



State Council of Education Research and Training  
Chhattisgarh, Raipur

# State Level Assessment

Analysis Based  
Training Module  
Session - 2019-20



**ENGLISH**  
Primary

## Guided By

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## Foreword

Language is an essential part of all human beings and society. Every child learns his /her mother tongue/ first language naturally without any serious attempt to learn it. This shows the natural instinct and characteristics of humans to learn. Different languages come into contact as a child grows up and the formal learning of language is created where the child is made to learn through observation, classification, verification etc.

In the country like India where we have a variety of languages and bilingualism is a natural instinct learning of languages becomes confusing because of multilingual speakers in a single class. Mother tongue is learnt naturally without any conscious effort which is not the case with the second language. Teaching second language can be very demanding as a familiar context has to be built which sometimes becomes very difficult for the teachers.

Child enters the school with the knowledge of mother tongue. Using this language to develop second language can be challenging for teachers as second language is not well heard/ known to the students. Learning of English as second language in the state is not in a very encouraging situation.

The state has taken up the challenge to improve the quality of education and keeping this in mind the state level assessment program has been taken up. For the first time state is centrally organizing the formative, periodic, and summative assessments for the whole state. These assessments are based on the learning outcomes. State level assessment program began with baseline assessment which was done last year. After receiving the low performing learning outcomes remedial training program for the teachers is being organised. Keeping in view the policy of MHRD to train teachers on a grand level this module is prepared. This module attempts to familiarise state resource groups and the key resource persons on language learning in the varied Indian context, language in education situation, ways and means of teaching language and language assessment.

This module also focuses on the learning outcomes and how these learning outcomes can be taken to the four levels in assessment, the planning of lessons, preparing rubrics and framing questions for formative, periodical and summative assessment. This module also deals with preparing the teacher's mind-set in a scientific way to reach the goals of learning.

We are hopeful that this teacher training module will be beneficial for the teachers and helpful in improving the quality of education in this state.

With best regards,  
P. Dayanand (IAS)  
Director SCERT  
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## The Objectives of This Module

- List the various aspects of language like nature of language learning, role of language in learning, multilingualism as a resource and strategy, objective of language teaching in Indian context.
- Familiarize teachers with the approach of integrated skill (LSRW) literacy and language learning.
- Develop language in real life situations.
- Understand grammar and vocabulary and critically analyse the literary texts.
- Use language for communication in various contexts.
- Understand the concept of SLA.
- Prepare a lesson plan according to the LOs.
- Develop the concept of preparing TDM and framing the question papers accordingly.

### Nature of Language

Every creature strives to communicate by expressing in the medium of language. Language is the most important phenomena in the world. It is the vehicle by which we express our feelings and thoughts by means of spoken and written words. It dominates every aspect of human life. In fact, it is a yardstick to separate us from other beings.

Learning of language is not an automatic process. One can achieve it by imitation and practice. It is the product of society. The culture naturally has tremendous influence on it. It is also species specific and species uniformed.

Each language is a unique system which consists of sounds, structures and vocabulary. The phonology of a language forms its own system as the various sounds function in a systematic way. Each language works through symbols. Different symbols are used in a single language. These symbols are vocal. The sounds are produced through vocal organs. In fact, there is no visual relationship between the language items and object for which it stands. Thus language is "a system of conventional spoken or written symbols by means of which human beings as members of a social group and participants in its culture communicate".

Above all learning of a language is a skill-oriented process. It needs constant practice. Hence, a lot of repetition for major linguistic skills like listening, speaking, reading and writing is required.

### Language learning: Indian context

English is one of the most important global language. Most of the international transactions of recent times are concluded in English. The language has contributed significantly in bringing people and their culture closer. The benefits of learning English can be seen in the economic, social and political life of the people of the country.

India is a multi-linguistic zone. One can find multilingual students in a typical Indian classroom. Children come to school with two or three languages already in place at the oral-aural levels. They learn school languages simultaneously. They also learn a foreign language like English which is assumed a second language. As language teachers, we need to understand and reflect on how language learning takes place and what conditions are for learning language in a classroom context.

## How a child learns Mother tongue?

Every child learns his/her mother tongue/ first language/ home language, naturally without any conscious effort. This shows the natural instinct and characteristics of humans to learn languages. As the child grows, he/ she learns many more languages in formal or informal settings. Language learning or acquisition involves processes through which children apply implicitly or explicitly strategies like observation, classification making hunches and its verification and so on.

We must develop holistic perspective on the nature of language, its interface with other aspects of life and society, assumptions about language learning and how we can support the learner's attempt to learn the language.

## Objectives of Language Teaching

Since most children arrive in school with full-blown linguistic systems, the teaching of languages must have very specific objectives in the school curriculum. The objectives with reference to holistic perspective on language proficiency would include the following.

- The learner should have the competence to understand what she hears. She must be able to employ various non-verbal cues for comprehension.
- The learner should develop the habit of reading in a non-linear manner with a critical eye. She should use various syntactic, semantic and grapho-phonemic cues.
- She should be able to employ her communicative skills in a variety of situations.
- She should have the ability to organise thoughts coherently often using a variety of cohesive devices.
- She must have control over different registers i.e. variety of a language used for a particular purpose or in a particular social setting.
- She should have the knowledge of scientific study of language. The teaching process in a language class must include the whole scientific process.
- In a language classroom, a learner should get ample space to develop her imagination and creativity. This prepares learners for using the language instrumentally outside the classroom.
- The learner should possess the quality of sensitivity. The language classroom can be an excellent reference point for making students aware of our rich culture and heritage as well as various aspects of our contemporary life.

## Aims and objectives of teaching English

Teaching English as a second language in India has an important place now. English is one of the most widely used international languages. English plays a key role in educational system and national life. It has served as a great unifying force in India. English teaching should be made more practical and language oriented. The objectives of teaching English in Indian context are thus as follows:-

- It deals with the language aspect - It leads to proper understanding of words, sentences, pronunciation, spelling and grammar.
- Dealing with the literature aspect - it leads to sentence formation, expressing ideas, feelings and experiences in a proper manner.
- One of its main objectives is to develop skills viz. listening, speaking, reading and writing.
- It also focuses on the correct use of grammar and vocabulary.
- It focuses on developing the element of analysis of language and to establish appropriate relationship between linguistic components.
- Its cognitive objectives include :-
  - getting exposed to language.
  - diagnosing the weakness of speaking and writing in English.
- To develop the ability of classifying elements of English language.
- To read and to understand the correct meaning of prose, poetry, story and drama.
- To acquire the linguistic competence required in different professions.
- To develop the awareness of significance of English as means of international communication.

# TEACHER DEVELOPMENT PROGRAMME

Day - 1

**Introduction of Teachers: - Trainee teachers will introduce themselves.**

## Icebreakers

### Make a face collaboratively

**Time – 20 minutes**

Rule: Each team has 8 members.

Each member has to do as he/she is told and passes the paper ahead.

You cannot erase out what the earlier person has drawn.

Select the person whose face is going to be drawn.

Person 1 is the model.

Person 2: Make the outline of the face.

Person 3: Make the hair.

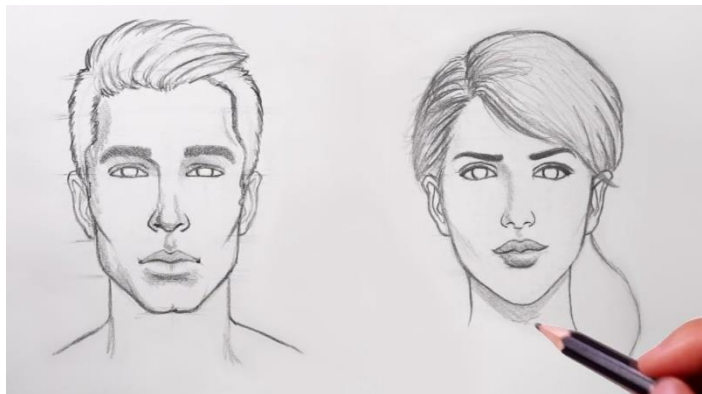
Person 4: Make the eyes & eyebrows.

Person 5: Make the nose.

Person 6: Make the lips.

Person 7: Make the ears.

Person 8: Give finishing touches with accessories.



### **Points to be checked:-**

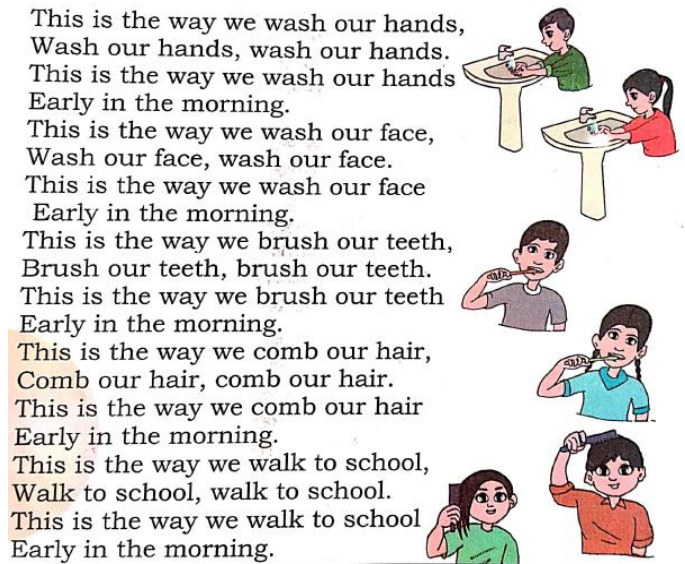
The key elements of group learning should be elicited from this activity.

1. Common goal
2. Interdependence
3. Face to face interactions
4. Accountability
5. Development of social skills
6. Team work skills – Leadership, decision making, trust-building, communication skill & conflict management.



# NEED FOR CHANGE

## Early in the Morning



### Poem demonstration by participants.

Divide the class into groups of 5-6 teachers and distribute the poem- "Early in the Morning" Each group has to discuss and develop a strategy to teach the poem and 1 or 2 members from each group will demonstrate the lesson.

At the end of each session, ask the other group to give positive feedback.

After the performance of last group, demonstrate the progressive way of teaching the same poem.

### Inter- intra correlation:-

Language skills, EVS, Maths, daily routine, good habit (cleanliness) etc.

Alternatively you can guide one of the groups to teach the poem in the new way.

**Debrief:** In order to influence children, it is important that the teacher is effective. In order to keep interest of the students, break monotony and help children learn better. It is important that various methods are used in the classroom teaching.

# COMPETENCY FRAMEWORK

Key changes in moving from traditional to competency framework.

Today, there have been some changes in the program of teacher education. Let us discuss this with reference to NCF-2005.

Teachers need to be prepared to:-

- ✚ Care for children and should love to be with them.
- ✚ Understand children within social, cultural and political contexts.
- ✚ Be receptive and be constantly learning
- ✚ View learning as a search for meaning out of personal experience.
- ✚ View knowledge not as an external reality embedded in textbook, but as constructed in the shared context of teaching learning and personal experience.
- ✚ Own responsibility towards society and work to build a better world.
- ✚ Appreciate the potential of productive work and hands-on experience.
- ✚ Analyse the curricular framework, policy implications and text.

## Major Shifts

From	To
<ul style="list-style-type: none"><li>• teacher centric stable designs</li><li>• teacher direction and decision</li><li>• teacher guidance and monitoring</li><li>• passive reception in learning</li><li>• learning within the four walls of the classroom</li><li>• knowledge as given and fixed</li><li>• disciplinary focus</li><li>• linear exposure</li><li>• appraisal, short, few</li></ul>	<ul style="list-style-type: none"><li>• learner centric flexible process</li><li>• learners autonomy</li><li>• facilitates supports and encourages learning</li><li>• active participation in learning</li><li>• learning in the wider social context</li><li>• knowledge as it evolves and is created</li><li>• multidisciplinary educational focus</li><li>• multiple and divergent exposure</li><li>• multifarious , continuous</li></ul>

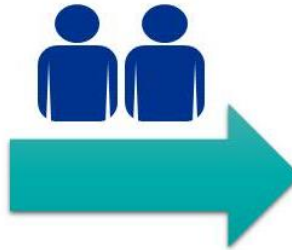
You have seen these significant changes which demand that we also accept them and develop our abilities as a facilitator instead of a role of knowledge provider, so that we can create opportunities by virtue of which the latent talent of children may come out. Let us move from the traditional framework to competency based framework.

# Key changes in moving from traditional to competency based framework



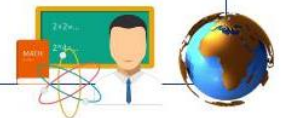
## Traditional framework

- 1. Standardized:** Instruction is standardized for the whole class and learning outcomes are designated class-wise
- 2. Learning approach:** Teacher centric
- 3. No Real life application:** Only some LOs may promote skills essential to succeed in the real world
- 4. Segregated:** Portions of the syllabus are tested at varied intervals



## Competency based framework

- 1. Customized:** Instruction is customized to match student needs with different learning outcomes
- 2. Learning approach:** Learner centric
- 3. Real life application:** Aligned to 21<sup>st</sup> century skills and skills essential to succeed in the real world
- 4. Complementary:** Formative assessments complement summative assessments



## Levels 1 to 4



Using extended thinking to synthesize information or apply it to real world applications

**LEVEL 4**



**LEVEL 3**

Employing strategic thinking through the use of reasoning or decision making



**LEVEL 2**

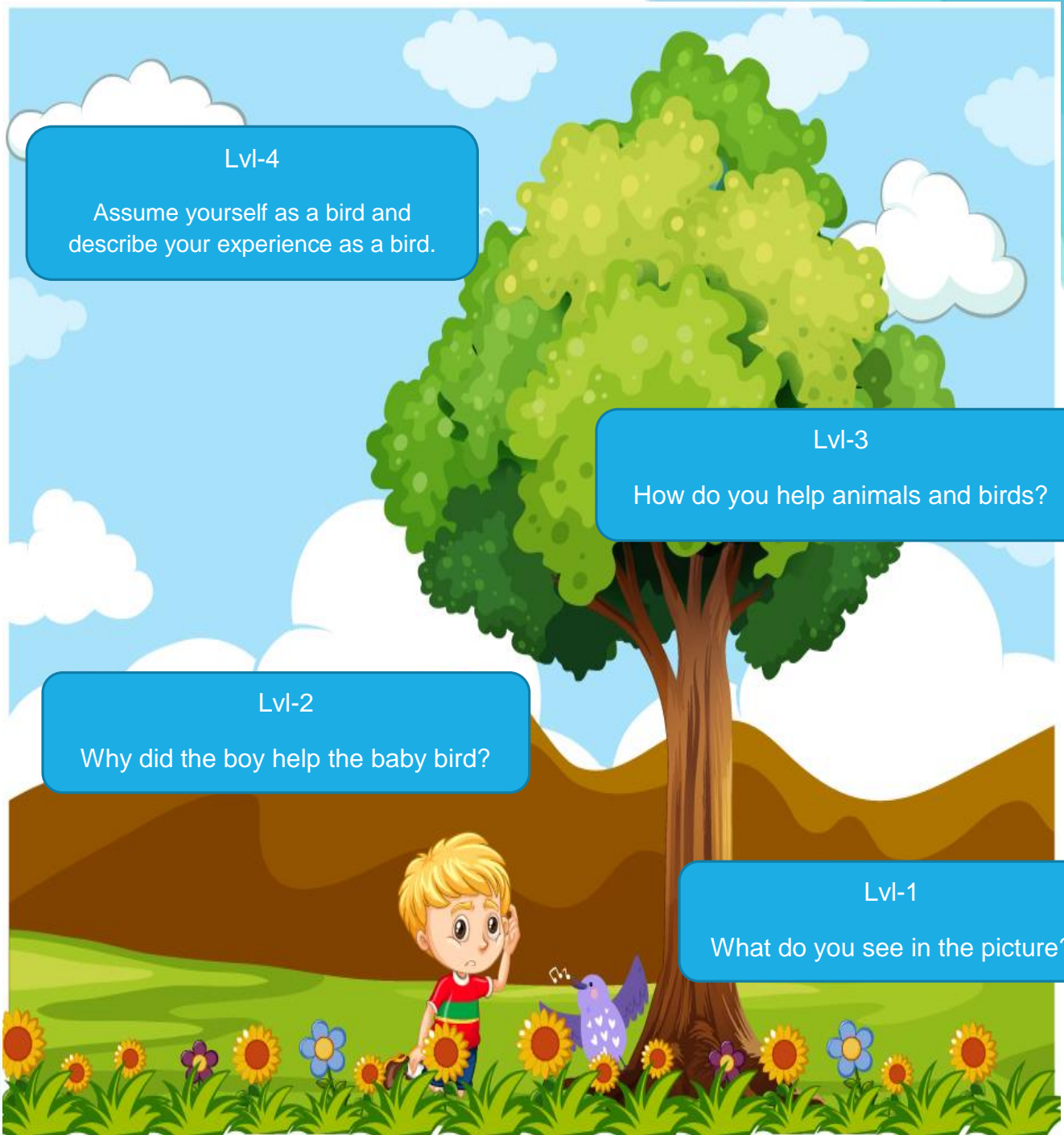
Conceptual knowledge, or the ability to put facts into context



**LEVEL 1**

The ability to recall facts





Lvl-4  
Assume yourself as a bird and describe your experience as a bird.

Lvl-3  
How do you help animals and birds?

Lvl-2  
Why did the boy help the baby bird?

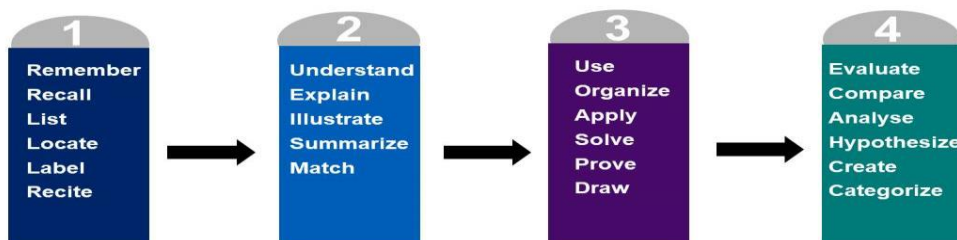
Lvl-1  
What do you see in the picture?

Teachers to create one sample rubric (subject wise/ class wise) based on their understanding.

### Levels 1 to 4



Set of skills to be learnt and demonstrated by students at each competency.



## Learning Outcomes Mapped to Competency Levels:

### English rubrics mapped to LOs - formative assessment

Chapter	LOs	level 1 Remember, recall, list, locate, label and recite	level 2 Understand, explain, illustrate, summarise , match and classify	level 3 Apply organised use, solve, prove, draw and compute	level 4 Analyse, evaluate hypothesize, compare, create and categorise
<b>Lesson 8 Parts of the body</b>	LE 301 - Recites poems individually / in groups with correct pronunciation and intonation. LE 310 - Identifies opposites like day/ night, close/ open and such others. LE 314 - Uses vocabulary related to subject like math, EVS relevant to class 3.	Students will be able to:-			
		Recite the poem	Understand the spoken words like eyes ears etc. and touch the body parts	Use the words like eyes, ears etc. when the teacher touches different parts of the body.	
		Recall the words related to Parts of the body	understand the spoken words open and close and do the action	Use rhyming words close-nose, ear-hear etc.	
		Recall the numbers 1 and 2	read the words and match them with action	Use the words open and close when the teacher does the action of open and close	

## English rubrics mapped to LOs - Summative Assessment:

Chapter	LOs	Level 1 Remember , recall, list, locate, label and recite	level 2 Understand, explain, illustrate, summarise , match and classify	level 3 Apply organise d use, solve, prove, draw and compute	level 4 Analyse, evaluate hypothesize, compare, create and categorise
<b>8 Parts of the body</b>	LE 304 – reads small texts in English with comprehension i.e. identifies main idea, details and sequence and draws conclusions in English. LE 310 - Identifies opposites like day/ night, close/ open and such others. LE 314 - Uses vocabulary related to subject like math, EVS relevant to class 3.	Students will be able to:-			
		Locate Parts of the body from the poem.  List the names of body parts.  Label the body parts in a picture.	Match the pictures of the body parts with words.	- Use rhyming words like nose-close, ear-hear etc.  - Draw different parts of body	Compare the Opposite words like open and close by looking at the pictures

## Demo Lessons using Competency level framework

**Class - 3**  
**Subject - English**  
**Topic: - Lesson 8 “Parts of the body”**

### Learning outcomes:-

LE 301 - Recites poems individually / in groups with correct pronunciation and intonation.

LE 310 - Identifies opposites like day/ night, close/ open and such others.

LE 314 - Uses vocabulary related to subject like math, EVS relevant to class 3.

Level- 1. Recites the poem, recalls the names of different body parts.

2. Match the pictures of the body parts with words.

3. Draws the body parts.

4. Compare the Opposite words like open and close by looking at the pictures

Word list- eyes, ears, nose, cheeks, chin, lips, teeth, one, two, little, open, close

## Teaching Learning Process:-

### Activity:-

### Previous knowledge:-

Teacher: - Tell me the names of the parts of the body that you know.  
The students will tell the names of eyes, ears nose etc.

### Recitation:-

The teacher will recite the following poem with action and the students will repeat it. (3 times)

**“Two little eyes that open and close,  
Two little ears and one little nose,  
Two little cheeks and one little chin,  
Two little lips and teeth within.”**

Then, the teacher will recite first line; the students will recite second line and so on.

After that, the teacher will divide the class into 2 groups and ask one group to recite the first line and other group second line and so on.

Meanwhile, the teacher will write the words from the word list on the blackboard. When the students have finished reciting the poem, she will read out these words and ask the students to repeat them.

**TLM** - Chits of words from the word list.

**Seating arrangement:** - The students will stand in a circle while reciting the poem. Then, they will sit in 12 groups.

**Location:** - In classroom (if there is enough space otherwise in the Playground).

### Assessment: -

1. The teacher will speak out the words from the word list and the students will touch the body parts or do the action of related words.
2. The teacher will touch the body part or do the action and ask the students to name it.
3. The teacher will ask one student from each group to pick up the chit and mime the word. Other group members will tell what the word is.

**Recap:** - The students will recite the poem with action.

**Assignment:** - Draw the body parts and write the names in your notebook.

**Reflections:** - A follow-up short discussions. Teachers will reflect on the demo lesson.



# TASK DISTRIBUTION FRAMEWORK

## Learning outcomes:-

Learning outcomes are specific, measurable objectives that describe what an individual will learn and can do as a result of a course or a programme.

Characteristics of learning outcomes:-

- Expresses what the student will be able to know or do.
- Focuses on the product rather than the process.
- Must be measurable.
- More detailed and specific.

NCERT, New Delhi has developed learning outcomes to move away from the assessment based on memorization by rote learning. By emphasising competency based assessment, the teacher has been held to understand what children will achieve in a particular classroom during the year in terms of changes in knowledge, skill, social and personal qualities and attitudes.

## Rubrics:-

Rubric is a tool for teachers as it is a simple way to setup grading criteria for an assessment. It describes levels of quality for each of the criteria. In other words, it is a coherent set of criteria for students' work that includes descriptions of levels of performance, quality on the criteria.

**Task Distribution Matrix**

**Class: FOUR**

**Subject: ENGLISH**

Skills	LO Tagged	Competency Level				Response type		Types of Questions				Total	
		I	II	III	IV	Selected	Constructed	VSA	SA	LA	VLA	Questions	Marks
								1 Mark	2 Marks	3 Marks	5 Marks		
Reading	LE404		Q 1			✓			1			3	6
	LE404		Q 2			✓			1				
	LE404		Q 3			✓			1				
Writing	LE414			Q 4		✓				1	3	11	
	LE416			Q 5		✓			1				
	LE405				Q 6	✓				1			
Grammar	LE413		Q 7			✓				1	2	8	
	LE416		Q 8			✓				1			
Textual	LE410	Q 9				✓		1			9	15	
	LE416	Q10				✓		1					
	LE404	Q11				✓		1					
	LE404	Q12				✓		1					
	LE408		Q13			✓		1					
	LE404	Q14				✓			1				
	LE404	Q15				✓			1				
	LE416		Q16			✓				1			
Total	Questions	7	7	2	1	5	12	5	5	5	2	17	40
	Marks	11	18	6	5	5	35	5	10	15	10		
Question-wise%		41%	41%	12%	6%	29%	71%	29%	29%	29%	13%		
Marks-wise%		28%	45%	15%	12%	13%	87%	12%	25%	38%	25%		

# SA 1 – Question Paper format with Sample Question paper

विषय कोड 

4	0	2	1
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राज्य स्तरीय आकलन (SA-1)

सत्र 2019–20

कक्षा – 4

विषय – अंग्रेजी

• Rectangular Snip

हिन्दी माध्यम

समय – 02:00 घंटे

पूर्णांक – 

4	0
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परीक्षार्थी आई डी 

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

परीक्षार्थी का नाम ..... शाला का नाम .....

प्राप्तांक (अंकों में) 

--	--

 (शब्दों में) .....

हस्ताक्षर प्रधान पाठक ..... हस्ताक्षर निरीक्षक .....

## केवल मूल्यांकन हेतु

<b>PAPER CODE</b>									
<b>STUDENT CODE</b>									

1	10	केन्द्राध्यक्ष हस्ताक्षर एवं सील	हस्ताक्षर मूल्यांकनकर्ता
2	11		
3	12		
4	13		
5	14		
6	15		
7	16		
8	17	दिनांक:	दिनांक:
9			
कुल प्राप्तांक (Total Marks Obtained)			

निर्देश :-

1. सभी प्रश्न हल करना अनिवार्य है।
2. दिये गये प्रश्नों के उत्तर इसी प्रश्न पत्र में ही हल किया जाना है।

**SECTION - A (READING)**

**Read the following passage carefully and answer the following questions.**

(दिए गए गद्यांश को ध्यानपूर्वक पढ़िए और प्रश्नों के उत्तर लिखिए)

*Vimal lives with his grandmother in a village. His parents work in the city. Vimal wakes up early in the morning. He brushes his teeth and then takes a bath. He combs his hair. Grandmother gives him milk to drink.*

- Q 1. Whom does Vimal live with? 2  
Ans. ....
- Q 2. What does Vimal do first after waking up? 2  
Ans. ....
- Q 3. Find the opposite of the words from the text. 2  
Ans. late - ..... give - .....

**SECTION - B (WRITING)**

- Q 4. Complete the given letter by filling the blanks  
(रिक्त स्थान को भरकर पत्र को पूरा करें)

Lalbagh, Jagdalpur

3

12 December 2019

-----Uncle,

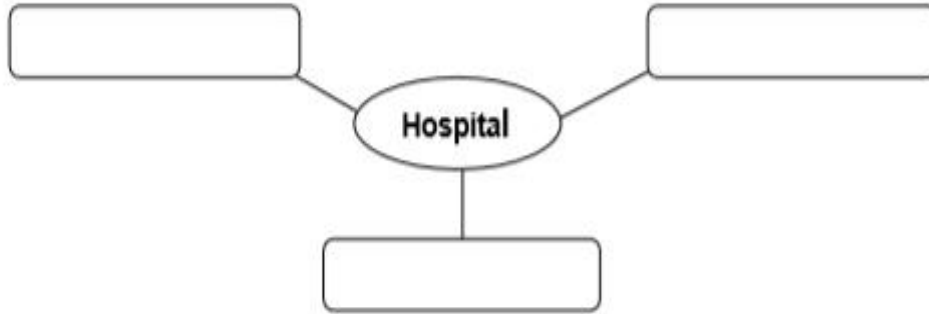
Thank you for your birthday gift. The book has many beautiful pictures.

I ----- it very much.

-----nephew

Vijay

Q 5. There is given a word in the circle. Write another three related words in the boxes.  
(गोले में एक शब्द दिया गया है। इससे संबन्धित अन्य तीन शब्दों को खाली डब्बे में लिखिए।)



3

Q 6. Look at the picture carefully. Write five lines about it.  
(चित्र को ध्यानपूर्वक देखिए। इसके बारे में पाँच वाक्य लिखिए।)

5



.....

.....

.....

.....

.....

**SECTION - C (Grammar)**

Q 7. Fill in the box with appropriate punctuation marks.

(खाली डब्बे को उचित punctuation marks से भरिए।)

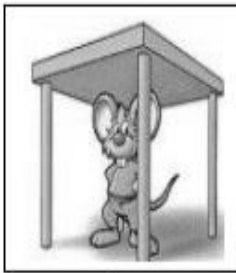
(A) Are you a doctor  1

(B) He is a teacher  1

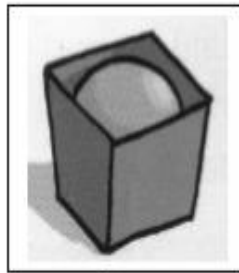
(C) Wow  it's very nice. 1

Q 8. Look at the pictures carefully and fill in the blanks with appropriate preposition.

(चित्रों को ध्यान से देखिए और खाली स्थान को उचित preposition से भरिए)



**A**



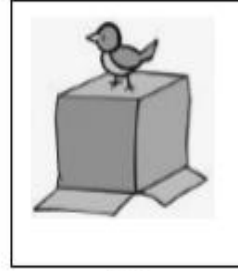
**B**



**C**



**D**



**E**

(A) The mouse is ..... the table. 1

(B) The ball is ..... the box. 1

(C) The cat is ..... the cupboard. 1

(D) The dog is ..... the picture. 1

(E) A bird is sitting ..... the box. 1

**SECTION - D (Textual)**

**Choose the correct answer:** - (सही विकल्प चुनकर लिखिए)

- Q 9. Rhyming word of 'rail' is ..... **1**  
(a) can (b) match (c) bed (d) tail
- Q 10. The colour of my pen is ..... **1**  
(a) red (b) long (c) fly (d) kite

**Write true or false in the given box according to your textbook.**

(अपने पाठ्य पुस्तक के अनुसार दिए गए डिब्बे में true या false लिखिए)

- Q 11. Kalu is a dog.  **1**
- Q 12. Mice has a long chin.  **1**
- Q 13. Choose the word that you can make from the given letters. **1**  
(दिए गए letters से बनने वाले word को चुनिए)

b, c, t, h, i, e, n, k, w, p

- (a) kitchen (b) chirping (c) sweet (d) behind

**Answer the following questions taken from your textbook.**

(आपके पाठ्य पुस्तक से लिए गए निम्नलिखित प्रश्नों के उत्तर लिखिए)

- Q 14. Who made the sweets? **2**  
Ans. ....
- Q 15. Where did all the children go? **2**  
Ans. ....

Q 16. Look at the pictures carefully and fill in the blanks with correct form of the words given in brackets.

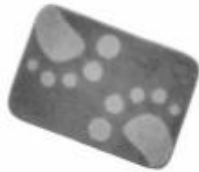
(चित्रों को ध्यानपूर्वक देखिए और कोष्ठक में दिए गए शब्द के correct form को खाली स्थान में भरिए।)

3



(A) The kite without tail is ..... than the kite with a tail. (small)

(B) The kite with a tail is ..... than the kite without tail . (big)



(C) A mattress is ..... than mat. (soft)

Q 17. Who said it? (as per the lessons in your textbook)

(किसने कहा ? आपके पाठ्यपुस्तक के पाठों के अनुसार)

(A) "Go to your room and look behind your almirah." 1

Ans. ....

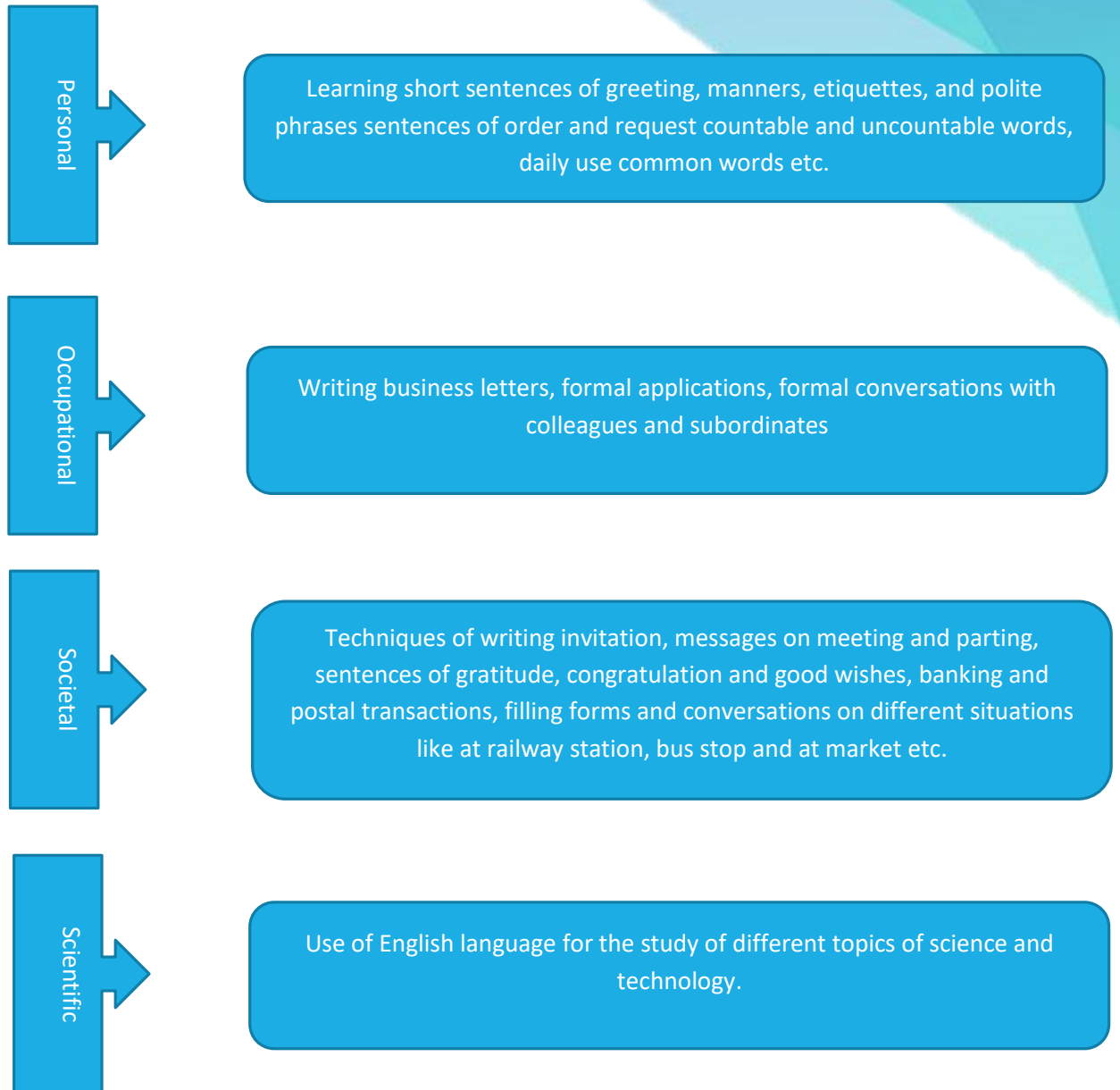
(B) "It is fun in the water." 1

Ans. ....

(C) "Mother, let me fly away." 1

Ans. ....

## CONTEXT FOR ENGLISH



### Response type



Response format	Typology of questions		
Selected	Multiple choice 	Fill in the blanks	True/False 
Constructed	Very short answer	Short answer 	Long answer



## Low Performing LOs of English

Class 1	
LE114	Produces words with common blends like “br” “fr” like ‘brother’, ‘frog’ etc.
LE113	Uses nouns such as ‘boy’, ‘sun’, and prepositions like ‘in’, ‘on’, ‘under’, etc.
LE111	Listens to instructions and draws a picture.
Class 2	
LE210	Uses pronouns related to gender like 'his/her/, 'he/she', 'it' and other pronouns like ‘this/that’, ‘here/there’ ‘these/those’ etc.
LE201	Sings songs /rhymes with action.
LE211	Uses prepositions like ‘before’, ‘between’’ etc.
Class 3	
LE313	Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
LE301	Recites poems individually/ in groups with correct pronunciation and intonation
LE304	Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
Class 4	
LE419	Presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.
LE408	Solves simple crossword puzzles, builds word chains, etc.
LE413	Uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.
Class 5	
LE510	Takes dictation for different purposes, such as lists, paragraphs, dialogues etc.
LE501	Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read
LE513	Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.

**Wisdom Wall & Curiosity Center:** - The teachers will write-down what they learnt and point out if there are any doubts regarding skills learnt.

**Day - 2**

**Warming Up:** - Prepare chits of Adjectives. Put them in a box. Ask teachers to pick up a chit and use the adjective to describe themselves and use its opposite to describe their friends.

**For example:** - I am tall and my friend is short.

This exercise helps in using the correct Adjectives.

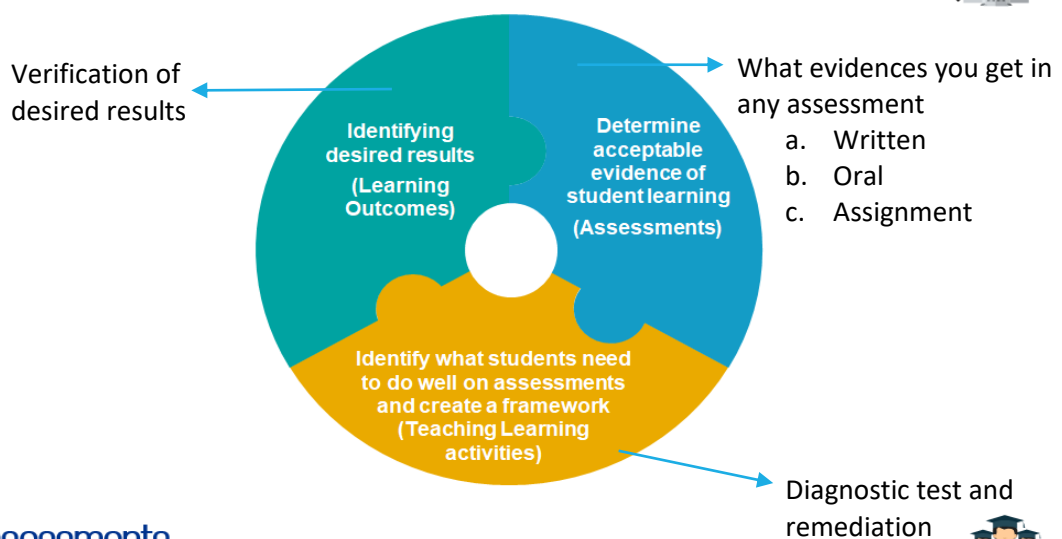
We have just completed a language exercise as a warm up. Do you think we can use this for any kind of assessment?

### The Concept of SLA

Assessment is a very important piece in a standards-based educational system because, when used properly, it is the tool that illustrates whether learning has taken place and allows the teacher to take corrective action early in the learning process.

**Evaluation: FA → PA → SA**

### Linkage among Assessments, Learning outcomes and Teaching Learning Activities



### Assessments

Type	When	Purpose	Role
Formative	Continuous	Improve learning	Students and teachers
		Inform teaching learning process	Students and teachers
Periodic + Summative	End of a term or year as per school calendar	Grading	Teacher and External tests
		Promotion	Teacher and External tests
		Accountability	Teacher and External tests

## Formative Assessment – Examples

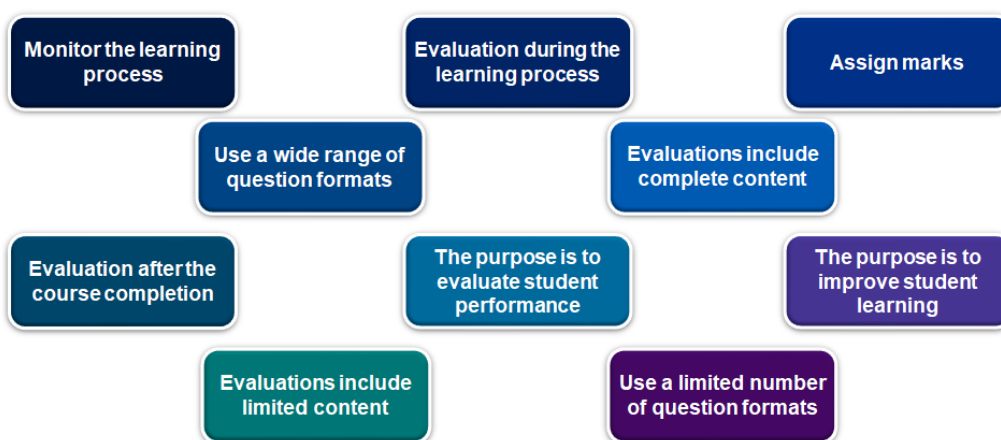
- A teacher asks the students to read passages from the textbook aloud to check for intonations, pronunciations and fluency.
- The teacher shows a picture and asks some questions based on it.

**Periodic Assessment** - It provides schools with upto date information about what each student knows and can do, so that teachers can target teaching to the learning needs of every child. It is used to determine whether students have learned what they were expected to learn. It measures the learning progress and achievement. It evaluates the effectiveness of pedagogical transactions.

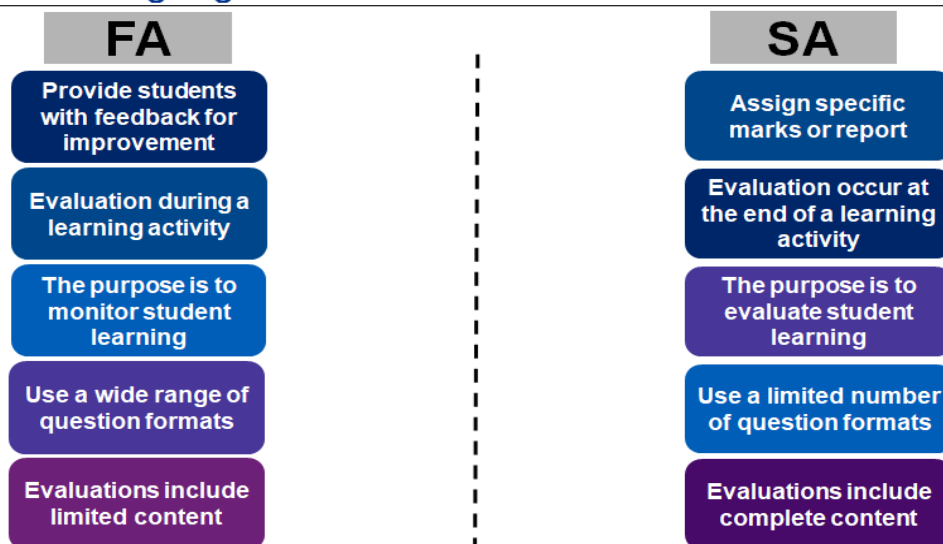
### FA and SA - Sorting the attributes



Look at the attributes given. Sort them for FA and SA



### FA and SA - Assigning Attributes



## English rubrics mapped to LOs - formative assessment

Chapter	LOs	level 1 Remember, recall, list, locate, label and recite	level 2 Understand, explain, illustrate, summarise , match and classify	level 3 Apply organised use, solve, prove, draw and compute	level 4 Analyse, evaluate hypothesize, compare, create and categorise
<b>Lesson 25 Open them, shut them</b>	LE 201 sings songs or rhymes with action	Students will be able to:-			
		a. Recite the poem b. Recall the words like open, shut, clap, lap, etc.	Understand the spoken words like open, shut, clap, lap and do the action.	a. Use the words like open, shut, clap, lap etc. for actions done by the teacher. b. Use rhyming words like clap, lap, shut, cut etc.	

## English rubrics mapped to LOs - Summative Assessment:

Chapter	LOs	level 1 Remember, recall, list, locate, label and recite	level 2 Understand, explain, illustrate, summarise , match and classify	level 3 Apply organised use, solve, prove, draw and compute	level 4 Analyse, evaluate hypothesize, compare, create and categorise
<b>Lesson 25 Open them, shut them</b>	LE 202 responds to comprehension questions related to stories and poems, in home language, orally and in writing (phrases/short sentences) LE 205 Draws/writes a few words or short sentence in response to poems and stories.	Students will be able to:-			
		Locate action words from poem. Recall the words from the poem.	Match the pictures of action like open, shut, clap etc. with words.	Use rhyming words like Clap-lap, Shut-cut etc.	Compare the opposite words like open and shut.



	FA1	SA1		FA2	SA2	
Class 1 - 3	20	30	10 Q x 1 mark = 10	20	30	10 Q x 1 mark = 10
			10 Q x 2 marks = 20			10 Q x 2 marks = 20
Class 4 - 8	10	40	5 Q x 1 mark = 05	10	40	5 Q x 1 mark = 05
			5 Q x 2 marks = 10			5 Q x 2 marks = 10
			5 Q x 3 marks = 15			5 Q x 3 marks = 15
			2 Q x 5 marks = 10			2 Q x 5 marks = 10

**Question Paper Format: English**

**Class 4-8**

Section A : Reading skills ( 4-5 marks)

Section B : Writing skills (10 marks)

Section C : Grammar (8-10 marks)

Section D : Textbook based – (15 – 18 marks)

**Subject: English**

**Class 4-8**

	LO tagged	Competency Level योग्यता स्तर				Context प्रसंग / संदर्भ				Response type अनुक्रिया प्रकार		Types of questions प्रश्नों के प्रकार			
		I	II	III	IV					Selected	Constructed	1 mark	2 marks	3 marks	5 marks
Section A- Reading												2	1		
Section B- Writing															2
Section C- Grammar												2	3		
Section D- Textbook												1	1	5	
Total												5	5	5	2
Question-wise%															
Marks –wise %															

## Demo lesson – Conducting FA

Formative Assessment is based on 2 Learning Outcomes. (Marks – 10)

Demo of Formative Assessment is based on conducting activities of the following two low achieving LOs. Each activity carries 5 marks.

- LE301 Recites poems individually/ in groups with correct pronunciation and intonation
- LE304 Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English

Activity 1:-

Teacher asks the participants to recite the poem one by one with proper rhyme and rhythm, pronunciation and intonation. On the basis of this she assigns marks.

Activity 2:-

Teacher asks the participants to read one by one the following text loudly.

Ravi and Ali are going to school. It is fifteen minutes to eight by Ravi's watch. The school bell rings at eight o'clock.

Teacher then asks any two questions to the participant. E.g.

- Who are going to school?
- Where are Ravi and Ali going?
- What is the time by Ravi's watch?
- At what time does the school bell ring?

3marks are allotted for reading the text accurately and 2marks are allotted for answering questions.

**Reflections:** The facilitator will ask the teachers about their reflections on the lesson conducted. The teachers will reflect on what they liked and what can be used in the classroom effectively.

## Use of technology in ensuring effective teaching learning.

Incorporating technology into the teaching learning process is an effective way to actively engage the student, especially as digital media surrounds them in the 21st century.

### Why technology?

- An important part of the teaching learning process in and out of the class.
- Helps improve language learning effectively.
- Increases their language learning skills.
- Makes teaching more interesting and productive.
- Creates a learner centred learning atmosphere.
- Encourages learners to learn individually and to acquire autonomy and self-direction.
- Increases learner's motivation.
- Assists the learner in developing the higher order thinking skills.
- Provides opportunities for authentic social interaction to practical real life skills.

### Application - its importance:-

- The application of multimedia: - use of printed texts, film and internet enhances learner's linguistic knowledge.
- Computer technology: - It provides opportunities to collect information and offers different materials for analysis and interpretation of both language and contexts.
- Multimedia texts (Diksha app): - They assist learners to become familiar with vocabulary and language structure. They provide sensory and aesthetic appeal.
- Use of films: - Use of films in teaching helps to realise the topic with enthusiasm and develop their knowledge.
- Mobile devices: - such devices like iPad or tablet used in classroom help record results, take photos or videos. They can be used as a behaviour management technique and various educational programs. They make formative assessment fun and engaging.

### Benefits:-

- Remote access to language education.
- Blended language learning courses.
- Interactive language learning.
- Real world problem solving.
- Student collaboration.

**Wisdom Wall & Curiosity Center:** - The teachers will write-down what they learnt and point out if there are any doubts regarding skills learnt.

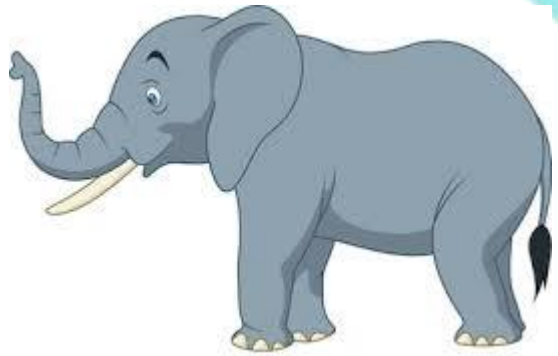
### Warming Up:-

#### Draw an animal:-

Teachers to be divided in teams (groups of 3).

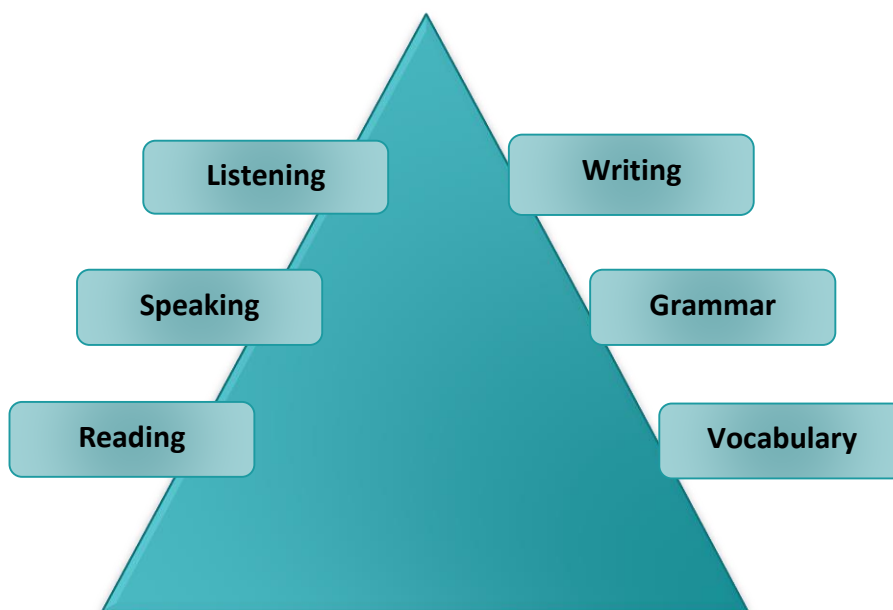
The members of each team will work independently.

1. First teacher will draw the face of the animal.
2. Second teacher will draw the body of the animal.
3. Third teacher will draw the back of the animal.
4. This activity shows that unless there is coordination in action the end product is not good. The same happens with the teaching of the lessons. The process of teaching needs synchronization between different skills.



## TRANSACTIONAL PEDAGOGY

### Skills and Processes in English:-





## Listening

- **Listening is an art.**
- It is a conscious activity that demands more than physical activities.
- It is the first step of communication.
- We listen to.....
  - Understand
  - Follow (Instructions)
  - Respond

## Speaking

- **Speaking is an act.**
- It is an active process where the one who is learning it should take active role for his/ her development.
- Speaking is interactive.( Discussion, dialogue)
- Partially inter-active(Lectures)
- Non-interactive (Speeches, Sermon)

## Reading

- **Reading** is a process of extracting meaning from a written text.
- Methods of Reading:
  - Scanning: Process of getting overview of text.
  - Skimming: The process to get the main idea of the text.
  - Labeling: It involves reading at least the heading, subtitles, pictures etc. to get a rough idea.
  - Anticipation: Identifying the main ideas from supporting details.
- Effective reading includes: **SQ3R**
  - Survey
  - Question
  - Read
  - Recite
  - Review

## Writing

- Is the act of putting the thoughts on paper
- Clarity and appropriate style forms basis for its effectiveness.
- **Features of effective writing are:-**
  - Focus
  - Organisation
  - Support and elaboration
  - Grammatical conventions
  - Style

## Grammar

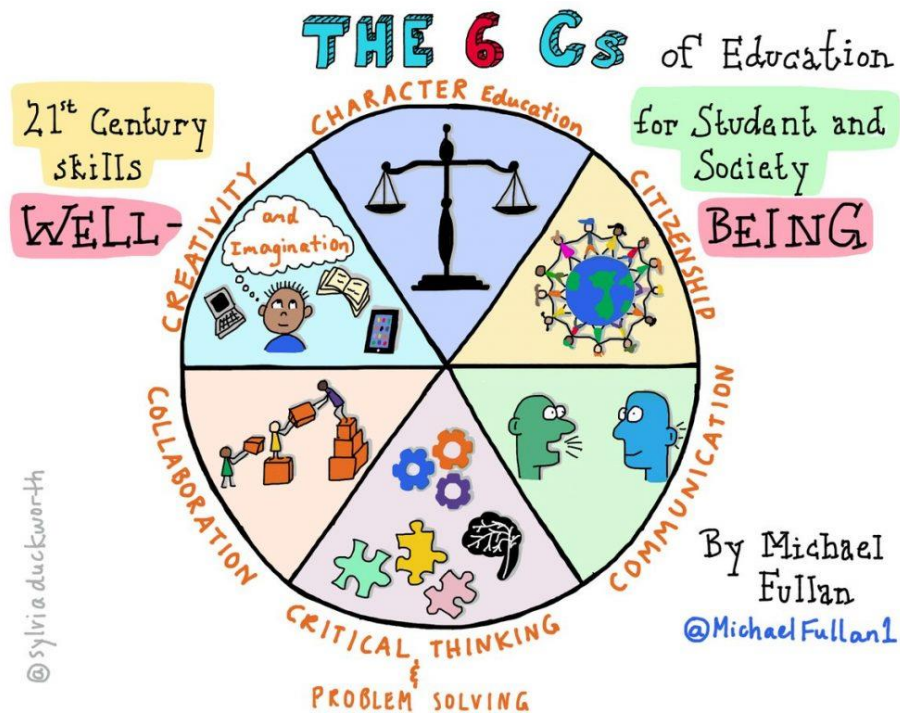
- **Grammar lessons and units need to be structured effectively.**
- The overall grammar sequence impacts students' understanding.
- Grammar needs to be taught both directly and in context.
- Teachers have to take time to study grammar and understand how language works.

## Vocabulary

- **Vocabulary knowledge is highly correlated with reading comprehension and reading achievement as it helps students retain what they read.**

- Students need to know 90-95% of the words to even learn new ones in context.
- Vocabulary knowledge helps students with language comprehension.
- Vocabulary helps students express themselves more precisely and sharpens communication skills.
- Vocabulary knowledge helps students with written and spoken language production.

## English lessons help you to develop the 6 Cs



# Demo lesson using Manipulatives/ TLM

## Lesson Plan

### Class 4

### Subject - English

### Topic: - In the Pond

Sub-topic: - Para 1-3

Learning outcomes:-

E 419 - Students will be able to present orally and in writing the highlights of a given written text.

E 413 – Students will be able to use punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.

Levels

Level 1: Remember and recall

Level 2: Understand and explain

Level 3: Apply, and solve

Level 4: Evaluate and hypothesize

Word list- eyes, crane, swing, rope, bring, trunk, cry, pond

TLM: - Text book QR code - AFR8JF, Picture of Frogs, Crane and Pond

Worksheet

Seating Arrangements: - Group Learning

Location: - Classroom

### Teaching Learning Process

Previous Knowledge:-

Using the schema the teacher introduces the lesson. The teacher asks some questions relating to their previous knowledge.

Questions

1. Name the class of animals who live both in water and land
2. Give examples of such animals
3. Showing the picture (QR Code- AFR8JF), he may ask the name of the animals etc. in the picture.
4. The teacher will write the names of all the animals etc. on the chalk-board without using any punctuation marks and ask the students to punctuate.
5. Match the following:

We use capital letters(A)	to mark the end of a sentence.
We use full stop (.)	to mark the beginning of a sentence.
We use question mark (?)	to express feelings.
We use exclamation mark (!)	to put a question.
We use comma(,)	to separate word or phrase.

Thereafter, the teacher will say- "today we will read the story about two Frogs in a pond i.e. your lesson "In the pond "and find out how punctuation marks are used in the story.

### Linking with content:-

#### Model reading (The teacher may use Diksha app):-

The teacher will do model reading. He will read the lesson aloud with correct pronunciation, intonation and pause. Students will listen attentively.

#### Pronunciation drill:-

The teacher will conduct pronunciation drill of some words like brought, swing, trunk, happening, flying, crane etc. Student will listen and imitate group wise.

#### Imitation reading-

The teacher will ask each group to read the lesson one by one. Students will read accordingly.

#### Word exposition:-

The teacher will explain the meaning of some difficult words like pond, trunks, brought, swing, moved etc.

#### Silent reading:-

The teacher will ask the students to read the lessons silently. They will read it.

#### Explanation:-

The teacher will ask some questions for comprehension. Students will respond.

#### Para 1

1. How many frogs are there? L-1
2. How many tree trunks did they see in the pond? L-1
3. Where did the frogs live? L-1
4. Why did they tie two trunks? L-2
5. What was their plan to make a swing? L-2
6. Change the sentence into present tense L-3  
They wanted to play.
7. Fill in the missing words to make meaningful words L-3  
t.....n., s.....g, bet.....n.
8. Present tense of – L-2  
Wanted, brought
9. Use appropriate punctuation marks L-1
  - a. They made a string....
  - b. Is it beautiful....
  - c. She is my best friend.....

#### Para 2

1. What is beautiful? L-1
2. "What a nice swing" what does it mean? L-2
3. What is the opposite of beautiful? L-1
4. Arrange the jumbled letters to make meaningful words L- 3  
Enci, wigns, uktrn, btieauluf
5. Correct the following sentences :- L-1
  - a. Where are you going !
  - b. What is a beautiful swing.
  - c. She is my best friend?

Para 3

1. "We are flying" what does it mean? L-4
2. Why did the frogs cry? L-2
3. Complete the sentence with given words  
The frogs..... together. (Cries / cried) L-1
4. What is the opposite of upward? L-1
5. What should be the end of the story? L-4
6. Choose the correct punctuation mark. L-1  
Do you play Cricket..... a? b. ! c. .

**Assessment:**

What is the moral of the story? Discuss

**Recap:**

There were two frogs in a pond. They saw two tree trunks. They had an idea to play. They tied a rope between two trunks. They started flying. Then they came to know the reality. They cried for help. Maybe they fell down.

**Assignment:**

1. Correct the punctuation marks where necessary in the given paragraph.  
"What's happening". Said one? 'oh, the trunks are moving '. Said the other? "oh ? we are flying !" They looked upwards,
2. Write five sentences about the story.

## WORKSHEET

Q1. We can tie sticks with.....

- a. ball
- b. water
- c. air
- d. a rope

Q2. Tick the true statement.

- a. The two frogs tied the rope between the legs of the crane.
- b. The crane flew away with the frogs.
- c. The two frogs lived on a hill.
- d. There were three frogs in the pond.

Q3. Rewrite the paragraph changing each line into present tense.

- There were two friends in a village. They played a cricket match. One of them got wounded. They went to a hospital nearby. They decided not to play cricket again.

Reflections: A follow-up short discussion. Teachers will reflect on the demo lesson.

**Ice-Breaker**

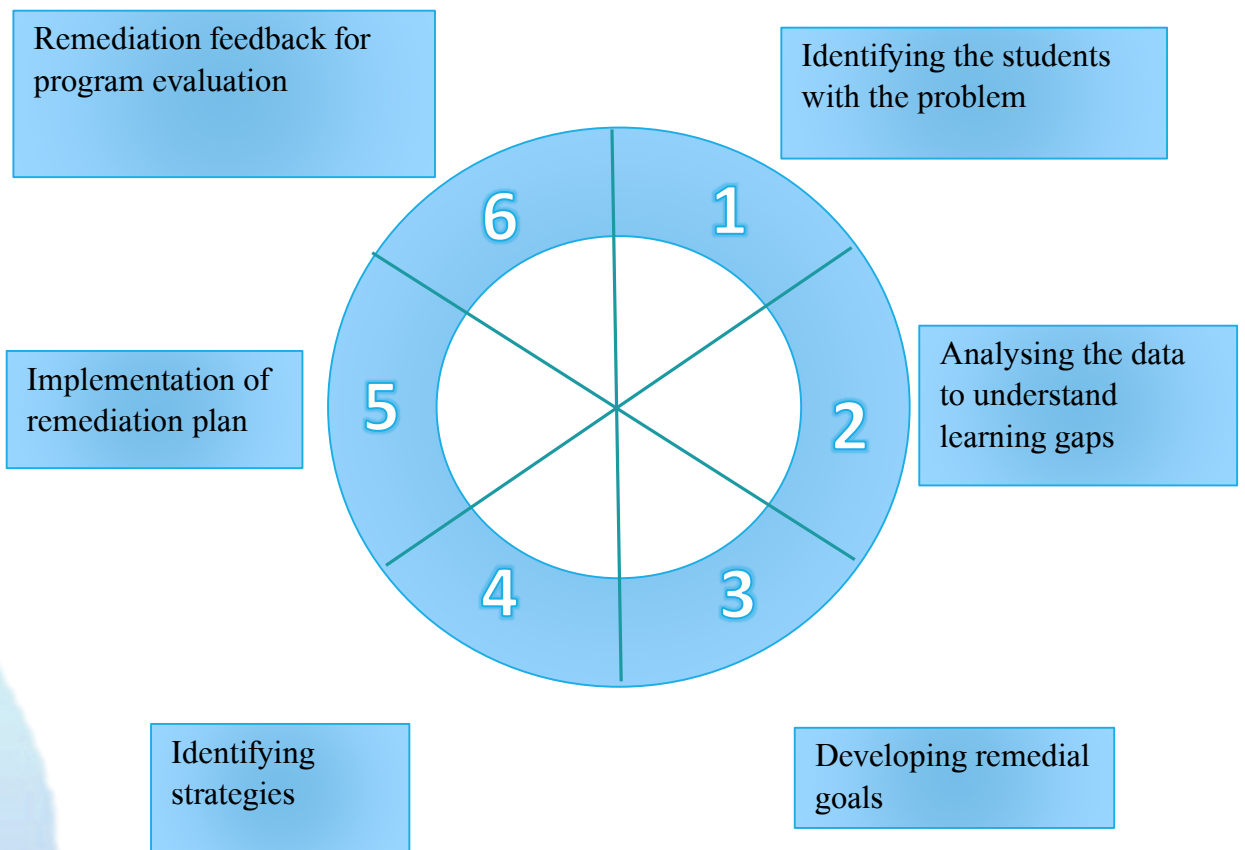
Ask the participants to make as many words as possible from the letters of the word 'ELEPHANT' e.g. PEN, HAT etc.

**Using assessment findings in improving classroom practice:**

The teachers will assume the problematic areas and try to find the solution or remedy for it.

Questions for Assessment	Teachers assumption	Reasons	Remedy

**REMEDIATION PROCESS**



## What is remediation?

Remedial teaching is identifying slow learners and providing them with the necessary help and guidance to help them overcome their problems, after identifying their areas of difficulty. A remedial teaching class is one that is meant to improve a learning skill or rectify a particular problem area in a student. Remedial instruction involves using individualized teaching of students who are experiencing difficulties in specific subject areas. It may be taught individually or in groups.

Remedial lessons are designed to achieve expected competencies in core academic skills and areas. Remediation involves revisiting the lesson plan to modify teaching strategies so as to meet individual student's needs.

## Remediation strategies

- 1 **Target students individually - use the data to determine which students need to improve on which skills.**
- 2 **Use small groups to let students work in teams based on similar needs.**
- 3 **Use peer tutors to explain concepts in different words.**
- 4 **Provide a little time each day to spiral review in addition to new content.**
- 5 **Let students reflect on their strengths and weakness with respect to the results of their class and home activities.**
- 6 **Remediation should not be seen as punishment.**

### Student Remediation Plan

<b>Student Remediation Plan</b>		
Student _____ Teacher _____		
Course _____ Date _____		
Topic/Project/Exam _____		
<b>Problem Area</b>	<b>Solution/Steps to Be Taken</b>	<b>Resources Needed</b>



## Student remediation plan

Student Rajesh Patel

Course .....

Teacher.....

Date.....

Topic/ project /exam.....

**Problem area:** - Write a paragraph in English from verbal, visual clue with appropriate punctuation marks and linkers.

**Solutions/ steps to be taken:-**

To write a paragraph students should:-

1. Associate words with pictures and objects.
2. Know the correct name and correct spelling of the given pictorial object.
3. Correct word to make simple sentences using a help box in which there are words like is, am, are, in, on, a, an, the etc.
4. Know the proper application of punctuation marks like comma, full stop, capital letters etc.
5. Now simple sentences should be arranged in a paragraph form.
6. For example:-  
This is my book. It is a story book. This book is about the story of Cinderella. I love to read books.
7. Now, give students some words in a helpbox, so that students can make simple sentences and join them to make a paragraph.

**Resources needed:-**

1. Pictures
2. Objects

### Examples of Micro strategies for English:

**It's Our Story-** Ask 2 students (taking turns and collaboratively) to narrate in 1<sup>st</sup> person (for 5 minutes) an imaginary situation – the theme could be similar to a text they have read in prescribed textbooks not necessarily the English textbook.

**Tale End** - Conduct a Just-A-Minute involving the class where they change the ending of a text they have read from the English textbook, (in one-two sentences) and continue the narration using random stimulation strategy from the previous speaker. This will go on till every student of the class has contributed to the story.

### Micro strategies for least achieved LOs.

The facilitator helps teachers create micro strategies based on the data on least achieved LOs.

**Demo lesson by teachers – Using Competency Level**

**Demo lesson by teachers – Using Manipulative/TLM**

**Demo lesson by teachers – Using Micro-strategies**

**Reflections:** A follow-up short discussions. Teachers will reflect on the demo lesson.

## Ice breaker

**Find the Commonality:-**

It is a perfect team building/ bonding game with creative thinking involved. The teachers have to think about different things they might have in common, using their thinking and communication skills along the way.

**Process:-**

- Teachers are to be divided into group of three to five members depending on group size.
- Each group will discuss and find one thing they have in common. This could be a thing they have or something they like doing.
- The commonality does not include something obvious such as they all have eyes or hands etc. or something broad such as they all love to eat. Rather they would be things like listening to songs by this or that singer or the first train journey at age of 10 etc.
- After 10 minutes each group will share with the whole group.

**Debrief:-**

- Team building exercise
- Focuses on finding the commonality
- Helps people feel more connected to each other.
- Provides opportunity to share more information about themselves.

**Linking LOs to lesson plan****What is a Lesson Plan?**

A lesson plan is a detailed step-by-step guide that outlines the teacher's objectives for what the students will accomplish during the course of the lesson and how they will learn it.



Lesson plan is a small unit that a teacher teaches in a definite period. It is that plan of action which a teacher takes before interacting with the students. It is an advanced copy of a teaching framework. It involves three questions:

1. What is to be taught?
2. How it is to be taught?
3. How it is to be evaluated?

## Key elements of a Lesson Plan



## What are benefits of using a Lesson Plan?



### To be discussed:-

- Importance of well-planned lesson plan.
- Linking new concepts with previous knowledge.
- Learning confirmation of new concepts learnt.
- Assessment

### Lesson plan:-

- To create a sample lesson template.
- To create a sample lesson plan by the facilitator.

## LESSON PLAN

Class .....	Date .....
Subject .....	Period .....
Topic .....	
Sub Topic .....	

### Learning Outcome:-

Level 1 .....

Level 2 .....

Level 3 .....

Level 4 .....

### Word list:-

1. TLM
2. Seating arrangement: Individual/ Pair/ Share/ Group
3. Classroom/Outdoor/Lab/Any other (specify)

### Teaching Learning Process:-

Activity:-

- Previous Knowledge
- Linking with Content

### ASSESSMENT:-

### RECAPITULATION:-

### ASSIGNMENT:-

### REFLECTION BY THE TEACHER:-

**Presentation by teachers:** - Using technology

**Presentation by teachers:** - Using planned lesson plans with strategy.

**Reflections:** - The facilitator will ask the teachers about their reflections on the lesson conducted.  
The teachers will reflect on what they liked and what can be used in the classroom effectively.

**Closure:** - Summary of the five day training.

## (Activities on Low performing LOs)

### Class One

#### LE112

- Talks about self/ situations/ pictures in English.

#### Activity 1

- The teacher will give some hints to introduce oneself:-
  - My name is.....
  - My father's name is.....
  - My mother's name is.....
  - I am ..... years old
  - I study in class.....

Then the participants will introduce themselves.

#### Activity 2

- The teacher will recite the following poem.  
How about you?  
What can you do?  
Jump, I can jump  
Jump, jump, jump

Then she will ask the participants to change the action like swim, dance, etc. and repeat the poem.

#### Activity 3

- The teacher will show a picture of market-place to the participants. Then she will give hints to describe the picture.



### LE 113

-uses nouns such as boy, Sun and prepositions like "in, on".

**Activity 1:** The teacher will show a few things like mobile, bag, bottle etc. and place them in, on, under the table and speak the following sentences. The participants will repeat them.

- The mobile is on the table.
- The pen is in the back.
- The ball is under the table.

**Activity 2:** The teacher will play the QR code of lesson 47 and 48. The participants will listen to it.

**Activity 3:** The teacher will ask the participants to use in, on and under in sentences using the things available in the room.

### LE114

- Produces words with common blends like "br", "fr" like brother, frog etc.

**Activity1:** The teacher will play QR code of lesson 49 "let's learn new words". The participants will listen to it.

**Activity 2:** The teacher will read the words like blade, clock, glass, plant etc. from the book and the participants will repeat them.

**Activity 3:-** The teacher will prepare different flashcards with words and pictures. Then she will ask the participants to match them.

## Class Two

### LE 211

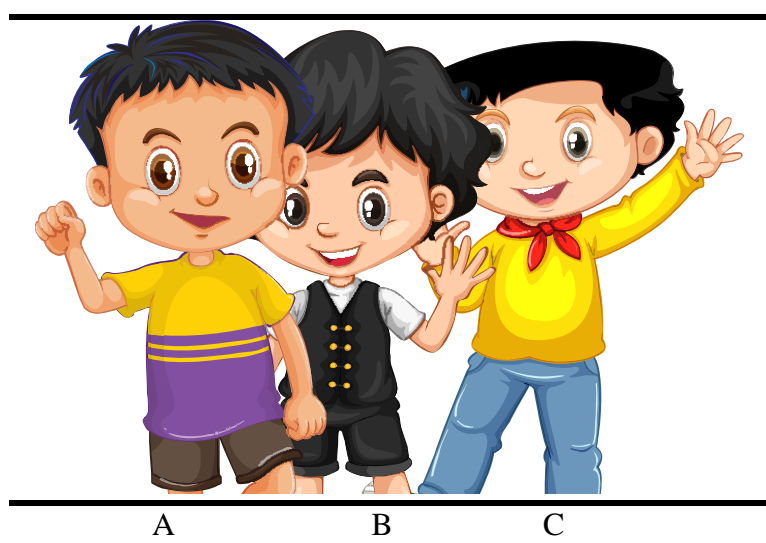
- Uses prepositions like before, between etc.

#### Activity 1:-

The teacher will play the QR code of lesson 31 - before, between and behind the participants will listen to it.

#### Activity 2:-

The teacher will ask the participants to come and stand in front of the class.



Then she will tell the participants  
B is standing between A and C.  
C is standing behind B.

She will ask some more participants to do this activity and practice the preposition, between and behind.

#### Activity 3:-

The teacher will show some pictures of different animals which are before, between or behind each other. Then, she will ask the participants a few questions to the participants.

Example:-

1. Which animal is before the goat?
2. Which animal is behind the cow?
3. Which animal is between the duck and the parrot?

### LE 210

- Uses pronouns related to gender like he/ she it and other pronouns like this/that, here/ there, these/those etc.

**Activity 1:** The teacher will use QR code of lesson 32, "The Animal World". The participants will listen to it.

**Activity 2:** The teacher will ask 2 participants (one male and one female) to come and stand in front of the class.



She will introduce them by saying "He is Mr. Sahu" and "She is Ms. Soni". Then she will ask more participants to introduce others.

**Activity 3:** The teacher will ask 2 participants (one male and one female) to come and stand in front of the class. She will give them a few things like pen, bag, bottle etc. and tell - This is his bag, this is her bottle etc. Then she will ask the participants to repeat the activity.

#### LE 201

- Sings songs or rhymes with action.

**Activity 1:** The teacher will play the QR code of lesson 26 "Hands Up". The participants will listen to it.

**Activity 2:** The teacher will recite the poem "Hands Up" with action and the participants will repeat it.

**Activity 3:** The teacher will give instructions hands up, hands down, hands on waist etc. in the participants will follow the instructions.

## Class Three

#### LE 313

- Write five, six sentences in English on personal experiences or on event using verbal or visual clues.

**Activity 1:** The teacher will play the QR code of lesson 10 " Dear....Dear". The participants will listen to it.

**Activity 2:** The teacher will read the lesson with action. The participants will repeat it.

**Activity 3:** The teacher will do the action like I wake up, I brush my teeth etc. The participants will first speak the sentences and then write them down.



### LE 304

- Read small text in English with comprehension that identifies main idea, details and sequence and draws conclusions in English.

#### Activity 1

- The teacher will play the QR code of lesson 11 Milkmaid. Then she will ask the participants a few questions like who gave bangles to Chintu? Who gave nail polish to Chintu? etc.

#### Activity 2

- The teacher will read the first paragraph of lesson 3 "Who is who". Then, she will ask 3-4 participants to read it. After that, she will ask the participants a few questions like who is Mr Sinha? What does his father do? What is the name of the doctor?

#### Activity 3

- The teacher will read the first paragraph of lesson 16 "Who is clever"? Then she will ask 3-4 participants to read it. After that she will ask the participants a few questions like who invited everybody to the feast. How did the lion introduce itself?

### LR301

- Recite poem individually or in groups with correct pronunciation and intonations.

#### Activity 1

- The teacher will play the QR code of lesson 1 "God bless you". The participants will listen and repeat it.

#### Activity 2

- The teacher will recite the poem "God made all". The participants will repeat after the teacher. Then they will recite it in groups and individually.

#### Activity 3

- The teacher will recite the poem "In the year". The participants will repeat after the teacher. Then they will recite it in groups and individually.

## Class Four

**Bottom LOS – 401** – The learner recites poems with appropriate expressions and intonation.

### ACTIVITY- 1

The teacher recites the poem twice enacting with appropriate expressions and intonation. Then, she divides the class into 4-5 groups, and she corrects their expressions and intonation. Thereafter asks the 2<sup>nd</sup> group to do this and so on.

#### ALL OF ME

My hands are for clapping  
My arms can hug tight  
My fingers can snap  
Or can turn out the light  
My legs are for jumping  
My eyes help me see  
This is my body  
And I love all of me.

-----

Find out the rhyming words in the poem.


#### **Activity 2**

The teacher divides the class into 4 groups. Showing Diksha (AQ15R1) to students he recites the poem twice. He asks each group to recite the poem "The Rainbow". All the four groups will recite the poem accordingly.

Then, the teacher writes different words on chalk board and asks students to find out the rhyming words from the poem.

Rivers, these, clouds, seas, heaven, please, tops, trees

#### **Activity 3**

The teacher divides the class into 4 groups. He recites the poem with appropriate actions and intonations. Thereafter, he distributes two lines to each group.

E.g. Group 1

What does little birdie say?

In her nest at peep of day.

Then each group after thorough preparation gives presentation before the class. At length, the whole class recites the poem with proper actions and intonations.

# WORKSHEET

I. Write rhyming words of the following and share with your class.

- Sail .....
- Sky .....
- Bow .....
- Sea .....

II. Match the following:-

Cow	Lip
Mouse	Spent
Sip	Now
Tent	High
Fry	House

III. Which word below rhymes with " ball"

- play
- funny
- school
- fall

IV. Which answer shows a pair of words that rhyme?

- girl, boy
- drum, crumb
- glass, pencil
- table, paper

**Bottom LO:- E 413:-** Uses punctuation marks appropriately in writing, such as question mark, comma, full stop and capital letter.

### Activity-1

Under the guidance of the teacher, a student who acts as an anchor will come and say "Good morning, friends. Today I will introduce some punctuation friends."

Anchor: - Mr. Comma, please come and introduce yourself. [A boy comes with a conical cap on his\her head having a (,) drawn on it.]

Mr. Comma: - "Good morning, I am Comma; I am used to separate a word or a group of words. I am used where a brief pause is required."

The teacher will explain with example. Hari, Ram, Shyam and Lata are coming.

Anchor: -"Mr. Full-stop, Please come and introduce yourself." A boy comes with a conical cap having a full stop.

Mr. Full-stop: - "Good morning, I am a full stop. I am used to mark the end of a sentence. The teacher will explain with examples. One day, Bobby took Sundari to the fair.

Anchor: - "Mr. Question-mark, please come and introduce yourself." A boy comes with a conical cap having a ("?") drawn on it

The teacher will explain with example: - where are the parrots sitting?

Anchor: - Finally Mr. Capital letter please come and introduce yourself. A boy comes with a conical cap having a capital letter on it

Mr. Capital letter: - "Good morning, I am a capital letter. I am used to mark the beginning of a sentence. The teacher will explain with example: One day Bobby took Sundari to the fair.

Thereafter the teacher will divide the class into four groups each group will discuss the worksheet given and the teacher will guide if necessary.

## Worksheet 1

I. Choose the correct sentence : -

1. We will see who is stronger :-
2. We will see who is stronger.
3. We will see who is stronger?
4. We will see who is stronger!

II. Choose the sentence having correct capitalization

- I. One Day mitthu was flying.
- II. One day Mitthu was flying.
- III. One day mitthu was Flying.
- IV. One DAY MITTHU was flying.

III. Choose the punctuation mark to be used in the given sentence.

Where are you going

- I. Comma (,)
- II. Question mark (?)

- III. Exclamation mark (!)
- IV. Double comma (,...)

### Activity 2

First, write a sentence without any punctuation marks. Now, tell the trainees to read it. Then at proper punctuation marks like full-stop, comma and question mark. You again tell all the trainees to read the sentence again. Now, change the place of punctuation marks again read the sentence. You will notice, there is a major difference in the meaning of all the sentences. Now tell them to make a few new sentences without and with punctuation marks.

Some examples are given

1. Woman without her man is nothing
  - Woman: without her, man is nothing.
  - Woman, without her man, is nothing.
2. Let's eat kids
  - Let's eat kids!
  - Let's eat, kids!
3. I saw a man eating jackfruit.
  - I saw a man, eating jackfruit.
  - I saw a man-eating jackfruit.
4. Kill him not leave him.
  - Kill him, not leave him.
  - Kill him not, leave him.
5. Stop, not go.
  - Stop not, go.
  - Stop not go

### Activity-3

Under the guidance of teacher, students do a role play of punctuation mark.

*Student 1:* Hi, I am question mark. I am used in question. (Shows the poster of a question mark-?)

*Student 2:* Hi, I am capital letter. The sentence always starts with a capital letter. (Shows a poster of capital **A**)

*Student 3:* Hi, I am a comma; I am used to separate a word or a group of words. (Shows a poster of comma)

*Student 4:* Hi, I am full-stop. I am used to end a sentence. (Shows a poster of full-stop)

Then, three students come with three posters.-

*Student 5:* showing the poster says- mangoes

*Student 6:* showing the poster says- are

*Student 7:* showing the poster says- ripe

*(All three stand in a sequence as above)*

Student 2 comes and says, "Hey, don't you remember, the sentence always starts with a capital letter. He sticks a capital letter 'M' on mangoes"

Student 4 comes and says, "But still there is something wrong. You should know that a sentence ends with a full stop." He sticks a full stop after ripe.

(Now, the teacher explains with another example)

E.g. the birds are flying

Capital – 'The'

Full-stop after- flying.

Again four students come with four posters.

*Student 08:* showing the poster says- what

*Student 09:* showing the poster says- is

*Student 10:* showing the poster says- your

*Student 11:* showing the poster says- name

*(All four stand in a sequence.)*

Student 2 comes and says, hey, how many times I have to remind you that the sentence starts with a capital letter. (Sticks capital 'W' on small 'w')

Student 1 comes and says "Hey, It is a question. You should put a question mark at the end of sentence."

(Now the teacher explains with another example

- Who are you
- Use of Question mark after you-?)

Finally, 7 students come with 7 posters

*Student 12:* showing the poster says - I

*Student 13:* showing the poster says - need

*Student 14:* showing the poster says - a copy

*Student 15:* showing the poster says - a pen

*Student 16:* showing the poster says - a pencil

*Student 17:* showing the poster says - and

*Student 18:* showing the poster says - a rubber

*(All stand in a sequence)*

Student 3 comes and says "hey, comma is used to separate a group of words." He sticks commas after copy pen and pencil."

(Now, the teacher explains with another example:-

I need bread butter and jam

Use of comma - I need bread, butter and jam.)

## Worksheet

I. Tick the correct sentence:

- i am meena
- I am meena
- I am Meena
- i am Meena

II. Match the following:

We use capital letters (A)	To mark the end of a sentence
We use full-stop (.)	To mark the beginning of a sentence.
We use exclamation mark (!)	To express strong sudden feeling
We use question-mark (?)	To ask a question
We use comma (,)	To separate word or group of words.

III. Use punctuation marks in the passage below :-

*mittu was a parrot it was a green parrot with red beak one day mittu was flying he saw a big yellow mango on a tree*

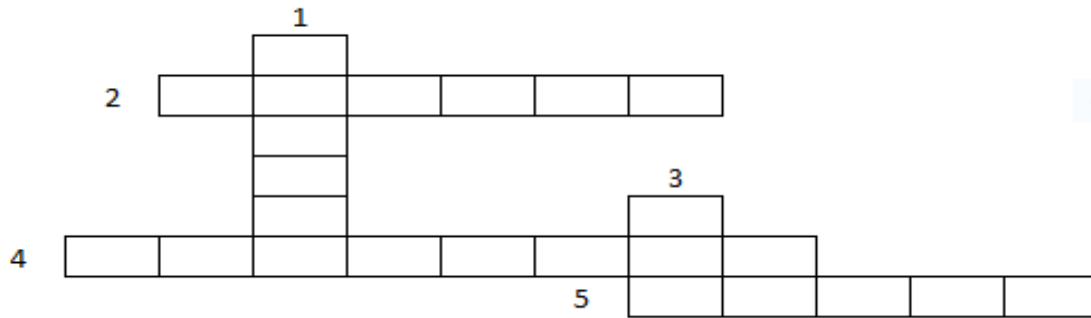
IV. Use appropriate punctuation mark:-

- where are you going
- I am Mohan
- what a nice toy it is
- I bought potato tomato brinjal and carrot

E 408 - Solves simple crossword puzzles, builds word chains etc.

### Activity 1

School children plan to go on a picnic. They will take some fruits and food items to the picnic. The teacher asks children to complete the grid using the clues given to get the names of the fruits and food items.



The teacher will divide the class into groups and ask each group to fill the grid using the clues.

Row 1 clue (down)

A student will come and show the poster which reads- "I am round and juicy I am yellow."

Row 2 clue (across)

A student will come and show the poster which reads - "I am also yellow but not round, you eat me by peeling my skin."

Row 3 clues (down)

I am a three lettered word. You eat me with bread.

Row 4 clue (across)

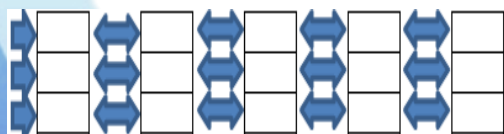
"I am cold, sweet and creamy. Children like me very much."

Row 5 clue (across)

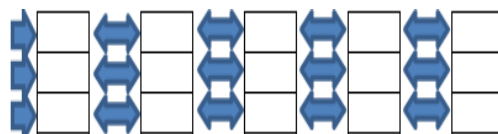
"I am the king of fruits; I am the national fruit of India."

### Activity 2

Teacher give colour paper to students and ask them to cut into shape of chain and write down spellings which they like. Teacher will prepare two activity boards.



Activity Board (Group 1)



Activity Board (Group 2)



Thereafter, the teacher collects all the chits in a basket and divides the class into two groups. He invites a student from each group, and puts one word on each activity board. Then he asks the students to focus on the last letter of the word which are there on the board, and advises them to find another word from the basket which begins with the last letter of the previous word and to put that word in the chain?

The process continues till the chain is completed.

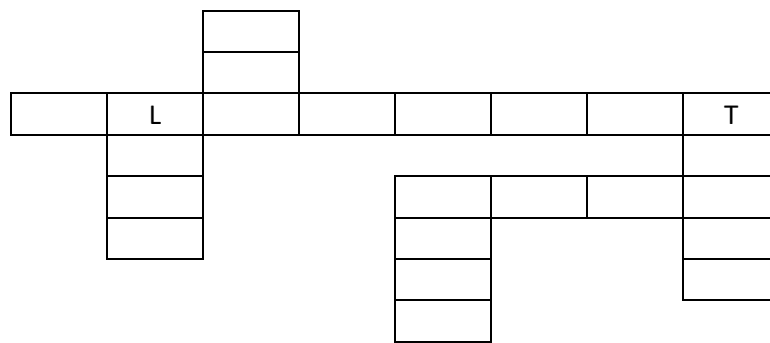
Example: - Cat-tree-elephant-toy-yellow

Bottom LOs:-

### Activity 3

Complete the grid using verbal clues given below.

Bee, Elephant, Tiger, Lion, Frog, Fish



## Class Five

### Bottom LOs 501

- The learner answers coherently in written or oral form to questions in English based on day to day life experiences, unfamiliar story, poem heard or read.

### Activity 1

(A) The teacher will distribute a familiar story among students and ask them to read it and answer the questions based on the story.

It was Lucy's birthday. She was having a party at her house. Lucy helped mummy and papa set balloons and tables. When the kids came, they played games. Then, Lucy blew out 7 candles and they all ate the cake. Next, she opened gifts. The best gift was a friendship bracelet from her friend Lara. At last, the kids went home. "Thanks for the best birthday party," said Lucy.

#### Questions:-

1. Give a title to the story.
2. Where did Lucy have a birthday party?
3. What did they do after they played games?
4. What was Lucy's favourite gift?
5. What did Lucy do after the kids left?

(B) Write numbers 1 to 5 in the given box to show the sequence for the above story.

Lucy blew out 7 candles.

All ate cake.

Friendship bracelet from her friend Lara.

Kids went home.

Birthday party at Lucy's house.

### Activity 2

The teacher will distribute a poem and advise them to recite twice and answer the questions.

"Red, blue, yellow and green,  
Four bright colours to be seen.  
Red is the colour of the rose  
That I smell with my nose.  
Yellow and green can be found  
On grass and flowers all around."

1. What colour is the rose?
2. In the poem where do you find yellow and green?
3. How many colours are there in the poem?
4. What is your favourite colour?
5. List some things that are this colour.
6. Write the pair of rhyming words from the poem.

### Activity 3

The teacher will distribute the story and ask the students to answer as directed.

Tomorrow I will go for swimming. I will put on my swimsuit. I will jump in the water to get well. Then I will dive from the diving board. Grandma will fix lunch for me. Mother will swim with me after lunch.

Read the sentences below. Rewrite them in the correct order.

- Mother will swim with me.
- I will put on my swimsuit.
- Grandma will fix lunch for me.
- I will jump in the water.

### Bottom LOs 510

- The learner take dictation for different purposes such as list, paragraph, dialogue etc.

### Activity 1

The teacher will dictate the following list (related to the class room) to the students the students will write accordingly.

List				
chalk	duster	classroom	blackboard	window
door	fan	fan	switch	roof
table	chair	student	teacher	textbook
eraser				

After dictation the teacher will write the words on the chalk board and students will correct accordingly.

### Activity 2

The teacher will dictate the following paragraph to the students. Students will write accordingly.

#### My best friend

She loves me and cares for me. When I am in any kind of trouble I seek help and solace from her. She gives me generously of her time and all she can to comfort me and make me happy. My mother always wishes me well, and praises for my good health, happiness and success.

After dictation, the teacher will write the paragraph on the chalkboard and the students will make corrections, if any.

### Activity 3

The teacher will dictate the following dialogues to the students. Students will write accordingly.

- What are you cooking today?
- I won't do it again, sir, please excuse me.
- My child, why are you carrying the boy on your back?
- This is a magic pot. It will cook soup for you.
- Let's go somewhere else or we will be eaten up.

After discussion, the teacher will write the dialogue on the chalkboard and the students will correct, if any.

### Bottom LOs 513

- Write paragraph in English from verbal, visual clues with appropriate punctuation marks and linkers.

#### Activity 1

The teacher will distribute pictures among students and ask them to write a paragraph based on that.



Use linkers and, but, because.

Use punctuation marks like comma, full stop, capital letters etc.

#### Activity 2

The teacher will distribute pictures among students and ask them to write a paragraph on it.



Use linkers and, but, because.

Use punctuation marks like comma, full stop, capital letters etc.

#### Activity 3

The teacher will ask students to write a story on "the lion and the mouse" with the help of the following verbal clues.

forest, sleeping,  
mouse, jumping,  
woke up, pity, hunter,  
net, roaring, cut,  
freed, thanked

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Web Based Resources

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# Annexure

## Learning Outcomes Class 1 to 5: English

LE101	Associates words with pictures.
LE102	Names familiar objects seen in the pictures.
LE103	Recognizes letters and their sounds A-Z.
LE104	Differentiates between small and capital letters in Print.
LE105	Recites poems/rhymes with actions.
LE106	Draws/ scribbles in response to poems and stories
LE107	Responds orally (in any language including sign language) to comprehension questions related to stories /poems.
LE108	Identifies characters and sequence of a story and asks questions about the story.
LE109	Carries out simple instructions such as 'Shut the door', 'Bring me the book', and such others.
LE110	Listens to English words, greetings, polite forms of expression, simple sentences, and responds in English /home language or 'signing' (using sign language).
LE111	Listens to instructions and draws a picture.
LE112	Talks about self /situations/ pictures in English produces words with common blends like "br" "fr" like 'brother', frog' etc.
LE113	Uses nouns such as 'boy', 'sun', and prepositions like 'in', 'on', 'under', etc.
LE114	Produces words with common blends like "br" "fr" like 'brother', frog' etc.
LE115	Writes simple words like fan, hen, rat etc.
LE201	Sings songs /rhymes with action.
LE202	Responds to comprehension questions related to stories and poems, in home language/English/ sign language, orally and in writing (phrases/ short sentences)
LE203	Identifies characters, and sequence of events in a story.
LE204	Expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language.
LE205	Draws/ writes a few words/short sentence in response to poems and stories.
LE206	Listens to English words, greetings, polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you.' etc.
LE207	Uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.
LE208	Listens to short texts from children's section of newspapers, read out by the teacher.
LE209	Listens to instructions and draws a picture.
LE210	Uses pronouns related to gender like 'his/her/', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.
LE211	Uses prepositions like 'before', 'between' etc.
LE212	Composes and writes simple, short sentences with space between words
LE301	Recites poems individually/ in groups with correct pronunciation and intonation
LE302	Performs in events such as role-play/ skit in English with appropriate expressions.
LE303	Reads aloud with appropriate pronunciation and pause

LE304	Reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English
LE305	Expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language
LE306	Responds appropriately to oral messages/ telephonic communication.
LE307	Writes/types dictation of words/phrases/sentences
LE308	Uses meaningful short sentences in English, orally and in writing.uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.
LE309	Distinguishes between simple past and simple present tenses
LE310	Identifies opposites like 'day/night', 'close-open', and such others.
LE311	Uses punctuation such as question mark, full stop and capital letters appropriately.
LE312	Reads printed scripts on the classroom walls: poems, posters, charts etc
LE313	Writes 5-6 sentences in English on personal experiences/events using verbal or visual clues
LE314	Uses vocabulary related to subjects like Maths, EVS, relevant to class III.
LE401	Recites poems with appropriate expressions and intonation.
LE402	Enacts different roles in short skits.
LE403	Responds to simple instructions, announcements in English made in class/school.
LE404	Responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
LE405	Describes briefly, orally/in writing about events, places and/ /or personal experiences in English.
LE406	Reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements.
LE407	Shares riddles and tongue-twisters in English.
LE408	Solves simple crossword puzzles, builds word chains, etc.
LE409	Infers the meaning of unfamiliar words by reading them in context.
LE410	Uses dictionary to find out spelling and meaning.
LE411	Writes / types dictation of short paragraphs (7-8 sentences).
LE412	Uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop.
LE413	Uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.
LE414	Writes informal letters/messages with a sense of audience.
LE415	Uses linkers to indicate connections between words and sentences such as 'First', 'Next', etc.
LE416	Uses nouns, verbs, adjectives, and prepositions in speech and writing.
LE417	Reads printed script on the classroom walls, notice board, in posters and in advertisements.
LE418	Speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela.
LE419	Presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

LE501	Answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read
LE502	Recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members
LE503	Acts according to instructions given in English, in games/sports, such as 'Hit the ball!' 'Throw the ring.' 'Run to the finish line!' etc.
LE504	Reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraph
LE505	Conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc
LE506	Uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions
LE507	Uses synonyms such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context
LE508	Reads text with comprehension, locates details and sequence of events.
LE509	Connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences
LE510	Takes dictation for different purposes, such as lists, paragraphs, dialogues etc
LE511	Uses the dictionary for reference
LE512	Identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs.
LE513	Writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.
LE514	Writes 'mini biography' and mini autobiography
LE515	Writes informal letters, messages and e-mails
LE516	Reads print in the surroundings(advertisements, directions, names of places etc), understands and answers queries
LE517	Attempts to write creatively (stories, poems, posters, etc)
LE518	Writes and speaks on peace, equality etc suggesting personal views
LE519	Appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-to-day life, in storybooks/ heard in narratives/ seen in videos, films etc



Q. No.	Section	LOs	Level				Response type		2
			1	2	3	4	Selected	Constructed	
1	Textual	LE103	Q1	-	-	-	✓	-	✓
2	Textual	LE103	Q2	-	-	-	✓	-	✓
3	Textual	LE102	Q3	-	-	-	✓	-	✓
4	Textual	LE102	Q4	-	-	-	✓	-	✓
5	Textual	LE102	Q5	-	-	-	✓	-	✓
6	Textual	LE109	Q6	-	-	-	✓	-	✓
7	Textual	LE101	Q7	-	-	-	✓	-	✓
8	Textual	LE101	Q8	-	-	-	✓	-	✓
9	Textual	LE101	Q9	-	-	-	✓	-	✓
10	Textual	LE101	Q10	-	-	-	✓	-	✓
11	Textual	LE108	Q11	-	-	-	✓	-	✓
12	Textual	LE108	Q12	-	-	-	✓	-	✓
13	Textual	LE105	Q13	-	-	-	✓	-	✓
14	Textual	LE105	Q14	-	-	-	✓	-	✓
15	Textual	LE112	Q15	-	-	-	✓	-	✓
Total questions			8	6	1		15	0	15
Total marks			16	12	2		30	0	30
Questions wise%			53%	40%	7%		100%	0	100%
Marks wise%			53%	40%	7%		100%	0	100%

Q. No.	Section	LOs	Level				Response type		2
			1	2	3	4	Selected	Constructed	
1	Textual	LE207	Q1	-	-	-	✓	-	✓
2	Textual	LE207	Q2	-	-	-	✓	-	✓
3	Textual	LE205	Q3	-	-	-	✓	-	✓
4	Textual	LE205	Q4	-	-	-	✓	-	✓
5	Textual	LE205	Q5	-	-	-	✓	-	✓
6	Textual	LE205	Q6	-	-	-	✓	-	✓
7	Textual	LE201	Q7	-	-	-	✓	-	✓
8	Textual	LE201	Q8	-	-	-	✓	-	✓
9	Textual	LE201	Q9	-	-	-	✓	-	✓
10	Textual	LE201	Q10	-	-	-	✓	-	✓
11	Textual	LE202	Q11	-	-	-	✓	-	✓
12	Textual	LE202	Q12	-	-	-	✓	-	✓
13	Textual	LE202	Q13	-	-	-	✓	-	✓
14	Textual	LE206	Q14	-	-	-	✓	-	✓
15	Textual	LE207	Q15	-	-	-	✓	-	✓
Total questions			8	6	1		15	0	15
Total marks			16	12	2		30	0	30
Questions wise%			53%	40%	7%		100%	0	100%
Marks wise%			53%	40%	7%		100%	0	100%

Section	LOs	Levels				Response type		Marks	
		1	2	3	4	Selected	Constructed	1 Marks	2 Marks
Reading	LE304	Q1				✓		✓	
	LE304	Q2				✓		✓	
	LE304	Q3					✓		✓
Writing	LE313	Q4					✓		✓
	LE313	Q5					✓		✓
	LE313	Q6					✓		✓
	LE313	Q7					✓		✓
Grammar	LE308	Q8				✓		✓	
	LE308	Q9				✓		✓	
	LE311	Q10					✓		✓
Textual	LE314	Q11				✓		✓	
	LE301	Q12				✓		✓	
	LE314	Q13				✓		✓	
	LE301	Q14				✓		✓	
	LE301	Q15				✓		✓	
	LE301	Q16				✓		✓	
	LE304	Q17					✓		✓
	LE304	Q18					✓		✓
		Q19					✓		✓
		Q20					✓		✓
Total	Questions	8	8	4	0	10	10	10	10
	Marks	10	12	8	0	10	20	10	20
Question-wise%		40%	40%	20%	0%	50%	50%	50%	50%
Marks-wise%		33%	40%	27%	0%	33%	67%	33%	67%

skills	LO Tagged	Competency Level				Response type		Types of Questions					Total			
		I	II	III	IV	Selected	Constructed	VSA 1 Mark	SA 2 Marks	LA 3 Marks	VLA 5 Marks	Questions	Marks			
Reading	LE404	Q 1				✓									3	6
	LE404	Q 2				✓										
	LE404	Q 3					✓									
Writing	LE414	Q 4				✓									3	11
	LE416	Q 5				✓										
	LE405	Q 6				✓										
Grammar	LE413	Q 7				✓									2	8
	LE416	Q 8				✓										
Textual	LE410	Q 9				✓									9	15
	LE416	Q10				✓										
	LE404	Q11				✓										
	LE404	Q12				✓										
	LE408	Q13				✓										
	LE404	Q14				✓										
	LE404	Q15				✓										
	LE416	Q16				✓										
Total	Questions	7	7	2	1	5	12	5	5	5	2				17	40
	Marks	11	18	6	5	5	35	5	10	15	10					
Question-wise%		41%	41%	12%	6%	29%	71%	29%	29%	29%	13%					
Marks-wise%		28%	45%	15%	12%	13%	87%	12%	25%	38%	25%					

Skills	LO Tagged	Competency Level				Response type		Types of Questions				Total			
		I	II	III	IV	Selected	Constructed	VSA 1 Mark	SA 2 Marks	LA 3 Marks	VLA 5 Marks	Questions	Marks		
Reading	LE501	Q 1					✓							3	6
	LE501	Q 2					✓								
	LE501	Q 3					✓								
Writing	LE515	Q 4					✓							3	11
	LE509	Q 5					✓								
	LE513	Q 6					✓								
Grammar	LE512	Q 7					✓							2	8
	LE506	Q 8					✓								
Textual	LE512	Q 9					✓							9	15
	LE512	Q10					✓								
	LE501	Q11					✓								
	LE501	Q12					✓								
	LE508	Q13					✓								
	LE501	Q14						✓							
	LE501	Q15						✓							
	LE506	Q16						✓							
Total	Questions	7	7	2	1	5	12	5	5	5	2			17	40
	Marks	11	18	6	5	5	35	5	10	15	10				
Question-wise%		41%	41%	12%	6%	29%	71%	29%	29%	29%	13%				
Marks-wise%		28%	45%	15%	12%	13%	87%	12%	25%	38%	25%				



# बढ़ते कदम आकलन से शैक्षिक गुणवत्ता की ओर...

समरूपता, वैधता, विश्वसनीयता



एस. एल. ए. आंकड़ों में

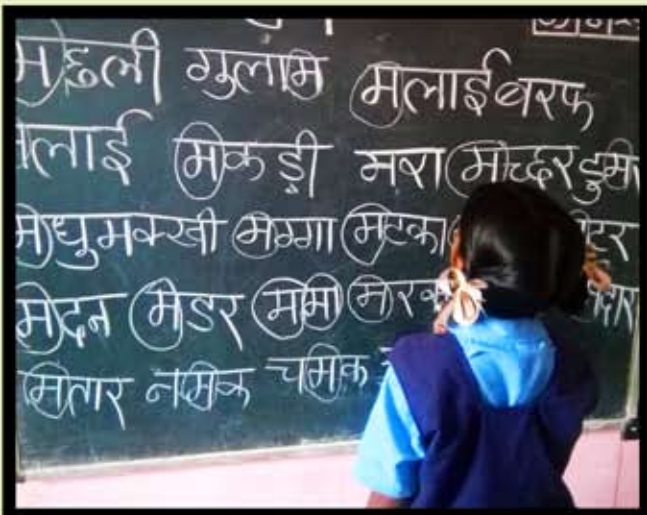
43,824 स्कूल

कक्षा - 1 से 8

विषय - समस्त

28,93,738 विद्यार्थी

उत्तर पुस्तिका - 1.41 करोड़



राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद छत्तीसगढ़