INTRODUCTION

The Article 45 of the Constitution of India states, “The State shall *endeavour* to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years.” Education was included in the Directive Principles of State Policy and not in Fundamental Rights. Remaining in the domain of Directive Principles of State policy, education could not be acclaimed as a Right and was not justifiable. Education being in the concurrent list, Govt of India, State Govt. /UTs has tried to promote Elementary, Secondary and Higher education, but Universalisation of Elementary Education (UEE) continues to remain a distant goal for many states and UTs. Efforts from educationists, academics and civil society groups that focused on a Right based approach finally yielded results in 2002, when the 86th Constitutional Amendment was passed by Parliament and Article 21A, which makes right to education a Fundamental Right, was included in the Constitution in the chapter on Fundamental Rights. In doing so, it put the Right to Education on par with the Right to Life stated in Article 21. Article 21A states: "the state shall provide free and compulsory education to all children of the age of 6 to 14 years as the state may, by law determine".

As a sequel to this, Right to Free and Compulsory Education Act (RTE) was drafted and passed by Parliament on August 27, 2009, notified on February 16, 2010 to come into effect from April 1, 2010. This Act is called the Right of Children to Free and Compulsory Education Act 2009 (RTE). Right to Education Act 2009 implies that every child of 6-14 age groups has a right to elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standard. The new law makes it obligatory on part of the state governments and local bodies to ensure that every child gets education in a school in the neighbourhood.

The RTE Act also aims at reaching to the unreached and disadvantaged groups with providing specific provision of Free and Compulsory Education for every child who is above six years of age and has not yet been admitted to any school or though admitted, could not complete his or her education up to elementary level, then, he or she shall be admitted in a class appropriate to his or her age. To accomplish this task, there is a provision for **Special Training (**Chapter II, para 4) in RTE Act for such children to bring them at par with their peer groups in the class.

MAIN FEATURES OF THE RTE ACT:

- Free Elementary Education for ALL children in age group 6-14 years in a neighbourhood school.
- Completion of Elementary Education even after fourteen years of age.

- Makes Elementary Education Compulsory for the State to provide
- No child is denied admission due to lack of age certificate.
- Mandates education of children along their peer age group (“age-appropriate”); provides for “special training” to facilitate age appropriate education
- Right of child to seek transfer to any other schools at any time during session.
- Sets quality norms for all schools
- Formulation of school development plan
- Ensuring teacher pupil ratio as per norms
- Sets qualification and working norms for Teachers in all schools
- Filling up vacancies of teachers
- Prohibition of deployment of teachers for non educational purposes.
- Prohibition of private tuition by teachers.
- Mandates curriculum in all schools to be in consonance with Constitutional Values
- Mandates a system of evaluation that is free of the oppression of annual exams
- Enhances role of PRIs in implementation as well as grievance redressal.
- Formulating standards and norms for school management committees.
- Mandates participation of civil society in the management of schools; makes teachers accountable to parents and the community
- Democratizes education delivery in the country by mandating 25% reservation for children from weaker sections in private schools.
- Prohibition of corporal punishment, trauma and mental harassment.
- Protects children from labour, marriage, exploitation, discrimination, abuse, violence and neglect.
- Separates agency for implementation of Act (Education Department) from agency charged with monitoring the implementation of the Act (NCPCR).
- Constitution of National/State Advisory Council.
- Monitoring of child’s right to education, among other features of the RTE Act.

Special Training under RTE Act

Implementation of the historical *"Right of Children to Free and Compulsory Education Act, 2009"* (RTE) brings with it the promise of a paradigm shift in the manner in which education is perceived and delivered. This ambitious initiative will fulfill the aspirations and dreams of all such children, who remained out of school or could not complete elementary education due to various reasons. The RTE Act specifically provides opportunity for admission to all such out-of-school children (OoSC) in the age appropriate classes and continues support to them till the completion of elementary stage for the achievement of Universalization of Elementary Education (UEE).

With a view to bringing all never enrolled and drop-out children within the ambit of elementary education, a special provision has been introduced in Chapter II Para 4 of RTE Act. It reads, *"Where a child above six years of age has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age."* In this endeavour, it further states, *"Provided that where a child is directly admitted in a class appropriate to his or her age, then, he or she shall, in order to be at par with others, have a right to receive* ***special training (ST)*** *in such manner, and within such time limits, as may be prescribed."* This special provision in the Act necessitates a meticulous and time bound action plan. The plan would invariably include-identification of learners, development of Special Learning Support Material (SLSM), arrangement of special classes, mainstreaming of out-of-school children and evaluation. Training of teachers and other concerned functionaries has also need to be planned carefully who will be involved in this activity. In such context, SLSM may be different from the existing teaching learning materials. Hence, evaluation of such children will vary in respect of its organization and approach commensurate with the learning needs and styles of these learners so as to bring them at par with their peers. Further, in the Act, it is stated that a child so admitted to elementary education shall be entitled to free education till completion of elementary education, if needed, even after 14 years.

Out-of-school children: Who are they?

The National Policy on Education (1986) identifies universal access, universal enrolment and universal retention as the major targets to achieve the long cherished goal of Universalization of Elementary Education (UEE). Since then, many programmes and mission mode projects have been launched from time to time to accomplish the goal of UEE. But still, wide gender disparities remain across the country with regard to access, enrollment, retention and quality education in schools. The programme and policy of SSA-RTE have significantly contributed to bring a paradigm shift in the elementary education system. The RTE Act has added momentum to all the earlier efforts of the country to

universalize elementary education. There are significant developments during the last decades in terms of enrollments and gender and social category gaps in enrollments narrowed down considerably. Expansion of school infrastructure and facilities significantly increased access to schooling, and incentives and child entitlements, such as textbooks, mid day meal and uniforms started reaching to considerably larger number of children. Still, the issue of drop-outs continues to remain a major concern at the elementary stage. Out-of School children may be those who are non-enrolled in any school or dropped out at any stage before completing elementary education

There is a great heterogeneity among children who are out-of-school. Various categories of 'out-of-school' children may include children living or working in urban slums, in streets, on railway platforms or construction sites. They may be found engaged as domestic workers, child labourers, tending cattle, working for wages in *dhabas,* mechanic shops, and rag pickers and as shoe shine boys. Other categories may be those children who are involved in sex trade and migratory children whose parents migrate from area to area in search of work employments, usually may belong to SC, ST category. Children with special needs, who may belong to any of these categories, need to be identified. Those children who have a "disadvantage owing to social, cultural, economic, geographical, linguistic, gender or such other factors are also to be identified and brought into mainstream education. Besides these, children who get their education in minority communities run Maktabs and Madarsa learn religious texts and get little or no input on mainstream curriculum. Similarly, there may be adolescent girls, who have never attended school or may have dropped-out from school during early years. Children living in disturbed areas or in difficult circumstances, who are not attending school, also need to be identified and admitted in neighbouring school. Such diverged category of children need special training to bridge their learning gaps and mainstreamed in age appropriate classes.

A strategy for mainstreaming of these categories of children is a challenge; it needs to be worked out carefully taking into account all aspects which are related with educational developments of such children to fulfill the mandate of RTE Act.

Reasons for dropouts of such categories of children need to be explored. Dropouts may be due to parents' illiteracy and lack of awareness, child labour, lack of quality, lack of professional competency and commitment in teachers, quality of curriculum and textbook, lack of physical facilities and infrastructure, lack of supervision and monitoring are some of the major reasons of drop out. Hence, this calls for urgent and strategic intervention of educational activities which would motivate such children to come to school again, participate in learning activities and remain in school till completion of elementary stage of education. Special training is significant in many ways in the context of bringing OoSC in

school. As such, implementation of special training is a complex activity. There may be several issues and concerns which may vary from state to state. These need to be addressed as par state specific circumstances. At the same time, curricular and pedagogical approaches have to suitably moduled for learning enhancement of such children which is also a challenge and concern, deserve priority attention in the whole exercise of special training programme for its effective implementation..

Issues and Concerns

Keeping in view the different categories and various backgrounds of Out-of-School Children, organizing Special Training involves critical issues and concerns which need to be resolved in order to achieve the very purpose of special training stated in RTE Act. These issues and concerns are related with regard to identification of Out-of-School, assessment of entry level knowledge and skill, development of teaching and learning material/ Bridge Course, training of teachers involved in special training and other activities. Some of the other related issues are, mainstreaming of such children in age appropriate classes after special training, tracking of children after mainstreaming to find out if the children are coping with new environment in the school and to find out whether they need additional academic assistance to sustain their retention and continue till completion of elementary stage of education. Other issues and concerns may be as under:

- Identification of the procedures for assessment of competencies of OoSC enrolled in schools.
- Evolving a workable plan for organization of special training and ensuring quality education for OoSC within the stipulated time frame.
- Evolving monitoring and supervision mechanisms for realizing the objectives of special training.
- Ensuring roles and responsibilities of Head Teacher/ Teachers in organizing special training.
- Development, procurement and timely availability of Special Learning Support Materials (SLSMs) in all schools/ special training centres.
- Ensuring equitable social environment so that no child is subjected to caste, class, religious or gender discrimination in the school/ centre.
- Ensuring continuous comprehensive evaluation (CCE) of children to record progress for maintaining individual profiles and finding ways for appropriate and timely corrective measures.
- Training for all functionaries at various levels from State level to School/ SMC level in order to meet the learning needs of out-of-school children.

Suggestive strategies and interventions have been provided in the Guidelines to address some of these issues enumerated above..

2. Need and Significance for Development of the Guidelines

As per RTE Act, 2009, every child of the age of six to fourteen years, has right to free and compulsory education in a neighborhood school till completion of elementary education. More than 95% children are already receiving education in schools. Still, there may be about one crore children, who are out-of-school and are required to be identified and mainstreamed in the age appropriate classes. In order to mainstream all out-of-school children in age appropriate classes as envisaged in RTE Act 2009, Special Training has a significant and important role to play. Special training is also significant in enabling such children to adjust socially, emotionally and academically with other children of their age groups.

It is categorically mentioned in the act that where a child is admitted in a class appropriate to his or her age, then, he or she shall in order to be at par with the peers, has a right to receive special training in such manner and with such time limits, as may be prescribed. The special training is a challenging task as children requiring special training would have diverse and complex social, emotional and learning needs. Similarly, it is necessary to address the other related issues and concerns which are mentioned above. In organizing special training, the key role is to be played by SMC members, teachers, head teachers, CRCCs, BRCCs and other SSA functionaries. As far as development of condensed curriculum/ Bridge Course, special Learning Support Material is concerned; SCERT/ DIET faculty is to play a significant role as well. To facilitate such other concerned officials who will be involved in performing their roles and responsibilities, they are required to be oriented and empowered for implementing the task of special training and its related aspects. To meet such felt needs, the Department of Elementary Education, NCERT has taken initiative to develop 'Guidelines for Special Training of out-of-school children admitted in age appropriate classes' under RTE Act 2009.

The present Guidelines aim to facilitate and provide support to teachers, Head teachers and other functionaries to organize special training programmes. These guidelines have been developed in the light of Right of Children to Free and Compulsory Education Act, 2009 (RTE) and Model Rules of MHRD.

Besides Guidelines, Learning Indicators at elementary level, Format for recording child profile, proforma for visit to special training centres (STCs) and Quarterly Assessment Format have been provided in the document for teachers and other concerned functionaries to assess the performance of children and their learning competencies for mainstreaming in age appropriate classes. Learning indicators, which have been formulated by NCERT for assessing learners who are in formal school, because of dissimilar learning circumstances

will not equally hold good for non-enrolled and drop-outs. Accordingly, the indicators which have been provided in the Guidelines have to be understood in their special context. They need those competencies which will facilitate them to bridge learning gaps and catch up lessons up to class 8th.and pave the way for further learning. As such, teachers need to maintain some flexibility in assessing knowledge and skill of children in special training centres against these learning indicators.

It is expected that the guidelines will meet the specific needs of concerned functionaries particularly of teachers in mainstreaming out-of-school children through special training.

Design of Special Training

As mentioned above, RTE Act 2009 states that where children not admitted to, or who have not completed elementary education, is directly admitted in a class appropriate to his or her age, then, he or she, in order to be at par with others, has a right to receive **Special Training (ST)**. Mainstreaming of such children into formal schools is to be done through special training of varying durations, which would enable them to be at par with other children in the class and facilitate them in getting admission into age-appropriate classes to fulfill the goal of Special Training. In this endeavour the long cherished goal of Universal Elementary Education could also be realized. **The purpose of the special training is to integrate the children with rest of the class academically and emotionally**. ST should not be seen as only renaming of erstwhile Non-Formal Education (NFE) or Education Guarantee Scheme /Alternative and Innovative Education (EGS&AIE) centres which provided for Residential Bridge Courses (RBCs) and Non-Residential Bridge Courses (NRBCs) for dropouts/non-enrolled. As a matter of fact, ST is a specific intervention which aims at enabling admission of OoSC in age appropriate classes with comparable competencies enabling retention of such children and facilitates them to complete elementary stage of education.

There are critical areas, which need to be taken into consideration in the whole process of implementation of special training, such as, assessment of entry level competencies of the children, the nature and duration of the special training, devising and developing curriculum and Special Learning Support Material (SLSM), location of the training, ensuring roles and responsibilities of various functionaries and their training. Transactional strategies for varied learning abilities of children, handling of heterogeneous group of children, coping with adjustment issues of children after their mainstreaming are other significant aspects need to be addressed during special training. Continuous and Comprehensive assessment of children along with Supervision and Monitoring of the whole process of special training at regular intervals need to be ensured for successful implementation of special training under special provision of RTE.

Keeping in view the complexities and significance of the special training, it has to be designed in a way that it takes into account all such aspects, which have been mentioned above, each of these aspects has been explained in detail as given below:

1. Duration of the Special Training

Duration of special training shall be for a minimum period of three months extendable up to two years (Model Rules, Part II, d). There should be periodic assessment of learning

progress made by such children on continuous basis in special training. The entry level assessment will determine the duration of special training in each case and placement in age appropriate class thereafter. The Head teacher/ teacher must ensure that a consolidated record of all children is maintained in the training centres for better traceability of learning outcomes for necessary interventions.

The assessment of the children shall be done by the concerned teachers. Preferably, it should be validated by the Head teacher or the CRCC.

The school shall maintain performance record of children, clearly indicating the progress made during the period of special training at regular intervals, stating the milestones accomplished for further action with regard to children's admission in age appropriate classes.

2. Location

Special training may be held on the premises of the schools, or through classes organised in safe residential facilities. (Model Rules, part II, c) It may also be organised in and around the locality as decided by the School Management Committee members (SMCs). Special training may be provided by teachers working in the school or by teachers specially appointed for the purpose. The help of NGOs/volunteers may also be taken.

3. The Nature of Special Training

Special Training may be residential or non-residential in nature:

- Residential – where out-of-school children are scattered, and who need residential facility such as in hilly areas.
- Non Residential – where out-of-school children are very much concentrated in an area and school is located within walking distance.

4. Special Learning Support Materials (S LSM)

As par sec 29, (I), RTE ACT the special training shall be based on specially designed, age appropriate learning material, approved by the Academic Authority, these may be reffered as **Special Learning Support Materials**

During training programme the teachers should be familiarized with the special training support material in the context of pedagogy, as given below:

The SLSM should be developed in such manner which enables learners to develop their knowledge and competency levels as per their age, by adopting a condensed curriculum. This will help the learners to bridge the learning gaps to be at par with their peers in short duration.

Recognizing the scale and time-bound nature of the task, innovative and flexible delivery of curriculum and suitable teaching learning strategies should be devised to enable children to be at par with other children and mainstreamed in a regular class suited to his/her age. Enrolment of out- of- school children can be made at any time during the academic session. Such children should be welcomed in the school and special attention should be paid for their mainstreaming through special training programmes.

Special Learning Support Materials should be developed and designed in a manner, which will help in preparing out-of-school children to join formal schools and adjust with the school environment. Suitable teaching learning strategies should be adopted accordingly to enable the learners to achieve the competencies appropriate for their age in short period, during which the children are allowed to learn at their own pace. This prepares the children to cope with the demands of the formal school system. The curriculum transacted to the learners should be in a condensed form so that the learners achieve equivalence with their peers in the formal school and get admitted in the appropriate class.

The SLSM should be based on specific requirements of multi-level teaching of children of different age-groups and abilities. It should be so designed that it is free from all biases. There should be flexibility for accommodating contextual and local specific requirements and learning contents. SLSM should be easy for teachers and enjoyable for children.

While developing SLSMs, it is desired that the experts/ agencies/ institutions should adopt the strategies already tried out to be effective in schools under SSA (existing bridge courses), and several interventions made by different NGOs for the purpose. However, the spirit of these SLSMs should centre on the following objectives:

(i) To unearth the hidden knowledge of children in order to assist them to progress further.

(ii) To help and support teachers in learning enhancement of children enrolled for special training

5. Core Components of Special Learning Support Materials (SLSM)

- The Curriculum/Syllabus prepared, should facilitate inculcating values enshrined in the Constitution such as equality, liberty, fraternity, socio-economic justice, democracy, secularism and scientific temper and human rights amongst the children.

- SLSM shall be in consonance with NCF 2005. However, enough flexibility should be maintained within the overall Frame Work of NCF-2005. .The curriculum may be shortened and adapted version of school curriculum per local requirements of the state.

- The core subjects of elementary stage should be a necessary part of SLSM.

- Other curricular areas viz. work experiences, arts and heritage, craft, music, theatre, health & physical education, peace education, gender, culture and extracurricular activities and other social issues should be integrated holistically in the SLSM.

- Effort should be made to develop bridging materials enabling the creation of intensive teaching-learning environments, which may accelerate learning.

- Development of special learning material should be in a manner which provide opportunity for children to enter and exit special training programme at levels that are age/class appropriate for them

- While developing SLSM, focus should be on the initiatives such as, relevant and contextualized content and pedagogy. Focus of interventions should not only be on teaching of the 3Rs, but on process of building confidence, self-esteem, communication abilities, etc.

- Contents should be simple, related to real life situations, including such activities so as to encourage participatory learning, providing opportunity for creative expression as well.

- Since the duration of special training may vary as per the requirements of children hence, adhering to class specific competency levels is important and should be prepared keeping in view the needs of the children

- Training timings should be flexible, planned and executed as per local specific requirements.

- NGOs and civil societies may be involved to broaden the perspectives of the SLSMs and organizing special training.

- SLSM should also include worksheets and be made available for all children in the Special Training Centers.

Confidence building among the children is particularly important to enable all children particularly from the disadvantaged groups to integrate within the system.

Since OoSC and drop outs also constantly interact with various circumstances in their life for their living, they are much more exposed with outer world as compared to other school children. When such children attend special training they would bring with them varied knowledge and experiences though they are not enrolled in any school. The biggest challenge will be to incorporate such experiences and knowledge in special training material. At the same time during teaching, teachers will be required to integrate such knowledge and skills and their previous vast and varied experiences during classroom transactions. This will facilitate accelerated and enhanced learning of these children, making learning relevant, more interesting to make the children motivating and growing confident gradually.

6. Transactional Strategies

In special training centres, children may be heterogeneous of nature in terms of age levels, socio-cultural background, maturity and learning levels. Some of them might be first generation learners. In such situation, the teachers should ensure creating a child friendly classroom environment to make the children feel comfortable and free from any anxiety. It is true, that initially, the children may feel hesitation to talk to the teacher or mix up with others. He/she may face coping problems. It is desired that the teacher provides necessary moral, social, emotional and psycho-social support to such children so that they become well adjusted to the new set up. To a large extent, the teachers' behavior determines the kind of psycho-social climate provided to the child. What required in the training centers is that, teachers develop sensitivity to the children's emotional and specific learning needs. At the same time teachers will provide a range of suitable and appropriate learning opportunities for all age group of children to learn and for all-round development of every child. In special training centres, **Let the children feel that, 'it's different, than what we (they) have experienced earlier.'**

> Classroom climate can be looked in terms of the physical and psycho-social environment that is provided in schools keeping in view the needs and context of children of different age groups, where the child feels at home, secure, happy and enjoys while learning.

Textbooks do indeed play a very crucial role in determining the nature of classroom transaction. But in the case of special training, transactional strategies need to be carefully planned. Considering the time limit of the task, extensive supplementary material in the form of picture charts, maps and others should be used to facilitate and enriching teaching learning interaction in the training centers. The situation may demand support programmes to enable children integrate within a particular class. These are being envisaged as 'extra' inputs after induction of such children, besides what the teacher will be able to do within the classroom.

In the whole process of transaction, the teacher will ensure that more and more children participate in the learning process and enjoy learning as well. To meet the basic learning needs, it is expected that the children are provided with academic, cultural and social education through a host of activities in the classroom, comprising of art, games, role playing, etc. for their learning enhancement and enabling them to be at par with other regular students .Precisely, activity based learning is more effective for teachers to manage the special training classroom.

It is likely that some children have learning gaps in the group and may require extra time. This calls for individual attention and guidance to such children by teacher, such as, in case

of children with special needs/different abilities, the teacher shall provide necessary support and corrective measures as and when required, such as, taking care of their specific learning needs, paying attention to their inconveniences and discomforts and the like.. The teacher may like to take peer learning support and activities by children if the situation so demands.

While imparting special training, the teacher should be communicative with children. Verbal communication with such children can prove to be a significant motivating factor in arousing interest in the children in learning. It is desired that the teachers in the training centres encourage children to ask questions, participate, react and deal with student's queries in positive manner and with right attitude, particularly with differently abled children and with first generation learners. Children in the special training centres will be from different socio-cultural background having varied interests. As such, it is desired that during classroom transaction the teacher through her/ his communication skills needs to build strong relationship. Use of appreciative words like 'good', 'well done', etc. will also encourage such children to participate in the activities, which can have positive effect on their learning. Once a conducive and joyful learning atmosphere is created inside the four walls, it will spontaneously motivate students in learning. The training centre may be organized accordingly.

The teacher may like to make sitting arrangements and organize the classroom in a child-friendly manner to facilitate learning.

Example: Teaching EVS

Let the children sit in pairs or in groups. Provide the learning material. Also provide the support material, if available. Ask the children to read, to observe the illustrations and discuss in the group. Ask simple questions in the group and ask to supplement the answer given by another child in the same group, if required. Give opportunity to all in the group by asking variety of questions. Provide worksheets as and when required. Monitor and supervise the activities. Provide support and guidance. A word of appreciation for the children is desired from the teacher. Ensure that the whole exercise is as per the individual learning levels of the children and all are involved in the activities.

Roles and Responsibilities of Various Functionaries

In view of the importance of the task and complexities associated with Special Training, the entire elementary education set-up of States/UTs needs to play a role in achieving the goal of educating never enrolled or drop-out children. The present SSA and elementary education set-up should make necessary convergence with other departments and agencies as far as possible for special training programme, such as, Women & Child Welfare, NCLP, Labour Department, SCPCR, Urban & Rural Department, and child care organizations and other concerned functionaries. In this context, an indicative division of task and duties may be as under.

Nodal Agency	Duties and responsibilities
Village/School level (SMC, Head teacher, teacher, local authority i.e. Gram Panchayat) in urban areas, municipal wards will be the unit	Mass mobilization, Identification and admission of out of school children and children with special needs, assessment (informal) of competencies at entry level, organization of Special Training, monitoring of Centre/ School.
Cluster Level (CRCC)	Monitoring and Supervision of schools/ centers, on site academic support to teachers/education volunteers, tracking of children receiving special training, validation and certification of completion of special training, ensuring mainstreaming of children in age appropriate classes
Block Level (BRCC)/ Block Education Officer	Monitoring and Supervision of schools / centers, academic support, release of resources [funds and materials], need based training of teachers and different functionaries, ensuring availability of suitable 'Special Learning Support Materials' (SLSMs).
District Level (DEO, District SSA Coordinator and DIET/DRU)	**DEO/SSA Co-coordinator:** Monitoring and Supervision of centre/ centers, academic support, release of resources [funds and materials], planning for implementation, issuing necessary instructions, administrative support. **DIET/DRU**: Training of teachers and other such functionaries associated with the process, developing of Special Learning Support Material and Assessment Tools , monitoring of learning centers and providing necessary support, training teachers in maintaining learner profiles and providing timely corrective measures with regard to children with special needs in particular.

State Level (SCERT/SIE/ Department of Educationa/ SSA-RTE)	**SCERT/SIE** Preparing modules/teacher's hand book/training manual for capacity building of different functionaries, procurement of assessment tools for the children, developing special learning support material, Training of State Core Group members, Master Trainers and Key Resource Persons. **SSA-RTE /DEPARTMENT OF EDUCATION -** Monitoring of learning centers and providing necessary support and timely corrective measures with regard to ensuring distribution of such materials in adequate number to all centers/ schools. Planning and incorporating the strategies into annual work plan, capturing data of such children, issuing necessary instructions, monitoring and supervision of the progress.
National Level (NCERT/RIE/NIE/NUEPA)	Advisory role in providing various guidelines, academic support and orientation of state level key functionaries.

1. School Management Committees (SMCs)

Functioning of special training centres largely will depend on the performance of the members of the School Management Committee/ local authority. SMC members shall identify out-of-school children (non-enrolled or drop-outs) requiring special training. The SMCs will mobilize parents to admit such children in schools. It is imperative that the members of concerned SMCs shall make special efforts to motivate parents of children with special needs to enrol them in the neighbouring schools. They will provide all possible support to parents for enrolling Out-of school children and make provision for Special training of such children. Other functions of SMCs are:

- Taking decision regarding Residential or Non-residential centre as the case may be
- Making arrangement for space, lighting, drinking water, etc. for the special training centre.
- Day-to-day running of the centre will be over seen by SMC members.
- The SMC members shall maintain Child Profile to maintain record of all such children and monitor their regularity in schools. They will also identify the children with special needs of their level of disabilities (Child Profile- see annexure I).
- The record of such children shall be updated once in every 3 months.
- The information of such children may be put on the notice boards of the Village Panchayat and schools in its jurisdiction. The record shall include name of child, date of birth, sex, parent's name(s), and the class in which he /she left the school and the class in which he/she has been admitted in the school. The SMC members will provide necessary infrastructure and support for the special training.

- For sustaining the interest of the children in schools, SMC members will have regular interaction with the parents and also with the children. They will also make efforts to remove the problems faced by them, if any.

2. Head Teacher / Principal

The Head Teacher / Principal along with school authorities shall grant admission to such children in age appropriate classes. They will assess the *'Entry level competence'* of such children in Languages, Mathematics, and EVS with the help of teachers preferably oral. The teachers/ HM may like to take help of Assessment Tools, which may involve oral/ written questions as the case may be. This information shall be utilized to plan and organise special training of the out-of-school children. The Head Teacher/Principal shall provide necessary resources to create a conducive atmosphere and provide necessary support to these children. The Head teacher should ensure that school time table reflects the organization of special training classes. Other roles and responsibilities are as follows:

- Head Teacher/Principal will shoulder the responsibilities to conduct survey of out-of-school children in the neighbourhood once in every 6 months.
- She\he will ensure suitable location for the Special Training in consultation with local authority/ NGO. It may be organized in the school premises, at cluster resource centre, Panchayat Bhawan, community centre and other suitable place.
- She\he will make suitable arrangements to conduct entry level test, quarterly tests and final achievement tests to assess the children's learning levels at regular intervals.
- She\he will arrange Special Learning Support Materials and provided to children.
- She\he will ensure that the children have achieved the desired competencies suitable for a particular class during the period of special training.
- Monitor ST and ensure integration of children with regular school processes.
- She\he will ensure that no child shall be subjected to physical punishment or mental trauma.
- Ensuring that no such child shall be denied admission in school for lack of age proof.

3. Teacher

- Teacher's role is crucial in the whole exercise of organizing special training with regard to conducting training as well as planning, development and execution of test items for each level. These test items will be administered by teachers. Proper coordination with CRCCs/BRCCs and District Level Functionaries (SSA) shall be ensured in the whole operation. It is also likely that some children are unable to cope with the new situation after entry to the school. In such situation, children need special assistance of teachers

to achieve knowledge/ competencies and develop adjustment ability with other children in the class.

4. Teachers in particular will

- visit households during annual survey/ enrolment drive to motivate parents for sending their children to school.
- participate in various training programmes;
- participate in developing special training modules, SLSMs and sensitization programmes;
- acquaint with child-friendly and child-centered classroom processes.
- acquaint themselves with the psychological, emotional, educational and social needs of children with special needs;
- administer various assessment tools (quarterly) for determining the achievement levels of children;
- prepare and mobilize available teaching learning support materials such as worksheets, workbooks, flash cards, etc. to facilitate learning;
- adopt proper teaching strategy suitable to various learning levels of children;
- report progress of children to higher authorities at cluster/ block/ district levels and attend meetings with them for further planning;
- make necessary arrangements for age appropriate admission of children after they complete a certain period of special training
- take desired steps for mainstreaming of children on regular basis
- ensure that in any circumstances, no child shall be subjected to physical punishment or mental harassment causing trauma;
- take help from suitable individuals in community such as a doctor, postmaster, etc.;
- participate in review and planning meetings for maintaining the quality of educational programmes for developing their qualities further; and
- Familiarize themselves with local resources like public library, mass media such as television, newspapers, etc. and utilize suitably

All teachers undertaking this task would be expected to undergo special training to equip them to shoulder this responsibility. For this a teachers training programme should be developed. SSA should facilitate a consultative process for developing the framework for this training programme with the inclusion of persons and institutions which have experience of delivering such programmes.

Administering Assessment Tools

The teacher should:

- Be friendly while assessing competencies orally.
- assess the child in what he/she knows and what he/she does not know.
- ask questions from familiar situation of the child with objects taken from his/ her environment.
- allow the child to express himself/ herself freely.
- assess the child by administering the test items. e.g., in case the child is in the age group of 13 to14 years, start with level IV entry test. Then, gradually move to lower level to place him/ her in the age appropriate class

If any written test is administered at entry level in the learning center,(if situation demands) the teacher should ensure the following:

- The child is provided time to settle down properly.
- Explained properly about the test.
- Children are informed that the test is for better learning.
- The children are allowed to take their own time for completion of the test.
- The whole process is flexible, encouraging and enjoyable.

Knowing and Understanding Children with Special Needs

In case of Children with Special Needs (CWSN), the teacher needs to be extra cautious in handling such children in the school. Teacher needs to realize their emotions and specific requirements physical as well as intellectual.

The term special needs evoke different connotations to different people. In school context, teachers need to know and understand specific physical and learning needs of CWSN. She/he has to develop sensitivity towards such children. With positive and practical attitude the teacher should be able to inculcate courage and develop self-esteem among such children to facilitate learning.

First eight years of a child's life provide the foundation for self-esteem and a child's view of the world. It is especially important that early childhood educators/ teachers provide a safe and secure environment. While early childhood educators will not replace the specialists in assessment of special child's needs. However, having knowledge of common childhood special need areas are important for serving CWSN better in schools. In the early years of education, the learning needs of such children have to be handled with utmost sensitivity on the part of the teachers and parents as well to build confidence in them to get along well with other classmates.

Role of Teachers

The role of the teacher becomes significant while dealing with CWSN in the classroom situation. It becomes all the more important for the teacher when such children belong in the category of drop out or non-enrolled. In this situation the teacher has to pay individual attention to these children in comparison to other children in the class. Sometimes teachers may ignore the specific learning needs of these children due to time constraints which may adversely affect future learning of such children. On the contrary, the concerned teachers can ask the parents of children with special needs about their disabilities for the benefit of the children. In addition, it will be helpful for the teacher to talk with such child separately which will help the child to get integrated into the regular curriculum and enjoy learning with all children in the class. The teacher may like to share the results of specific activities for the child with the parents. Importantly, the role of the teacher also implies that she/he asks peers to show positive attitude towards such new comers and cooperate in their activities and help them to meet their petty needs. The teacher should feel concerned about the child. The teacher may have to devote extra time to help CWSN beyond classroom hours to make up their range of special need, such as,

- thinking and understanding
- extreme changes in mood, energy and behavior, depression
- Physical or sensory difficulties (difficulty in detecting, controlling, discriminating or integrating sensations correctly.
- visually impaired;
- emotional and behavioral difficulties or difficulties with speech and language or how they relate to and behave with others

While dealing with Children with Special Needs [CWSN] the teachers may:

- need support programme – coordinated support during teaching-learning process;
- need extra teaching learning resources to facilitate learning for such children;
- need to organize the classroom with regard to their learning requirement;
- need Individualized Educational Plan (IEP) for desired learning outcomes in the stipulated time.
- need to do some reasonable adjustments in creating a comfortable and conducive environment for such children, allowing them to take their own time to perform in the class

  Teachers shall identify CWSN in Special Training Centre (STC) and inform concerned BRCCs/CRCCs for procuring assistance and suitable support for such children to meet specific learning needs of CWSN

  Teachers should be aware of the support facilities available in **Resource Centre** for CWSN, such as, Spectacles, Hearing Aid, Wheel Chair, crutches and Speech Therapy and learning materials etc.

Teachers of special training programme should be aware with various concerns of such children to provide necessary support and assistance in learning. Similarly Special training programme for teachers should be designed and conducted for handling CWSN which should include a set of resources and activities for parents as well.

Role of Parents

Parents also need honest and open communication with the teacher in meeting the special requirements of such child. It may so happen that the parents may be required certain medication to be given at a specific time to the child. It is essential that the tasks are completed on the part of the teacher as well. Parents need to coordinate with the teacher in such regards.

With a concerted efforts and coordination from the teachers and parents, such children can overcome many problems enabling them to integrate in the main stream of education and develop zest for knowledge and learning, moving ahead and become a socially useful citizen.

5. Cluster Resource Centre Coordinators (CRCCs)

- CRCC is responsible for conducting and monitoring special training programs in the schools concerned. Visit to the special training centers should be made from time to time to provide necessary academic guidance and on-site support to teachers ;
- CRCC shall work as a link between BRC and schools in sorting out the academic and administrative issues, if any;
- CRCC shall also make sure that the children are mainstreamed to their age appropriate classes after special training and continue their studies in school till they complete elementary education. Devise strong mechanism for tracking of children for the purpose.
- Functionaries of CRC shall ensure in providing facilities for CWSN available in **Resource Centre** wherever possible.

6. Block Resource Centre Coordinators (BRCCs)

- BRC coordinator shall organize training/orientation programme for capacity building of Head teachers/teachers to organize special training

BRCC should keep the list of out- of- school children of the concerned block, who are being enrolled. They shall coordinate with Head Teacher/teacher and plan and organize special training as per requirement of such children.

- With the help of CRCCs, annual plan should be prepared every year and approval for the same should be taken from the higher authorities.
- BRCC shall take necessary action to start the special classes at the specified schools / centers or any other suitable locations having proper facilities.
- BRCC will also ensure supply of required Special Learning Support Material to the schools/centers.
- BRCC shall keep record of teachers / volunteers and NGOs, who are involved in the special training program for children.
- BRCC will monitor and supervise ST programme and provide necessary academic and administrative support to HT/Teacher in Special Training Centers as per their needs.

Tracking of children once they are mainstreamed has been a weak area and would require special intervention and monitoring of concerned functionaries.

SCERT/SIE and DIET

The SCERT/SIE, DIET or any such authority as deemed appropriate by State Government, shall ensure planning and developing SLSM by adopting/ adapting core components of curriculum. SCERT, as Academic Authority it shall ensure incorporating local context in order to make materials child friendly. The special training shall be based on specially designed age appropriate learning material, approved by academic authority specified in Section 29(i) of the Act. (See annexure V for details) The NGOs participation in developing SLSM will be of significance.

These should be developed in various forms and formats to suit the likings of the targeted children.SIE/DIET faculty along with other concerned functionaries (BRCC, CRCC, Head Teacher/ Teacher) will design the assessment tools to assess 'Entry level knowledge and skill of the children in various subjects'. The State level academic authority should plan appropriate capacity building programme of teachers for effective assessment of children and its follow-up strategies. The agency should ensure that the teachers are trained in designing assessment tools based on local context and syllabus.

Training of Functionaries

Implementation of Special training, and its organization under RTE calls for capacity building and skill training of functionaries at all levels. It attaches more significant for teachers. Developing specialisation/skill to deal with special training of children in an effective manner is a challenging task. This calls for capacity enhancement and support for teachers in particular, along with CRCs and BRCs. It is desired that there should be basic training for all staff and specialisation for some. To meet this requirement, each State and UT will develop training packages for training of the following academic and administrative staff members:

(i) Head Teachers/ Principal

(ii) School Teachers

(iii) Cluster Level functionaries

(iv) Block Level functionaries

(v) District Level functionaries (DPOs/DIETs)

(vi) State Level functionaries (SPO, SCERT/SIE)

The SCERT/SIE, DIET or any such authority shall design SLSM and also training Modules for capacity building of above functionaries. If needed, help from National Organisations such as NCERT may be taken.

In addition to the functionaries, mentioned above, experts from NGOs or other related institutions should also be trained. The *State Academic Authority* shall decide the duration and content of training package. Selected NGOs/ institutions with expertise could be identified to play as resource support role as well as to strengthen capacities of CRCs, BRCs and other concerned functionaries and agencies/institutions.

The *State Academic Authority* shall also ensure the supply of specially designed training modules and SLSM as per needs. It should also device a monitoring mechanism to provide additional support and onsite guidance to the functionaries during training.

1. Core Components of Training Package

The core components of the training package may include:

- The basic framework of RTE Act, 2009;
- Identification of children, who need special training in the light of RTE;
- Assessment of entry level knowledge and skill of children;
- Teaching learning strategies to handle heterogeneous and multileveled class

- Regular assessment of children progress in the special learning centres;
- Adjustment of CWSN in classes and attending their learning problems;
- Monitoring and tracking progress for each child and developing a profile;
- Strategies for mainstreaming of the children.

2. Duration of Training for Different Levels of Functionaries

A suggestive schedule has been illustrated below for the trainers for organizing special training programme for functionaries at various levels. Concerned functionaries may re-schedule the training programme as per their need and requirement. State level trainers and pedagogy experts may be involved for the training programme.

Duration and organising agency of training programme for different level of functionaries are as follows:

Participants	**Organizing Agency**	**Duration**	**Issues**
• SMC members	CRC/BRC	One day (Half Yearly)	Updating VER/AER, mass mobilization ,
• Teachers/ Head Masters	DIET/DRU/ BRC/CRC	Five days (Half Yearly)	Provisions of RTE, Tracking out-of-school children and assisting in their admissions in age appropriate classes, transaction of special learning support material, assessment strategies, sensitizing teachers on emotional and psycho-social needs of children, emphasis on child friendly and child centred environment, prohibition of **Physica**l **Punishment (Corporal Punishment)*** or mental harassment to child
• Cluster and Block level functionaries	DIET	Two days (Half Yearly)	Admission of children, provision of special training, assessment and their follow up strategies for mainstreaming
• DIET faculty and District level functionaries	SCERT/SIE/SSA	Two days (Half Yearly)	Provisions of RTE. Monitoring of special training programmes at district level, development of SLSMs, organizing capacity building programmes on classroom transactions and assessment techniques.
• Functionaries of SCERT , SSA and Department of Education	NCERT, NUEPA	One day (yearly)	Orientation on provisions of RTE and relevant policy guidelines.

*__Physical Punishment__

Physical punishment is corporal punishment which is physical torture in the form of beating, canning, thrashing or even whipping. Corporal punishment is a common feature in schools. In recent past several incidents of such occurrences have been reported in the newspapers from across the states. Such kind of punishment can physically impair a student for his/ her whole life and there can be alarming effect on the child. It may also affect him/ her psychologically, disturb his/ her mental balance. Punishment should be stopped immediately. Teachers should deal with their students patiently, advising and guiding them in every sphere of life. The National Commission for Protection of Child Rights (NCPCR) has suggested a code of regulations on the conduct of teachers in schools. A standout feature of the code is a total ban on corporal punishment. Corporal Punishment is physical violence and has no place in an enlightened society. The National Policy on Education says that corporal punishment is not permissible. The RTE Act, 2009 categorically states, 'No child should be subjected to physical punishment or mental harassment'. Discipline is a must for students in schools and colleges. However, enforcing it through Corporal punishment is highly objectionable and rather, inhuman. Physical punishment is not the right procedure or technique to discipline a student.

Given the challenging and time bound nature for implementing the provision of special training of the Act, SSA also should provide support towards,

(i) Developing curriculum framework and materials for SLSM/ bridge courses;

(ii) Developing training packagte for teachers and other capacity building requirements; and

(iii) Supporting state governments in designing and developing appropriate strategies.

Note: Trainers should ensure that during the training programe special emphasis should be given on prohibition of Corporal Punishment , trauma or mental harrassment, to the children in any form.

All the concerned teachers dealing with the mainstreaming of out-of school children should be oriented and thier capacities should be developed in the following aspects:

3. Capacity building programme for teachers:

(i) Facilitate the teachers to know their own duties and responsibilities;

(ii) Age appropriate enrolment, cross cutting with gender and other social issues needs to be developed and used in the in-service programmes

(ii) Teachers should be enabled as a regular part of their work to be inclusive and able to deal with children with different abilities and learning at different pace

(iii) Special thrust should be given on classroom processes – pedagogy, keeping in view the heterogeneous groups and children with special needs in particular;

(iii) Continuous and Comprehensive Evaluation for assessing the progress of children - , what, when, and how?

(iv) Active use of Teaching learning resources [TLR], acquaintance to joyful and play-way strategies;

(v) How to complete time bound competencies for mainstreaming of children

(vi) Appraisal of the recent researches and developments in the area of education, the changing trends in the relationship between the school and the society, issues related to why children have been out-of-school, drop-out problems, child rights, child labor and the like.

Suitable NGOs/Agencies could also be given responsibility for imparting training to teachers and SMC members to perform the task of ST under the supervision of BRCCs and CRCCs. Rewards, recognition and motivation to the teachers could act as a source of motivation. In case of necessity, specially designated group of teachers shall be appointed to undertake the task of imparting special training programmes in schools.

Assessment Tools and Techniques

1. Entry Level Assessment

It is stated above that as soon as a child is enrolled in a school in age-appropriate class, it becomes necessary to identify his/her competency level so as to decide the duration of his/her special training. Any special training programme has to be based on previous knowledge and experience of the child at the entry level. The teachers and other school level functionaries involved in administering entry level assessment test shall refer to the learning indicators (annexure V) to identify the knowledge and skills of children.

2. Tools for entry level assessment (knowledge and skills)

States conduct tests for all levels of school education, viz., elementary, secondary and senior secondary, at regular intervals i.e. quarterly, half-yearly and yearly. It is a general practice that State Examination Boards develop their own sets of question papers for conducting these examinations. It is, therefore, desired that test items developed for elementary level can be utilized for organizing entry level assessment of the children for special training. Alternatively, the concerned BRCC and CRCC shall coordinate in developing easy and simple test items for elementary level in language, mathematics and EVS (Social Science), along with head teachers and teachers. The primary focus should be to assess the learning level of these children in order to place them in age appropriate classs and provide them special training so that they may be at par with others in that class. In the RTE Act, it is categorically mentioned that, *"Where a child above six years of age, has not been admitted in any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age."* It is to be noted here, that the child, who is admitted in special training centre is above six year. Hence, the same set of assessment tools could be administered to each age group of children as mentioned below to assess their learning levels. Accordingly, duration of the special training should be decided to meet the learning gaps of individual child. At the same time, it is important to assess the achievement level of each child at regular interval for mainstreaming. This exercise should be planned accordingly and test items should be made available in the special training centers in advance.

Children of various age groups may be divided into the following four levels for providing special training:

Level	Age Group	Equivalence
Level 1	7 – 9 years	Class I to III
Level 2	9 – 11 years	Class IV – V
Level 3	11 – 13 years	Class VI - VII
Level 4	13 +	Class VIII

3. Assessment of Children's knowledge and skills for the purpose of admission in age appropriate class

Entry level assessment test will be indicative for placing the child in a particular class, once special training is initiated. The very purpose of the assessment is to determine the competency level of children at the entry point. It may consist of assessing the basic reading, writing and numeracy skill of children.

It is desired that assessment of knowledge and skills in various subject areas should be made at regular intervals during the process of Special Training. Comprehensive test for assessment of desired level of knowledge and skills may be prepared and administered by the head teacher and the outcomes should be recorded for the purpose of mainstreaming in age appropriate class.

Here the question arises, how to decide the appropriate class of any child undergoing special training? It is a significant aspect of the whole exercise.

RTE Act emphasizes that children who are non-enrolled or dropout and are above 6 years of age is to be admitted in a class appropriate to his/ her age. He/she in order to be at par with others may be required special training based on specially designed learning materials. The duration of training may range from 3 months to 24 months as per the individual needs of the child.

To initiate the special training, the first step shall be that the process should begin to ensure that the child's name is entered in the school records to induct children into the age-specific class. At this stage, parents/ guardians should be intimated regarding the need for their child to undertake special training, as the case may be.

In this endeavour, if it is required to prepare and administer test for assessing the existing abilities of the child, such test may be approved by the State Academic Authority. If on the basis of this test, a child is found to possess the necessary abilities in various subject areas, he/she may not require any special training and shall be inducted in the age appropriate class. Such a case may however be rare. If a child possess, say 60% or 80%

of the abilities for a particular class, the duration of his or her special training may range from 3 months to 6 months. The duration of the special training will be decided based on the needs of the child to master all the competencies. If however, a child lacks in almost all abilities, the duration of the special training of such children may be of greater duration and may extend up to 18 months, 21 months or even 24 months. **At the end of the duration of special training for a particular child, the suitability of placing the child in a class may be reviewed** (quarterly assessment format, see Annex-III).

Suppose, a 8 years old child was admitted to class 3, and received one year of special training till age 9 years, an assessment may be made as to whether the child could cope better in class III or IV in the formal school, and the child appropriately placed. Therefore, after special training, the child will be required to be inducted in class IV instead of class III. Hence, his/ her special training must contain at least the core components of class IV also along with those of classes I, II and III. Besides, he or she must continue to receive special attention by the concerned teachers to enable him/ her to integrate successfully with the rest of the class.

Precisely, a flexible and realistic view should be taken regarding age appropriateness, and, after special training, the actual admission should be in the class in which he/ she would be able adjust academically to be at par with other children, even if that class is different from the one to which he/she was admitted in the first place. In fact, the objective is to see the child participates comfortably in all class activities and learns at his/ her own pace joyfully. It is imperative that concerned schools imparting Special Training shall maintain records of individual child undergoing such training and submit the status of quarterly progress report to BRCC/ CRCC to place the child in age appropriate classes.

In the whole process of ST, the system of continuous evaluation should be put in place to enable children to enter the class at an appropriate juncture and progress

Provision should be made for special support to the child once inducted, so that the child can integrate with the class academically, socially and emotionally. It is desired that the schools should select a suitable place for special training, either in the school premises or any other place outside school.

Core Group

The State SSA authority shall formulate a Core Group comprising members from the teaching community, SCERT, DIET, BRC and CRC level functionaries. It may also include administrative staff of block, district and state level units. Members of NGOs and educationists may also be inducted into the core group.

The core group will work out strategies for:

(I) School level activities.

(II) Designing and developing of training package training module for teachers/EVs

(III) Planning and development of SLSM/Bridge Courses and other supporting TLMs

(IV) Transaction of SLSM keeping in view the heterogeneity of children

(V) Continuous and Comprehensive assessment of children for learning enhancement of children in special training for mainstreaming.

(VI) Keeping track of progress by maintaining profile for all such children.

The State SSA authority shall coordinate the activity of core group. Core group members should meet twice in a year or as par convenience for overall guidance, monitoring and supervision of special training programme

Monitoring of Special Training Programme

Monitoring and supervision are continuous procedure. The regular monitoring of special training during the implementation process is an integral part of whole exercise. A well planned monitoring mechanism should be devised to strengthen the special training programme in all aspects. Monitoring responsibility should be entrusted to various stakeholders including SMC, local authority, BRCC, CRCC and concerned functionaries at district level. The Monitoring task will also involve arrangement for academic support at cluster level through CRCC.

Regular monitoring can provide effective strategies for continuous and comprehensive evaluation and improvement in the special training programme. The Block Resource Centre (BRC) would also have to be used for regular monitoring. The regular monitoring schedule/ formats for the training centres of cluster and block level and reporting formats would need to be decided by State Academic Authority. The district level office, DIETs, District Resource Group (DRG) should be assigned responsibility of monitoring and supervision of the training programme at district level. This would not be an inspection type work; rather it will help in review, planning and academic support for training centres and onsite guidance to the teachers (Proforma for center visit, see annexure II). The monitoring team should also find time to solve the problems faced by the teachers and provide corrective measures.

Monitoring team should ensure that the teachers are highly motivated who undertakes this activity. The teachers will have to persuade these children to remain in the classroom, to participate in the activities and learn. It needs extra effort and commitment on the part of the teacher to fulfil the objectives of the special training. In this context, each States/UTs should develop an effective tracking mechanism for OoSC, mainstreamed, till they complete elementary stage of education. For this there should be coordination between teachers, SMC members and other concerned functionaries. At the state level, an intensive monitoring system has to be established through the involvement of SCERT, State Resource Groups (SRG) and some Voluntary Organisations (NGOs).

At the National level a comprehensive monitoring mechanism have to be evolved by involving officers of the Department of School Education and Literacy [MHRD], national level apex institutions like NCERT, reputed NGOs, Resource Institutions and Resource Persons.

Note: The Department has conducted study titled 'An Exploratory Study of Implementation of the Right of Children to Free and Compulsory Eudcation Act 2009 in States/UTs (2011). The finding on status of age appropriate admission of Out of School Children and Special Training is placed in Annexure-VI.

Child's Profile

TO BE FILLED BY THE TEACHER FOR ADMISSIONS UNDER PROVSION (4) OF PART II RTE ACT, 2009

1. Name of the child : _____

2. Mention the category :

3. Children with Special Needs :

SC	ST	OBC	OTHERS

VI	ORTO	HI	OH	MH	

4. Sex : Male/ Female

5. Name of Father/ Mother/ Guardian : _____

6. Date of birth of the child and age : (a) Date of Birth :

(b) Age : _____ years

7. Residential Address of the child : _____

8. Never Enrolled/ Drop-out : _____

9. Reasons for being out-of-school : _____

10. If drop-out, Class last attended by the child : _____

11. Location of special training centre [Address] : _____

Nature and duration of special training

i) Residential ☐ Duration ☐

ii) Non-Residential ☐ Duration ☐

12. **Periodic assessment (* mention class)**

a) Performance in Subjects

Subject	At the time of Entry	After I quarter test	After II quarter test	Final assessment	Corrective measures undertaken
Language **Mathematics** **EVS** **Social Science**					

Art/Work/Physical Ed					

* A – Good, B – Satisfactory, C – Need Improvement

b) Attendance

	I Qtr	II Qtr	III Qtr	Total
No. of days attended **Total No. of working days**				

13. Details of Mainstreaming (after the completion of special training)

    i) Name of the School :

    ii) Class :

    iii) Admission No. and date :

14. If not mainstreamed, reasons for the same

    _____
    _____
    _____
    _____

Signature of the Teacher _____**Signature of the HM/Principal** _____

Name : _____ **Name :** _____

Name of School/ Centre :

It is desired that the teachers engaged in imparting special training to the children should ensure that this particular format is duly filled for assessing the performance of each child at the completion of each quarter. This exercise will help in deciding admission of individual child in the age appropriate grades.

Annexture II

Performa for Visit to Special Training Centres

i) Name and address of Special Training Centre :----------

ii) Nature of Centre

residential ☐ non-residential ☐

iii) Date of visit :

iv) Total number of children at the Centre: Boys ☐ Girls ☐

Total Attendance Boys ☐ Girls ☐

v) Physical Facilities available at the centre : (i) Drinking water : Yes/ No

(ii) Toilet : Yes/ No

(iii) Electricity : Yes/ No

(iv) Light/ventilation: Yes/No

(iv) Ramps/ Slopes; Yes/No

vi) Whether children's performance is being monitored and recorded regularly .

Yes ☐ No ☐

vii) Learning Levels of children A-good, B-satisfactory, C-need improvement

Language(s) -

Mathematics -

EVS -

Social Studies -

Work Ed/Art Ed/Physical Ed -

viii) Quality of food provided (in case of residential centres) :

ix) Special Learning Support Materials provided to children (list) :

(i)
(ii)
(iii)
(iv)
(v)

x) Specific suggestions for improvement :

Signature of Visiting Officer: _____

Name : _____

Designation _____

Date:

Official Address: _____

Annexure - III

Quarterly Assessment Format for Age-Group 7 – 9 years (Level I) Progress after										
S. No.	**Names of children**		**I quarter**	**II quarter**	**III quarter**	**IV quarter**	**V quarter**	**VI quarter**	**VII quarter**	**VIII quarter**
1		Languages								
		Maths								
2		Languages								
		Maths								
4		Languages								
		Maths								
5		Languages								
		Maths								
6		Languages								
		Maths								
7		Languages								
		Maths								
8		Languages								
		Maths								
9		Languages								
		Maths								
10		Languages								
		Maths								
11		Languages								
		Maths								
12		Languages								
		Maths								

Note: Grade A : 75% and above B: 60% to 75% C: 50% to 60% D: 33% to 50% E: Less than 30%

Quarterly Assessment Performa for Age-Group 9 – 11 years (Level I) Progress after										
S. No.	**Names of children**		**I quarter**	**II quarter**	**III quarter**	**IV quarter**	**V quarter**	**VI quarter**	**VII quarter**	**VIII quarter**
1		Languages								
		Maths								
2		Languages								
		Maths								
4		Languages								
		Maths								
5		Languages								
		Maths								
6		Languages								
		Maths								
7		Languages								
		Maths								
8		Languages								
		Maths								
9		Languages								
		Maths								
10		Languages								
		Maths								
11		Languages								
		Maths								
12		Languages								
		Maths								

Note: Grade A : 75% and above B: 60% to 75% C: 50% to 60% D: 33% to 50% E: Less than 30%

Quarterly Assessment Performa for Age-Group 11 – 13 years (Level III) Progress after										
S. No.	**Names of children**		**I quarter**	**II quarter**	**III quarter**	**IV quarter**	**V quarter**	**VI quarter**	**VII quarter**	**VIII quarter**
1		Languages								
		Maths								
		EVS								
2		Languages								
		Maths								
		EVS								
4		Languages								
		Maths								
		EVS								
5		Languages								
		Maths								
		EVS								
6		Languages								
		Maths								
		EVS								
7		Languages								
		Maths								
		EVS								
8		Languages								
		Maths								
		EVS								
9		Languages								
		Maths								
		EVS								
10		Languages								
		Maths								
		EVS								
11		Languages								
		Maths								
		EVS								

Note: Grade A : 75% and above B: 60% to 75% C: 50% to 60% D: 33% to 50% E: Less than 30%

Quarterly Assessment Performa for Age-Group (13+ years) Level IV Progress after										
S. No.	**Names of children**		**I quarter**	**II quarter**	**III quarter**	**IV quarter**	**V quarter**	**VI quarter**	**VII quarter**	**VIII quarter**
1		Languages								
		Maths								
		EVS								
2		Languages								
		Maths								
		EVS								
4		Languages								
		Maths								
		EVS								
5		Languages								
		Maths								
		EVS								
6		Languages								
		Maths								
		EVS								
7		Languages								
		Maths								
		EVS								
8		Languages								
		Maths								
		EVS								
9		Languages								
		Maths								
		EVS								
10		Languages								
		Maths								
		EVS								
11		Languages								
		Maths								
		EVS								

Note: Grade A : 75% and above B: 60% to 75% C: 50% to 60% D: 33% to 50% E: Less than 30%

Annexure IV

Learning Indicators Class I to V

Learning indicators incorporated in the Guideline are based on NCF-2005. These are examplar. These will guide and support the teachers and other school functionaries involved in organizing special training of out of school children, admitted in the school for their induction in to formal schools and are in the mainstream of education. These indicators will help the teachers in evaluating and identifying entry level competencies of children for their admission in age appropriate class. The entry level assessment tools should be competency based and contextual. The learning indicators in English, Mathematics, EVS/Science and Hindi have been developed by the Department of Elementary Education.

English

Class I

Listening	Speaking	Reading	Writing
• Can follow simple instructions. • Can follow simple stories, etc. that are narrated to (S)he. • Can follow requests, simple questions and orders.	• Can differentiate between various sounds of English. • Can talk about himself/ herself – what (s)he likes and dislikes. • Can tell simple stories, particularly in her first language; if encouraged, (s)he should be able to create novel stories. • Can recite poems. • Can talk about family and friends. • Can make requests.	• Can recognize 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 join letters with some help. • Can write simple words of day-to-day use. • Can use simple words in her/ his own sentences.

Class II

Listening	Speaking	Reading	Writing
• Can follow simple instructions and directions. • Can understand stories narrated orally (as on	• Can recognize and pronounce most of the sounds in English. • Can talk about herself, family and	• Can read simple stories, poems and descriptions. • Can locate information in a give text.	• Can write simple words and phrases. • Can write short sentences. • Can write small

radio/TV) to (S)he. • Can recognise the different sounds of English. • Can understand greetings and polite forms of expressions.	friends. • Can narrate simple stories, experiences. • Can recite poems. • Can use greetings and polite forms of requests.	• Can grasp ideas. • Can draw conclusions on the simple stories, etc.	compositions comprising 5-6 sentences. • Can use full stop and capital letters.

Class III

Listening	Speaking	Reading	Writing
• Can recognize differences between sounds of English. • Can follow simple oral directions, instructions, requests, questions, and orders. • Can understand or identify the main ideas and important narrated orally in the class/ in peer conversation/ in teacher-child interactions.	• Can pronounce the sounds of English with ease. • Can talk about herself, her friends, and family members. • Can tell stories and narrate his/her experiences. • Can recite poems with suitable expressions. • Can retell main events and recall main ideas in the stories. • Make requests; give orders, advice; and use greetings.	• Can read simple words and descriptions with the help of pictures. • Can read stories, poems and folktales. • Can grasp ideas and draw conclusions from the given text and materials such as posters, hoardings, poems, stories, folktales, etc.	• Knows the use of capital letters, and punctuation marks such as full stop, comma, question mark, and apostrophe. • Can take dictation of simple words and sentences. • Can copy words and sentences from the blackboard. • Can write simple descriptions of self, people and things around, and write short (consisting of 5-10 words) messages.

Class IV

Listening	Speaking	Reading	Writing
• Can follow a variety of oral directions/ instructions, requests, questions and orders. • Can summarize in her/ his own words the key ideas and important details in stories, class lectures, etc.	• Can participate in dialogues, 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 read texts orally and silently with increasing accuracy, fluency and confidence. • Can predict what the text may about by looking at the pictures, title, etc. • Can grasp meanings/ ideas. • Can identify relationships between ideas/ events. • Can inter from a passage/ text.	• Can combine related sentences using appropriate conjunctions (E.g. and, but, or because, if). • Can spell common words correctly. • Can organize ideas and information in logical sequences. • Can write descriptions of events, places, things, process, etc.

Class V

Listening	Speaking	Reading	Writing
• Can understand a class lecture, a TA/ radio/ news broadcast, announcements, debates, instructions. • Can recognize or identify main words and phrases. • Can summarize main points in an oral text. • Can write sentences and passages dictated by the teacher. • Can draw conclusions and make predictions.	• Can talk about personal opinion and support it with example or details. • Can ask and answer questions about ideas presented. • Can carry out conversations on day-to-day matters. • Can participate in pair and group discussions. • Can express and support for opinions and conclusions clearly, concisely and accurately with examples.	• Can read, understand and appreciate a story, a poem, an article, a poster, an advertisement, etc. • Can grasp main ideas and details used in the above mentioned texts. • Can use the dictionary and encyclopaedia. • Can draw conclusions and make predictions.	• Can organize ideas and information in logical sequences, and make suitable paragraphs. • Can build a coherent and cohesive paragraph (correctly ordered and logically sequenced) with facts, examples and arguments. • Can write letters, reports, descriptions, prepare posters, notices, write messages and take notes.

Mathematics – Class III

S.N.	Indicators	Profile of a Child
1.	**I. Number** 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 an also draw the pictures in groups and count them to make the multiplication table.

S.N.	Indicators	Profile of a Child
	II. Application in Daily Life	
5.	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).
S.N.	**Indicators**	**Profile of a Child**
	III. Observation, Identification and classification	
11.	Identifies geometrical patterns in the surrounding and describes various 2-D shapes by counting their sides and corners (triangle, square, rectangle, etc.).	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.

Mathematics Class V

Indicators

I	Numbers and Operations	Profile of a Child
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.
II.	**Application in Daily Life**	**Profile of a Child**
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)	i. The child is able to take in cognizance of the different units of length. ii. Before performing any operation she is able to make the units uniform. 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)	i. The child is able to take in cognizance of the different units of weight. ii. Before performing any operation she is able to make the units uniform.

		iii. She is able to (a) add and subtract (b) multiply and (c) divide to solve problems involving weight.
9.	Applies the four operations on solving problem involving volume (litre and ml.)	i. The child is able to take in cognizance of the different units of volume. ii. Before performing any operation she is able to make the units uniform. iii. She is able to (a) add and subtract (b) multiply and (c) divide to solve problems involving volume.
10.	Solves addition and subtraction problems in finding time intervals	i. The child is able to read the clock. ii. She is able to calculate the time taken for performing completion of a given activity.
III	**Observation, Identification, Classification and Construction**	**Profile of a Child**
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.

INDICATORS OF LEARNING IN MATHEMATICS FOR CLASS VIII

Indicators	Child Profile
I. Number System Consolidation of basic concepts and skill learnt at primary level. (i) Knowing large numbers	• Child can form the largest and smallest numbers using given digits (upto 5 digits). • Child can arrange the given collection of numbers in ascending and descending order. • Child can round off the given number to nearest ten, hundred, thousand, ten thousand or lakh. • Child can estimate the sum, difference or product of two numbers (atmost 3 digits each) by suitable approximation.
(ii) Playing with numbers (a) seeing relationship between numbers (b) ideas of prime numbers	• Child can write factors of a given number (limited upto 3 digits) • Child can find HCF of two or three numbers.(limited to 3 digits) • Child can identify pairs of co-primes from a given collection of numbers. • Child can find out the least common multiple (LCM) of two or three numbers(limit 2 digits) • Child can solve and make daily life problems using HCF or LCM. Example 1 Suppose two tankers carry respectively 850 litres and 680 litres of oil. Child can find the maximum capacity of a container that can measure the oil in both the tanks separately in an exact number of times. Example 2 Suppose three bells ring at intervals of 3 minutes 5 minutes and 8 minutes respectively. If they ring together at 6AM. Child can calculate when will they all ring together again?
(c) test of divisibility	• Child can use the tests of divisibility by 2,3,4,5,6,8,9,10 and 11. Example : 123456 is divisible by 8 as 456 is divisible by 8 and hence by 2 and 4. It is divisible by 3 & 6 but not by 9 as the sum of the digits is 3. It is not divisible by 11 as the difference of sum of the

	digits in the even places and sum of the digits in the odd places is not divisible by 11.
(iii) Knowing more about fractional numbers and decimal. (a) Visual representation of fractions	• Child can explain what a fractional number is? • Child can define denominator and can identify it in a fractional number. • Child can represent a fractional number pictorially and on number line. • Child can make equivalent fractions and can chose equivalent fraction in a given collection. • Child can choose the biggest and smallest fraction in a given collection. • Child can explain fractional number as an operation of or division and as including a part of a whole. For example – Half apple, one fourth of bread etc. • Child understands that for addition or subtraction of fractions; she needs to change to equivalent fractions with the same denominator. • Child can multiply two fractional numbers to get another fractional number.
(b) Decimal representation and vice-versa.	• Child understands some situations where use of decimal is required For example Money, Height etc. • Child can read and write a decimal number according to its place value chart. • Child can write a fraction (p/q) in decimal form • Child can write a decimal in fractional form. • Child can represent metric measures – kilometer, meter, kilogram, gram, rupees and paise in decimal form. • Child can add, subtract, multiply and decimals (atmost 3 digits only) For example – A ribbon of tricolour of length 5 meters is to be cut into pieces to prepare flags. If the length of each piece needed is 0.4 meters. Child can calculate number of flags that can be prepared out of it and how much length of ribbon left.
(iv) Understanding of Rational	• Child is exposed to situations to go beyond counting numbers and the need for integers. This may be done by

Numbers	need of negative numbers while doing subtraction. • Child can choose fractional numbers from rational numbers, integers from rational numbers and can also give common properties between integers and rational numbers and integers and whole numbers. • Child can represent different rational numbers on a number line keeping in view that positive rationals lie to the right of zero and negative rationals to the left of zero. • Child can write equivalent rational numbers for a given rational. • Child can compare two given rational numbers. • Child can arrange a given collection of rationals in ascending or descending order.
(v)Operations on Rational Numbers and their properties	• Extending the concept of operations on fractions. Child can add, subtract and multiply two or more rationals (not all of them integers) e.g. (i) $2+\frac{1}{3}+\frac{2}{5}$ (ii) $\frac{2}{3}+\frac{5}{7}$ (using common denominator) • Using the concept of reciprocal of a non-zero rationals, child can divide a rational by any non-zero rational e.g. $\frac{2}{3}\div\frac{5}{6}$ • Child can list properties of operations on the number system e.g. closure property, Commutatively, Associatively, Role of zero, Role of 1 (one), Negative of a number, Distributive property of multiplication over addition and subtraction. Child can also appreciate the use of these properties. Child can see their validity on the system of whole numbers, integers and rationals e.g. Division is not closed in non-zero integers but closed in non-zero rationals.

II. Linear equations in one variable Constructing/ Framing and solving	• Child can construct a linear equation in one variable for a given context. e.g. The sum of the ages of John and his sister is 13 years. If John is 2 years older than his sister, find their present ages. • Child can construct rules for solving equations including transposition (solution may be a rational number) • Child can solve some daily life problems reducible to linear equations in one variable e.g. suppose there is a narrow rectangular plot reserved for a school in a village. The length and breadth of the plot are in the ratio 11:4. At the rate of Rs. 100 per meter it will cost Rs. 75000 to the village panchayat to fence the plot. Child can calculate the dimension of the plot.
III. Data Handling Understanding / representation/interpretation of the data	• Child can collect, count and tabulate the data (a) Collect data about choice of food and no. of students, year and population, marks obtained in different subject etc. (b) Count data using tally marks and tabulate it for Number of family members and number of students etc.
	• Child can read, interpret and draw inferences from the following (a) Table (b) Pictograph (c) Bar graph
	• Child can make pictograph-using data included in the kind of tables made above. (In pictograph one symbol may represent one object or group of objects)
	• Child can draw bar graphs using bars of uniform width with equal spacing between them choosing an appropriable scale for the data.
	• Child can read, interpret and make the following (a) Double bar graph (b) Pie graph
	• Child can understand the meaning and use of range mean median and mode in different situations. She can also calculate them.
	• Child can arrange the given raw data in the form of ungrouped and grouped frequency distribution. (a) Child can represent a given frequency distribution

<table>
<tr><td></td><td>(with equal width) in the form of histogram.
(b) Child can read interpret and draw inferences from a given histogram.</td></tr>
<tr><td>IV. Drawing graphs</td><td>• Child can draw graphs (such as time vs temperature, time and distance, side of a square vs its perimeter) on a graph sheet choosing suitable axes and scale.
• Child can read and interpret a given graph
• Child can classify the given graph as (i) line graph and (ii) linear graph.</td></tr>
<tr><td>V. Direct and Inverse Proportion</td><td>• Child can give situations where change in one quantity is related to change in the other quantity like if the number of articles purchased increases, the total cost also increases. For different speeds of a vehicle, the time taken to cover the same distance etc.
• Child can select and make new examples of situations where two quantities increase (or decrease) simultaneously and the situations where one quantity increases and the other decreases & where there is no definite rule.
• Child can select and make new examples of situations where the ratio of their corresponding values remain constant (direct proportion) and situations where an increase in one quantity causes a proportional decrease in the other quantity and vice-versa(inverse proportion)
• Child can solve daily life problems involving direct proportion or inverse proportion or both like Number of sheets and weight of sheets, time and work etc.
Child calculates the missing values of quantities when the quantities are given (varying in direct or inverse proportion). e.g.
<table>
<tr><td>Petrol in litres</td><td>4</td><td>8</td><td>-</td></tr>
<tr><td>Distance covered in kms</td><td>60</td><td>-</td><td>180</td></tr>
</table>
<table>
<tr><td>Number. of pipes</td><td>6</td><td>5</td></tr>
<tr><td>Time to fill a tank (in minutes)</td><td>80</td><td>-</td></tr>
</table>
• Child can relate the solutions of problems under direct proportion and inverse proportion to unitary method.
• Child can give examples of ray, line- segment and lines from her environment.</td></tr>
</table>

	• Child can identify different types of curves (such as open and closed curves, simple curve and simple closed curve from a given collection). • Child can give examples of angles from her environment. • Child can classify given angles into acute, right, obtuse, reflex, complete, zero angles etc. • Child can identify polygons (including regular polygon) from a given collection. • Child can classify polygon with respect to their number of sides (triangle, quadrilateral, pentagon etc.) • Child can give parallel, intersecting and perpendicular lines.
GEOMETRY **VI.** Understanding of basic geometrical ideas and shapes. (a) Understanding of basic geometrical ideas.	• Child can identify the following pairs of angles from the given collection of angles (i) adjacent angles (ii) vertically opposite angles (iii) supplementary angles (iv) complementary angles (v) alternative interior/exterior angle (vi) Interior angles on the same side of the transversal. (vii) corresponding angles
(b) Pairs of angles	• Child can construct and prove the properties. Vertically opposite angles are equal. • Child can construct the following property; If two parallel lines are intersected by a transversal then (i) corresponding angles are equal (ii) alternative angles are equal (iii) Interior angle on the same side of a transversal is supplementary. • Child can solve simple problems based on these properties and pairs of angles. • Child can classify different types of triangle according to their sides (isosceles, equilateral and scalene) and also according to their angles (acute, obtuse and right angled triangle). • Child can construct and argue the following property: (i) Angle sum property (ii) Exterior angle property of a triangle. • Child can construct the following property: (i) Sum of the two sides of a triangle is greater than the third side.

(c) Triangles	(ii) In a right triangle, the square of the hypotenuse is equal to the sum of squares of other two sides. (Pythagoras theorem) and its converse. • Child can solve different problems (including some daily life problem) based on the above properties.
(d)Understanding congruence of triangles	• Child can give examples of congruence from daily life such as two blades from the same packet, two postcards, two stamps of the same denomination etc. • Child can understand the congruence of two geometrical figures as figures of the same shape and same size such as line segments of same measure, two angles of same measure two triangles whose all the corresponding elements are equal etc. • Child can write the congruence of two triangles symbolically with the correct correspondence of the vertices. • Child can construct and use the following criterion of congruence o f two triangles (i) Side-Side- Side (SSS) (ii) Side-Angle- Side (SAS) (iii) Angle-Side-Angle (ASA) (iv) Right angle – hypotenuse – side (RHS)
(e)Understanding symmetry in figures.	• Child can give examples of symmetric and non-symmetric figures about a line from daily life such as butterfly, human face (symmetric), television, radio, table (non-symmetric) • Child can examine the symmetry of some known figures such as rectangles, squares etc. about a line by paper folding (line symmetry) • Child can identify the figures having the symmetry about a line (line symmetry from a given collection) • Child can identify and state the number of line of symmetry in different given figures. • Child can complete a given figure by using the idea of symmetry (line symmetry and reflection). • Child can find the line of symmetry, if any, in the letters of English alphabets. • Child can examine the symmetry of some known figures (such as parallelogram, rectangle, and square) about a point by rotating the figures about that point. (rotational symmetry) • Child can identify the figures having rotational symmetry along with their rotational angle. • Child can give examples of figurers having line symmetry but not rotational symmetry (such as symmetry of letter A).

(f)Understanding of various parts of circle.	• Child can give the figures having rotational symmetry (such as symmetry of parallelogram) • Child can give examples of those figures which have both line symmetry as well as rotational symmetry (such as rectangle, square) • Child can identify centre, radius, diameter chord and arc of a given circle • Child can identify interior, exterior and the circular region of a given circle. • Child can identify sector, segments and semi-circular region in a given figure.
(g)Understanding Quadrilaterals	• Child can identify sides, angles and diagonals of a quadrilateral • Child can construct the angle property of a quadrilateral.
(h)Understanding different kinds of quadrilaterals	• Given a collection of different kinds of quadrilaterals child can recognise name and categorise them, under the heads, e.g. rectangles, square, rhombus, parallelogram, trapezium etc. • Child can give examples of different kinds of quadrilaterals • Child can construct and provide a simple arguments for the following properties: (i) The opposite sides of a parallelogram are of equal length. (ii) The opposite angles of a parallelogram are equal. (iii) Diagonals of a parallelogram bisect each other. (iv) Diagonals of a rectangle are equal and bisect each other. (v) Diagonals of a rhombus bisect each other at right angles. (vi) Diagonals of a square are equal and bisect each other at right angles. • Child can solve the problems using the above properties. • Child can extend the angle sum property of a quadrilateral through angle sum property of polygon of n-sides by dividing it into (n-2) triangles • Child can use the angle sum property in solving problems of a polygon of n-sides • Child can construct (i) Line segment (ii) Circle (iii) Perpendicular bisector (iv) Angles (using protractor) (v) Angle 60º, 120º (using compasses)

	(vi) Angle equal to a given angle (using compass) (vii) Angle bisector making angles of 30º, 45º, 90º etc (using compasses) (viii) A line-perpendicular to a given line from a point (a) on the line (b) outside the line. (ix) A line parallel to given line from a point outside it.
(i)Construction of traingle	• Child can construct a traingle when requisite data is given (i) three sides (SSS) (ii) two sides and included angle (SAS) (iii) two angles and included side (ASA) (iv) Hypotenuse and a side of a right traingle (R.H.S).
(j)Construction of quadrilateralss	• Child can show that different quadrilaterals can be constructed, when measures of only three or four sides are given. • Child can construct a quadrilateral when requisite data is given, e.g. (i) four sides and diagonal (ii) three sides and two diagonal (iii) four sides and any one angle, etc.
(k)Distinguishing between 2D and 3D shapes	• Child can measure the dimensions of given objects and express them properly. • Child can classify the objects or figures as 2D or 3D. • Child can draw simple figures, shapes on a sheet of paper.
(l)Visualizing 3D or solid shapes and naming them.	• Child can recognise and name simple solid shapes, e.g., cuboid, cylinder, cone, sphere, etc, she can also give examples of these from surroundings • Child can observe and describe certain objects as combinations of different shapes or parts of a shape.
(m)Viewing 3-D shapes	• Child can look at different simple solid shapes such as a cylinder, a cone, a ball and a box etc from different positions and describe and draw the different views. • Child can differentiate among top view, front view, side view. • Child can observe the scale and symbols used in a given map. • Child can locate position and compare distance in a given map. • Child can draw a map for a given path. • Child can distinguish between polyhedron and non-polyhedron.
V. **MENSURATION** (i)Understanding and computing area of plane	• Child can calculate the area and perimeter of a given square, rectangle, traingle, parallelogram, circle and trapezium. • Child can calculate the area of figures formed by combining the figures or parts of them mentioned above.

objects	• Child can compute the area of a quadrilateral by dividing it into two triangles by joining diagonal and dropping perpendiculars on it. • Child can compute the area of a rhombus when its diagonals are given. • Child can compute the area of a polygon by splitting into triangles, rectangles and trapezium etc. • Child can compute the area enclosed between i) two concentric circles ii) a rectangle and a circle
(ii)Understanding and computing surface area and volume of solids.	• Child can observe the number of faces in a solid • Child can identify the congruent faces of a cuboid, cube and cylinder etc. • Child can observe that the surface area of a solid is the sum of the areas of its faces. • Child can calculate the total surface area of a cuboid, a cube and a cylinder. • Child can compare the volumes of two given objects. • Child can compute the volume of a cuboid, a cube and a cylinder when the requisite measurements are given. • Child can convert units of volume from m^3 to cm^3 etc.
VI. Understanding of important **mathematical tools** like power, exponents, squares, square roots, cubes and cube roots and its application in solving daily life problems	• Child can write a repeated multiplication with one number in the form of powers/exponential notation e.g. $4\times4\times4=4^3$ • Child can geometrically interpret/calculate the square of a given number (2 digit number) • Child can identify perfect squares (max. 3 digits) • Child can observe some patterns in the sequence of perfect squares and can write the next number using the pattern. • Child can identify/construct Pythagorean triplets. • Child can calculate square root of a number • Child can estimate the value of a square root to the nearest whole number like square root of 250 is approximately 16 (limited to 4 digits) • Child can geometrically interpret/identify the perfect cubes. • Child can observe pattern in the sequence of perfect cubes and write the next perfect cube. • Child can find the cube of a given whole number (Max upto 2 digits) • Child can compute the cube root of a perfect cube. • Child can solve daily life problems involving concept of square, square roots, cubes and cube roots. e.g. 1. to find the area of a given square 2. To find the side of a squire of given area 3. To find the volume of a box in the form of a cube of given side

	4. To find the side of a cube of given volume • Child can write number given in exponential form in the usual form e.g. $10^3=1000$, $15^2=225$, $2^5=32$ • To find the area of a given square • Child can verify/construct the following laws for integral exponents m and n and for positive integers x and y and use them to simplify large expression (i) $x^m \times x^n = x^{m+n}$ (ii) $x^m \div x^n = x^{m-n}$ (iii) $(x^m)^n = x^{mn}$ (iv) $x^m . y^m = (x\,y)^m$ (v) $\frac{x^m}{y^m} = \left(\frac{x}{y}\right)^m$ • Child can write very large and very small numbers in the standard form using exponents e.g. (i) $15600000 = 1.56\times10^7$ (ii) $0.00015 = 1.5\times10^{-4}$ Child can name the contexts where we need to write the numbers in the standard form e.g. the approximate distance between the Sun and the Earth is 149,600,000,000 metres = 1.496×10^{11} metres
VII. **Comparing Quantities**	• Child can express some daily life situations in the form of ratios. e.g. the length of a room is double the width of the room. length: Breadth is 2:1 • Child can construct some real life situations corresponding to the given ratios. e.g. 1:1 every child has one head or every school has one principal 2:1 In a class two students sit on each bench. • Child can check whether given four numbers (quantities) are in proportion or not. • Child can solve daily life problems by using ratio or proportion. • Child can compare any two given ratios. • Child can write ratios equivalent to the given ratio. • Child can solve daily life problems. • Child can convert percentage into a fraction and a fraction into percent. • Child can compute a given percent of a quantity. • Child can understand the idea and give examples involving percentage, discount, simple interest, profit and loss. • Child can solve the daily life problems like problems involving

	percentage, discount, simple interest, compound interest, profit and loss, sales tax, VAT etc. by (1) Simply applying definition of the concept involved. (2) By applying formula e.g. (a) Find profit or loss when cost price including overhead charges and selling price are given. Find the actual discount when marked price and rate of discount are given. Find the simple interest when principal and amount are given etc. (By simply applying definition of the concept involved) (b) Find the simple interest when principal, rate of interest and time are given/ Find the compound interest for two or three years for a given sum of money at a given rate compounded annually or semi-annually/ Find profit% (loss%) when marked price, cost price and discount are given etc. (by applying formulae)
VIII. **ALGEBRA** Use of algebraic language	• Child can construct an algebraic expression in a given situation e.g. the length and breadth of a rectangular field are x and y units respectively. Its area is xy square units. If the length increases by 2 units and breadth by 1 unit, its area will be (x+2) (y+1) square units. • Child can identify like and unlike terms from $3x^2$, $5x^3$, -4x, $-x^2$, $2x^3$, 7 Here $3x^2$, $-x^2$ are like terms $5x^3$, $2x^3$ are like terms • Child can write the numerical coefficients of terms . • Child can classify algebraic expressions as monomial, binomial, trinomial. • Child can find the value of an algebraic expression for the given values of the variables. e.g. fox x = 2, 5x-2 = 5(2)-2 = 10-2 = 8 • Child can add, subtract and multiply algebraic expressions e.g. (x + a) (x + b), 2x + 5 (x-1) + (x-a) (2-x) • Child can apply the standard identities in solving problems e.g. $(3x + 7)^2 - 84x = (3x - 7)^2$ • Child can factorise a given algebraic expression e.g. $2x = 2 \times x$ $x^2 - 4 = (x-2)(x + 2)$ • Child can divide a polynomial by another polynomial by factorising the dividend and divisor (Restricted to trinomials) e.g. : a child can divide a monomial by a monomial by cancelling common factors in the dividend and divisor.

Environmental Studies Class III

S.N.	Indicators	Profile of a Child at the end of Class III
1.	Observation and Reporting - *Reporting, Narrating and Drawing; Picture Reading, Making Pictures, Tables and Maps*	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 – *Listening, Talking, Expressing Opinion, Finding out from Other People.*	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 '*Water In Our Life'*, 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. *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.*
3.	Expression – *Drawing, Body Movement, Creative Writing, Sculpting*, *etc.*	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.

S.N.	Indicators	Profile of a Child at the end of Class III
4.	Explanation – *Reasoning Making Logical Connection*	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.
5.	Classification – *Categorizing, Grouping, Contrasting And Comparing*	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.
6.	Questioning – *Expressing Curiosity, Critical Thinking, Developing Good Questions*	In a project on animals, a child can express her curiousity by 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.	Analysis – *Predicting, Making Hypotheses and Inferences*	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 **inferences between say the shapes of vessels and the water stored in them.**

S.N.	Indicators	Profile of a Child at the end of Class III
8.	Experimentation – *Improvisation, Making Things and Doing Experiments*	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.	Concern for Justice and Equality – *Sensitivity Towards the Disadvantaged and Differently Abled*.	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 – *Taking Responsibility and Initiative, Sharing and Working Together*.	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.

Note:

- Assessment of learning across different indicators in EVS cannot be combined to give one '*overall'* class in EVS. Each indicator must be separately classd.
- 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.

Environmental Studies Class V

S.No.	Indicators	Profile of a child at the end of Class V
1.	**Observation and Recording** -reporting, narrating and drawing, picture reading, making pictures, tables and maps.	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. 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. She can record her observations in a simple table, for example, the colour, shape and texture of various seeds. 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. She can draw and label the parts of a familiar object such as a cycle. 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.
2.	**Discussion** – listening, talking, and expressing opinions, finding out from elders / others.	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. 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. 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.
3.	**Expression** – drawing, expressing through body movements, creative writing, sculpting, etc.	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. While learning about a fort, she can imagine and creatively write about how ordinary people or kings and queens lived at that time. 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'. She can be encouraged to make pots, different ornaments, and tools with clay.
4.	**Explanation** – reasoning, and making logical connections.	She can explain the relationships between herself and various family members and show these through a family tree diagram. 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. 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 hear about the need to conserve fuel.
5.	**Classification** – categorization, grouping, and contrasting (discriminating).	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. 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. After doing the experiment she can classify things which dissolved and which did not dissolve in water. 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. *moong*).
6.	**Questioning** – expressing curiosity, critical thinking, and developing good questions.	Children are naturally curious and must be encouraged to further develop this faculty; they must *think of good questions, rather than only be expected to answer questions made by adults.* 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? 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? 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.	**Analysing** - predicting, making hypothesis and Inferences.	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. She can predict and make hypotheses about different situations – like, why *dals*/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.
8.	**Experimentation** – improvising, making things and doing experiments.	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/*roti*. She can perform an activity to find out what happens to the taste of rice/*roti* on chewing; simple experiments on what sinks and what floats in water. 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.
9.	**Concern for Justice and Equity** – 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.	**Cooperation** – 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.

Theme	Indicators	Profile of a child at the end of class VIII (Science)
Materials	**Observation and Reporting:** Drawing figures of observations made and apparatus used, narrating, presenting data as tables, graphs etc.	• A child can collect objects made up of different materials used in day-to-day life and observe properties like hardness, appearance, transparency, roughness, solubility in water, etc. • A child can present data of properties of materials in tabular form. • A child can narrate the properties and uses of various fabrics such as cotton, jute, wool, and synthetic fabrics. • A child can make a list of items which can be recycled; various exhaustible and non-exhaustible resources of energy, combustible and non-combustible materials in neighbourhood.
	Classification: Categorising, grouping, comparing, contrasting	• A child can classify the substances in the neighbourhood as combustible and non-combustible substances, classify combustible substances based on forming flame on burning, classify exhaustible and non-exhaustible resources based on their sources and use. • A child can classify substances into acids, bases and salts based on their chemical properties. • A child can classify natural and artificial fibres based on their properties and uses. • A child can classify material into metals and non-metals based on their physical properties.
	Asking Questions: Expressing curiosity, critical thinking	A child can express her curiosity and critical thinking by asking questions like: • Why sodium metal reacts vigorously with water. • Why zinc replaces copper from copper sulphate solution.

		• What is the reason for rusting of iron. • Why polybags should not be used to carry the things. • What measures be taken to minimize environmental pollution. • Why substances do not burn on their own. • Why certain substances start burning only at a definite temperature. • Why CNG is better fuel than diesel/petrol for vehicles. • How to save petrol and diesel while driving. • Why the use of alternate sources of energy is important. • How the fuels such as petrol/diesel/coal are major cause of air pollution and how they are linked with global warming.
	Discussion: Listening, presenting arguments, expressing opinion, trusting observations of others, arriving at conclusion	• A child can discuss various uses and applications of metals and non-metals, limited availability of natural resources of fuels, their efficiency as fuels in various ways; alternate sources of energy, uses and misuse of plastics, and their effect on environment, factors responsible for global warming, harmful effects of acid rain on crops, buildings, monuments and soil.
	Explaining: Reasoning and making logical connection	• A child can explain chemical reactions between acids and bases and use of indicators therein. • A child can explain various technological applications of metals and non-metals, effects of excessive use of exhaustible resources of energy on environment. • A child can logically explain the use of biodegradable plastics. • A child can give reasons for global warming, judicious use of exhaustible resources of energy

	Analysis: Making hypotheses, predicting and drawing inferences, application to daily life	• A child can predict about uses of plastics based on their properties like non-reactive, lightweight, strong, durable, bad conductor, etc. • A child can draw inference about general behaviour of metals and non-metals towards reaction with acids. • A child can develop strategies for economic use of various fuels used in day to day life. • A child can predict about efficiency of fuel based on data on calorific value of different fuels and can infer about their use for different purposes
	Experimentation: Improvisation, fabrication of models, doing experiments	• A child can perform experiment for showing that oxygen is a supporter of combustion by burning of wax candle, magnesium wire etc. Experiments: - Rusting of iron nail - Collection of rust from iron nail - Testing the suspension of rust in water with red/blue litmus paper to find whether solution is acidic or basic. - Displacement reaction of copper from copper sulphate by putting zinc rod. - Finding out good and bad conductors of electricity.
	Concern for social justice, equity and environment:	• A child can show her concern by developing environment friendly habits like saving water, managing daily household waste, using solar energy for lighting, cooking and heating and tries to implement 4R principle in day-to-day activities – Reduce, Reuse, Recycle and Recover. Write an article on importance of metals in human body for biochemical balance, judicious use of metals, pollutants produced by burning of fuel and their harmful effects on environment and human health.
	Cooperation: Sharing and working together	• She can take initiative by organizing street plays, exhibitions, and making people aware about importance of conservation of environment, develop tips for minimizing use of petroleum products, awareness about the alternative to metals. Thus, initiating people in developing environment friendly habits and becoming fibre wise.

Theme	Indicators	Profile of a child at the end of class VIII (Science)
Moving things, People and Ideas	**Observation and Reporting:** Drawing figures of observations made and apparatus used, narrating, presenting data as tables, graphs etc.	• The child can observe that forces are due to interaction between objects, such as pushing and pulling. • The child can observe in different situations that pressure depends on the magnitude of the force applied and the area on which this force is applied. • The child can observe that friction is always present when two surfaces are in relative motion and the force of friction always opposes motion. • The child can observe and report that wear and tear of objects can take place due to friction. For example, soles of shoes wear out due to friction. Steps of foot over bridges are worn out due to friction. • The child can report on the basis of her/his observations that friction between two surfaces can produce heat, such as rubbing palms produces heat and striking a matchstick heats it so that it burns. • The child can observe that things can move more easily with the help of wheels. Use of ball bearing in machines makes rotational motion easier. • The child can observe that sound is produced only when a body vibrates. For example, a school bell produces sound when it is struck with a hammer to make it vibrate. • The child can observe the various musical instruments, identify their vibrating parts and display her/his observation in the form of a Table.
	Classification: Categorising, grouping, comparing, contrasting	• The child can classify forces as contact forces and non contact forces. For example, friction is a contact force whereas magnetic force is a non contact force. • The child can classify friction as static friction sliding friction and rolling friction. • The child can classify sound either as music or as noise.
	Asking Questions:	• On the basis of her/his experience, the child

	Expressing curiosity, critical thinking	can inquire why objects fall always towards the earth. • The child can inquire why a nail cannot be pushed into a wooden plank through its head. • The child can express her/his curiosity why we are not crushed under the weight of the atmosphere. • The child can apply critical thinking to explain why a porter places a round piece of cloth on his head while carrying heavy loads. • The child can inquire why objects which move in fluids have special shapes and why shape of an aeroplane is similar to that of a bird. • The child can inquire how whales and dolphins communicate with one another. • The child can be curious to know why adult female voice is different from the adult male voice.
	Discussion: Listening, presenting arguments, expressing opinion, trusting observations of others, arriving at conclusion	• On the basis of their experiences children can discuss the cause of motion and conclude that an object can move from rest only if a force acts on it. • Children can present arguments to show that friction is sometimes desirable and sometimes undesirable. • Children can discuss and express their opinion as to how noise pollution can be controlled. • The students can conclude logically that if the two forces of equal magnitude act on an object in opposite directions then the net force on the object in zero.
	Explaining: Reasoning and making logical connection	• Children can conclude logically that if two forces of equal magnitude act on an object in opposite directions then the net force on the object is zero. • The children can explain that water gushing out of pipes at joints is due to the pressure exerted by water on the walls of pipes. • Children can reason out that the use of a lubricant can reduce friction between two surfaces. • Children can explain why the sound of a drum is different from that of a whistle

	Analysis: Making hypotheses, predicting and drawing inferences, application to daily life	• Observing the action of a magnet on another magnet, the children can infer that like poles repel each other and unlike poles attract each other. • Children can predict that the shape of aeroplanes would be similar to that of birds. • Children can predict that our ear-drums must be acting like stretched rubber sheets.
	Experimentation: Improvisation, fabrication of models, doing experiments	• Children can design simple experiments to show that liquids exert pressure on the walls of containers. • Children can improvise experiments to estimate the magnitude of the force due to the atmosphere. • Children can design experiments to identify factors affecting friction between two surfaces. • Children can improvise experiments to show that rolling friction is smaller than the sliding friction. • Children can demonstrate by simple experiments that sound is produced only when an object vibrates. • Children can fabricate models showing the function of vocal cords.
	Concern for social justice, equity and environment:	• Children can feel concerned about noise pollution and can suggest steps to reduce it. • Children can feel concerned about the plight of hearing-impaired and can help them in leading a normal life.
	Cooperation: Sharing and working together	• Children can work together to show that sound needs a material medium for propagation.

Theme	**Indicators**	**Profile of a child at the end of class VIII (Science)**
Natural Phenomena	**Observation and Reporting:** Drawing figures of observations made and apparatus used, narrating, presenting data as tables, graphs etc.	• The child can list some of the natural phenomenon s/he has observed such as wind-storm, cyclone, lightning and earthquake. • The child can observe the various phases of the moon and s/he can draw the sketches of the moon as seen on different nights.

		• The child can observe and identify different constellation in the night sky and s/he can draw shapes of different constellations. • Children can observe that white light can split into its component colours. • Children can observe multiple reflection from two or more mirrors.
	Classification: Categorising, grouping, comparing, contrasting	• The child can group the various objects seen in the night sky into different categories such as planets, stars, constellations etc. • On the basis of experiments children can classify charges (electrical) into two kinds. • Children can categorise mirrors as plane and spherical mirrors and further they can classify spherical mirrors into convex and concave mirrors. • Children can distinguish between convex and concave lenses.
	Asking Questions: Expressing curiosity, critical thinking	• Children can express their curiosity why scientific breakthroughs take long time. • Children can question why charges developed by rubbing cannot be used to run electrical appliances. • Children can express their curiosity why thunderstorms are often accompanied by lightnings and cyclones. • The child can ask questions such as; How do we see objects moving in a movie? How do we observe different patterns in a Kaleidoscope every time? • Children would express their curiosity as to why during lightening positive charges developed near the ground and negative charges developed in clouds closer to the earth surface. • The child can ask questions about her/his observations of the night sky, such as; i) Why stars appear to move from east to west, ii) Why pole star is stationary, iii) Why planets do not collide while revolving around the sun.

	Discussion: Listening, presenting arguments, expressing opinion, trusting observations of others, arriving at conclusion	• The child can participate in the discussion on the various ways of protection against earthquakes, lightning and thunderstorm. • The child can present her/his observations/experiences and listen to the observations/experiences of others regarding happening during the various natural phenomena such as windstorms, cyclones and earthquakes and discuss with arguments how these phenomena cause such large scale destruction of property and life. • Children can discuss the causes of occurrence of natural phenomena. • Children can discuss their observations regarding phases of moon.
	Explaining: Reasoning and making logical connection	• The child can explain the occurrence of lightning in terms of electrical charges. • The child can explain the cause of an earthquake in terms of movement of earth plates. • The child can explain the regular and irregular reflections in terms of the nature of the reflecting surface. • The child can explain why objects in sky appear to move from East to West.
	Analysis: Making hypotheses, predicting and drawing inferences, application to daily life	• The child can argue why all tall buildings should have lightning conductors. • By looking at construction of buildings and considering the material used the child can predict the extent of damage the building may suffer during an earthquake. • The child can reason: Why no sound can be heard on the moon. Why stars are not visible during the day
	Experimentation: Improvisation, fabrication of models, doing experiments	• The child can improvise activities to show that pole star does not appear to move. • The child can demonstrate dispersion of light • The child can do simple experiments to show that charges can develop on some objects when rubbed with a suitable material. • Children can improvise experiments to show that like charges repel each other while unlike charges attract each other. • Children can fabricate kaleidoscope, periscope and electroscope. • Children can make a simple model to show

		that moon appears different every night.
	Concern for social justice, equity and environment:	• The child can express concern for visually challenged persons and help them in leading a normal life.
	Cooperation: Sharing and working together	• The child can take initiative in groups in the class to show how planets move in their own orbit without colliding with each other. • Children can cooperate with one another and with the society so that damage caused by natural phenomena may be minimized.

Theme	**Indicators**	**Profile of a child at the end of class VIII (Science)**
Natural Resources	**Observation and Reporting:** Drawing figures of observations made and apparatus used, narrating, presenting data as tables, graphs etc.	• A child can identify different types of protected areas such as sanctuary National Park and Biosphere Reserve. • She can also identify deforested areas when she comes across such areas. • She can list some endemic and endangered species of plants and animals. • A child can identify various air pollutants after visiting busy traffic intersection and industrial area. She can present the data of sources and effects of air pollutants in a tabular form. • If given an opportunity she can write report about a trip to a protected area and give the names of animals and plants present there in a tabular from. • The child can collect the water samples from different sources and tabulate the physical features of water samples like smell, acidity , colour etc.
	Classification: Categorising, grouping, comparing, contrasting	• The child can classify the types of protected areas based on the nature of prohibitions like poaching or felling of trees in such areas. • She can identify and classify different plants into trees, shrubs and herbs. • She can compare the endemic species and the non-endemic species. • She can identify and classify different types of air

		pollutants and water pollutants.
	Asking Questions: Expressing curiosity, critical thinking	• A child can express her curiosity by asking and framing questions on: -Why there are different types of protected areas. -Why animals are kept in zoos. -Why we have botanical garden. -How air pollutants cause global warming. -How air and water pollution can be controlled.
	Discussion: Listening, presenting arguments, expressing opinion, trusting observations of others, arriving at conclusion	• A child can share her experiences of her visit to a national park or other such protected areas or a place where deforestation has taken place, with her classmates and present her arguments related to these. • She can express her views in a group discussion on the effects of deforestation and level of air pollution in these areas. She can also share her knowledge about red data book, migratory birds, rain water, harvesting, recycling of paper.
	Explaining: Reasoning and making logical connection	• A child can explain the effects of deforestation on environment. • A child can explain the cause and effects of air and water pollution. • She can explain: - Why air pollutants cause global warming? And - Why endemic species are vanishing?
	Analysis: Making hypotheses, predicting and drawing inferences, application to daily life	• On the basis of "case study on Taj Mahal" , the child can predict the harmful effects of air pollutants on monuments, structures, crops and soil. • On the basis of "case study on River Ganga" , the child can predict the harmful effects of water pollutants on aquatic life and human health. • she can predict/generalise various diseases caused by the disposal of garbage, industrial waste in the open or in a river. • A child can make an action plan for disposal of different types of household wastes in day to day life.
	Experimentation: Improvisation, fabrication of models, doing experiments	• A child can do simple experiments for purification of water by using sand and gravel. • A child can do the activity by colleting the samples of water from different sources and compare these water samples on the basis of smell, acidity and colour.

	Concern for social justice, equity and environment:	• A child is aware and can show her concern for conservation of forest and its wild life. • She can write articles, poems, prepare posters pertaining to conservation of water, forests and the environment. • She can set an example herself by bringing about a behavioural change in her by showing compassion towards plants and animals and for conservation of resources like water, electricity etc.
	Cooperation: Sharing and working together	• The child can take initiative as a member of a peer group and community to make aware about conservation/protection of plants and animals through activities like tree plantation. • A child can share her experiences on how to save, reuse and recycle paper to save trees, energy and water. • The child can make aware the community how to save water consciously and not to waste it and ask the community people to reduce, reuse and recycle water.

Theme	Indicators	Profile of a child at the end of class VIII (Science)
The world of the Living	**Observation and Reporting:** Drawing figures of observations made and apparatus used, narrating, presenting data as tables, graphs etc.	• A child can identify the cells of onion peels and cheek cell by observing the slides under microscope. She can identify plant tissues by observing the slide of transverse section of stem and animal tissues from a slide of blood smear. • She can draw the figures of plant cells and animal cells showing the different components and label them. • She can prepare a list of modes of reproduction in plants for example, cutting, budding, fragmentation and sexual reproduction. • She will be able to give examples of these types of reproduction. • She can prepare a list of different modes of reproduction in animals for example, budding, binary fission and sexual reproduction giving examples of each. • She can draw the diagram of a flower showing its various parts. • She can prepare a table and/or graph of the data on height of boys and girls of her class in relation to their age.
	Classification: Categorising, grouping, comparing, contrasting	• A child can classify unicellular and multicellular organisms giving examples. • She can compare plant and animal cell by giving the similarities and dissimilarities. • She can also classify viviparous and oviparous animals giving examples. • She can compare the similarities and dissimilarities in the reproduction of plants and animals. • She can compare the body changes that take place in boys and girls during puberty. • She can distinguish the role of male and female hormones during puberty.
	Asking Questions: Expressing curiosity, critical thinking	• A child can express her curiosity by asking and framing questions - why the shape and size of cells are different in different organisms? why some organisms are very small and microscopic while some are very big? why green parts of a plant is essential for photosynthesis? why cell wall is present in plant cell? why some leaves are not green in

		colour? why some eggs are very small while some are very big? why changes in the body becomes prominent during puberty and not before that? why facial hair begins to grow in boys? how sex of a baby is determined? why the voice of boys become hoarse?
	Discussion: Listening, presenting arguments, expressing opinion, trusting observations of others, arriving at conclusion	• A child can express her opinion about drug abuse and its effects. • She can present argument against blaming the women for bearing a girl child.
	Explaining: Reasoning and making logical connection	• A child can explain the difference in the shape of cells in relation to their functions. • She can explain why leaves are green in colour. A child can explain the process of fertilisation in plants and animals. • She can explain the differences in internal and external fertilisation. • She can explain the role of testosterone and estrogen and other hormones in relation to changes in the body.
	Analysis: Making hypotheses, predicting and drawing inferences, application to daily life	• A child can predict that plants also respire. • She can predict that increased physical activity enhances the rate of breathing. • She can predict that as the age increases, there is corresponding increase in the height till a certain age. She can collect data from her classmates and juniors of their age and height and draw inference
	Experimentation: Improvisation, fabrication of models, doing experiments	• A child can prepare models to show the different steps of budding in hydra and binary fission in amoeba.
	Concern for social justice, equity and environment:	• A child is aware that the sex of an unborn child is determined by the sex chromosome of the father. • She can convey her knowledge to the community people where women are held responsible for giving birth to a girl child.
	Co-operation: Sharing and working together	• **A child can share information about the causes and ill effects of drug abuse**. • **She can collect along with her classmates information related to drug abuse from newspapers, magazines, internet, etc. and put them up in the class display board or school display board.**

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	• रोज़मर्रा की ज़िन्दगी में विभिन्न संदर्भो के अनुसार स्वयं को अभिव्यक्त करते हैं। घर से स्कूल पहुँचने वेफ अनुभवों जैसे–सुबह–सुबह उठकर तैयार होना, रास्ता ऊबड़–खाबड़ होना, दोस्तों की आपसी कहा–सुनी को सुलझाना, इत्यादि। • कहानियों–किस्सों/ प्रसंगों आदि के संदर्भ में भी सवाल करना। • अपनी ज़रूरतों को स्पष्टता के साथ कह पाना जैसे–ऊँचे नल के कारण पानी पीते समय कपड़े–जूते भीग जाते हैं।
1.2 बात को ध्यान से और धैर्य के साथ सुनना	• दूसरों की बात को सुनने के लिए उत्सुक होना। उदाहरण के तौर पर अपने संबंधी/ मित्रा/सहपाठी/अध्यापक आदि से बात करते समय उत्सुकता प्रदर्शित करते हैः– 'अच्छा, पिफर क्या हुआ?' 'हुँह, ऐसा था क्या, पिफर आगे क्या हुआ,' 'तुमने क्या किया', आदि।
1.3 छोटी कविता याद करवेफ सुनाना और अभिनय करना	• छोटी–छोटी कविताओं को याद करवेफ सुनाना। यह कविताएँ पाठ्यपुस्तक से या अन्य स्रोतों ;जैसे रेडियो आदिद्ध से ली जा सकती हैं। • जाने पहचाने लोगों की कार्यशैली, संवाद आदि का अभिनय कर पाना– जैसे–सब्जीवाला, शिक्षक, पुलिसवाला, माता–पिता आदि का अभिनय कर पाना।

2. पढ़ना

2.1 समझते हुए पढ़ना	• अर्थ समझकर पढ़ पाना। • कहानी में आए घटना व्रफम में आगे पीछे होने वाली घटनाओं में पफर्वफ करना।
2.2 पढ़ते समय और चित्रा देखकर अनुमान लगाना	• पढ़ते समय अपरिचित शब्दों का संदर्भ के आधर पर अनुमान लगाना। • चित्रा देखकर उसमें दिखाई गई घटनाओं के बारे में अनुमान लगाना और अपने अनुमान के लिए तर्क/कारण देनाः जैसे–इस बच्चे की माँ शायद आपिफस गई होगी, हाथी का बच्चा कहीं खो गया होगा। • कहानी पढ़ते समय घटनाओं के संदर्भ का अनुमान लगानाः जैसे–बिल्ली को जरूर भूख लगी होगी।
2.3 परिवेश में उपलब्ध आलेखों को पढ़ना	• स्कूल/घर, कॉलोनी, मोहल्ले के आसपास बिखरी लिखित सामग्री ;साइन बोर्ड, सड़क–संकेत, सरकारी विज्ञापन, पल्स पोलियो का चार्ट, पोस्टर इत्यादि को पढ़ सकना।
2.4 कल्पनाशीलता	• पढ़ी गई कहानी, कविता आदि को अपने अनुभव और कल्पना वेफ आधर पर आगे बढ़ाना।

3. लिखना

3.1 लिखना	• अपने सामान्य और विशेष अनुभवों को लिखनाः जैसे–स्वूफल से घर जाते हुए क्या–क्या देखा, छुट्टी वेफ दिन क्या किया।

	• कहानी या कविता पढ़कर उसवेफ बारे में पूछे गए सरल प्रश्नों का उत्तर लिख सकनाः जैसे–सुरभि पेड़ से क्यों गिर गई?

4. परिवेशीय सजगता

4.1 अवलोकन	• प्राकृतिक और अन्य घटनाओं के प्रति अपनी प्रतिक्रिया व्यक्त करना। जैसे– आज इतना कोहरा क्यों है? गरम दाल अचानक खा लेने से वैफसा लगा? • देखी–सुनी घटनाओं के घटनाक्रम को समझना और समझाना। जैसे–घर में बिजली वेफ चले जाने पर काम धीरे–धीरे होने से स्वूफल में देर से पहुँची।
4.2 प्रश्न और तर्वफ	आस–पास मौजूद हालातों आदि के बारे में सवाल करना, सुनी घटनाओं वेफ कारण जानने वेफ लिए सवाल करना। जैसे– मेरे घर के आगे कूड़ा क्यों पड़ा है?
4.3 संवेदनशीलता	अपने आस–पास मौजूद पशु–पक्षियों, पेड़–पौधे, इमारतों, लोगों ;बुजुर्गो, महिलाओं, चुनौती वाले लोगों, दोस्तोंद्ध के प्रति सम्मान, मित्राता, सहिष्णुता का भाव रखना। जैसे–विकलांग सहपाठियों के साथ बराबरी का व्यवहार करते हुए उनकी मदद करना।

कक्षा – 5

संवेफतक – पाँचवी कक्षा वेफ अंत तक बच्चे की क्षमता और उपलब्धियों का विवरण

1. बोलना और सुनना

1.1 अपनी बात कह सकना	रोशमर्रा की शिंदगी में विभिन्न संदर्भों वेफ अनुसार स्वयं को अभियक्त करते हैं– ● खेल, विद्यालय, पास–पड़ोस, घर–परिवार से जुड़ी कोई विशेष बात बताते हैं। ● आस–पास हो रही घटनाओं वेफ प्रति अपनी राय/मत बताते हैं। ● अपने अनुभवों, विचारों, शिकायतों, समस्याओं, जिज्ञासाओं, कल्पनाओं तथा पसंद–नापसंद को आत्मविश्वास वेफ साथ और तर्वफ वेफ साथ बताते हैं। ● 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। ● स्वयं को काल्पनिक स्थिति/काल्पनिक पात्राों वेफ 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। ● किसी कहानी को अपने अनुभवों और कल्पना वेफ अनुसार बदलकर सुनाते हैं। ● नई कहानी या कविता बनाकर सुनाते हैं, ● देखे/सुने गए नाटकों, चलचित्राों, टी.वी. धरावाहिकों वेफ पसंदीदा अंश हाव–भाव वेफ साथ सुनाते हैं। ● पढ़ी गई कहानी, समाचार, प्रसंग आदि को अपने शब्दों में सुनाते हैं। ● खेलों वेफ नियम बनाते–बिगाड़ते/संशोध्ति करते हैं, नए बनाते हैं। ● किस्सों, कहानियों, घटनाओं आदि वेफ संदर्भ में सवाल करते हैं।
1.2 बात को ध्यान से और धैर्य वेफ साथ सुनना	अपनी और दूसरों की शरूरत वेफ अनुसार दूसरों की बात सुनने वेफ लिए उत्सुक होना, जैसे–अपने संबंधी, मित्रा, पड़ोसी, अध्यापक आदि से बात करने–सुनने वेफ लिए उत्सुक रहना। उदाहरण वेफ तौर पर– आप कल बाजार गई थीं। आपने क्या–क्या लिया? आपको कौन–कौन मिला था, आपको चोट वैफसे लगी? ● किस्से, कहानियाँ, कविताएँ, चुटवुफले सुनने वेफ लिए तत्पर रहना, सुनकर अपनी समझ से उनवेफ बारे में नए अर्थ गढ़ना जैसे–अच्छा, परी को डर लग रहा था? शरूर वह अवेफली गई होगी! वहाँ पर घना अंधेरा होगा। बच्चा स्वूफल नहीं जाना चाहता था। हो सकता है, उसने होमवर्वफ न किया हो। ● अपने तथा अपने जानकार लोगों वेफ बारे में कही जा रही बातों को सुनते हैं और आवश्यकतानुसार उसे संप्रेषित करते हैं, उनवेफ आधर पर निर्णय लेते हैं। ● उदाहरण वेफ तौर पर, फ्इंदु, मनीष कह रहा था कि कल तुम अवेफले बाशार चली गई थी! सच में!य या फ्मम्मी, नेहा की मम्मी कह रहीं थी कि आप रोज एक ही साड़ी पहनती हैं। क्या एक साड़ी रोश–रोश नहीं पहननी चाहिए?य संदेश को सुनकर संबंध्ति व्यक्ति तक सही रूप में

	पहुँचाते हैं। उदाहरण वेफ तौर पर – फ्मेरी मैम ने कहा है कि कल आपने स्वूफल में साइन करने वेफ लिए आना है।य या फ्मुवुफल कह रहा था कि कल चौक वाले मैदान में मैच होगा। ठीक है, कल पहुँच जाना।य ● खेलों वेफ नियम सुनकर उनवेफ अुनसार कार्य करते हैं। ● पारिवारिक सदस्यों, मित्राों, अध्यापकों वेफ साथ जहाँ–जहाँ जाने वेफ मौवेफ 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 वेफ शब्द ● स्वूफल में कही जा रही बातों, सूचनाओं और नियमों को सुनते हैं और उनवेफ अनुसार कार्य करते हैं। जैसे–वर्दी में आना है। ● कक्षा में चल रहे औपचारिक संवादों को सुनते हैं और अपनी प्रतिव्रिफया व्यक्त करते हैं। जैसे– पढ़े जा रहे पाठ को सुनना, सवालों को सुनना और उनवेफ उत्तर देना, कक्षा में होने वाली गतिविध्यिों वेफ बारे में सुनना और उनमें भाग लेना। ● देखी हुई पिफल्मों, नाटकों आदि वेफ संवाद सुनते हैं, उनवेफ प्रति अर्थ गढ़ते हैं और आवश्यकतानुसार उन्हें दोहराते हैं।
1.3 कविता, कहानी सुनाना और अभिनय करना	● पाठ्यपुस्तक तथा दूसरे कई स्रोतों जैसे–रेडियो, टेपरिकॉर्डर, टी.वी. पुस्तकालय, सी.डी., कम्प्यूटर, साथियों, भाई–बहनों आदि से पढ़ी और सुनी गई कविताओं–कहानियों को सुनाते हैं। ● कहानी–कविताओं को मंच पर प्रस्तुत करते हैं। जैसे–कक्षा बाल सभा, प्रातःकालीन सभा आदि में। ● कहानी, कविता आदि में आई घटनाओं का अभिनय करते हैं।
1.4 प्रश्न करना	● किसी भी परिस्थिति में हो रहे कार्यों, घटनाओं वेफ संबंध में क्या, कब, क्यों, वैफसे आदि प्रश्न पूछते हैं। जैसे–बारिश क्यों हो रही है? आज स्वूफल में कौन आने वाला है? आदि। ● कक्षा में पढ़े जा रहे पाठ वेफ संबंध में क्या, कब, वैफसे, क्यों जैसे प्रश्न पूछते हैं। जैसे–सुमति बीमार क्यों पड़ गई?
1.5 स्वतंत्रा एवं सृजनात्मक अभिव्यक्ति	● किसी वस्तु का वर्णन करते हैं, ● मन से कहानी बनाते हैं, आगे बढ़ाते हैं, ● अपने–आपको दूसरों की जगह रखकर उनका अभिनय करते हैं, ● किसी वस्तु वेफ सामान्य उपयोग वेफ अलावा अन्य उपयोग सोचते हैं,
2. पढना	
2.1 लिखित और मुद्रित सामग्री को पढ़कर समझना	● अर्थ समझकर पढ़ते हैं, ● सूचनाओं और संदेशों को पढ़कर समझते हैं फ्कल विद्यालय की छुट्टी ग्यारह बजे होगी।य फ्जवाहर सदन की बैठक छुट्टी वेफ बाद हॉल में होगी।य ● पढ़ी गई सामग्री वेफ प्रमुख 'तत्त्व' ग्रहण करते हैं ● चित्राों को लिखित सामग्री से जोड़ते हुए उसमें दिखाई गई घटनाओं वेफ बारे में अनुमान लगाते हैं और अपने अनुमान वेफ लिए तर्वफ और कारण देते हैं। जैसे–'इस बच्चे को ठंड लग रही होगी।' ● पढ़ते समय अपरिचित शब्दों का संदर्भ वेफ आधर पर अनुमान लगाते हैं। जैसे–फ्वसीम बहुत अच्छी पखावज बजाता है।य फ्ओ ईजा! बहुत भूख लगी है।य ● पढ़ते समय अपरिचित शब्दों का संदर्भ वेफ आधर पर अनुमान लगाकर

	उपयोग करते हैं। ● कहानी पढ़ते समय घटनाओं वेफ संदर्भ का अनुमान लगाते हैं। जैसे–फ्मालूम है चमकी दो खिलौने क्यों लाई है इस बार, क्योंकि पहले एक खिलौना लाई थी न, तो छुटकी को वह अच्छा नहीं लगा था।य ● कहानी पढ़ते समय अगली घटनाओं का अनुमान लगाते हैं। फ्जैसे–मुझे लग रहा है, श्याम ही आखिर में विजय की मदद करेगा।य
2.2 परिवेश में उपलब्ध पठन सामग्री को पढ़ना	● स्वूफल, घर, आस–पड़ोस में उपलब्ध लिखित और मुद्रित सामग्री जैसे–साइनबोर्ड, सड़क वेफ संवेफत, विज्ञापन, पोस्टर, समाचार पत्रा, लि्पफापेफ ;जिन पर वुफछ लिखा होद्ध पत्रिाकाएँ, कॉमिक्स आदि को पढ़ते हैं।
2.3 पुस्तकालय संबंधी सव्रिफयता	● कक्षा, विद्यालय, समुदाय वेफ पुस्तकालय या अन्य स्रोतों से अपनी पसंद की पुस्तकें लेकर पढ़ते हैं, ● अपने दोस्तों के साथ मिलकर स्थानीय स्तर पर स्वयं का पुस्तकालय बनाते हैं और उसका उपयोग करते हैं।
2.4 शब्दकोश से दोस्ती	● किसी नए शब्द का अर्थ जानने वेफ लिए अपने मित्राों या बड़ों से पूछताछ करते हैं, ● किसी नए शब्द का अर्थ, संदर्भ, विभिन्न प्रयोग जानने वेफ लिए शब्दकोश का इस्तेमाल करते हैं। ● किसी भी प्रव्रिफया वेफ निर्देशों को पढ़कर उस वस्तु का निर्माण करना जैसे–कागश की चिड़िया बनाना।
2.5 विभिन्न विधओं से परिचय	● पाठ्यपुस्तक और उससे इतर सामग्री की रचनाओं में पाई जाने वाली विविध्ता को पहचान पाते हैं और उसकी सराहना करते हैं जैसे–पत्रा, कहानी, कविता, यात्राा वृतांत।
3. लिखना	
3.1 लिखना	● अपने सामान्य और विशेष अनुभवों को लिखते हैं। जैसे–फ्पहली बार जब पिल्ले को पाला या जब मधुमक्खी ने मुझे काटा।य फ्कोई पाठ्य सामग्री पढ़कर उससे संबंध्ति प्रश्नों का उत्तर लिखते हैं, जैसे–बीरबल की खिचड़ी देर से क्यों पकी?य ● वर्ग पहेली भरना।
4. सृजनात्मक लेखन	● अपनी कल्पना से कहानी, कविता, लेख आदि लिखते हैं, ● पढ़ी गई कहानी, कविता आदि को अपने शब्दों में लिखते हैं। ● किसी कहानी, कविता, लेख आदि को अपने अनुभवों व कल्पना वेफ आधर पर आगे बढ़ाते हैं। ● किसी कहानी, कविता आदि का अंत बदलकर आगे बढ़ाते हैं। ● व्यक्तिगत, कक्षा या विद्यालय वेफ स्तर पर अपनी बाल पत्रिाका, बाल समाचार पत्रा, भित्ति पत्रिाका आदि तैयार करते हैं। ● अपनी पसंद वेफ लेखों, चित्राों, कहानियों, कविताओं आदि की कतरनों को चिपकाकर अपनी स्व्रैफप बुक तैयार करते हैं। ● अपने मित्राों, संबंध्यिों, अध्यापकों आदि को पत्रा लिखकर भेजते हैं। ● किसी चित्रा वेफ आधर पर लेख, कहानी, कविता आदि लिखते हैं। ● अपनी पसंद वेफ किसी विषय पर स्वतंत्रा रूप से लिखते हैं। ● किसी कविता, कहानी या लेख वेफ आधर पर चित्रा बनाते हैं। ● अपनी पसंद वेफ लोकगीत, लोककथाएँ आदि सुनाते हैं। ● विशेष अवसरों पर लोक शैली का प्रयोग करते हुए सज्जा करते हैं। ● व्यर्थ सामग्री का इस्तेमाल करते हुए मुखौटे आदि का निर्माण करते हैं तथा अभिनय में उनका इस्तेमाल करते हैं।

	• भाषा वेफ सौंदर्य की सराहना करते हैं।
परिवेशीय सजगता	
4.1 अवलोकन	• प्रावृफतिक और अन्य घटनाओं वेफ प्रति अपनी प्रतिव्रिफया व्यक्त करते हैं। जैसे–बारिश होने वेफ बाद वैफसा लगता है? • देखी–सुनी घटनाओं वेफ घटनाव्रफम को समझना और समझाना। जैसे–बहुत ज्यादा सर्दी पड़ने से स्वूफलों की छुट्टी हो गई।
4.2 प्रश्न और तर्वफ	• आसपास मौजूद हालातों आदि वेफ बारे में सवाल करते हैं। जैसे–बिजली बार–बार क्यों चली जाती है? पानी सुबह तीन बजे ही क्यों आता है?
4.3 संवेदनशीलता	• अपने आसपास मौजूद पशु–पक्षियों, पेड़–पौधें, इमारतों, लोगों ;बुशुर्गों, महिलाओं, विशेष चुनौती वाले लोगोंद्ध, दोस्तों आदि वेफ प्रति सम्मान, मित्राता, सहिष्णुता का भाव रखते हैं। जैसे–मेरे पड़ोस में रहने वाली नश्मा स्वूफल क्यों नहीं जाती?
4.4 संरक्षण	• व्यक्तिगत, घरेलू और विद्यालय स्तर पर चीशों वेफ व्यर्थ इस्तेमाल को रोकते हैं। जैसे–पानी, बिजली, गैस आदि। उदाहरण–अरे, नल से पानी बह रहा है। उसे बंद कर देता हूँ। • जहाँ तक संभव हो सवेफ, घर, विद्यालय तथा समुदाय में पेड़–पौधे लगाते हैं और उनकी देखभाल करते हैं।

Annexure V
Curriculum and Evaluation Procedure
Chapter V RTE Act 2009

(1) The curriculum and the evaluation procedure for elementary education shall be laid down by an academic authority to be specified by the appropriate Government by notification.

(2) The academic authority, while laying down the curriculum and the evaluation procedure under sub-section *(I)*, shall take into consideration the following, namely –

(a) conformity with the values enshrined in the Constitution;

(b) all round development of the child;

(c) building up child's knowledge, potentiality and talent;

(d) development of physical and mental abilities to the fullest extent;

(e) learning through activities, discovery and exploration in a child friendly and child-centered manner.

(f) medium of instructions shall, as far as practicable, be in child's mother tongue;

(g) making the child free of fear, trauma and anxiety and helping the child to express views freely;

(h) comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same.

30. (1) No child shall be required to pass any Board examination till completion of elementary education.

(2) Every child completing his elementary education shall be awarded a certificate, in such form and in such manner, as may be prescribed.

Annexure VI

S.No.	States/ UT	Status of Age appropriate admission of children and Special Training
1	Andaman & Nicobar Islands	AIE centres impart training to children and send them to formal schools in age appropriate classes. Bridge Course also developed
2	Lakshadweep	Provided facilities under SSA
3	Daman & Diu	Circular dated 12/11/2010 has been issued to all school of Daman & Diu district for Age appropriate admission of children.
4	Chandigarh	Survey conducted to track the out of school children. Circular issued to schools to admit the children in the age appropriate classes and in the neighborhood schools.
5	Mizoram	Spl. Course developed (Mizo language) for children admitted in age appropriate classes
6	Uttarakhand	The children above the age of 6 years (drop out/never enrolled) shall be accommodated in neighboring schools as per their age appropriate class, after providing them special training. The package of special training is prepared by SCERT, Uttarakhand for the duration of 03 months to 02 years.
7	Karnataka	Instruction has been give to all schools to admit the children to age appropriate classes by providing them special training to cope up with other children. Guideline prepared for implementation of various strategies for OOSC as interventions for mainstreaming
8	Andhra Pradesh	Children are being admitted in age appropriate class.
9	Sikkim	STR (Special Training)
10	Chhattisgarh	Implemented RTE provision of admission to all the children in the age group of 6-14 years in their age appropriate classes even if a TC is not produced. Process has started
11	Himachal Pradesh	As per RTE norms, out of school children are admitted in normal schools. Bridge Course of 3 months to 2 years duration has been implemented. Only about 3.3% of the total children of age group of 6-14 years are out of school.
12	Kerala	State Rules has been framed for these purposes as in A) Rule 5(1) and (2) relating to age-appropriate admission of children. Dropout rate is negligible, admission and mainstreaming is not an issue
13	Odisha	As per Rule-5 of the Odisha RCFCE Rules, 2010, provisions have been made for age appropriate admissions – Special Training for Children as per RTE norms, Capsule course to be designed by Teacher Education and State Council of Educational Research and Training (TE & SCERT) for one year/ two years coaching and training model also. (2) The child shall, upon induction into the age appropriate class, after special training, continue to receive special attention by the teacher to enable him/her to successfully integrate with the rest of the class, academically and emotionally.
14	West Bengal	Implementation of Special Training shall be as RTE norms. School imparting Special Training shall maintain records of the progress of students undergoing such special training and submit a quarterly progress report as per format given at Schedule I to these Rules to the District Project Officers, Sarva Siksha Mission through the CPC who shall then assess the same in consultation with the District In (Academic) for further course of action.
15	Tamilnadu	Government orders have been issued for age appropriate admission in schools (G.O.No. 189 dated 12.07.2010 • Special training is planned to be give to support out of school children admitted in regular schools.

		• Out of school children are inducted to regular schools in age appropriate levels after special training.
16	Madhya Pradesh	Household survey has been conducted to search out of school children. Such children are then admitted in age appropriate classes in the Government schools, Special training is being organized for the children by holding residential and non-residential bridge courses.
17	Rajasthan	Provision for age appropriate admission of children has been incorporated in the rules notified by the State Government.
18	Assam	Out of school children have been enrolled in age appropriate classes for special training. Age specific learning materials have been developed and provided to the learners of special training.
19	Jharkhand	Age appropriate admission of children will be admitted in all schools.
20	Punjab	Yes (No details are given)
21	Uttar Pradesh	Developed curriculum (condensed) and Bridge Course material for primary level (2-5).
22	Tripura	For ensuring age appropriate admission of children in schools the School Education Department has taken appropriate measures for starting of special training centres.
23	Goa	This aspect is provided in the State Model Rules and will come into effect only with the implementation of the Model Rules. Readiness of different concerned agencies/ NGOs and Community Members (VEC/PTAs) etc., is being worked upon through interactions, training programmes, awareness building of the heads of the institutions, etc.
24	Meghalaya	The RTE Rules have been notified. The process of identification of neighbourhood has been undertaken. Once the neighbourhood is identified and notified, age appropriate admission of children will be undertaken.
25	Haryana	Age of admission defined in States Rules (Appropriate age for appropriate class).
26	Gujarat	Set of special training material (Gujarati) developed by SSA.
27	Delhi	Learning centres have been under SSA for providing age appropriate admission
28	Manipur	NA
29	Bihar	A set of Bridge Course Material developed from SSA for OOSC

Source: Right of Children to Free and Compulsory Education Act, 2009 –Status Report on Implementation in States/UTs, developed by Department of Elementary Education, NCERT, New Delhi-16