points to Remember!!!**

The selection of a method of teaching-learning is an important task and depends on the concept, context and availability of resources. One of the objectives of EVS is to contextualize the learning process. In this case, the example is from a north-eastern region. However, in an urban situation where the possibility of taking children to such an area may not be feasible then the activity may be planned to a nearby park, garden, school campus etc.

**❖ Organizing Teaching-Learning**

**- Planning for the visit**

She asked children to share their experiences of their visit to any nature camp such as garden, park etc. Some of the points of discussion were:

- Has anyone been for a nature walk?
- Where did you go?

- When did you go there?
- Why did you go there?

She allowed children to freely express themselves so that she gets to know about their experiences related to such places. She said that next day they would all go for a nature walk and all children were excited. Now Liklai planned what to do next and she decided to divide the class into five groups. Each group comprised of six children and she shared with children about their scheduled visit.

*(Liklai decided for one-day visit within the school hours. However, depending on the availability of time, weather conditions or other constraints you may plan the activities distributed over a period of 2-3 days.)*

She asked all children to

- Carry a notebook, a pencil, crayons, thread.
- Carry water bottle and some food to eat.

## ❖ Outdoor Classroom Activities

### - Going for the visit

She took children by walking and on the way she drew their attention towards the plants and animals in the surroundings.

Liklai: Do all plants have same size?

Children: No, Ma'am. Some are tall, some are short.

Liklai: Which colours do you see in plants?

Memcha: Ma'm the leaves are green but the stick is brown (pointing towards the trunk)

Liklai: This is not stick. It is called the trunk of this plant. But is it thick or thin?

Sam: Ma'm it is thick?

Liklai: Why do you think so?

Sam: Ma'am, I will be unable to hold it even with both of my arms.

Liklai: Do you all agree with Sam?

Children: Yes ma'm.

Chaobi: Ma'm , I can see red, yellow and purple colours in the leaves as well.

Liklai: Yes. Do all leaves have same shape?

Sajanjoba: Ma'am, some are same and some are different.

Children discussed about the sizes of different plants, their names and different parts, etc. After reaching the desired place, she assigned the tasks to all working in groups.

- ✓ Each child in the group was to observe different plants around them and collect the information for which she distributed worksheets containing the *observation tables to observe and record the information.*
- ✓ She asked each child from every group to *observe at least two plants and if they wished they could observe even more.*
- ✓ She asked them to be careful and not pluck the flowers or leaves of any plant but use the fallen ones for the activity.

## Activity Sheet (Activity-1)

### 1. Trunk of the plants observed

Name of the plant*	Trunk		Colour of the trunk
	Thick	Thin	
1. Waa (Bamboo)		√	Light Green
2.			

*\*Children were naming the plants in their local language. They may be allowed to do so.*

#### Assessment during teaching- learning —teacher’s observations for timely feedback\*

- Liklai was moving around and observing each one of them.
- She found that some children were not able to name the plants. She asked the group members to help the otehers if some of them knew the names.
- She also helped children to name different plants. She observed that Memcha, Sanjoba and many other children were mentioning the plant as thick and thin just by observing them. She found Bala and Sam were using their hands and arms whereas only Thaja and Chaobi were using thread for it.
- She asked Bala, Sam, Thaja and Chaobi to show their methods to others and asked the group which seemed a better way to them and why.

*\*These observations (exemplar) are not meant for reporting but help to improve child’s learning.*

## Activity Sheet (Activity-2)

For Activity 2, she asked them to record their observations through tick marks in the table.

### Surface of the trunk of the plants.

Name of the plant	Surface of the trunk	
	Rough	Smooth
1. Heikru (Amla)	-	√
2. Koubila	√	-

#### Assessment during teaching-learning and timely feedback (scaffolding\* and peer learning\*)

Liklai observed that in three groups some children could not comprehend the word *surface* and other children were helping them whereas in the other two groups she interacted and explained it. She explained that we can feel smooth or rough surface when we run our fingers or hand on something. Later, she found children gave many examples of smooth and rough, used in their daily life.

*\*Supporting children to improve their learning.*

Care needs to be taken that the answers given by children need not be labeled as right or wrong, as reflection on a wrong answer allows you to understand the process behind arriving at it. Therefore

asking children questions such as why and how they arrived at a so called ‘wrong answer’ will help children critically analyze their work and thus enabling them improve their learning

### Activity Sheet (Activity-3)

She told the children that they will now explore, “*which trunks feel soft on touching and which feel hard.*” She explained that hard or soft is a quality we feel when we press lightly on something. If we are able to press it a little, we call it soft, like the skin of our palms. But if it is not pressed at all, we call it hard, like our teeth, nails.

#### Surface of the trunk

Name of the Plant	Surface of the trunk	
	Soft	Hard
1. Heikru (Amla)		
2. Koubila		

#### Teacher’s observation and timely feedback

- Sanajaoba could not distinguish between smooth and soft. Then Liklai helped him by letting him touch a trunk of Uningthou (timber) which was smooth but not soft and trunk of Khamen (Brinjal) which were soft but rough.

### Activity Sheet (Activity-4)

She asked children how to print the design of the trunk on a paper.

Binita replied “I take the design of coin on the paper by rubbing with crayon.” Mukta said tree design could also be printed on a paper in the same way. Liklai said, “Ok, let’s try it out” and provided a paper to take impressions of the trunk.

Plant 1



#### Teacher’s observations (observations for improving children’s learning)

##### Assessment-during teaching-learning: Timely feedback

- Liklai while observing the children encouraging them and helping them whenever required.
- She observed that some children were unable to take the impressions as they were not holding the paper properly against the tree and some were not rubbing the crayon effectively.
- She observed that both Chaobi and Kaiku rubbed the crayon but could not get the impression as they were taking the impression of a Waa (Bamboo) tree which had a very smooth surface and Tomba chose grass and was unable to take its print. She asked Binita to demonstrate how to take prints of tree’s trunk on the paper to all children.

### Prints (rubblings) of trunk

#### Activity Sheet (Activity-5)

In the next activity Liklai asked children to observe different kind of leaves. She explained that leaves could differ according to colour, shape, smell, surface, and even according to many other things like thickness, edges, etc., but we would note a few things in our table.

#### Observation of leaves of the plants\*

Name of the plant	Colour of the leaves	Shape of the leaves (round/oval/long/triangular, etc.)		Do they have any aroma? Yes/No	Surface of the leaf	
					Rough	Smooth
1. Yendem	Green	Oval	Drawing of the shape of leaf	No	No	Yes
2.						

\*The impressions of leaves that are fallen may also be taken by children.

#### Assessment during teaching-learning for timely feedback

Tomba mentioned the shape of Yendem leaf as 'round'. Liklai accepted his response as that was the way he perceived the shape of this leaf.

Later, she showed round and oval leaves to the group and discuss the shapes. Later everybody was distinguishing oval and round leaves of other plants.

She found that some children were observing and discussing other parts of plants, i.e., fruit, flower, etc. If required such children may be encouraged and provided more inputs.

Name of the plant	Any other thing / object seen on plants

Later, when everyone finished taking the observations and recording those in the tables, Liklai collected their worksheets group wise.

She played a local game (**AmaAniKatika**) with children. Children of one group drew a big circle and firstly, Thaja started counting as *AmaAniKatikaThambalManaKakitaChahum Nahum Pet*. The person placed with the last word 'Pet' qualified for the game. All children selected by this process stand inside the circle only Mila was left and she stood outside the circle. She announced 'a green trunk' and all children in circle ran to touch the green trunk and tried coming back into the circle after touching it. Sam was caught by Mila before he could reach inside the circle. Now he had to stand in Mila's place and he asked everyone to touch a flower and the game continued.

Then after having lunch all of them started their journey back to their school. They sang local songs of *ChvangKut* (a harvest festival of Manipur). Some children even recited local songs in Meiteilon, Kukilon (local language). Everyone had fun while back to school.

Liklai observed each one of them and ensured their participation in these activities.

She recorded her observations in her diary the same day (strength of children).

### ❖ Follow-up Classroom Activities

#### - After the visit

Next day, all of them reached the classroom and Liklai had a discussion with the groups on the visit of the previous day. All children were given an opportunity to participate and some points of discussion were.

#### Discussion with each group

- Which plants were observed?
- How many plants had a thick trunk?
- How many plants had a thin trunk?
- How many plants had rough and smooth bark?
- What were the shapes and surface of their leaves?
- How did you do rubbings of trunk?
- What did you observe besides trunk and leaves?

Liklai encouraged each child of the group to participate in the discussion.

#### Sharing of Group Report (Orally): Sample report of Group I

- *Amu* told that she observed *Kaphadi (Pomegranate) and Heinou (Mango) plants*. *Kaphadi* had red flowers. Some flowers were lying on the ground. Its plant was not very big and its leaves had smell like *Kaphadi*. *Heinou* plant also had fruits. I like *Heinou* and found a fallen unripe *Heinou* and I ate it with my group.
- *Chaobi* of the same group observed *Heikru (Amla) and Timber plants*. *Amla* plant had green leaves and they were thin and narrow and. Its plant was not tall like timber tree. She showed rubbings of timber tree and it was plain as timber tree had smooth trunk.
- Other members of the group also shared their observations. Liklai appreciated various shapes drawn by children.
- She noted observations made by some children from Group I. For example, in response to the other things seen around.
- *Sanahal's* observations included, some butterflies, some sparrows and ants around plants.
- *Memmi* mentioned broken pieces of bangles, some stones and half eaten piece of bread in addition to sparrows, ants and butterflies.
- *Sam* only mentioned some discarded polythene and stones.
- There were some who did not mention anything against this column. Liklai appreciated those children for their minute observations. She encouraged other children also.
- The other three groups also presented their reports. During the sharing of report all children got the opportunity to listen to the observations, reflect on them and came to know about a number of plants through sharing of the experiences. This process extended their learning by knowing more about different plants.

#### Points to remember

*The idea is not to assess the accuracy of observations vis-a-vis the planning of the teacher which happens most of the time in real classroom situations. Suppressing such responses not only lowers the self-esteem of children but causes impediments to his/her future learning as well.*

**Recordings made in the teacher’s diary (during teaching-learning)\***

- The observations of children during the field visit showed that two Groups (I and III) had chosen only tall plants whereas in Group II children even selected some small plants. It was interesting to see that Ahima included the observations about grass as a plant. She mentioned the leaves as green and said there was no trunk.
- Almost all children had an idea about thick and thin trunk. Many could do that only through observation. In Group II, some children were putting their arms around the plants whereas I saw Chaobi and Thaja were very systematic in taking the observations in the Group IV. They used a thread to check whether the trunk was thick/thin. On being asked they said that they could observe the thickness but using a thread they would also compare two plants. (Liklai attached the two pieces of thread of the two plants with their worksheets.)
- Only Mila and Guna could distinguish between hard/soft and rough/ smooth.
- Ahima could not run because of the problem in her knee and I found that in her group Manja took the initiative to change the rules of the game and instead of running all children of the group were now pointing towards the object that they identified.
- From the children’s responses to other observations, I found some students had left the column blank. Some had tried to observe and record one or two things. Memmi seems to be a very keen observer and Sam and other children need to be given more opportunities for such experiences.
- She recorded specific information related to some children in her diary under their name and class related information for her own record.

\*No formal reporting required

She observed that majority of the children could not distinguish between smooth/ rough and hard/soft. So she reflected that they must have some mental image of rough and smooth to be able to compare. She said if you find a surface more like this metal pencil box, then you can call it smooth, if you find it more like the surface of a pineapple or a groundnut peel they are rough. She showed many objects and asked them to feel hard-soft, smooth-rough but from outside, you can call it rough. Similarly for soft she asked them to compare with the skin of their hands for soft, and with teeth for hard.

**Addressing gaps in learning of children\***

Material	Touch me and tell where should I be placed			
	Soft	Hard	Smooth	Rough
Chalk		√		√
Desk				
Book				
Sponge	√			√
Tiffin				

\*You can add more materials to this list.

Liklai asked children to do this activity in pairs and assess their work as well. Later, she provided answers to the activity on board and asked children to compare their results with that written on board with the one that was self assessed.

*Similarly, keeping the appropriateness and the need, opportunities of peer assessment may also be provided to children.*

She found still some children were unable to distinguish then she listed some material on the blackboard and asked children to classify those into hard/soft and rough/smooth after trying those at home. She asked children in their free time to observe and feel the trunk and leaves of plants in their



surroundings to experience their texture and she asked them to take the help of their peers in class and elders at home.

Liklai asked children to observe objects in their surroundings that had plants, leaves, and flowers in their designs. She also asked them to interact with their elders on how plants are useful to us.

**Creating opportunities for self and peer learning (assessment as learning)**

Liklai observed that all children took lot of interest in *self assessment*. During discussion in the class Liklai observed that some children gave many more examples of soft/hard and rough/smooth that were not discussed in the class but were related to their daily life. (*self learning*)

She found that 2-3 children were motivated and collected information on many more plants in their surroundings and shared with the class. When discussed many of them talked about the medicinal uses of different plants besides talking about other uses such as furniture, baskets, paper, etc. (*self learning*)

**Points to remember**

*Taking children towards self learning is an important objective of assessment, yet in no way the teachers need to be impatient about this. It is a slow process to develop the ability of self assessment and self learning (assessment as learning). However, sustained efforts are required and opportunities for it need to be provided from time to time.*

The above activities were completed in 7-8 days. Similarly she took up other activities of the chapter for identifying patterns of flowers and leaves on different objects in surroundings. She organized plantation of sapling by each group and asked children to name and take care of that. She encouraged children to think of/write some poems/riddles on their favourite plant/flower/fruit and next day children presented those in the class. All these activities of lesson 2 took around 10-12 days. (*However, the time varies depending on the activities, children's pace of learning and other administrative constraints*).

**❖ Assessment after completion of chapter (criteria-based assessment)**

After the completion of a chapter and continuous practice and exercises in the class, Liklai planned to carry out assessment of children for what they have learnt (*assessment of learning*) through some activities/ exercise in the class, and situations (observation, oral expression, make and do, etc.) using the indicators of learning of this lesson mentioned above. (You may choose other methods such as paper-pencil test, project, survey, visit, etc., and the selection of any method will depend on the purpose of assessment and other constraints mentioned earlier). Liklai offered children to work in groups as well as individually and it took her two days (two periods on each day) to assess all children. For example:

- a) Liklai provided leaves of plants such as coriander, mint, carrot and of some other plants that had aroma in a group

- You have seen that teacher has used assessment as a process by using various ways such as discussion, interaction, asking questions, sharing experiences to improve children's learning
- This data is need not be recorded for reporting purpose, however, some specific observations could be recorded, (PSQ, Strengths) which helps for reporting.

and asked children to guess one by one the name of the plant by smelling it with their eyes closed. After that she asked them to compare and classify these into rough and smooth.

- b) She asked each child to observe one plant (her/his choice) around her/his home and later the child was supposed to speak five sentences on the plant or its parts such as leaves, flowers, fruits, trunk, etc.
- c) She provided some dry leaves to children and asked them to draw/print 5 different leaves from that and observe the pattern emerged. She asked them to name any three things where they had seen any patterns of leaves.

Later she collected the worksheets that children had used to draw the leaves/ took prints and classify those into rough and smooth.

**Assessment of learning: Recording child's progress for reporting**

She noted her observations against the name of each child in a logbook, which included a separate page for each child. For example, she recorded her observations of two children as given below;

- Ahima: She is able to identify all leaves from its odour. She spoke more than five sentences that include minute observations related to plants. She could classify all leaves into rough/smooth. She needs more practice for taking prints.
- Chaobi: He is able to identify leaves of different plants with some hints. His observation about the plant was clear, however, he needs to build confidence for oral expression. Drawing was very neat.

However, the frequency /periodicity of *assessment of learning* may be decided by you/school. In this example, we have mentioned doing assessment after completing one chapter but in no way it is prescriptive and you are free to carry out assessment after completion of a 2-3 chapters, unit or theme or any other criteria decided as per the need.

## Example-2

### ❖ What is expected from children to learn?

I, Swati, teach EVS in Kendriya Vidyalaya, Delhi. Last month, I planned to introduce the theme 'Food' to Class III children. I identified three chapters titled *Food We Eat*, *What Is Cooking*, *The Story of Food* which were related to this theme in the NCERT textbook of EVS for Class III.

The theme included the following learning points:

- Diversity in food.
- Things that are eaten raw and cooked.
- Things that are cooked from one item (wheat/rice), utensils used in kitchen, methods of cooking, fuels used in cooking.
- Gender roles in cooking food.
- Food from plants and animals.

For the concepts mentioned above, you will find that the learning situations allowed children to

- Appreciate the different food items that are eaten by people from different regions/cultures.
- Observe that different dishes could be prepared with one food item.
- Discuss and categorise the things that are eaten raw or cooked.
- Record the observations.
- To learn about different dishes that are prepared without cooking.
- Active participation, enjoyment, sharing and working together in the activities.
- Observe and categorise the utensils used for cooking, eating and for other activities.
- Observe different processes involved in cooking.
- Observe different fuels used for cooking.
- Sensitisation about the gender role and stereotypes in preparation of food at home.
- Observation and reflection through picture reading and drama.

### ❖ Visualizing and creating learning situation

There are children from different states in my class and I thought talking about their food will help everyone be aware about the diversity in food. I decided to organise a picnic in the school garden during lunch. Priyanka did not bring anything for lunch because her mother was not well and told me that her father has given her five rupees to buy something from canteen but canteen was closed that day. Ashutosh shared his lunch with her and after five minutes everybody started sharing lunch with one another.

I asked them to guess what they had brought in their tiffin boxes by smelling it with lid on. Children sat in a big circle and through interaction and they first made a guess and then opened their box and

corrected themselves if they were unable to guess correctly. They made guesses about the food in their lunch box, named different food items told about their favourite food items, and so on.

When Neha mentioned ‘*SoibumEronba*’ (a bamboo vegetable) as a food item others were curious to know about it. She shared that when her father was posted at Imphal, she enjoyed it very much. Some children named some dishes of different places that they went to or read/heard about them. Everyone had fun.

❖ **Initiating Teaching- Learning Process**

**Activity 1: Dishes made from wheat and rice**

After this mini picnic we came back to our classroom and I asked students to fill up the worksheet given on Page 40 of EVS Class III textbook. Some children were writing quietly whereas others were discussing. I wrote wheat on the board and asked students to list out the responses that they had written in their worksheet one by one.

I asked if anyone could add anything other than what has already been mentioned on the board. Not many responses were there except – *chapaati, paraantha*, bread. After this I asked few children that what they had in their breakfast. I got many responses like *daliya, ili, upma*, corn flakes, sandwich, chocolate milk, etc., which I listed on the black board and asked them to pick any three things out of those enlisted and write the ingredients (things) used to prepare that. I found that most of the children could list only a few items and for some of the dishes only.

**Assessment during teaching-learning process (not to be reported)**

Interaction and guessing food items by children

- Identifying food item made from wheat.
- I observed that children were aware of different food items. At times some of them mentioned the dishes as specialties of some place/region.
- I found that many children were curious to know about bamboo dish (its taste, or any other food being prepared from bamboo) as most of them thought it was only used in wooden items.
- It was also interesting to know that Samir mentioned about snakes and ants as food of some Chinese people that he learnt from his uncle.

- It was appreciable to notice the sensitivity in Ashutosh as he came forward to share his food with her. However, children did not know much about the different ingredients that are required to prepare any dish.

I asked children to observe and interact with their elders to find out about any two dishes of their choice and what was used for their preparation. After two days, children shared and discussed about their experiences.

*This would enable me to expose children to various learning situations beyond classroom that enrich different processes of learning.*

### **Activity-2: Preparing dishes without cooking**

To introduce food items eaten raw/cooked/ both raw and cooked and fuel for cooking, I planned another activity (preparing dishes without cooking). Firstly, I discussed with children about the dishes that they eat.

I asked how food is cooked at their place. All children responded ‘gas stove and cylinder is used with it’. I gave them a situation—“all of you imagine that gas cylinder is finished and how will food be prepared?” Some children promptly said, “we will go to market and buy something to eat.” I said, “Ok” and again posed a situation that there are some people of your family who do not like to eat market food then what will happen? This time children gave a thought to my questions and gave me following responses-

“*Heater par banalenge*” (हीटर पर बना लेगें)

“*Kerosene stove par banalenge*” (स्टोव पर बना लेगें)

“*Pass wali aunty ke ghar jakar banalenge*” (पासवाली आंटी के घर जाकर बना लेगें)

I said : “can you tell me some more things that is used for cooking, other than gas, kerosene, heater?” Some ideas came to which I added like microwave, wood *chulha*, straw *chulha*, dung cakes. (*some children had noticed dung cakes stuck on the walls of bastis, while others had not. I asked them to notice next time they are close to a place where cattle are kept.* )

I said ‘children, do you wish to prepare dishes in the class?’ Some children asked ‘Ma’m kaise pakaanyege?. कैसे पकाएगें)

Seema said “*Kuch aisa banalenge jisme gas ki zarurat na pade*” (कुछ ऐसा पकाएगें जिसमें गैस की जरूरत न पड़े)

I stressed on this response, “it means we can also prepare some food items without cooking.”

I asked children “can you think of the dishes that can be prepared without cooking.?”

Children came up with many responses- sandwich, fruit *chaat*, salad, lemonade, rasna, *lassi*, *sharbat*, *raita*, sprouted-*chhole chaat*, sprouted-*moong chaat*.

I divided my class in 6 groups, 6 children in each group. I made them sit in their groups. I told them that they have to choose a food item to be prepared in the groups and gave them five minutes to decide in their groups. I went to each group while just observed them discussing about their dishes. In the meantime, I had drawn a table on the board. After five minutes, I addressed the whole class and each group told me the name of dish they wanted to prepare.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
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Lomanade	Fruit <i>chaat</i>	Sprouted- <i>moong chaat</i>	Sprouted- <i>chhole chaat</i>	Salad	lemonade

Students said, “two groups lemonade bana rahe hai”

I asked, “what should we do now?”

Some of them said “ *Alag alag cheezen banate hain. Class party karenge.*” Group I said that they would prepare *lassi*. (I appreciated the initiative of group 1 and did not force them to change the food item).

After deciding dishes, I asked each group to list out the items they would require to prepare their dish and gave them some time to think and decide. When all of them had finished with this I asked each group to read out their list of things. They chose one group member to read out the list and I started noting down the things on blackboard below the item mentioned in the table drawn on board.

**Teacher’s observation and on the spot feedback (assessment for learning)**

Some of the items were missing or not required mentioned by the group members. I helped them with discussion with other children to correct them.

All the group members opted to bring the items and noted down accordingly in their diaries. Next day, this activity was organized in the class and children worked in their groups, had fun, shared and enjoyed the dishes prepared in the class.

I asked children to draw and name the utensils used by them to prepare their dishes. Children drew different utensils like bowl, spoon, glass, saucer, etc.

I had enlisted children’s names under each group and noted my observations the same day in my diary.

**Teacher’s diary (assessment for learning), specific observations\***

- Seema could think of the food items that can be prepared without cooking.
- Pal, Sumesh made their drawings very clearly and even labeled the things used by their group. Naresh took interest in drawing but was not very keen to participate during preparation of the lemonade.
- Nandita and her group members drew a peeler as they used to peel cucumbers to prepare salad.
- Group III children were very meticulous and they organized their seat work neatly even after work.

*\*Not to be reported formally*

**Activity-3: Utensils used in the kitchen**

In order to let them know more about different utensils and objects used in a kitchen, I planned to take the children to school canteen. I divided the class into groups and provided them sheets and writing

board. All the children were excited and went inside the canteen and they observed big utensils kept there. I could hear the children talking, discussing and asking (canteen people) about different things.

Priyanshu- *Mere mama ki shaadi hue thi tab maine itne bade bartan dekhe the.*  
 Nikhil- *Jab hamare yahan koi mehman aata hai tab meri mummy bade bartan main khana banati hai.*  
 Sagar- *Ma'am maine to pahle baar itne bade bartan dekhe hain.*  
 ( I gave some time to children so that they could freely observe the things in the school canteen)  
 Some students noticed big gas stoves and cylinders.  
 Meriya- *Ma'am yah to bahut bada gas hai.*  
 Sanjana- *Three cylinders bhi hain.*  
 Me- *Yes! What do you think happens on the gas stove?*  
 Madhur- *Gas par khana banate honge?*  
 Ayushman- *Hamare liye samose banate honge?*

After 10 minutes I asked all the groups to draw and name different things there they observed and name them in their own language. Children drew pictures of different utensils, gas stove, tandoor and fridge. They also asked questions from canteen people. Some of the questions were: (these were discussed in advance with children, and mostly suggested by them, but I had drawn attention to different aspects of canteen people's lives)

1. How many times food is cooked?
2. What all things do you cook?
3. Who brings material from the market?
4. How many cylinders are used in a month?
5. Where do you sleep?
6. Where have you bought these big utensils from?
7. Who cooks food for you?

After this we came back to class and I displayed pictures drawn by students on the class display board and also organized a discussion.

Next day, I used activity sheet from NCERT's EVS text book from lesson 'What is cooking?' (Page 61-62). Children coloured the sheet and identified different utensils in the picture. They wrote the name of utensils. Later, I added their worksheets to their portfolios.

#### **Assessment during teaching-learning**

Some students had drawn only utensils during their observation at the school canteen. Three children (Rajesh, Neha and Ravi) also drew a gas stove, tandoor. Mithilesh also drew the fridge which is used to preserve/store the food items.

I asked - How were the utensils used in the school canteen?

Raunak- *Khana banane mein.*

Me- *Ok*

Madhur- *Hamne to aise bartan bhi dekhe the jisme khana khate hain.*

I drew a table on the board.



Name of the utensil	Used for cooking	Used for eating food	Other use
Kadai	Cooking		
Plate		Eating	Serving mithai , biscuits
Jug			Serving water

Children named different utensils and I wrote them in the table. Together we classified them under different heads.

#### **Activity-4: Gender sensitivity**

To sensitize children for the gender disparity and stereotypes in cooking and eating practices across different cultures, we planned a play where I divided the class into two groups and gave them two situations, one that of a house where role of cooking and procuring things are that of the housewife and daughters and another of a restaurant managed solely by the male staff. I gave them time for a week to observe the situation allotted to their group and divide roles accordingly amongst them. They even framed the dialogues for the act. Both girls and boys were there in each group and they put their name (other than their own name) and their role on a slip and tagged it in front of their shirt. Everyone enjoyed in the class.

We discussed a lot of things after the play.

- Who prepares the meal?
- Is any remuneration provided for it?
- Why don't the females employed at restaurants as cooks?
- Why do women eat after the male members finish?
- What would happen if everyone eats together at home?
- Can the roles be shared by the male members for preparing meals?
- How does one learn by helping in different chores at home?

#### **Assessment of learning (summative data) after one quarter**

After the teaching-learning process of about three months and completing 5 chapters, I planned to evaluate children based on the criteria (indicators for EVS learning). I analyzed that I assessed children by using different ways such as paper-pencil test, oral expression, drawing, experiment, survey, discussion, etc., providing individual and group activities to assess children's learning. I also referred to their portfolios, my diary/ log book as well to recollect the progress of each child.

I assessed their performance keeping in view the criteria (indicators) of Class III level collected through the evidences using various sources. These assessment data (assessment of learning) I regularly assessed, based on criteria which I rated at 4 levels in my record format.

### Record of one quarter (teacher's record) of Assessment data

Name of the child	Observations during one quarter						Qualitative remarks/description
	obs-1	obs-2	obs-3	obs-4	obs-5	obs-6	
	Oral Expression	Written work	Drawing activities	Project work	Picture-reading tasks	Creative writing	
Assessing progress as per the related Indicators							

For comprehensive progress report (evaluating one quarter's progress), I prepared a profile for each child. I decided to report their progress on a four-point scale along with some qualitative description.

### Reporting: Sharing progress after one quarter of EVS learning

Name of the child	Remarks/description	Level of learning
Neha	Performing well in different activities. She is a keen observer and finishes her task well before the stipulated time. She is meticulous and works with interest and concentration. She is able to relate her learning beyond school and cites many such examples. She is very creative and has a good experimental hand. She is also able to articulate her thoughts clearly in writing and drawing. More practice is required for oral expression. Encouraging her to speaking in front of a mirror might help her.	Learning EVS beyond the that of Class III (L-4)
Joy	He is very curious and keen observer. He is quite assertive and expresses clearly and confidently. He makes an effort to relate the classroom learning with his daily life. At times his remarks and observations are very thought provoking. However, he needs to be little patient while working in a group and help others when required.	Learning EVS as per class III (L-3)
Randeep	Randeep is able to manage his work and the task allotted with either the teacher's or his friends' help. He has good experimental hand and draws well. He is able to take observations but needs help to analyse and conclude. He needs to take up extra efforts to go beyond the textbooks and classroom learning. It is appreciable to notice his concern for the differently abled as I often observe him taking care of Hardeep and even urging others to do the same.	Learning EVS as per Class III with the support of teacher, peers and elders. (L-2)
Saina	She is very caring and polite. She takes lot of time to comprehend the task and needs constant support for its completion as well. She needs greater efforts to sustain her interest in any activity. She also needs lot of care in health as she keeps absent for a number of days due to illness.	Needs additional support to learn EVS (L-1)

### The other alternative could be

*Let all children only receive stars of varying colours and the information for the last column ( if you feel so) may be kept with the yourself/school and if required may be shared with the parents or any other stakeholder. The colour coding pattern may be decided as per your choice and it may be changed over 2-3 years. However, if you feel appropriate, then red for the children who need greater help may be avoided.*

*Similarly, she filled the information about the progress of each child and shared that with the parents on the PTM day.*

*Note:* The format mentioned above is only a suggestive one and a prescriptive criterion/format to

report the progress of children may be avoided. A decentralized approach may be adopted where the flexibility needs to be there and the schools may be provided the autonomy to decide about it.

### **CCE in ARTS EDUCATION**

Arts Education is an integral component of school education. In the primary classes arts education should be integrated with other subjects. The context/ theme for various activities for children should be taken from the immediate environment of the child and emphasis should be on free expression of child at this stage. Most of the activities should be organised in groups and the resources should be shared by children. The child should be understood in her/ his own context and individual expression should be recognised by the school rather than make children mindlessly copy whatever is drawn on board by teacher.

Every child should be given an opportunity to take active part in the art making or doing process and encouraged to express themselves. Since arts education comprises of visual as well as performing arts and crafts, they have a wide scope in the learning process. The teacher should keep in mind the fact that every child comes from a different socio-cultural and economic background she/ he will have different abilities and the child's strength and weaknesses may be explored. It will be the responsibility of school to provide space and time for arts education and assure that CCE takes place in true spirit. The school should also facilitate the resources for appropriate learning atmosphere in arts education as in all the other areas of primary education.

The objectives of learning at this stage are as follows;

- To make children conscious about the good and beautiful in their immediate environment
- Based on the above experiences, make children express their ideas and emotions through different forms of arts
- To develop all senses through observation/ experience, exploration and expression
- To enable understanding of both team work and individual potential.

### **The National Curriculum Framework (NCF) 2005 and the Arts**

The NCF 2005 has redefined the understanding of arts education and its scope a. by including the arts as one of the curricular areas along with mathematics, sciences, and the languages; b. breaking down the traditional belief that the arts merely help enhancing cognitive processes linked to academic subjects; c. promoting arts as a meaning making process involving the interaction of the cognitive, affective and expressive domains d. relating that arts is an area of learning being open to development of new experiential learning processes and e. making

assessment strategies that will show the process of growth and development of expression among children.

In primary classes arts education is integrated with all the curricular areas. Education through the arts is where learning takes place using different art forms (visual as well as performing) as a tool of teaching - learning and assessment processes. Integration of arts education with other subjects should be a two-way process using arts education mainly in the form of content where information on the art forms are provided in languages, social sciences and science or environmental science and mathematics and also in the form of activities, projects, exercises etc.

In the primary years of school education arts should have maximum integration with all the learning areas, i.e., mathematics, sciences and languages so as to make learning more holistic, joyful and expressive. As mentioned earlier children's learning happens primarily through the kinds of experiences that they have. The learning environment in schools should generate different experiences from which children can take their learning forward. Thus there is a need to create situations in which children can face and experience new and fresh ideas. The best way to do it is by using an integrated approach to learning where the boundaries between subjects are blurred and they all blend together. The focus is not so much on science, language and mathematics but on making sense of the immediate environment through a range of themes or topics that connect children to their actual lived experiences. All the major arts and craft forms share a lot of dissimilarities as well as similarities.

Following are some of the themes, which are broadly taken in the syllabus for primary level around which art learning may take place in an integrated way:

- Self
- Family
- Classroom or School
- Immediate environmental and surroundings

The themes or content the children learn provide a framework and scope for dealing with a wide range of issues depending on the socio- culture context of children. For example, issues such as the natural environment, the elements, wild nature, tools that man uses, means of travel, family and relatives etc. can be explored at the primary level.



**CONTINUOUS AND COMPREHENSIVE EVALUATION IN ARTS EDUCATION IN PRIMARY CLASSES: A FRAMEWORK**

<b>Techniques</b>	<b>Tools/Ways of assessment</b>	<b>Weightages</b>	<b>Periodicity/ Recording</b>	<b>Reporting</b>
Activities as per the syllabus <ul style="list-style-type: none"> <li>• in classroom</li> <li>• outside the classroom</li> <li>• in groups</li> <li>• individual</li> <li>• assignments</li> <li>• portfolio</li> </ul>	Observations <ul style="list-style-type: none"> <li>- Oral questions (interactions and interviews)</li> <li>- Diary for every child</li> <li>- display, presentation and performance</li> </ul>	80% for the process and 20% for the product	<ul style="list-style-type: none"> <li>- Day-to-day</li> <li>- Activity to activity</li> <li>- Overall</li> <li>- Quarterly</li> </ul>	Direct grading (3 point), Quarterly or As per the school calendar/ as in other subjects

Teacher will report at least thrice in an academic session, the progress of different aspects of the child to principal/headmistress, parents and children. The report will be based on the following:

- ✓ Portfolio which will be a collection of day to day activities of the child
- ✓ Displays, presentations and performances taking place from time to time
- ✓ Observations entered in the diary
- ✓ Interview/interaction with each child and narration

Teacher has to see the progress of the child herself without any competition and comparison and paying more attention to free expression and participation of the child. For CCE, the teacher will have to make sure that every child is given an equal opportunity to participate in some activity or the other throughout the session.

The following criteria based indicators can be used by the teacher for qualitative assessment of the children in classes I-V. A positive reporting of the child’s progress should be done.

<b>Criteria*</b>	<b>Indicators</b>	<b>Description</b>
Observation (Class wise)	<ul style="list-style-type: none"> <li>• Attention to detail</li> <li>• Exploration</li> <li>• Response</li> <li>• Perception</li> <li>• Focused/ Engrossed</li> <li>• Descriptive/ Interpretative</li> </ul>	<p>Rashmi has a good observation and she is focussed. She sings well and grasps the rhythm fast. Her drawings and colouring also have perception and clarity of concepts (Class III).</p> <p>(At this stage, exposure is very important, the more children see/ explore their observation enhances. Their perception and response gets better. With increasing observation and motivated expression their communication also becomes clearer and they get into the details of their subject)</p>
Expression (Spontaneity and free expression)	<ul style="list-style-type: none"> <li>• Unique</li> <li>• Experimental</li> <li>• Innovative</li> <li>• Thoughtful</li> <li>• Redesigning</li> <li>• Imitative</li> </ul>	<p>Ayan is very creative and expresses himself with bold lines and forms. His dance movements are very subtle and reveals a beautiful sense of rhythm. In singing he gains lyrics fast, grasps tunes well. He can copy what he observes while acting, but imaginative in drawing/ painting. He is also very interactive with the teachers and peer group. (Class II)</p> <p>(Children at this stage needs to be encouraged for free expression and be innovative and for this they may be given opportunity and freedom to play with the materials and experiment)</p>
Interest (In participating in different activities)	<ul style="list-style-type: none"> <li>• Enjoyment</li> <li>• Engagement</li> <li>• Involvement</li> <li>• Connected</li> <li>• Analytical</li> <li>• Indifference</li> </ul>	<p>Aditi at times gets indifferent while the teacher explains things which are not of her interest. But she has a good involvement when she draws or mimes or copies sound and movements. She enjoys colouring and plays with materials. (Class I)</p> <p>(Interest in different kinds of activities related to all art forms need to be created and the teacher has to be a part of all activities, discuss different topics with them and encourage them to ask questions related to these subjects. This will enhance their visualization and make them indulge in the process of art making and doing.)</p>
Participation (Group work)	<ul style="list-style-type: none"> <li>• In group activities</li> </ul>	<p>Rohan is a shy child and needs attention all the time from the teacher. He avoids working in group. However he is better when he participates in group activities of music and dance. (Class V)</p> <p>(Children should be encouraged to work in groups and often be given activities such as singing in a choir, folk dance, making collage or making three dimensional models etc. They need to share the materials and co-operate to work)</p>

\* The criteria and indicators given above are suggestive, however teachers can add more to this appropriate to the activities being conducted. Child may be assessed on each criteria but not all the indicators in every activity.

Children with special needs will be assessed on different indicators within these criteria depending upon their special abilities.

### Example I

This example of a Class II child shows the art experience through drawing and colouring a subject /situation which has a water body (river, lake, sea, pond, aquarium anything which a child has seen), a house and other objects and life around it.



In this particular expression the child made a pond, and a house beside it and a typical urban scene with birds sitting on an electric wire across the horizon.

What do we know from this experience?

- The child has created her/ his own art work and visual symbols.
- It is directly connected to the experience of the child.
- It demonstrates how the child has used different perspectives to depict the house, the pond and birds on the wire and fish.
- It exemplifies the conceptual thinking involved
- It shows the artistic skills that the child possesses.

Art integrated learning at the primary level. Using this art work as a basis the teacher can ask the children to mine the twitter of a bird, or sing like a bird by making their own rhyming lines or do a choreographic movement of the waves in water, Fishes etc. Any story or poem connected to diff object in this picture can be narrated to help the child envision better.



## Example II



This is an example of class V children. The class was given a subject related to their EVS curriculum, 'Save Environment'. Students were shown a 2 minute video clip on , ' what can happen if we do not help in saving our environment?' They were motivated to think, imagine and experience the situation and draw their expressions on a quarter size sheet.

- Above expression is of the same exercise and;
- shows the understanding of child on this subject,
- details given by the child shows interest and involvement of the child.
- It also reflects on the mental state of the child on, how original the expression and solution she is able to think of.
- Covering the concern of different kind of life around.
- The work of art also shows the handling of material, line, colour, composition etc.

A drama could be conceptualized based on the above drawing to save the environment. Teachers can give their support to enhance awareness e.g when the roots are cut there is soil erosion and when there is erosion what are the adversities and so on. It could connect to social sciences and science both.

### Example III

A song was taught in class III

*“Ritu Basant Aayo Rey*

*Daal Daal Par Koyal Kukey,*

*Piyu piyu papihaa bulae rey “*

This song was first sung by the teacher and an opinion poll was taken whether children liked it. 70% approved of the song and a few suggestions poured in like my *grandmaa* stays in the village and sings songs on flowers and bees. While sowing seeds, the farmer sings songs and enjoys even when it is raining. The children learnt the Basant song, wrote the song and understood meaning of the words. They composed a dance, painted in their drawing books, observed nature outside class and homes and the process and extension of knowledge continued.



#### **She observed that (Assessment during Teaching-Learning)**

- The children recollected all images in their memory of spring and spoke about it.
- They discussed the season flowers and their colours.
- They were also definite about the months of spring in our country

- A poem was also learnt by them from their text books on spring
- The children were very happy and wanted to sing, dance, recite, paint – joyful learning

This activity continued for a full week and the teacher utilized this process of learning for assessing the children. This is for the teacher's personal record.

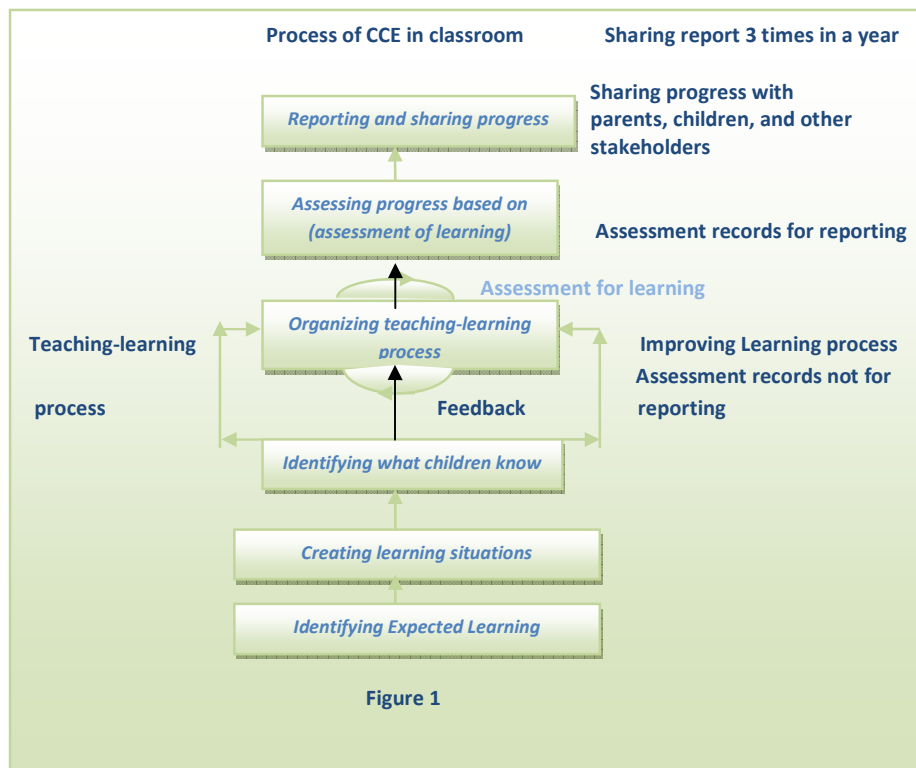
**Ashima** - She is very comfortable to work in a group and gives full attention to any task assigned. Her talent in both dance movement and painting is praiseworthy. A very social person who interacts with all.

**Bernard**- He loves working with friends. He is a good singer and is very creative as he was the one to suggest the activity of poems in a class and also composed 2-3 lines on his own. A focused child who reads and possesses good knowledge

## Section-III

### Some Essentials for CCE Implementation

In Section II, you have seen examples of how assessment is being used in various subjects, during the teaching-learning process (assessment for learning) as well as after the completion of a lesson/theme (assessment of learning). In order to follow this, the teacher needs to follow some necessary steps for classroom transaction. This section provides you some guidance on these steps need to be implemented in the classroom. This section also provides guidelines on using the assessment data by the teachers to provide feedback and report the progress of children based on subject-specific criteria. You will find some guidelines for teacher educators and administrators as CCE is a collective activity on the part of various stakeholders.



The present section includes the following components:

1. What are the essential steps for CCE implementation in the classroom?
2. What roles do Teachers need to play?
3. What roles do Teacher Educators or BRC/CRC Personnel need to play?
4. What are the broad guidelines for Administrators?

## 1. What are the essential steps for CCE implementation in the classroom?

### Step I: Identifying expected learning

Before initiating the teaching-learning process, read the lesson/chapter carefully and understand the lesson in context of children's learning needs. Generally teachers think that lessons are developed for children. This is not true. Lessons in each textbook need to be dealt with jointly by teachers and children by creating learning conditions. *Thus, the first step of your teaching-learning plan (as you have seen in Figure 1) is to identify the expected learning points/objectives of the lesson.* Whether above learning objectives/points have been realised or not has to be judged by the learning indicators. For each subject, broad indicators are provided for reference in Appendix I. These indicators are purely suggestive in nature and can be developed as per the context and situation. The indicators help you in a number of ways by

- *focusing on and understanding children's learning as a continuous process;*
- *providing a reference point for parents, children and others to understand the progress of every child in a simple way; and*
- *providing a framework for monitoring and reporting the progress of the child.*

### Step II: Creating learning situations to know existing learning levels of children

We need to initiate teaching-learning process with the children's learning experiences related to each curricular area. As we have seen in the examples, teacher visualizes and creates the learning situations rather than asking direct questions or giving direct information to children. *You can create learning situations keeping in view the context of the children.* While creating learning situations through interaction/discussion, etc., you can judge the involvement of children. This data will help you to relate new learning with the previous experiences of children and move forward in a spiral manner.

### Step III: Initiating teaching-learning process

After knowing children's existing learning levels, you would decide which transactional approach(es) is/are appropriate to take up the lesson. For example, while dealing with one of Hindi lesson, you may first initiate the group work and later may follow the individual work. Thus, while dealing with one lesson, you need to follow various approaches or ways to create learning situation to construct knowledge and develop skills. The selection of transactional approaches must be decided by you as per children's need, nature of the subject, and facilities available. Classroom interactions, discussions, sharing of experiences, etc., provide opportunities to children not only to construct knowledge but also help teachers to assess children's level of learning. You would realize that a lot can be understood from observing, listening to children, discussing informally with them, asking questions, reviewing their written work (class work and homework) and other learning materials made by children. Accordingly, you provide inputs/feedback to children regularly to improve their learning.

You will find that in the classroom children learn in groups, individually or with the support of teacher and peers.

- ✓ **Individual learning assessment** – Individual learning focuses on individual child while she is doing an activity/task independently. This can be worksheet, paper-pencil tests, performing activity, picture reading, class work, project work, etc. It is to be assessed individually. This is done for improving child's self learning (individual learning) during teaching-learning process. This is not necessary for you to do it every day for each child. This assessment could be completed in two or three days but *timely feedback must be given to them as seen in the examples.*
- ✓ **Group learning assessment** – Group learning focuses on the learning and progress of a *group of children working on a task together.* The prime purpose of group learning is to initiate interaction, discussion, and sharing of experiences in the class and use children's knowledge as a learning resource. The assessment of group learning must focus on accomplishment of a given task. It should not assess each child's task in the group. Group work helps teachers to identify the strength of children and also to assess inter-personal qualities, co-operation, empathy, taking initiatives, concern for others, etc.
- ✓ **Self and peer assessment** – During teaching-learning process you will realize that some children not only learn the concepts, but have the ability to assess their own work and can also assess the work of their peers. These children are a *learning resource for teachers* for facilitating other children's learning when she/he is engaged with other children. This aspect should be recorded and reported.
- ✓ **Individual assessment in groups** – In primary classrooms, generally, teacher makes small groups. She assigns activities to each child working in group situation. The purpose of creating this learning situation is to provide scope for mutual/peer learning. This is a very useful way to engage all children meaningfully by utilizing fast learners for those children who are lagging

#### Do you know what scaffolding is?

- Scaffolding means support of teachers/peers/elders to children while teaching-learning is going on. Actually it is a bridge which is used to build upon what children already know in order to arrive at something they do not know.
- In the process of scaffolding, the teacher/peer helps the child to do a task or understand a concept that the child is initially unable to do independently.
- The teacher provides assistance on only those skills/concepts that are beyond the child's ability to fully understand. Children are expected to commit errors, but with teacher's feedback and prompting, they will be able to learn.
- When the child takes responsibility to do it independently, the teacher begins the process of gradual removal of the scaffolding.
- This is a very useful way to improve child's level of learning during the teaching-learning process.

behind. In such groups, assessment of each child's work will be necessary by you. Peers can also assist you in this task. Your overall supervision is necessary their focus is on individual learning,, not on group work.

#### **Step IV: Sources for collecting information/data on child's learning**

You must realise that you are the most important source for providing information about children. Besides you, there are other persons/sources from which information about children can be collected and this would provide you a complete/holistic picture of children's learning and development.

- The other sources could be
  - parents
  - child's friends/peers
  - other teachers
  - community members
- Portfolio is a rich source of child's performance. It should be used while assessing and reporting child's progress.
- Child's homework, project work, other assignment, etc., are generally not taken into account. These should also be taken into account while writing child's profile.
- Parent-teacher meetings are a very rich source of getting information about different aspects of child's behaviour.

#### **Step V: Recording of information**

As you have seen in the given examples that the information to be recorded is of two kinds:

- ✓ The information/data collected during the teaching-learning process is for teacher's own record and is used by the teacher to further improve children's learning and provide feedback. The focus of this assessment is to improve child's self learning. She compares child's progress with his/her previous one. This will be seen in class-work copies.
- ✓ The second kind of information is related with the data collected after completion of theme/chapter/unit. This will be reported by the teacher at the end of a

#### **Portfolio**

Portfolio should *not contain only the best work of a child but all kinds of work*, to show the growth and progress of the child over each quarter and in turn the entire school year. Such a collection helps the teachers and parents to know what the child has accomplished and is a record of the *actual work* done rather than just the 'test scores'. At the end of every term (quarter), the teacher looks at each child's portfolio to assess her/his progress and gives specific and useful feedback to parents. The portfolio often helps parents to know more about their child, about her/his interest areas and personal-social qualities they may not have observed at home, and helps them to discuss with the teacher the child's performance and progress. (Source: *Source Book on Assessment in EVS*, NCERT)

quarter, and will be called assessment of learning (summative assessment) based on the criteria (indicators) identified by the teacher.

Points to remember while recording and reporting:

- ✓ Assess the child's work after the completion of a specific period.
- ✓ Make a special effort to write qualitative description of a child's work along with her learning level.
- ✓ Keep samples of a child's work in a portfolio and assess them.
- ✓ Make a conscious effort to note down important observations, incidents, strengths and weaknesses of children.

Prepare a child's profile based on these evidences.

### **Step VI: Reporting process**

You being a teacher must be experiencing that most of the time you are engaged with recording information for reporting the progress of children. For this, you are getting prescriptive formats to record and report the progress. With this, there is less emphasis on actual teaching-learning process and improving children's learning. If you focus much on teaching-learning and use assessment simultaneously for improving children's learning rather than for just creating data for reporting, children would get time for learning.

- You need to understand that reporting is one of the activities of child's learning process. After completion of a chapter/unit/theme you must assess children keeping in view the broad indicators of learning. You must keep this data as record. Schools generally conduct assessment (assessment of learning) once in one quarter or on half yearly basis by using paper-pencil tests. This is again not a correct way of assessing children's progress. Variety of ways of assessment must be used to assess the progress, which would provide comprehensive picture of child's learning.
- School reports the child's progress in the form of 'grades' such as 'A', 'B', 'C' without giving any remarks/descriptions/feedback: the rationale of such grades a parent or an elder can hardly understand. This kind of reporting neither communicates to children about their strengths or areas of interest nor communicates to parents/elders.
- While preparing a report the teacher needs to communicate and share the feedback with the child and parents. This aspect is important and needs to be done carefully and in a constructive and positive manner. It would be better, if we could report assessment data (summative assessment) in three quarters and it should be criteria based.



## How to Assess for Personal-Social Qualities (PSQ)?

- The purpose of assessment of personal-social qualities under CCE is to indicate *how well the child is progressing* in his/her development of personal-social qualities. Personal-social qualities of the child are not to be assessed in terms of their “presence or *absence*” as it can do more harm than good. It is more important to state the extent to which the child displays a particular quality.
- Assessment of personal-social qualities would require teachers to observe/*look for evidence* related to child’s personal-social quality while she/he is in the class during teaching-learning process in different curricular areas.
- Teacher should make observations throughout the year and *report/record once in one quarter* the key personal-social quality observed in a particular child.
- While reporting teachers will be required to *descriptively state/write* only those personal-social qualities observed/seen in a child.
- *Direction of development* is more important than the status of it. So, focus should be on the strengths of the child and undesirable behaviours should not be highlighted especially in the view of CCE.

## Exemplar on Reporting of Personal-Social Qualities

### Class II Child

*Initiative Taking:* Aman is eager to participate in classroom activities. He volunteers to clean the blackboard or go to other teachers for some work, if required. He was the first one in the class to volunteer for cleaning the play ground in school. He helped in gathering leaves, plastic, paper, bottles, etc., for the environment project.

*Emotional Control:* Aman has the ability to control his actions and behaviour, for example, he waits for his turn patiently during the games or remains in the queue while going to the assembly hall. When he lost his pencil box in class, he was composed and waited for the teacher.

### How to Report the progress

#### i. Report: Mapping the progress of the child, three times in a year

- Assigning the Levels I, II, III, and IV in the subject areas will indicate the range within which the child’s learning and performance lies on these four performance/learning levels.

Learning Level I: Even with support the child’s performance has not yet reached the expected level

Learning Level II: Child needs support from elders to reach the expected level

Learning Level III: Child's performance as per expected level

Learning Level IV: Child's performance beyond the expected level

- Using a collection of illustrations of a child's work will help understand at which level of learning she/he is.
- While writing descriptions focus on different aspects of the child's personality. You should report this based on your observation about the child in one quarter.
- Provide qualitative statement about what and how the child is learning along with the levels.
- Provide examples of the kind of work that has been done by the child.
- Highlight the strengths and also those aspects requiring further improvement.

**Suggestive format of Progress Report of one quarter is given below:**

**Progress Report**

Name of the child ..... Class..... Quarter\*\*\* - I / II/ III

Subject	Broad* Indicators	Learning Level**	Description/ Profile of the child
Hindi			
English			
Mathematics			
Environmental Studies			
Arts Education			

\*If required broad indicator may be given.

\*\*Learning Level I: Child's performance has not reached the expected level

Learning Level II: Child needs support from elders to reach the expected level

Learning Level III: Child's performance as per expected level

Learning Level IV: Child's performance beyond the expected level

\*\*\*The progress report of each quarter may be developed as suggested above and the compiled report of all the three quarters may be kept in the cumulative record of each child.

**ii. Sharing with the child on regular basis**

Teachers need to provide informal feedback to children on regular basis, when they are doing activities or tasks in the classroom. Children working in group/pairs/individually are able to improve themselves with this feedback. This kind of feedback monitors and improves child's learning during the teaching-learning processes, and it should not be reported in the report cards.

iii. **Sharing with parents/elders in monthly meetings**

Parents are likely to be most interested in knowing how their child is '*doing*' in school, what she/he has learnt, how is their child performing and what is the progress of their child over a given period of time. More often than not, teachers feel they have communicated effectively through comments made to parents such as – '*can do better*', '*good*', '*poor*', '*needs to put in more effort*'. For a parent what do these statements mean? Do such statements provide any clear information of what their child can do or has learnt? In order to enrich the feedback being communicated, it is suggested that please use a simple and easily understandable language and focus on

- What the child can do, what are the strengths of a child, e. g., oral communication, level of confidence, team-spirit, habit of sharing material/food, etc.
- What a child likes or does not like to do.
- Qualitative description of activities/work observed by you (samples). Parents always like to see what their children do in the school.
- What the child has learnt and where did she/he face difficulty. This sharing helps teachers because parents would take care of those aspects.
- Aspects such as willingness to cooperate and take group responsibility, sensitivity towards others, interests, etc. Share this with both the child and the parents.
- Discussing with parents what the child does at home and what they have observed about the child.
- Why, inspite of you making consistent efforts, some children do not perform well. Ask parents what kind of behaviour the child reflects at home. This will help you identify personal problems of a child and then solve jointly.

**Points to Remember**

- Assessment done during teaching-learning process is not for reporting purpose in the progress card
- You may note down children's progress in your logbook/diary if required.
- There is no need to follow prescriptive formats for recording of this assessment.
- This recording would help you to provide feedback and know the strength of children.

**2. What roles teachers need to play?**

**A. Broad guidelines for teachers**

**a) Essential elements of Continuous Assessment (assessment for learning)**

- ❖ Continuous Assessment must not be used as a separate activity, or an activity distinct from learning situations. It is to be built into the learning situation, as an integral part of teaching-learning process. Here, assessment is as much of *teaching by the teacher*, as of *learning by the learner*.
- ❖ When you use assessment as an in-built part of teaching-learning process, it improves learning of children. As you have seen in the examples, various ways of assessment such as *asking questions, creating situations for discussion, peer interactions and sharing, written work or oral activities, etc., can be used by the teacher during teaching-learning process*. This assessment provides opportunities for teachers to get information/data about children's own progress of learning.
- ❖ Continuous Assessment is not to be used for making judgement about the child's progress. The purpose of this assessment is to assess child's progress with reference to her previous performance and to highlight her strengths and also to identify learning gaps.
- ❖ This assessment would help you to provide timely feedback as well as to improve the teaching-learning methodology according to the need of the children.
- ❖ Continuous Assessment requires that the teacher and children work collectively for better learning. It means that if appropriate conditions are created, children have a natural inclination and capacity to learn, and can show constant growth. If a child/class does not respond adequately to a teaching-learning situation, the teacher needs to change her techniques instead of putting the blame on children for non-performance.
- ❖ Continuous Assessment can work only in a non-threatening situation where children are not fearful of constant judgements. Free from fear, learners can report their own progress, express their doubts and problems, ask questions to give the teacher evidence of their learning or not-learning. They can, to an extent, assess their own learning as well as each other's learning, and even help each other learn better.
- ❖ Classroom teaching-learning must encourage and provide opportunities and space to children to monitor their own learning so that they are enabled to critically assess/reflect on and analyze their own work. *You must understand that this kind of learning will take time and you need to be patient*. This will develop gradually over a period of time and this is the ultimate goal of child's learning.

**b) Essential elements of Comprehensive Assessment (assessment of learning)**

- ❖ To know what children have learnt, after the completion of a chapter/unit/theme, you need to collect evidence by using *various methods/techniques of assessment*. This should not be based only on paper-pencil tests as most of the time you must be doing it. It needs to include various

ways of learning such as performance-based activities, oral tests, group work, etc., as seen in the examples.

- ❖ *Assessment of learning* should not be conducted by the teacher daily/weekly or in a pre-fixed time. However, this assessment should be conducted when teacher wants to know the progress of children in the context of identified criteria/objectives after the completion of a related chapter or unit or theme in the textbook.
- ❖ In one quarter, you would have collected such data of 3 to 5 chapters/themes/units in the form of paper-pencil tests, projects, group work, oral work, etc., maintained in the portfolios of children. This data is useful for reporting purpose in each quarter.
- ❖ Summative assessment (assessment of learning) should not be based on knowledge/information-based questions/activities. Otherwise their purpose remains only to make children memorize more of information, only to forget it later. Instead, they should look for broader understanding and provoking mental processes allowing open-ended answers. Also, the children should be given questions that allow them to show their own understanding or come up with their own point of view.

**c) Essential elements of evaluating child's progress**

- ❖ The important point is that here the child's learning is judged against some kind of standard set earlier by the syllabus or expected level for that stage or period of learning. Here now a value is assigned to the child's achievement and reported to the child, parents, or the school, usually in the form of a report card. Traditionally, under the name of this kind of evaluation tests and exams have been used. The spirit of CCE requires that some important changes need to be brought in the way this evaluation is done.
- ❖ It is suggested that evaluation of child's progress may be done two or three times in a year (every four/six months). However, the final decision regarding this must be made by the school. However, *very frequent evaluations should be necessarily discouraged*, as the continuous assessment should take care of judging and improving gaps in the child's learning throughout.
- ❖ Instead of marks, grades/levels should be assigned. Marks often make faulty judgements and comparisons. Often a child receiving 70 marks and one receiving 77 marks may not have much difference in their levels of understanding but would be ranked very differently.
- ❖ In the report card, mere assigning child's level of learning would not communicate about child's strengths or interest areas. These levels should speak different aspects of child's behavior by providing qualitative statements/descriptions.

**3. What roles do Teacher Educators or BRC/CRC Personnel need to play?**

Teacher educators have a crucial role to play in the professional development of teachers. While implementing CCE, some points need to be considered by teacher educators and BRC/CRC personnel who would orient teachers and monitor the teaching-learning process in the classrooms regularly. Professional development of teachers and teacher educators needs to be considered as a continuous and inbuilt part of teacher preparation programmes. This would help teachers to become reflective practitioners and agents of change with a view to improve learning process among children. While organizing in-service training programmes for teachers, the following points need to be addressed:

- Trainings are not to be organized in a ‘top-down’ manner, by telling teachers (do-know) to implement methods or strategies for CCE as suggested by the trainers. Teachers need to be provided (‘do-how’) by taking examples so that they would get opportunities to discuss, reflect on and share their problems.
- Training programmes must adopt a strategy wherein teachers get the chance for peer discussion and sharing of school practices related to CCE. This process would facilitate mutual and participatory learning.
- For implementing CCE in any curricular area, the understanding about nature, status and approach of respective subject (as suggested in *NCF-2005*) is very crucial. Without developing understanding on those aspects, training would not serve the purpose.
- In different States and Union Territories, the respective Departments of (School) Education have developed their own various kinds of formats for recording and reporting the progress of the children under CCE. Teacher’s experiences have shown that these formats are not helping in this process, rather taking away their teaching-learning time. Therefore, use of such formats need to be discouraged.
- Material developed on CCE should be shared and discussed with them and given to the teachers. Their orientation on different aspects of CCE is necessary.
- Teachers are working in various situations, such as large-size classrooms, school located in hard-to-reach terrain, multigrade classrooms, etc. One kind of recording and reporting format would not serve the purpose. ‘What to record’, ‘why to record’, ‘how to record’ information in prescriptive formats would not serve the purpose.
- It is also suggested that the assessment procedures for children with special needs may include more objective items, short quizzes, provision of extra time, special aids, simplifying and making the child to comprehend instructions, alternative measures like audio-recording of answers, taking help of experts in respective disabilities and of parents while assessing them.
- Whenever we initiate teaching-learning process in the classroom, we need to relate it with the children’s previous learning experiences in that specific curricular area. Further, the teacher must observe that many of the learners, especially those belonging to linguistic minority

groups, may find difficulty in responding, mostly on account of shift from home language to school language.

#### **4. What are the broad guidelines for Administrators?**

CCE believes that teaching-learning is a continuous process that depends on dynamic interactions between the child, her peers and the teacher. The teacher is the person who spends maximum time with children in the classroom. Therefore, the teacher is the best person to judge children's learning needs, levels and progress. If any record is to be maintained in formative assessment, it should be mainly to inform the teacher, and the choice as to what records she wants to keep, must be hers. Recording of each and every classroom activity is burdensome, impractical and does not help teaching-learning. Only over prolonged periods of many months, records of some of children's regular work (like written work, charts, graphs, models, projects, portfolio, reports, drawings, etc.) can be shared with others like parents, if needed. Here the school can have a policy as to what the teacher needs to report. *But she should not be forced to record and report continuously, for all her classes or activities.*

This would require that education officials, superiors and inspectors respect the teacher's autonomy, making her feel responsible and worthy of taking charge of children's learning. CCE can only work in non-threatening situations, for both the teacher and the children, where the charge of teaching-learning is given to them. Here administrators can encourage teachers to concentrate more on assessing *the process and interaction in her classroom, rather than the product outcome (assessment of learning)*. They can give her feedback on the processes that go on in her class, for which we have provided some examples.

1. Administrators need to know that their role is very crucial in child's learning in the school. Regular interactions with teachers can solve many problems.
2. Flexibility in the time table is necessary. This would help teachers to try out their ideas in school which they have learnt in training programmes. This should be done within the total school time.
3. Teachers should be encouraged to use locally available resources, opportunities of learning from outside the classrooms, which sometimes are not encouraged by the head teachers.
4. Training programmes attended by the teachers, need to be shared with head teachers and other educational personnel (BRC-personnel). This process would help them update their knowledge and also make them understand the rationale of changes (pedagogical shifts) made in respective subjects.
5. Autonomy needs to be given to teachers to use the syllabi as per the need of the children. For example, in most of the schools teachers have to take chapters in a sequence suggested by schools. Flexibility needs to be given to teachers.
6. Organization of training programmes for planners and administrators on CCE is necessary. This would help to develop harmony in ideas between practitioners and administrators. This would also help them to understand the total process of learning and assessment and their role in this endeavour.
7. Administrator's role should not be that of a supervisor or reporting officer. He/she should create conditions for learning in the school and play a role of a facilitator or a guide.

8. Opportunities should be given to the head teachers and teachers to participate in seminars/conferences on Assessment and Evaluation.
9. Pro forma for evaluation should be developed at the school level and it should be simple.

The entire process of CCE demands sharing of responsibility on the part of administrators, parents, teachers and children.

## **Annexure I**

### **a) Indicators of learning-stage I (Cass I & II)**

#### **I. Comprehension**

##### **1. Listening**

- Can understand greetings and polite forms of expressions.
- Can follow simple questions, and directions
- Can follow simple stories, etc. that are narrated.
- Can recognise the different sounds of English
- Can enjoy the rhyme and rhythm of the poem/ songs

##### **2. Reading**

- Can recognise small and capital letters.
- Can read simple words with the help of pictures.
- Can read simple poems and stories with the help of pictures.
- Can locate information in a given text.
- Can draw conclusions on the simple stories, etc.

#### **II. Articulation/ Expression**

##### **3. Speaking**

- Can talk about themselves and their likes and dislikes.
- Can talk about family and friends, and immediate environment.
- Can use greetings and polite forms of requests.
- Can narrate simple stories, experiences.
- Can recite poems.
- Can recognise and pronounce most of the sounds in English.

##### **4. Writing**

- Can join letters.
- Can write simple words of day-to-day use.
- Can use simple words in her/his own sentences.
- Can use full stop and capital letters.

### **b) Indicators of learning- stage II (Cass III & IV)**

#### **I. Comprehension**

##### **1. Listening**

- Can recognise or identify main words and phrases.



- Can follow simple requests, questions and announcements.
- Can understand or identify the main ideas and important details in the stories narrated orally in the class/in peer conversation/in teacher-child interactions.
- Can write sentences and passages dictated by the teacher.
- Can draw conclusions and make prediction.

## 2. Reading

- Can read simple words and descriptions with the help of pictures.
- Can read stories, poems and folktales.
- Can grasp ideas and draw conclusions from text materials such as posters, hoardings, poems, stories, folktales etc.
- Can identify relationships and infer ideas in a given text.
- Can draw conclusions and make predictions.
- Can use the dictionary and encyclopedia.

## II. Articulation/ Expression

### 3. Speaking

- Can talk about themselves, their friends, family, and their immediate environment.
- Can tell stories and narrate their experiences.
- Can recite poems with suitable expressions.
- Can retell main events and recall main ideas in the stories.
- Make requests; give suggestion and use greetings.
- Can participate in dialogue, role-plays, etc.
- Can answer and ask simple questions.
- Can produce an oral text in a logical sequence.
- Can participate in pair work and group discussion.
- Can talk about personal opinion and support it with example or details.

### 4. Writing

- Can copy words and sentences from the blackboard.
- Can spell common words correctly.
- Can use capital letters, punctuations marks such as full stop, comma, question mark, and apostrophe correctly.
- Can take dictation of simple words and sentences.
- Can write simple descriptions of self, people and things around, and write short messages.
- Can organise ideas and information in logical sequences.
- Can write letters, reports, descriptions; prepare posters, notices; write messages; and take notes.

### c) Creativity

In a language classroom, a student should get ample space to develop her imagination and creativity. Classroom ethos and teacher-student relationship build confidence in the latter to use her creativity in text transaction and activities with confidence.

d) Sensitivity

Language classrooms can be an excellent reference point for familiarizing students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation.

### Environmental Studies Class III

S.N.	Indicators	Profile of a Child at the end of Class III
1.	Observation and Reporting - <i>Reporting, Narrating and Drawing; Picture Reading, Making Pictures, Tables and Maps</i>	A Child can observe fine details. For example, she can identify and list common plants and animals of her immediate environment (around home and school). She can report certain observable features of these animals (such as their colour, beaks, feathers, claws) and plants (such as shape, size, colour, texture of leaves, shape, colour of flowers). Given an opportunity, she draws leaves and floral patterns she has seen on several objects at house/school. If she is allowed to write freely in her own language, without being corrected for grammar or spellings, she can begin to write a short report – say, on a visit to a garden, organized by her school.
2.	Discussion – <i>Listening, Talking, Expressing Opinion, Finding out from Other People.</i>	If properly encouraged in class to do so, she can orally share her experiences of a particular place she has seen (mela/Railway station). For instance, in a discussion on a topic ' <i>Water In Our Life</i> ', she can participate in the group discussion and narrate her own experiences of where she has seen people wasting water, as in the washing of scooters, cars or bathing animals. If given an opportunity, she can suggest concrete ways about how can we stop wastage of water at home/in school. She will express her opinion about her likes and dislikes for different food items eaten in raw/cooked/fried form. When asked to find out from her elders/grandparents about the kind of food items cooked when they were young, she communicates the information gathered in the class with clarity.

		<p><i>It is important to note that all children must routinely be given such opportunities in class to engage fearlessly in discussion, and that their own observations and experiences need to be elicited.</i></p>
3.	<p>Expression – <i>Drawing, Body Movement, Creative Writing, Sculpting, etc.</i></p>	<p>A Class III child can express - through free drawing, creative writing, gestures or movements –descriptions about a familiar scene or a situation from a story. For example in a creative writing exercise on – “If I could fly like a bird”, she can describe her own ideas creatively (where would I like to go? what would I be able do that is different). If given an opportunity, a child can begin to write her own simple stories/poems.</p>
4.	<p>Explanation – <i>Reasoning Making Logical Connection</i></p>	<p>For instance, she can explain the relationships of various family members with herself. She will try to give her own reasons and explanations about the diversity in the families of her classmates. If made to do in class with some help she can draw a family tree of her family and make logical connections between members and their relationships with her.</p>
5.	<p>Classification – <i>Categorizing, Grouping, Contrasting And Comparing</i></p>	<p>In activities organized in the class and outside, she can make categories and classify various concrete objects- such as, for food items on the basis of her family experiences – she can list food items taken raw/cooked/or in both raw and cooked form. For food items taken in cooked form, she can find similarities and differences in different ways of cooking for food items used at her home - like frying, roasting, steaming. If given adequate practice, she can classify animals she has seen on the basis of their observable features, such as colour, shape of the beaks and claws, colour of feathers, tail, neck movement. She can also find differences and similarities in these animals.</p>
	<p>Questioning – <i>Expressing</i></p>	<p>In a project on animals, a child can express her curiosity by</p>

6.	<i>Curiosity, Critical Thinking, Developing Good Questions</i>	asking and framing questions about her observations at home/in her immediate environment, such as - From where do the plants around her home get water? Where do lizards go in winter? Why do birds fly? If given an opportunity a child can make good questions about what she needs to enquire, e.g., why do we not eat all vegetables through out the year? Why does my four month old sister only drink milk? If encouraged through adequate group exercises, children can develop their own simple questionnaire for a field visit or survey (e.g., to post office or a survey of vegetable sellers).
7.	<i>Analysis – Predicting, Making Hypotheses and Inferences</i>	A child can predict and list reasons on her own in simple language – why and in what way were utensils in her grand parents' time different from those in her house? Why do some old people find it difficult to eat hard things? What would happen if all the animals should start walking on land? In a familiar context, she can make simple <b>inferences between say the shapes of vessels and the water stored in them.</b>
8.	<i>Experimentation – Improvisation, Making Things and Doing Experiments</i>	Given opportunities to do so, she can independently make simple objects with clay, and simple paper folding through pictorial instructions. A child can make her own designs by thumb printing/paper cutting. If given adequate practice in class, she can do simple experiments independently, e.g., measuring how many spoons fill a bowl, how many bowls fill a mug? She can make/improvise with local materials – e.g. a toy-train from empty matchboxes, simple jigsaw puzzle using cardboard, etc.
9.	<i>Concern for Justice and Equality – Sensitivity Towards the Disadvantaged and Differently Aabled.</i>	If given such opportunities - through reading of suitable narratives, participation in critical discussion, performing picture reading tasks, a child can express her concern for equality and for justice for the disadvantaged, using her own judgment. She will be sensitive towards the needs of differently-abled children, and can learn to express in different ways. For example she could make a ramp for people on a wheelchair, write a poem for her classmate who cannot see, or even make drawings expressing concerns that she might not yet be able to articulate.

10.	Cooperation – <i>Taking Responsibility and Initiative, Sharing and Working Together.</i>	When given such opportunities, a child of Class III can take initiative in group work in the class, e.g., to wait for her turn, to take responsibility to lead her group for certain expected tasks, to learn to share her things with classmates, to negotiate disagreements, etc. She can show cooperation in games or other collective tasks undertaken in the school.
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Note:

- Assessment of learning across different indicators in EVS cannot be combined to give one ‘overall’ grade in EVS. Each indicator must be separately graded.
- There will be different processes at different levels of development in each child, so a child must not be labelled or put into one slot for all the indicators. For instance one child may have her understanding and observation well developed with respect to her age, may perform adequately for classification, while in expression she may require greater motivation to do better through proper feedback, and need a lot of support on the indicators for prediction and cooperation. The three levels of performance given in the Source Book on Assessment of Children’s Learning are:
  - Level 1 – Child needs a lot of support from adults/peers for developing these processes
  - Level 2 – The child performs adequately but can be motivated to do better with proper feedback
  - Level 3 – The child’s understanding or skill is well developed with respect to her age.

### Mathematics – Class III

S.N.	Indicators	Profile of a Child
1.	<b>I. Number</b> Meaningfully reads and writes numerals for numbers upto 1000 (three digit numbers)	The child can collect or count the given number of objects like pebbles, seeds, leaves, plants, children at school, etc. in her immediate environment and write the same in figures. She can also read any given number of three digits. She compares two collections of objects available in the surrounding.
2.	Solves addition and subtraction problems in different situations presented through pictures and stories (sum not exceeding three digit numbers)	A child can add two given collections of objects. She can add any two numbers like number of boys of two classes, passengers in two buses or compartments of trains, fruits given in two baskets. Similarly a child can subtract the two numbers presented through pictures and stories. She also compares two collections of objects available in the home or school by subtracting one number from other.

3.	Estimates the sum of and difference between two given numbers (not exceeding 3 digit numbers)	If a child is presented two numbers, she is not expected to answer the exact sum of these. Instead she may estimate the range of addition for example she will be able to tell the estimation of 72 flowers and 59 flowers. One child may estimate it as 130 (70+60), another may estimate it as more than 120 (70+50), third child estimates it between 120 and 140. The teacher has to accept all the answers within range as correct. Similarly, the difference of two numbers may also be estimated by a child. For example the estimation of difference between population of one village 478 and another village 322 may be taken as 100.
4.	Constructs the multiplication tables of 2,3,4, 5 & 10	A child can construct the table by any method. For example she can add the number of objects repeatedly. She can also count the same number of real objects placed in different groups. She has the freedom to group/ arrange them to construct the table. Similarly she can also draw the pictures in groups and count them to make the multiplication table.
5.	<b>II. Application in Daily Life</b> Converts rupees to paise	A child is familiar with the coins. She can read both the sides of the coins. She can tell the paise in a coin. If a child is presented notes and coins (10, 25, 50) she is able to tell the number of paise in them. A child is also able to read/ write the amount, for example, Rs.8.50 as 8 rupees and 50 paise or 850 paise.
6.	Adds and subtracts small amounts of money mentally.	A child can add small amount orally for example Rs.1.50 and Rs.2.50 is equal to Rs.4.00. Similarly if a pencil costs Rs.1.50 and the child pays Rs.5.00 She will get Rs.3.50 back.
7.	Estimates the length of given object in standard units and verifies by measuring it.	A child estimates the length of an object (e.g. pencil, book, etc.) and then verifies it with the help of measuring scale. Similarly a child can also estimate the length of table, blackboard, etc. in meter. She can also compare the length of two objects.
8.	Finds a particular day and date from a calendar.	A child can read a calendar. She can find a day on a particular date with the help of a calendar. A child understands the use of calendar for finding a day or

		date. She is familiar with the repetition of a day in the calendar after every seven days.
9.	Mentions the time shown by a clock in hours (Time in relation to daily activities of a child).	A child is familiar with the time of opening and closing of school. Similarly she can narrate the time of her daily activities like time for getting up in the morning, taking bath, going to bed. She is also able to read the time in hours in a clock.
10.	Reads simple free hand map (not to scale) in terms of distance.	A child comes to school. Similarly, she also visits different places. A teacher is expected to draw a line map (not to any scale) of distances between different places. A child is able to read the distance between any two given places on the line map. The child is able to narrate the distance between two places shown in the map (line diagram).
11.	<p><b>III. Observation, Identification and classification</b></p> <p>Identifies geometrical patterns in the surrounding and describes various 2-D shapes by counting their sides and corners (triangle, square, rectangle, etc.).</p>	A child can recognize the triangle, square, rectangle, etc. and count their sides and corners. She can identify these figures in different existing structures available in the surrounding and find out the repetition patterns in them, for example, patterns on window grill, rangoli, pictures etc. She can also count the number of such figures in a given picture or design
12.	Observes 3-D objects in the surrounding and counts the edges and corners.	A child can identify the 3-D objects like eraser, lunch box, pencil, textbook, chalk box, duster, etc. on the basis of their shapes and sizes. She can count the number of edges and corners in each one of them.
13.	Classifies objects according to different characteristics.	A child can classify the objects available in the surroundings like flowers, vehicles, food, etc. on the basis of characteristics like colour, shape, size. A child is given a number of objects in a basket, for example, vegetables of different colours or shapes. A child can sort out the vegetables of different colours or shapes in different groups. She counts them and writes on the sheet.

### भाषा कक्षा 3

#### संकेतक तीसरी कक्षा के अंत तक बच्चे की क्षमता और उपलब्धियों का विवरण

##### 1. बोलना और सुनना

1.1 अपनी बात कह सकना	<ul style="list-style-type: none"> <li>● रोज़मर्रा की ज़िन्दगी में विभिन्न संदर्भों के अनुसार स्वयं को अभिव्यक्त करते हैं। घर से स्कूल पहुँचने के अनुभवों जैसे-सुबह-सुबह उठकर तैयार होना, रास्ता ऊबड़-खाबड़ होना, दोस्तों की आपसी कहा-सुनी को सुलझाना, इत्यादि।</li> <li>● कहानियों-किस्सों/ प्रसंगों आदि के संदर्भ में भी सवाल करना।</li> </ul> <p>अपनी ज़रूरतों को स्पष्टता के साथ कह पाना जैसे-ऊँचे नल के कारण पानी पीते समय कपड़े-जूते भीग जाते हैं।</p>
1.2 बात को ध्यान से और धैर्य के साथ सुनना	<ul style="list-style-type: none"> <li>● दूसरों की बात को सुनने के लिए उत्सुक होना। उदाहरण के तौर पर अपने संबंधी/मित्र/सहपाठी/ अट्टेयापक आदि से बात करते समय उत्सुकता प्रदर्शित करते हैं:- 'अच्छा, फिर क्या हुआ?'</li> <li>● 'हुँह, ऐसा था क्या, फिर आगे क्या हुआ,'</li> <li>● 'तुमने क्या किया', आदि।</li> </ul>
1.3 छोटी कविता याद करके सुनाना और अभिनय करना	<ul style="list-style-type: none"> <li>● छोटी-छोटी कविताओं को याद करके सुनाना। यह कविताएँ; पाठ्यपुस्तक से या अन्य स्रोतों (जैसे रेडियो आदि) से ली जा सकती हैं।</li> <li>● जाने पहचाने लोगों की कार्यशैली, संवाद आदि का अभिनय कर पाना: जैसे-सब्जीवाला, शिक्षक, पुलिसवाला, माता-पिता आदि का अभिनय कर पाना।</li> </ul>

##### 2. पढ़ना

2.1 समझते हुए पढ़ना	<ul style="list-style-type: none"> <li>● अर्थ समझकर पढ़ पाना।</li> <li>● कहानी में आए घटना क्रम में आगे पीछे होने वाली घटनाओं में फर्क करना।</li> </ul>
2.2 पढ़ते समय और चित्र देखकर अनुमान लगाना	<ul style="list-style-type: none"> <li>● पढ़ते समय अपरिचित शब्दों का संदर्भ के आधार पर अनुमान लगाना।</li> <li>● चित्र देखकर उसमें दिखाई गई घटनाओं के बारे में अनुमान लगाना और अपने अनुमान के लिए तर्क/कारण देना: जैसे-इस बच्चे की माँ शायद आफिस गई होगी, हाथी का बच्चा कहीं खो गया होगा।</li> <li>● कहानी पढ़ते समय घटनाओं के संदर्भ का अनुमान लगाना: जैसे-बिल्ली को जरूर भूख लगी होगी।</li> </ul>



2.3 परिवेश में उपलब्ध आलेखों को पढ़ना	<ul style="list-style-type: none"> <li>स्कूल/घर, कॉलोनी, मोहल्ले के आसपास बिखरी लिखित सामग्री (साइन बोर्ड, सड़क-संकेत, सरकारी विज्ञापन, पल्स पोलियो का चार्ट, पोस्टर इत्यादि को पढ़ सकना।</li> </ul>
2.4 कल्पनाशीलता	<ul style="list-style-type: none"> <li>पढ़ी गई कहानी, कविता आदि को अपने अनुभव और कल्पना के आधार पर आगे बढ़ाना।</li> </ul>

### 3. लिखना

3.1 लिखना	<ul style="list-style-type: none"> <li>अपने सामान्य और विशेष अनुभवों को लिखना: जैसे-स्कूल से घर जाते हुए क्या-क्या देखा, छुट्टी के दिन क्या किया।</li> <li>कहानी या कविता पढ़कर उसके बारे में पूछे गए सरल प्रश्नों का उत्तर लिख सकना: जैसे-सुरभि पेड़ से क्यों गिर गई?</li> </ul>
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### 4. परिवेशीय सजगता

4.1 अवलोकन	<ul style="list-style-type: none"> <li>प्राकृतिक और अन्य घटनाओं के प्रति अपनी प्रतिक्रिया व्यक्त करना। जैसे- आज इतना कोहरा क्यों है? गरम दाल अचानक खा लेने से कैसा लगा?</li> <li>देखी-सुनी घटनाओं के घटनाक्रम को समझना और समझाना। जैसे-घर में बिजली के चले जाने पर काम धीरे-धीरे होने से स्कूल में देर से पहुँची।</li> </ul>
4.2 प्रश्न और तर्क	<p>आस-पास मौजूद हालातों आदि के बारे में सवाल करना, सुनी घटनाओं के कारण जानने के लिए सवाल करना।</p> <p>जैसे- मेरे घर के आगे कूड़ा क्यों पड़ा है?</p>
4.3 संवेदनशीलता	<p>अपने आस-पास मौजूद पशु-पक्षियों, पेड़-पौधों, इमारतों, लोगों (बुजुर्गों, महिलाओं, चुनौती वाले लोगों, दोस्तों) के प्रति सम्मान, मित्रता, सहिष्णुता का भाव रखना।</p> <p>जैसे-विकलांग सहपाठियों के साथ बराबरी का व्यवहार करते हुए उनकी मदद करना।</p>

## Environmental Studies Class V

S.No.	Indicators	Profile of a child at the end of Class V
1.	<p><b>Observation and Recording</b> -reporting, narrating and drawing, picture reading, making pictures, tables and maps.</p>	<p>A child of Class V can observe and report specific details. For example, about different kinds of plants and algae in water; how ants locate food and inform other ants; how different animals' sense sounds and smells, etc.</p> <p>She can read and try to make sense of real life documents like electricity and water bills, rail tickets, etc. She can present an oral or written report for, say, the TV or newspaper, about an exhibition or a visit.</p> <p>She can record her observations in a simple table, for example, the colour, shape and texture of various seeds.</p> <p>She can read pictures/photographs minutely and narrate and analyze in simple sentences. She can be encouraged to draw pictures of simple objects like a table, bus etc. from different perspectives - top view or side view.</p> <p>She can draw and label the parts of a familiar object such as a cycle.</p> <p>She can read a simple iconic map (with icons and symbols), which is not an abstract map used for adults. She can read maps of a colony/ shopping complex/ village/ state, etc. but is not yet expected to read conventional maps (physical/ political). She can also draw a simple map of a place which she has visited.</p>
2.	<p><b>Discussion</b> – listening, talking, and expressing opinions, finding out from elders / others.</p>	<p>If encouraged in class, she can orally express/share her experiences about a visit to a dispensary or a cottage industry, or undertake a survey of people who keep animals. She can also listen carefully to the experiences narrated by her classmates/elders and express her views coherently.</p>

		<p>She can participate in group discussions, can express her own opinions and also negotiate disagreements in the group. For example, on the theme 'water', she can narrate her experiences about the use of water at home, or how people conserve/waste water, and critically discuss if each family has the freedom to dig deep down to pump out water for itself. She can prepare posters on different issues.</p> <p>She can collect historical information from her elders and compare and contrast features of life then and now, such as, the crops, metal utensils used, etc.</p>
3.	<p><b>Expression</b> – drawing, expressing through body movements, creative writing, sculpting, etc.</p>	<p>A Class V child can express her understanding through drama and body movements, for example, an enactment of the 'Chipko Andolan', a traffic scene, a mountain expedition or any situation she has read or heard about. She can mimic voices and expressions (sad, happy face, etc.) through drawings or gestures.</p> <p>While learning about a fort, she can imagine and creatively write about how ordinary people or kings and queens lived at that time.</p> <p>She can creatively write on different themes - an infant she has observed, why accidents happen on roads, or what it would be like 'If I were a queen honey bee'.</p> <p>She can be encouraged to make pots, different ornaments, and tools with clay.</p>
4.	<p><b>Explanation</b> – reasoning, and making logical connections.</p>	<p>She can explain the relationships between herself and various family members and show these through a family tree diagram.</p> <p>For the theme on 'shelter', she should be able to reason out and explain how the lives of people living in a village/ forest change when they are displaced from their homes.</p> <p>She can reason and make logical connections on, say, food spoilage - How do we know that food is spoilt? Which foods spoil sooner than others? In a discussion on fuels, she should be encouraged to explore reasons for why we</p>

		hear about the need to conserve fuel.
5.	<b>Classification</b> – categorization, grouping, and contrasting (discriminating).	<p>In activities organised in/ outside the class, she can make different categories and classify - animals/ leaves/ food items, etc. - on the basis of their observable characteristics. Having observed plants and animals in water she can look for similarities/ differences in those.</p> <p>Based on the games they know, she can group games which are played in national or international matches. She can classify indoor/ outdoor games; games played with a ball; games which have rules that depend on a line.</p> <p>After doing the experiment she can classify things which dissolved and which did not dissolve in water.</p> <p>She can classify cooked food items on the basis of their method of preparation. She can find out from people around her how wheat/ rice can be cooked in different ways, and different dishes made from the same grain (e.g. wheat) or pulse (e.g. <i>moong</i>).</p>
6.	<b>Questioning</b> – expressing curiosity, critical thinking, and developing good questions.	<p>Children are naturally curious and must be encouraged to further develop this faculty; they must <i>think of good questions, rather than only be expected to answer questions made by adults</i>. For instance, on the theme ‘food for plants and animals’, a child can express her curiosity and develop questions like - What do plants need for food? How do they ‘eat’ or ‘drink’ their food (different from the way we or animals eat food!)? How do animals look for their food?</p> <p>She must also be encouraged to ‘critically’ read advertisements and posters. For instance, on reading a typical newspaper advertisement on ‘prevention of malaria/dengue’, she should be able to critically raise questions like - Are there more mosquitoes in stagnant water? Why should coolers and pots be kept dry and clean? Why do they tell us to put oil on stagnant water - to stop malaria from spreading?</p>

		Similarly, for the theme 'Farmers and Seeds', she can develop questions like 'Where do farmers get the seeds they plant every year? How does such a big plant grow from a tiny seed – how does the seed help it grow? Do some plants grow without seeds? How do seeds spread to far off places?
7.	<b>Analysing</b> - predicting, making hypothesis and Inferences.	<p>She can read and analyse pictures/photographs and draw simple inferences. For example, after observing a historical painting of a fort being constructed, she can analyse the following - why kings built huge walls and a moat around a fort; who were the different people involved in building construction, and how it was different or similar at that time from the way it happens now.</p> <p>She can predict and make hypotheses about different situations – like, why <i>dals</i>/seeds are soaked before cooking; why round, smooth pebbles are found near the river side; how grass and small plants grow on their own, without being planted by anyone. After some discussion, she can make inferences and analyse different possibilities for how seeds of plants travel to far off places.</p>
8.	<b>Experimentation</b> – improvising, making things and doing experiments.	<p>She can do simple experiments on her own and in a group. For example, while studying germination of seeds, she can experiment to see what conditions help germination; for the theme on 'food spoilage' she can demonstrate how fungi grow on a piece of bread/<i>roti</i>. She can perform an activity to find out what happens to the taste of rice/<i>roti</i> on chewing; simple experiments on what sinks and what floats in water.</p> <p>She can work with her hands and improvise to make models/objects by using locally available materials – such as, a water wheel, water sprinkler, step well etc.</p>
9.	<b>Concern for Justice and Equity</b> – sensitivity towards the disadvantaged and differently abled.	When given opportunities to participate in group discussions, to read newspapers, draw pictures or narrate stories about the challenges faced by differently abled children, or those from disadvantaged groups - she shows

		concern, can take action in situations at school or the neighbourhood, can challenge gender stereotyping, and sensitively voice her opinions on issues about equality and justice.
10.	<b>Cooperation</b> – taking responsibility and Initiative, sharing and working together.	During group activities, she can take responsibility for her group, can plan work for herself and other group members, can take turns to co-ordinate and share in the group, and under the guidance of the teacher can help organise school activities, such as, a Bal mela, games, etc. She can listen to others, learn to negotiate differences and quarrels, make rules for better functioning of the group and also take decisions/initiatives collectively.

## Mathematics Class V

### Indicators

<b>I</b>	<b>Numbers and Operations</b>	<b>Profile of a Child</b>
1.	Solves addition, subtraction and multiplication problems in different situations involving numbers up to 6 digits	The child is able to (i) solve simple addition or subtraction situations correctly (ii) create stories situations for given addition or subtraction fact (iii) use standard procedures to multiply numbers correctly (iv) create stories / situations for given multiplication fact.
2.	Use informal and standard division algorithms	The child understands the rationale of standard procedures of division and is able to use both informal and standard procedure of division.
3.	Explains the meaning of factors and multiples	The child is able to find the factors and multiples of a given number. She can find the common multiples of two one-digit numbers and common factors of two 2-digit numbers.
4.	Finds the fractional part as a part of whole or of a collection	The child is able to use fractions to represent it as a part of one and the relation between a part of the group to the whole group.
5.	Applies decimal in the context of units of length and money	The child is able to represent the length and money in decimals and identify its value in terms of units of length and money.
<b>II.</b>	<b>Application in Daily Life</b>	<b>Profile of a Child</b>
6.	Applies in solving problems involving money	The child is able to (a) add and subtract (b) multiply and (c) divide to solve problems involving money.
7.	Applies the four operations in solving problems involving length (metre and km)	<ul style="list-style-type: none"> <li>i. The child is able to take in cognizance of the different units of length.</li> <li>ii. Before performing any operation she is able to make the units uniform.</li> </ul>

		iii. She is able to (a) add and subtract (b) multiply and (c) divide to solve problems involving length.
8.	Applies the four operations on solving problem involving weight (Kg, and g)	<ul style="list-style-type: none"> <li>i. The child is able to take in cognizance of the different units of weight.</li> <li>ii. Before performing any operation she is able to make the units uniform.</li> <li>iii. She is able to (a) add and subtract (b) multiply and (c) divide to solve problems involving weight.</li> </ul>
9.	Applies the four operations on solving problem involving volume (litre and ml.)	<ul style="list-style-type: none"> <li>i. The child is able to take in cognizance of the different units of volume.</li> <li>ii. Before performing any operation she is able to make the units uniform.</li> <li>iii. She is able to (a) add and subtract (b) multiply and (c) divide to solve problems involving volume.</li> </ul>
10.	Solves addition and subtraction problems in finding time intervals	<ul style="list-style-type: none"> <li>i. The child is able to read the clock.</li> <li>ii. She is able to calculate the time taken for performing completion of a given activity.</li> </ul>
<b>III</b>	<b>Observation, Identification, Classification and Construction</b>	<b>Profile of a Child</b>
11.	Observes 2D and 3D figures in the environment	The child is able to observe the basic characteristics of 2D and 3D shapes in the environment.
12.	Classifies angles into right, acute and obtuse angle	The child recognizes right angles acute angles and obtuse angles in the environment and classifies them accordingly.
13.	Constructs / draws right angle, acute angle and obtuse angle	Child draws a right angle, acute angle and obtuse angle and measures it correctly.
14.	Draws shapes of cubes, cylinders and cones	The child makes models of cubes, cuboids, cylinders and cones by paper folding. The child is able to draw the sketches of objects having shapes of cubes, cylinders and cones.
15.	Finds out the information from a given bar graph and pictograph	The child is able to read a given bar graph and pictograph correctly and finds out the various information provided therein.
16.	Identifies patterns in square numbers and triangular number	The child is able to recognize a given pattern involving shapes and numbers and finds out the missing number in the pattern and extends it if required.
17.	Draws border strips and tiling patterns	The child is able to draw a border strip / tiling pattern on her own or as per instructions.



संकेतक - पाँचवी कक्षा के अंत तक बच्चे की क्षमता और उपलब्धियों का विवरण

1. बोलना और सुनना

<p>1.1 अपनी बात कह सकना</p>	<p>रोज़मर्रा की ज़िंदगी में विभिन्न संदर्भों के अनुसार स्वयं को अभिव्यक्त करते हैं—</p> <ul style="list-style-type: none"> <li>● खेल, विद्यालय, पास-पड़ोस, घर-परिवार से जुड़ी कोई विशेष बात बताते हैं।</li> <li>● आस-पास हो रही घटनाओं के प्रति अपनी राय/मत बताते हैं।</li> <li>● अपने अनुभवों, विचारों, शिकायतों, समस्याओं, जिज्ञासाओं, कल्पनाओं तथा पसंद-नापसंद को आत्मविश्वास के साथ और तर्क के साथ बताते हैं।</li> <li>● घर, आस-पड़ोस तथा विद्यालयों में होने वाले आयोजनों, समारोहों में जैसे-तीज त्योहार, बालसभा, प्रातःकालीन सभा, राष्ट्रीय उत्सव आदि में भाग लेते हैं और अपनी बात कहते हैं।</li> <li>● स्वयं को काल्पनिक स्थिति/काल्पनिक पात्रों के स्थान पर रखकर घटनाओं का वर्णन करते हैं, जैसे- एक दिन मैं रेलगाड़ी चला रही थी, एक दिन मैं जंगल में शेर से मिली थी, एक दिन मैं हलवाई की गद्दी पर बैठा था आदि।</li> <li>● किसी कहानी को अपने अनुभवों और कल्पना के अनुसार बदलकर सुनाते हैं।</li> <li>● नई कहानी या कविता बनाकर सुनाते हैं,</li> <li>● देखे/सुने गए नाटकों, चलचित्रों, टी.वी. धारावाहिकों के पसंदीदा अंश हाव-भाव के साथ सुनाते हैं।</li> <li>● पढ़ी गई कहानी, समाचार, प्रसंग आदि को अपने शब्दों में सुनाते हैं।</li> <li>● खेलों के नियम बनाते-बिगाड़ते/संशोधित करते हैं, नए बनाते हैं।</li> <li>● किस्सों, कहानियों, घटनाओं आदि के संदर्भ में सवाल करते हैं।</li> </ul>
<p>1.2 बात को ध्यान से और धैर्य के साथ सुनना</p>	<p>अपनी और दूसरों की "गरूरत के अनुसार दूसरों की बात सुनने के लिए उत्सुक होना, जैसे-अपने संबंधी, मित्र, पड़ोसी, अध्येताक आदि से बात करने-सुनने के लिए उत्सुक रहना। उदाहरण के तौर पर - आप कल बाजार गई थीं। आपने क्या-क्या लिया? आपको कौन-कौन मिला था, आपको चोट कैसे लगी?</p>

	<ul style="list-style-type: none"> <li>● किस्से, कहानियाँ, कविताएँ, चुटकुले सुनने के लिए तत्पर रहना, सुनकर अपनी समझ से उनके बारे में नए अर्थ गढ़ना जैसे-अच्छा, परी को डर लग रहा था? जरूर वह अकेली गई होगी! वहाँ पर घना अंधेरा होगा। बच्चा स्कूल नहीं जाना चाहता था। हो सकता है, उसने होमवर्क न किया हो।</li> <li>● अपने तथा अपने जानकार लोगों के बारे में कही जा रही बातों को सुनते हैं और आवश्यकतानुसार उसे संप्रेषित करते हैं, उनके आधार पर निर्णय लेते हैं।</li> <li>● उदाहरण के तौर पर, “इंदु, मनीष कह रहा था कि कल तुम अकेले बाज़ार चली गई थी! सच में!” या “मम्मी, नेहा की मम्मी कह रहीं थी कि आप रोज एक ही साड़ी पहनती हैं। क्या एक साड़ी रोज-रोज नहीं पहननी चाहिए?” संदेश को सुनकर संबंधित व्यक्ति तक सही रूप में पहुँचाते हैं। उदाहरण के तौर पर - “मेरी मैम ने कहा है कि कल आपने स्कूल में साइन करने के लिए आना है।” या “मुकुल कह रहा था कि कल चौक वाले मैदान में मैच होगा। ठीक है, कल पहुँच जाना।”</li> <li>● खेलों के नियम सुनकर उनके अनुसार कार्य करते हैं।</li> <li>● पारिवारिक सदस्यों, मित्रों, अध्यापकों के साथ जहाँ-जहाँ जाने के मौके मिलते हैं, वहाँ हो रही बातों को सुनते हैं और दोहराते हैं जैसे-मुहावरों का प्रयोग, श्लोक बोलना, खेलगीत, पहेलियाँ, स्थानीय नाम और स्थानीय भाषा के शब्द</li> <li>● स्कूल में कही जा रही बातों, सूचनाओं और नियमों को सुनते हैं और उनके अनुसार कार्य करते हैं। जैसे-वर्दी में आना है।</li> <li>● कक्षा में चल रहे औपचारिक संवादों को सुनते हैं और अपनी प्रतिक्रिया व्यक्त करते हैं। जैसे- पढ़े जा रहे पाठ को सुनना, सवालों को सुनना और उनके उत्तर देना, कक्षा में होने वाली गतिविधियों के बारे में सुनना और उनमें भाग लेना।</li> <li>● देखी हुई फिल्मों, नाटकों आदि के संवाद सुनते हैं, उनके प्रति अर्थ गढ़ते हैं और आवश्यकतानुसार उन्हें दोहराते हैं।</li> </ul>
1.3 कविता, कहानी सुनाना और अभिनय करना	<ul style="list-style-type: none"> <li>● पाठ्यपुस्तक तथा दूसरे कई स्रोतों जैसे-रेडियो, टेपरेकार्डर, टी.वी. पुस्तकालय, सी.डी., कम्प्यूटर, साथियों, भाई-बहनों आदि से पढ़ी और सुनी गई कविताओं-कहानियों को सुनाते हैं।</li> <li>● कहानी-कविताओं को मंच पर प्रस्तुत करते हैं। जैसे-कक्षा बाल सभा, प्रातःकालीन सभा आदि में।</li> <li>● कहानी, कविता आदि में आई घटनाओं का अभिनय करते हैं।</li> </ul>
1.4 प्रश्न करना	<ul style="list-style-type: none"> <li>● किसी भी परिस्थिति में हो रहे कार्यों, घटनाओं के संबंध में क्या, कब, क्यों, कैसे आदि प्रश्न पूछते हैं। जैसे-बारिश क्यों हो रही है? आज स्कूल में कौन आने वाला है? आदि।</li> </ul>

	<ul style="list-style-type: none"> <li>● कक्षा में पढ़े जा रहे पाठ के संबंध में क्या, कब, कैसे, क्यों जैसे प्रश्न पूछते हैं। जैसे-सुमति बीमार क्यों पड़ गई?</li> </ul>
1.5 स्वतंत्र एवं सृजनात्मक अभिव्यक्ति	<ul style="list-style-type: none"> <li>● किसी वस्तु का वर्णन करते हैं,</li> <li>● मन से कहानी बनाते हैं, आगे बढ़ाते हैं,</li> <li>● अपने-आपको दूसरों की जगह रखकर उनका अभिनय करते हैं,</li> <li>● किसी वस्तु के सामान्य उपयोग के अलावा अन्य उपयोग सोचते हैं,</li> </ul>
<b>2. पढ़ना</b>	
2.1 लिखित और मुद्रित सामग्री को पढ़कर समझना	<ul style="list-style-type: none"> <li>● अर्थ समझकर पढ़ते हैं,</li> <li>● सूचनाओं और संदेशों को पढ़कर समझते हैं “कल विद्यालय की छुट्टी ग्यारह बजे होगी।” “जवाहर सदन की बैठक छुट्टी के बाद हॉल में होगी।”</li> <li>● पढ़ी गई सामग्री के प्रमुख ‘तत्त्व’ ग्रहण करते हैं</li> <li>● चित्रों को लिखित सामग्री से जोड़ते हुए उसमें दिखाई गई घटनाओं के बारे में अनुमान लगाते हैं और अपने अनुमान के लिए तर्क और कारण देते हैं। जैसे-‘इस बच्चे को टंड लग रही होगी।’</li> <li>● पढ़ते समय अपरिचित शब्दों का संदर्भ के आधार पर अनुमान लगाते हैं। जैसे-“वसीम बहुत अच्छी पखावज बजाता है।” “ओ ईजा! बहुत भूख लगी है।”</li> <li>● पढ़ते समय अपरिचित शब्दों का संदर्भ के आधार पर अनुमान लगाकर उपयोग करते हैं।</li> <li>● कहानी पढ़ते समय घटनाओं के संदर्भ का अनुमान लगाते हैं। जैसे-“मालूम है चमकी दो खिलौने क्यों लाई है इस बार, क्योंकि पहले एक खिलौना लाई थी न, तो छुटकी को वह अच्छा नहीं लगा था।”</li> <li>● कहानी पढ़ते समय अगली घटनाओं का अनुमान लगाते हैं। “जैसे-मुझे लग रहा है, श्याम ही आखिर में विजय की मदद करेगा।”</li> </ul>
2.2 परिवेश में उपलब्ध पठन सामग्री को पढ़ना	<ul style="list-style-type: none"> <li>● स्कूल, घर, आस-पड़ोस में उपलब्ध लिखित और मुद्रित सामग्री जैसे-साइनबोर्ड, सड़क के संकेत, विज्ञापन, पोस्टर, समाचार पत्र, लिफाफे (जिन पर कुछ लिखा हो) पत्रिकाएँ, कॉमिक्स आदि को पढ़ते हैं।</li> </ul>
2.3 पुस्तकालय संबंधी सक्रियता	<ul style="list-style-type: none"> <li>● कक्षा, विद्यालय, समुदाय के पुस्तकालय या अन्य स्रोतों से अपनी पसंद की पुस्तकें लेकर पढ़ते हैं,</li> <li>● अपने दोस्तों के साथ मिलकर स्थानीय स्तर पर स्वयं का पुस्तकालय बनाते हैं और उसका उपयोग करते हैं।</li> </ul>

2.4 शब्दकोश से दोस्ती	<ul style="list-style-type: none"> <li>● किसी नए शब्द का अर्थ जानने के लिए अपने मित्रों या बड़ों से पूछताछ करते हैं,</li> <li>● किसी नए शब्द का अर्थ, संदर्भ, विभिन्न प्रयोग जानने के लिए शब्दकोश का इस्तेमाल करते हैं।</li> <li>● किसी भी प्रक्रिया के निर्देशों को पढ़कर उस वस्तु का निर्माण करना जैसे-कागज़ की चिड़िया बनाना।</li> </ul>
2.5 विभिन्न विधाओं से परिचय	<ul style="list-style-type: none"> <li>● पाठ्यपुस्तक और उससे इतर सामग्री की रचनाओं में पाई जाने वाली विविधता को पहचान पाते हैं और उसकी सराहना करते हैं जैसे-पत्र, कहानी, कविता, यात्रा वृत्तांत।</li> </ul>
<b>3. लिखना</b>	
3.1 लिखना	<ul style="list-style-type: none"> <li>● अपने सामान्य और विशेष अनुभवों को लिखते हैं। जैसे-“पहली बार जब पिल्ले को पाला या जब मधुमक्खी ने मुझे काटा।” “कोई पाठ्य सामग्री पढ़कर उससे संबंधित प्रश्नों का उत्तर लिखते हैं, जैसे-बीरबल की खिचड़ी देर से क्यों पकी?”</li> <li>● वर्ग पहली भरना।</li> </ul>
<b>4. सृजनात्मक लेखन</b>	<ul style="list-style-type: none"> <li>● अपनी कल्पना से कहानी, कविता, लेख आदि लिखते हैं,</li> <li>● पढ़ी गई कहानी, कविता आदि को अपने शब्दों में लिखते हैं।</li> <li>● किसी कहानी, कविता, लेख आदि को अपने अनुभवों व कल्पना के आधार पर आगे बढ़ाते हैं।</li> <li>● किसी कहानी, कविता आदि का अंत बदलकर आगे बढ़ाते हैं।</li> <li>● व्यक्तिगत, कक्षा या विद्यालय के स्तर पर अपनी बाल पत्रिका, बाल समाचार पत्र, भित्ति पत्रिका आदि तैयार करते हैं।</li> <li>● अपनी पसंद के लेखों, चित्रों, कहानियों, कविताओं आदि की कतरनों को चिपकाकर अपनी स्कैप बुक तैयार करते हैं।</li> <li>● अपने मित्रों, संबंधियों, अध्यापकों आदि को पत्र लिखकर भेजते हैं।</li> <li>● किसी चित्र के आधार पर लेख, कहानी, कविता आदि लिखते हैं।</li> <li>● अपनी पसंद के किसी विषय पर स्वतंत्र रूप से लिखते हैं।</li> <li>● किसी कविता, कहानी या लेख के आधार पर चित्र बनाते हैं।</li> <li>● अपनी पसंद के लोकगीत, लोककथाएँ आदि सुनाते हैं।</li> <li>● विशेष अवसरों पर लोक शैली का प्रयोग करते हुए सज्जा करते हैं।</li> <li>● व्यर्थ सामग्री का इस्तेमाल करते हुए मुखौटे आदि का निर्माण करते हैं तथा अभिनय में उनका इस्तेमाल करते हैं।</li> <li>● भाषा के सौंदर्य की सराहना करते हैं।</li> </ul>

परिवेशीय सजगता	
4.1 अवलोकन	<ul style="list-style-type: none"> <li>● प्राकृतिक और अन्य घटनाओं के प्रति अपनी प्रतिक्रिया व्यक्त करते हैं। जैसे-बारिश होने के बाद कैसा लगता है?</li> <li>● देखी-सुनी घटनाओं के घटनाक्रम को समझना और समझाना। जैसे-बहुत ज्यादा सर्दी पड़ने से स्कूलों की छुट्टी हो गई।</li> </ul>
4.2 प्रश्न और तर्क	<ul style="list-style-type: none"> <li>● आसपास मौजूद हालातों आदि के बारे में सवाल करते हैं। जैसे-बिजली बार-बार क्यों चली जाती है? पानी सुबह तीन बजे ही क्यों आता है?</li> </ul>
4.3 संवेदनशीलता	<ul style="list-style-type: none"> <li>● अपने आसपास मौजूद पशु-पक्षियों, पेड़-पौधों, इमारतों, लोगों (बुजुर्गों, महिलाओं, विशेष चुनौती वाले लोगों), दोस्तों आदि के प्रति सम्मान, मित्रता, सहिष्णुता का भाव रखते हैं। जैसे-मेरे पड़ोस में रहने वाली नज़्मा स्कूल क्यों नहीं जाती?</li> </ul>
4.4 संरक्षण	<ul style="list-style-type: none"> <li>● व्यक्तिगत, घरेलू और विद्यालय स्तर पर चीजों के व्यर्थ इस्तेमाल को रोकते हैं। जैसे-पानी, बिजली, गैस आदि। उदाहरण-अरे, नल से पानी बह रहा है। उसे बंद कर देता हूँ।</li> <li>● जहाँ तक संभव हो सके, घर, विद्यालय तथा समुदाय में पेड़-पौधे लगाते हैं और उनकी देखभाल करते हैं।</li> </ul>

