

GOVERNMENT OF NATIONAL CAPITAL TERRITORY DELHI DIRECTORATE OF EDUCATION : SCHOOL BRANCH

OLD SECRETARIAT : DELHI-110054

No. DE.23 (649)/Sch.Br./2017/ 2/2/

Dated: 25-09-2017

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CIRCULAR

Sub: Display of Class-wise and subject-wise Learning Indicators under ShaGun Initiative by MHRD.

This is regarding to the grading of state and UTs on the basis of the performance under SSA and related focus areas. The grading reports will be visible on the ShaGun portal. One of the components under Focus Area is the number of Schools displaying Class-wise and subject-wise Learning Indicators in the Classrooms of each State and UT across India.

Therefore, all the Heads of Govt., Govt. Aided Schools as well as those run and aided by local bodies are directed to display subject-wise Learning Indicators in each and all Classrooms relevent to the school type and also at prominent places in schools (copies of Class-wise and subject-wise Learning Indicators are enclosed).

All the DDEs (District) are directed to submit the compiled report of their respective districts by 27.09.2017 (Wednesday) to School Branch through e-mail (schbranch@hotmail.com) in the following format:

School Type	Total number of Schools	Number of Schools who displayed Class-wise and subject-wise Learning Indicators in all the Classrooms as per above guidelines
Primary School		
(Classes 1-5)		
Upper Primary		
(Classes 6-8)		
Elementary		
(Classes 1-8)		
Upper Primary with Sec./Sr. Sec.		
(Classes 6-10/12)		
Primary with Sec./Sr. Sec.		
(Classes 1-10/12)		

This issues with prior approval of the Competent Authority.

25.9.11

(Dr. Saroj Sain) Addl. DE (Schools)

DE.23 (649/Sch.Br./2017/ 2/2/

Dated: 25-09-2017

All Heads of Govt., Govt. Aided and Unaided Recognised Schools under Directorate of Education through DEL-E.

Copy to:-

- 1. PS to Secretary (Education).
- 2. PS to Director (Education).
- 3. Commissioners (North, East and South MCD); Secretary, NDMC and CEO, DCB.
- 4. Addl. Commissioners (Education)- North, East and South MCD.
- 5. Director of Education (North, East & South MCD); Director (Edu-DCB).
- 6. All RDEs, DDEs (District/Zone) for ensuring compliance.
- 7. Programmer (MIS) for uploading on MIS.
- 8. Guard File.

9/2017

DDE (Schools)

कक्षा-एक (हिंदी)

सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:

अपनी भाषा में अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर हों।

अपनी बात कहने (भाषिक और सांकेतिक माध्यम से) के लिए अवसर एवं प्रोत्साहन हो।

बच्चों द्वारा अपनी भाषा में कही गई बातों को हिंदी भाषा और अन्य भाषाओं (जो भाषाएं कक्षा में मौजूद हैं या जिन भाषाओं के बच्चे कक्षा में हैं) में दोहराने के अवसर उपलब्ध हों। इससे भाषाओं को कक्षा में समुचित स्थान मिल सकेगा और उनका शब्द-भंडार, अभिव्यक्तियों का भी विकास करने के अवसर मिल सकेंगे।

कहानी, कविता आदि को बोलकर सुनाने के अवसर हों और उस पर बातचीत करने के अवसर हों।

हिंदी में सुनी गई बात, कविता, खेल-गीत, कहानी आदि को अपने तरीके और अपनी भाषा मे कहने-सुनाने के अवसर उपलब्ध हों।

🕨 प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों।

कक्षा अथवा विद्यालय (पढ़ने का कोना/पुस्तकालय) में स्तरानुसार विभिन्न प्रकार की एवं विभिन्न भाषाओं (बच्चों की अपनी भाषा/एं, हिंदी आदि) में रोचक सामग्री; जैसे- बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री उपलब्ध हो। सामग्री ब्रेल में भी उपलब्ध हो, कमज़ोर दृष्टि वाले बच्चों को ध्यान में रखते हुए कुछ सामग्री बड़े अक्षरों में भी छपी हुई हो।

तरह-तरह की कहानियों, कविताओं को चित्रों के आधार पर अनुमान लगाकर पढ़ने के अवसर उपलब्ध हों।

विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के आवसर उपलब्ध हों, जैसे - किसी कहानी में किसी जानकारी को खोजना, कहानी में घटी विभिन्न घटनाओं के क्रम को तय करना, उसे अनुभव संसार से जोड़कर देख पाना आदि।

सुनी, देखी, बातों को अपने तरीके से कागज़ पर उतारने के अवसर हों।

बच्चे अक्षरों की आकृति बनाना शुरू करते हैं भले ही उनके द्वारा बनाए गए अक्षरों में सुघड़<mark>ता न</mark> हो- इसे कक्षा में स्वीकार किया जाए।

बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का हिस्सा समझा जाए।







सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:

अपनी भाषा में अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर हों।

हिंदी में सुनी गई बात, कविता, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने/प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों।

बच्चों द्वारा अपनी भाषा में कही गई बातों को हिंदी भाषा और अन्य भाषाओं (जो भाषाएं कक्षा में मौजूद हैं या जिन भाषाओं के बच्चे कक्षा में हैं) में दोहराने के अवसर उपलब्ध हों। इससे भाषाओं को कक्षा में समुचित स्थान मिल सकेगा और उनका शब्द-भंडार, अभिव्यक्तियों का भी विकास करने के अवसर मिल सकेंगे।

'पढ़ने का कोना' में स्तरानुसार विभिन्न प्रकार की और विभिन्न भाषाओं (बच्चों की अपनी भाषा⁄एं, हिंदी आदि) में रोचक सामग्री; जैसे-बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री उपलब्ध हो।

चित्रों के आधार पर अनुमान लगाकर तरह-तरह की कहानियों, कविताओं को पढ़ने के अवसर उपलब्ध हों।

विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के आवसर उपलब्ध हों, जैसे - किसी कहानी में किसी जानकारी को खोजना, कहानी में घटी विभिन्न घटनाओं के क्रम को तय करना, किसी घटना के होने के लिए तर्क दे पाना, पात्र के संबंध में अपनी पसंद या नापसंद के बारे में बता पाना आदि।

कहानी, कविता आदि को बोलकर, पढ़कर सुनाने के अवसर हों और उस पर बातचीत करने के अवसर हों।

सुनी, देखी, पढ़ी बातों को अपने तरीके से कागज़ पर उतारने के अवसर हों। ये चित्र भी हो सकते

हैं, शब्द भी और वाक्य भी।

बच्चे अक्षरों की आकृति को बनाने में अपेक्षाकृत सुघड़ता का प्रदर्शन करते हैं। इसे कक्षा में <mark>प्रो</mark>त्साहित किया जाए।

बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का हिस्सा समझा जाए<mark>।</mark>

संदर्भ और उद्देश्य के अनुसार उपयुक्त शब्दों बौर वाक्यों का चयन करने, उनकी संरचना करने के अवसर उपलब्ध हों।



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कक्षा-तीन (हिंदी)

सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:

अपनी भाषा में अपनी बात कहने, बातचीत करने की भरपूर आज़ादी और अवसर हों।

हिंदी में सुनी गई बात, कविता, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने/प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों।

बच्चों द्वारा अपनी भाषा में कही गई बातों को हिंदी भाषा और अन्य भाषाओं (जो भाषाएं कक्षा में मौजूद हैं या जिन भाषाओं के बच्चे कक्षा में हैं) में दोहराने के अवसर उपलब्ध हों। इससे भाषाओं को कक्षा में समुचित स्थान मिल सकेगा और उनका शब्द-भंडार, अभिव्यक्तियों का भी विकास करने के अवसर मिल सकेंगे।

'पढ़ने का कोना' में स्तरानुसार विभिन्न प्रकार की और विभिन्न भाषाओं (बच्चों की अपनी भाषा⁄एं, हिंदी आदि) में रोचक सामग्री; जैसे-बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो सामग्री उपलब्ध हो।

तरह-तरह की कहानियों, कविताओं, पोस्टर आदि को चित्रों और संदर्भ के आधार पर समझने-समझाने के अवसर उपलब्ध हों।

ि विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के आवसर उपलब्ध हों, जैसे - किसी कहानी में किसी जानकारी को खोजना, किसी जानकारी को निकाल पाना, किसी घटना या पात्र के संबंध में तर्क, अपनी राय दे पाना आदि।

सुनी, देखी बातों को अपने तरीके से, अपनी भाषा में लिखने के अवसर हों।

अपनी भाषा गढ़ने (नए शब्द⁄वाक्य⁄अभिव्यक्तियाँ बनाने) और उनका इस्तेमाल करने के अवसर हों।



अपना परिवार, विद्यालय, मोहल्ला, खेल का मैदान, गाँव की चौपाल जैसे विषयों पर अ<mark>थवा</mark> स्वयं विषय का चुनाव कर अनुभवों को लिखकर एक-दूसरे से बाँटने के अवसर हों।

एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उन पर अपनी राय देने, उनमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से लिखने के अवसर हों।





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कक्षा-चार (हिंदी)

सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:

विभिन्न विषयों, स्थितियों, घटनाओं, अनुभवों, कहानियों, कविताओं आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने/प्रश्न पूछने एवं अपनी बात जोड़ने के अवसर उपलब्ध हों।

'पढ़ने का कोना'⁄पुस्तकालय में स्तरानुसार विभिन्न प्रकार की रोचक सामग्री; जैसे- बाल साहित्य,बाल पत्रिकाएँ,पोस्टर,ऑडियो-वीडियो सामग्री,अखबार आदिउपलब्ध हों।

तरह-तरह की कहानियों, कविताओं, पोस्टर आदि को पढ़कर समझने-समझाने, उस पर अपनी प्रतिक्रिया देने, बातचीत करने, प्रश्न करने के अवसर उपलब्ध हों।

विभिन्न उद्देश्यों को ध्यान में रखते हुए पढ़ने के विभिन्न आयामों को कक्षा में उचित स्थान देने के आवसर उपलब्ध हों, जैसे -किसी घटना या पात्र के संबंध में अपनी प्रतिक्रिया, राय, तर्क देना, विश्लेषण करना, आदि।

कहानी, कविता आदि को बोलकर पढ़ने-सुनाने और सुनी, देखी, पढ़ी बातों को अपने तरीके से, अपनी भाषा में कहने और लिखने (भाषिक और सांकेतिक माध्यम से) के अवसर एवं प्रोत्साहन उपलब्ध हों।

- ज़रूरत और संदर्भ के अनुसार अपनी भाषा गढ़ने (नए शब्द / वाक्य / अभिव्यक्तियाँ बनाने) और उनका इस्तेमाल करने के अवसर उपलब्ध हों।
- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से लिखने के अवसर हों।
- अपनी बात को अपने ढंग से/सृजनात्मक तरीके से अभिव्यक्त (मौखिक, लिखित, सांकेतिक रूप से) करने की आज़ादी हो।

आस-पास होने वाली गतिविधियों⁄घटनाओं (जैसे- मेरे घर की छत से सूरज क्यों नहीं दिखता? सामने वाले पेड़ पर बैठने वाली चिड़िया कहाँ चली गई?) को लेकर प्रश्न करने, सहपाठियों से बातचीत या चर्चा करने के अवसर उपलब्ध हों।

कक्षा में अपने साथियों की भाषाओं पर गौर करने के अवसर हों; जैसे - आम, रोटी, तोता आदि शब्दों को अपनी-अपनी भाषा में कहे जाने के अवसर उपलब्ध हों।

कक्षा में अपने साथियों की भाषाओं पर गौर करने के अवसर हों; जैसे - आम, रोटी, तोता आदि <mark>श</mark>ब्दों को अपनी-अपनी भाषा में कहे जाने के अवसर उपलब्ध हों।

अन्य विषयों, व्यवसायों, कलाओं आदि(जैसे- गणित, विज्ञान, सामाजिक अध्ययन, नृत्यक<mark>ला,</mark> चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली को समझने और उसका संदर्भ एवं स्थिति <mark>के</mark> अनुसार इस्तेमाल करने के अवसर हों।

पाठ्यपुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।



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सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:

विभिन्न विषयों, स्थितियों, घटनाओं, अनुभवों, कहानियों, कविताओं आदि को अपने तरीके और अपनी भाषा में (मौखिक/लिखित/सांकेतिक रूप से) कहने-सुनाने/प्रश्न पूछने, टिप्प्णी करने, अपनी राय देने की आज़ादी हो।

पुस्तकालय⁄कक्षा में अलग-अलग तरह की कहानियाँ, कविताएँ अथवा⁄बाल साहित्य, स्तरानुसार सामग्री, साइनबोर्ड, होर्डिंग, अखबारों की कतरनें उनके आस-पास के परिवेश में उपलब्ध हों और उन पर चर्चा करने के मौके हों।

तरह-तरह की कहानी, कविताओं, पोस्टर आदि को संदर्भ के अनुसार पढ़कर समझने-समझाने के अवसर उपलब्ध हों।

- > सुनी, देखी, पढ़ी बातों को अपने तरीके से, अपनी भाषा में लिखने के अवसर हों।
- ज़रूरत और संदर्भ के अनुसार अपनी भाषा गढ़ने (नए शब्द/वाक्य/अभिव्यक्तियाँ बनाने) और उनका इस्तेमाल करने के अवसर हों।
- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से लिखने के अवसर हों।
 - आस-पास होने वाली गतिविधियों⁄घटने वाली घटनाओं को लेकर प्रश्न करने, बच्चों से बातचीत या चर्चा करने, टिप्पणी करने, राय देने के अवसर उपलब्ध हों।

विषय-वस्तु के संदर्भ में भाषा की बारीकियों और उसकी नियमबद्ध प्रकृति को समझने और उनका प्रयोग करने के अवसर हों।

नए शब्दों को चित्र शब्दकोश⁄शब्दकोश में देखने के अवसर उपलब्ध हों।

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अन्य विषयों, व्यवसायों, कलाओं आदि(जैसे- गणित, विज्ञान, सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली को समझने और उसका संदर्भ एवं स्थिति के अनुसार इस्तेमाल करने के अवसर हों।

पाठ्यपुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।





सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:

- ≻ अपनी भाषा में बातचीत तथा चर्चा करने के अवसर हों।
- प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा के अवसर हों।
- सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फ़िल्म और ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने, लिखने और चर्चा करने के अवसर उपलब्ध हों।
- समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो।
- हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने-लिखने की सुविधा (ब्रेल/सांकेतिक रूप में भी) और उन पर बातचीत की आज़ादी हो।
- अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों।
- अपनी भाषा गढ़ते हुए लिखने संबंधी गतिविधियाँ आयोजित हों, जैसे-शब्द खेल।
- हिंदी भाषा में संदर्भ के अनुसार भाषा विश्लेषण (व्याकरण, वाक्य संरचना, विराम चिहन आदि) करने के अवसर हों।
- कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों; जैसे-अभिनय, रोल-प्ले, कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों में संवाद आदि के आयोजन हों

और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों।

साहित्य और साहित्यिक तत्वों की समझ बढ़ाने के अवसर हों।

- ≻ शब्दकोश का प्रयोग करने के लिए प्रोत्साहन एवं सुलभ परिवेश हो।
- सांस्कृतिक महत्त्व के अवसरों पर अवसरानुकूल लोकगीतों का संग्रह करने, उनकी गीतमय प्रस्तुति देने के अवसर हों।





कक्षा-सात (हिंदी)

सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:

- अपनी भाषा में बातचीत-चर्चा करने के अवसर हों।
- ≻ प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा के अवसर हों।
- समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो।
- हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने-लिखने (ब्रेल⁄सांकेतिक रूप में भी) और उन पर बातचीत की आज़ादी हो।
- अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों।
- अपनी भाषा गढ़ते हुए लिखने संबंधी गतिविधियाँ हों; जैसे-शब्द खेल, अनौपचारिक पत्र, तुकबंदियाँ, पहेलियाँ, संस्मरण आदि।
- सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फ़िल्म और अन्य ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने और लिखकर अभिव्यक्त करने की गतिविधियाँ हों।

> कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों; जैसे-अभिनय,

रोल-प्ले, कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों में संवाद आदि के आयोजन हों

और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों।

🕨 विद्यालय/विभाग/कक्षा की पत्रिका/भित्ति पत्रिका निकालने के लिए प्रोत्साहन हो।





कक्षा-आठ (हिंदी)

सभी शिक्षार्थियों (भिन्न रूप से सक्षम बच्चों सहित) को व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें:

- अपनी भाषा में बातचीत-चर्चा करने के अवसर हों।
- ≻ जीवन से जोड़कर विषय को समझने के अवसर हों।
- ≻ प्रयोग की जाने वाली भाषा की बारीकियों पर चर्चा के अवसर हों।
- समूह में कार्य करने और एक-दूसरे के कार्यों पर चर्चा करने, राय लेने-देने, प्रश्न करने की स्वतंत्रता हो।
- हिंदी के साथ-साथ अपनी भाषा की सामग्री पढ़ने-लिखने (ब्रेल⁄सांकेतिक रूप में भी) और उन पर बातचीत की आज़ादी हो।
- अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने और उन पर चर्चा करने के अवसर हों।
- अपनी भाषा गढ़ते हुए लिखने संबंधी गतिविधियाँ हों; जैसे-शब्द खेल, कविता, गीत, चुटकलें, पत्र आदि।
- ≻ सक्रिय और जागरूक बनाने वाली रचनाएँ, अखबार, पत्रिकाएँ, फ़िल्म और अन्य

ऑडियो-वीडियो सामग्री को देखने, सुनने, पढ़ने और लिखकर अभिव्यक्त करने की गतिविधियाँ हों।

कल्पनाशीलता और सृजनशीलता को विकसित करने वाली गतिविधियों; जैसे -अभिनय, रोल-प्ले, कविता, पाठ, सृजनात्मक लेखन, विभिन्न स्थितियों में संवाद आदि के आयोजन हों और उनकी तैयारी से संबंधित स्क्रिप्ट लेखन और रिपोर्ट लेखन के अवसर हों।





Class - I (English)

- name common objects like man, dog etc. when pictures are shown
- > use familiar and simple words ('bat', 'pen', 'cat') as examples to reproduce the starting sound and letter (/b/, /p/, /k/ etc)
- develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.
- sing/recite collectively songs/poems/rhymes with action.
- Iisten to stories, and humorous incidents and interact in English/home language.
- > ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)
- Iraw/scribble pictures/ images from the story as preliminary to writing
- respond in home language/English/sign language/non-verbal expressions what he/she has understood in the story/poem
- use greetings like "good morning", "thank you" and have polite
 - conversations in English like "what is your name?", "how are you?" etc.
 - say 2-3 sentences describing familiar objects and places such as family photographs, shops, parks etc.
 - give examples of common blend sounds in words like 'brick', 'brother', 'frog', 'friend' etc.





Class - II (English)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:

- sing/recite collectively songs/poems/rhymes with action.
- Iisten to stories, and humorous incidents and interact in English/home language.
- > ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for children with hearing impairment to lip read.)
- respond orally in home language/English/sign language/non-verbal expressions.
- write 2-3 simple sentences about stories/poems.
- Iook at scripts in a print rich environment like newspapers, tickets, posters etc.
- develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts.
- speak and write English, talk to their peers in English, relating to festivals and events at homes and schools.
- enrich vocabulary in English mainly through telling and re-telling stories/folk tales.
- use appropriately pronouns related to gender such as 'he', 'she',

'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc.

- read cartoons/ pictures/comic strips with or without words independently.
- write 2-3 sentences describing common events using adjectives, prepositions and sight words like "This is my dog. It is a big dog. It runs behind me."





Class - III (English)

- sing songs/ recite poems in English with intonation.
- > participate in role-play, enactment of skits.
- > reads aloud short texts/ scripts on the walls, with pronunciation and pause
- listen to and communicate oral / telephonic messages
- collect books for independent reading in English and other languages/Braille with a variety of themes (adventure, stories, fairy tales, etc.)
- read posters, tickets, labels, pamphlets, newspapers etc.
- takes dictation of words/phrases/sentencesshort paragraphs from known and unknown texts.
- draw and write short sentences related to stories read, and speak about their drawing or writing work.
- raise questions on the text read.
- convert sentences from one tense to another (past and present)
- > enrich vocabulary in English through listening to and reading stories/folk tales

- > use nouns, pronouns, adjectives and prepositions in speech and writing.
- use terms such as 'add', 'remove', 'replace', etc., that they come across in Maths, and words such as 'rain', 'build' in EVS.
 - identify opposites and use in communication, for example 'tall/short', 'inside/outside', 'fat/thin' etc.





Class - IV (English)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:

- participate in role-play, enactment, dialogue and dramatisation of stories read and heard.
- Iisten to simple instructions, announcements in English made in class/school and act accordingly.
- participate in classroom discussions on questions based on the day to day life and texts he/she already read or heard.
- learn English through posters, charts, etc., in addition to books and children's literature.
- read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc.
- understand different forms of writing (informal letters, lists, stories, diar entry etc.)
- learn grammar in a contextual and integrated manner and frame grammatically correct sentences.
- notice the use of nouns, pronouns, adjectives, prepositions and verbs in speech and writing and in different language activities.
- enrich vocabulary in English mainly through telling and re-telling stories/folk tales.
- start using dictionary to find out spelling and meaning.
- practise reading aloud with pause and intonation, with an awareness of punctuation (full stop, comma, question mark); also use punctuation appropriately in writing.
- infer the meaning of unfamiliar words from the context.
- takes dictation of words/phrases/sentences/ short paragraphs from known and

unknown texts.

- be sensitive to social and environmental issues such as gender equality, conservation of natural resources, etc.
- Iook at cartoons/ pictures/comic strips with or without words and interpret them.
- enrich vocabulary through crossword puzzles, word chain, etc.
- appreciates verbally and in writing the variety in food, dresses and festivals as read/heard in his/her day to day life and story book, seen in videos, films, etc.





Class - V (English)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:

- > discuss and present orally, and then write answers to textbased questions, short descriptive paragraphs.
- participates in activities which involve English language use, such as role-play, enactment, dialogue and dramatisation of stories read and heard.
- Iook at print-rich environment such as newspapers, signs and directions in public places, pamphlets, and suggested websites for language learning.
- prepare speech for morning assembly, group discussions, debates on selected topics, etc.
- infer the meaning of unfamiliar words from the context while reading a variety of texts.
- Refer to the dictionary, for spelling, meaning and to find out synonyms and antonyms.
- understand the use of synonyms, such as 'big/large', 'shut/ close', and antonyms like inside/outside, light/dark from clues in context
- relate ideas, proverbs and expressions in the stories that they have heard, to those in their mother tongue/surroundings/cultural context.
- read independently and silently in English/Braille, adventure stories, travelogues, folk/fairy tales etc.
- Find out different forms of writing (informal letters, lists, stories leave application, notice etc.)
- > learn grammar in a context and integrated manner (such as use of

nouns, adverbs; differentiates between simple past and simple present verbs.)

- use linkers to indicate connections between words and sentences such as 'Then', 'After that', etc.
- take dictation of sort texts such as lists, paragraphs and dialogues.
- enrich vocabulary through crossword puzzles, word chain etc.
- > look at cartoons/ pictures/comic strips with or without words and speak/write a few sentences about them.





Class - VI (English)

- become familiar with songs/poems/prose in English through input rich environment, interaction, classroom activities, discussion etc.
- Iisten to English news(TV, Radio) as a resource to develop listening comprehension.
- watch / listen to English movies, serials, educational channels with sub-titles, audio-video materials, talking books, teacher reading out from materials and to understand and respond.
- participate in individual talk viz. introducing oneself and other persons; participate in role play / make a speech, reproduce speeches of great speakers.
- summarise orally the stories, poems and events that he/she has read or heard.
- Iocate sequence of ideas, events and identify main idea of a story/poem through various types of comprehension questions.
- read different kinds of texts such as prose, poetry, play for understanding and appreciation and write answers for comprehension and inferential questions.
- raise questions based on their reading.
- interpret tables, charts, diagrams and maps and write a short paragraph.
- think critically and try to provide suggestion/solutions to the problems raised.
- read/ discuss the ideas of the text for critical thinking.
- use dictionary as a reference book for finding multiple meanings of a word in a variety of contexts.
- take dictation of words, phrases, simple sentences and short paragraphs.
- understand the use of antonym (impolite/polite) synonym (big/large) and homonym (tail/tale)
- > understand the grammatical forms in context/ through reading e.g. Noun,
 - pronoun, verb, adverb, determiners, etc.
- understand the context for various types of writing such as messages, notices, letters, report, biography, diary entry, travelogue etc.
- Iraft, revise and write in English / Braille with punctuation and with focus on appropriate beginning, middle and end.
- > use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT etc.
- Iook at cartoons/ pictures/comic strips with or without words, and talk/write about them.





Class - VII (English)

- consciously listen to songs/poems/stories/prose texts in English through interaction and being exposed to print-rich environment.
- participate in different events/ activities in English in the classroom, school assembly; and organized by different Institutions.
- Iisten to English news/debates (TV, Radio) as input for discussion and debating skills.
- watch / listen to English movies, serials, educational channels with sub-titles, audio-video materials, teacher reading out from materials and eminent speakers.
- share their experiences such as journeys, visits, etc. in pairs /groups.
- introduce self, converse with other persons, participate in role play/ make speeches, reproduce speeches of great speakers;
- summarise orally/ in writing, a given text/ stories,/an event;
- learn vocabulary associated with various professions (e.g. cook, cobbler, farmer, blacksmith, doctor etc)
- read stories / plays (from books/ other sources in English / Braille) and locate details, sequence of ideas and events and identify main idea.
- use material from various sources in English and other languages to facilitate comprehension and co-relation.
- understand the rules of grammar through a variety of situations and contexts focusing on noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.
- interpret tables, charts, diagrams and maps, and incorporate the information in writing.
- b think critically on inputs based on reading and interaction and try to provide suggestion/solutions to the problems raised. (The themes could be social issues, environment problems, appreciation of culture and crafts.)
- refer sources such as dictionary, thesaurus and encyclopedia to facilitate reading.
- read text, both familiar and unfamiliar, and write answers for comprehension and inferential questions.
- > take dictation of a paragraph with a variety of sentence structures.
- Iraft, revise and write with appropriate beginning, middle and end, along with punctuation marks.
- know the features of various types of writing: messages, emails, notice, letter, report, short personal/biographical experiences etc.
- use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate etc.
- > attempt creative writing, like stories, poems, dialogues, skits etc.





Class - VIII (English)

- > participate in classroom activities/ school programmes such as Morning Assembly/extempore/debate etc. by being exposed to input-rich environment.
- use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc.
- watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension.
- interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers and so on.
- use formulaic expressions / instructions such as 'Could I give you...' 'Shall we have a cup of tea?' to develop communication skills.
- participate in individual activities such as introducing personalities/ guests during school programmes.
- learn vocabulary associated with various professions and use them in different situations.
- read stories / plays (from different books/magazines in English /Braille) and narrate them.
- locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages.
- use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues.
- interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing.
- by think critically, compare and contrast characters/events/ideas/themes and relate them to life and try to give opinions about issues.
- refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts.
- use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc.
- notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing.
- understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc.
- > take dictation of a passage with specific attention to words pronounced, punctuation and spelling.
- > attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extra polative writings.
- > use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, class seminar etc.
- attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues.





Class - III (EVS)

- observe and explore the immediate surroundings i.e. home, school and neighbourhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/found, habits, needs, behaviour etc.).
- observe, explore their home/family for the people whom they live with, what works they do, the relations and their physical features and habits and share the experiences in different ways.
- explore the neighbourhood for the means of transport, communication and what works people do.
- observe their home/school kitchen for the food items, vessels, stoves, fuels and cooking processes.
- > discuss with elders and find out from where we/birds/animals get water, food (plants/animals, which part of the plant we eat etc.), who works in the kitchen, who eats what, who eats last.
- visit different places in the neighborhood e.g. market to observe the process of buying/selling, journey of a letter from post office to home, local water bodies etc.
- > ask/Frame questions and respond to the peers and elders without any fear/hesitation.
- share their experiences/observations through drawing/ symbols /tracing/ gestures/ verbally in a few words /simple sentences in their own language.
- compare objects/entities-based on differences/ similarities for observable features and sort them into different categories.
- > discuss with the parents/guardians/grandparents/elders in the neighbourhood and compare their lives in past with that of now for the things of daily use such as clothes, vessels, works done by people around, games,
- collect and arrange the objects/material such as pebbles, beads, fallen leaves, feathers, pictures, etc. of their finds from their surroundings and arrange in an innovative manner e.g. heaps, pouches/packets,
- critically think to guess/estimate and predict about the happenings, situations, events and the possible ways to check/verify/test them. E.g. which directions (left/right/front/back) to be followed to reach a nearby object/place, which vessel (of same volume) contains more water, how many spoons of water to fill a mug /mugs to fill a bucket etc.
- > perform simple activities/experiments to observe/smell /taste /feel /hear using different senses as per their abilities to identify/classify/differentiate between objects/features/entities.
- collect observations/experiences on the experiments/activities and shares that orally /gestures /sketches /tables /writing in simple sentences.
- manipulate local/waste material, fallen dry leaves/flowers, clay, fabrics, pebbles, colours to create/improvise drawings, models, designs, collage etc. For example using clay to make pots/vessels, animals, birds, vehicles, furniture from empty matchboxes, cardboard, etc.
- share experiences of their relationships with pets/domestic animals or other birds animals in surroundings.
- > participate actively and undertake initiatives of care, share empathy,
- leadership by working together in groups e.g. in different indoor/outdoor/local/ contemporary activities and games, carry out projects such as taking care of a plant(s), feed birds/animals, things around them.
- question, discuss, critically think and reflect on their experiences related to situations at home, school, neighbourhood for stereotypes/discrimination such as roles of male/female members, access to food, health, going to school, needs of elders and the differently abled etc.
- > explore/read pictures, posters, signboards, books, audio-videos, tactile/raised material/newspaper clippings, stories/poems, web resources, documentaries, library and use other resources besides textbook.





Class - IV (EVS)

- > observe and explore the immediate surroundings i.e. home, school and neighborhood for different objects/flowers/plants/animals/birds for their simple observable physical features (diversity, appearance, movement, places of living, food habits, needs, nesting, group behavior, etc.)
- > ask questions and discuss with family members/elders as to why some family members stay together and others are away, interact with relatives, friends etc. who stay at places far off about the houses/ transport and life in their places.
- visit community/ home kitchen/ mandi/ museum/ wildlife sanctuaries/ farms/ natural sources of water/ bridges/construction sites/ local industries/ distant relatives, friends/places famous for making special things such as paintings, carpets, handicrafts, etc.
- interact with people (vegetable sellers, flower sellers, beekeepers, gardeners, farmers, drivers, health and defense personnel etc.) and share experiences about their work, their skills / tools used by them.
- > discuss with elders, the situations about changes in family with time, roles of different family members, share their experiences and views on stereotypes/discrimination /unfair treatment to people/ animals/birds/plants in their home/school /neighborhood.
- > ask/frame questions and reflect on experiences without any fear/hesitation.
- > share their experiences/observations through drawing/symbols/tracing/ gestures/ verbally and writing in some sentences/para in simple language.
- > compare objects/entities based on differences/ similarities in the observable features and sorts them into different categories.
- > discuss with the parents/guardians/grandparents/elders in the neighborhood and compare the life style of past and present (clothes, vessels, nature of work, games), inclusion of children with special needs.
- collect objects/material from their surroundings such as fallen flowers, roots, spices, seeds, pulses, feathers, newspaper, magazine articles, advertisements, pictures, coins, stamps and arrange them, etc. in an innovative manner.
- > perform simple activities/experiments to observe/smell/taste/feel/hear using different senses as per their abilities e.g. to test solubility of different substances in water, separate salt and sugar from water, and observe how fast a piece of wet cloth dries up (in sun, in a room, rolled, flattened, with/without fan) blow hot, blow cold.
- > observe and share experiences of the phenomena, happenings, situations in daily life such as how root, flowers grow, lifting of weight with/without pulley etc. and use ways to check/verify/test the observations through simple experiments/activities.
- > read train/bus tickets and Time Table, currency notes, directions to locate places on the map, signboards.
- > manipulate local /waste material to create/improvise patterns, drawings, models, motifs, collage, poem/story/slogans using variety of material. For example using clay to make pots/vessels, animals birds, vehicles, making train, furniture from empty matchboxes, cardboard, waste material etc.
- > participation in different cultural/national/environmental festivals/occasions organised in/at home/ school/community - e.g. morning/special assembly/ exhibition/ Diwali, Onam, Earth Day, Id etc. in events of celebrations, dance, drama, theatre, creative writing etc. (e.g. diya/rangoli/kite making/models of buildings/bridges etc. and sharing experiences through stories, poems, slogans, reports about the events narration/creative writing (poem/story) or any other creative tasks.
- explore/read books, newspaper clippings, audio, stories,/poems, pictures/videos/tactile /raised material/web resources/ library and any other resources besides textbooks.
- enquire from parents, teachers, peers and elders at home/community, discuss, critically think and reflect on experiences of children related to situations at home, school, neighbourhood on reuse and reduction of waste, proper use and care of the public property, care of different animals, water pollution and wastage, health, and hygiene.
- enquire/care about participation of female members in stereotypical activities for play/work, limited/restricted access of some children/persons/families (differently abled, castes, the aged) to common places/resources, etc.
- participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different indoor/outdoor/local/contemporary activities and games, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/elderly/differently abled around them.





Class - V (EVS)

- > observe and explore the animals for the unique/unusual sense of sight, smell, hear, sleep, and respond for etc., and their response to light, heat, sound etc.
- explore the sources of water in their neighbourhood, and how fruit, vegetables, grains, water, reach their home and kind of processes/techniques employed to convert grain to flour and flour to Roti, purification of water etc.
- share experiences and discuss about the information collected/places visited with peers/teachers and elders.
- > prepare guide routes to reach from one place to another.
- collect information from pictures / elders/ books/ newspapers/magazines/web resources / museums etc. about animals which have very sharp sense of hearing, smell and vision, different landforms such as plain area, hilly area, deserts, etc. and the varieties of flora-fauna, lives of people in such places.
- Discuss with teachers/elders and use pictures, paintings, visit museums and collect information related to the lives for food, shelter, availability of water, means of livelihood, etc., practices, customs, techniques, of different regions and different time periods.
- Visit petrol pumps, nature centers, science parks, water treatment plant, bank, health centre, wildlife sanctuaries, cooperative, monument, museum etc. and if possible to far off places with different landforms, lifestyles and livelihoods, etc. to observe and interact with people living there and share experiences in different ways.
- Observe and share experiences for different phenomena such as how water evaporates, condenses, and dissolves different substances under different conditions, and how food gets spoilt, how seeds germinate and the direction in which roots, shoot grow and conduct simple experiments/activities to find out the same.
- Conduct activities/simple experiments to check the properties/ features of different objects/ seeds/ water/waste materials, etc.
- > Observe, explore surroundings and critically think how seeds reach from one place to another, how the plants/trees grow at places where no one plants them e.g. forests, who waters them and who owns them.
- > Visit the night shelters, people living in camps, old age homes, in surroundings and interact with old/differently abled and who change their means of earning to find out where do people belong to and why they left their places, where their ancestors had been living for ages, migration of people and debate on various such issues in the surroundings.
- > Enquire from parents, teachers, peers and elders at home/community to critically think and discuss to reflect on experiences of children related to situations at home, school, neighbourhood.
- > Discuss freely with peers, teachers and elders about the biases, prejudices, and stereotypes by providing counter examples to one another.
- > Visit departments/ bodies in the surroundings e.g. Bank, Jal Board, and Hospital and Disaster management body and interact with related people and interpret different documents related with them.
- Watch videos on different types of landforms and the variety of life forms found in such places, different institutions which cater to the need of societies, behavior of animals, water scarcity, etc. followed by meaningful discussions and debates on occupations that derive from the peculiar geographical characteristics of different regions
- Perform simple activities, record the observations in the form of table/sketch/ bar graph/ pie chart/ oral/written form, etc. interpret and present their findings.
- Discuss issues of living beings (plants and animals) as rightful inhabitants of earth, animal rights and ethical treatment to animals.
- > Share experiences of people who work selflessly for common good and what motivates them.
- Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. in different indoor/outdoor/local/contemporary activities, games, dance, fine art, carry out projects/role play for taking care of a plant(s), feed birds/animals, things/elderly/differently abled around them.
- Conduct mock drills for emergency and disaster preparedness





Class - VI (Science)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:

- Explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing.
- > pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc.
- record the observations during the activity, experiments, surveys, field trips, etc.
- > analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults.
- > exhibit creativity presenting novel ideas, new

designs/patterns, improvisation, etc.

internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc.





Class - VII (Science)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:

- Explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing.
- > pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc.
- record the observations during the activity, experiments, surveys, field trips, etc.
- > analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults.
- > exhibit creativity presenting novel ideas, new

designs/patterns, improvisation, etc.

internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc.





Class - VIII (Science)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:

- explore surroundings, natural processes, phenomena using senses viz. seeing, touching, tasting, smelling, hearing.
- > pose questions and find answers through reflection, discussion, designing and performing appropriate activities, role plays, debates, use of ICT, etc.
- > record the observations during the activity, experiments, surveys, field trips, etc.
- > analyse recorded data, interpret results and draw inference/ make generalisations and share findings with peers and adults.
- > exhibit creativity presenting novel ideas, new

designs/patterns, improvisation, etc.

internalise, acquire and appreciate values such as cooperation, collaboration, honest reporting, judicious use of resources, etc.





Class - I (Mathematics)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:



- > observe different contexts and situations from the immediate environment such as the things that are inside/outside the classroom. They may be encouraged to use the spatial vocabulary/concepts like top-bottom, on- under, inside- outside, above below, near- far, before- after , thin - thick, big- small etc.
- > identify and draw the things which are near-far, tall-short, thick-thin, etc.
- handle concrete materials or models and classify them. For example, objects which are round in shape like chapati, ball, etc. and which are not round such as pencil box.
- > count objects like, students may take out objects up to 9 from a given collection of objects such as picking any 8 leaves /4 beads/6 ice-cream sticks etc, from the given box.





use words like more than, less than or equal through the strategy of one to one correspondence in objects in two groups.

- > explore different strategies to add numbers up to 9 like counting on forward and using already known addition facts.
- velve different strategies to subtract numbers up to 9 like recounting after taking out objects from a given collection.
- > use different strategies like aggregation, counting forward, using addition facts, etc. to extend addition up to 20 (sum not exceeding 20)
- > develop different strategies of taking away through objects/pictures.
- count in groups of tens and ones for numbers more than 20. Like, 38 has 3 groups/bundles of ten each and 8 loose (ones).
- sort objects based on similarities and differences through their sense of touch and observation.
- verbalise the properties of shapes/criterion used by them in sorting/ classifying





solids/ shapes

- > use concrete play money for making amounts up to Rs 20.
- > finds short lengths in their immediate environment. using non uniform.
- > units like finger, hand span, length of a forearm, footsteps, etc.
- conduct classroom discussions on observation of pattern and allow them to describe in their own language. Let children find what will come next and justify the answer.
- serve and collect information from the visuals, contexts/situations such as number of items.





Class - II (Mathematics)

- ٭
- identify number naming & number writing patterns, read and write numbers up to 99.
- > apply the understanding of place value of numbers while grouping & recognising them.
- > add 2 digit numbers up to 99 by using addition facts up to 9.
- develop and use alternate strategies for addition and subtraction of numbers.
- explore situations in which addition and subtraction of numbers is required. For example combining two groups, enlarging a group by adding more objects.
- develop their own contextual situations/questions based on subtraction and addition.
- create situation / context in which a number has to be repeatedly added.
- Trace different faces of 3D objects on paper and naming their corresponding 2D Shapes.
 - classify shapes based on their physical attributes through cut out/paper folds of different shapes.
 - use observations/ sense of touch to describe the shapes and their physical attributes.
 - add up to numerical value of Rs. 100, by using concrete play money of different denominations.
 - > measure different lengths/ distances by using uniform but non standard unit.
 - discuss and share the experiences of children while they observe different balances for weighing objects.
 - construct their own balance (simple) and weigh and compare the weights of different things around them.
- \rightarrow compare the capacity of two or more containers.
 - discuss about the special day/ particular day of a week when children share time and house related work with their family members.
 - verbalise the unit of repeat in a pattern and make ideas about their extension.
 - extend patterns created by using shapes, thumb print, leaf print and numbers, etc.
 - collect information from people around, record it and draw some inference from it.





Class - III (Mathematics)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:

- count large number of objects from their surroundings by making groups of 100,10 and ones.
- > write a number (up to 999) and the other group reads it.
- > apply place values for writing greatest/ smallest numbers with three digits. (Digits and or may not repeat.)

2×3 3×2

1×6

- > arrange concrete objects and draw different multiplication facts/ combinations of a given number, For example 6 mangoes can be arranged as
- > develop multiplication facts of 2, 3, 4, 5 and 10 using different ways e.g. Skip counting and by using repeated addition.

Start

- t F | Y | Y | | | | | 0 1 2 3 4 5 6 7 8 9
- experience equal sharing and grouping and connecting them mathematically in their own context. For example, sharing of equal number of sweets among children.
- > observe various 3D shapes available in the surroundings and discussions may be held for identification of similarities and differences with respect to their corresponding 2D. Shapes like triangle, square, circle cut outs of cardboard.
- > make 2D shapes through paper folding/paper cutting activities.
- describe the properties of 2D shapes in their own words/languages like number of corners, shape of edges, etc.
- > discuss their observation regarding various shapes they observe in their surroundings - on the floor, on the footpath, etc., to draw conclusion that all shape do not tile.
- > conduct role play of seller and buyer in selling/buying situation where lots of addition and subtraction of amounts using play money may be done.
- measure the length of objects in their surroundings by using scale/ tape. Students may be encouraged to estimate the length first and then verify it by actual measurement.
- > use simple balance to compare and find weight of common objects in terms of non-



- measure capacities of different containers and describe their experiences of doing so, e.g. finding how many jugs can fill a basket or how many glasses can be filled with one jug of water.
- > use of vocabulary about time and calendar through discussions/ story telling attempt to read a clock and calendar.
- observe patterns both geometrical and numerical and discuss them. (Presentation by the group may be done in front of the whole class)
- collect and record data in their own way and use pictograph to represent it. For example flowers of different colours in the school garden or the number of boys and girls present in a class.
 - to interpret pictographs from magazines and newspapers which can be displayed in the classroom.





Class - IV (Mathematics)

The learner may be provided opportunities in pairs/groups/individually and encouraged to:

> explore and write multiplication facts through various ways like skip counting, extending patterns, etc. For example, for developing multiplication table of 3, children could use either skip counting or repetitive addition or pattern as shown below :

1	2	3
4	5	6
7	8	9
10	11	12
		-
		-
		-

- expand the two digit number and multiply. For example, 23 multiplied by 6 could be solved as follows:
 23×6 = (20+3) ×6 = 20×6+3 ×6 = 120+18 = 138
- > solve and create daily life problems using multiplication like, if a pen costs Rs. 35 what will be the cost of 7 pens?
- discuss and evolve standard algorithm for multiplication.
- make groups for division, e.g. 24÷3 means



- ▶ i.e. to find how many groups of 3 can be there in 24 or how many 3's make 24.
- create contextual questions based on mathematical statements. For example the statement 25 10 = 15 may trigger different questions from different students. A student may create. "I had 25 apples. Ten were eaten. How many apples are still left?"
- create contextual problem through group activity such as dividing the class in two groups where one group and the other solves by using different operations and vice- versa.
- > to discuss and co-relate fractional numbers like half, one fourth, three fourths.
- represent the fractional numbers through activities related to pictures/paper folding. For example shade
 half the picture Shaded part of which of the following pictures do not represent one fourth (1/4)





- draw circles with various lengths of radius, compasses and explores various design with the shape.
- > discuss observation on tiling (of different shapes) which they see in their homes/ on footpaths / floors of various buildings.
- make their own tiles and verify whether the tiles they created tessellate or not.
- Iook at various objects in the classroom from different viewpoints and make a deep drawing of the view. For example: a glass may look like this from the front. Questions like, 'But how it would look like from the top?' Or 'how it would look like from below?' may be raised.
- convert rupees into paisa: For example how may 50 paisa coins you will get in exchange of 20 rupees.
- make bills so that the students while making bills will use the four operations of addition/ subtraction/ multiplication/ division.
- first estimate the length of an object/ distance and then verify them by actually measuring them. For example, estimating the length of their bed or distance between the school gate and the classroom and verifying it by measuring them.
 make a balance and weigh things with standard weights. In case standard weights are not available, packages with standard weights may be used like packets of ½ Kg dal, 200 gm pack of salt, 100 gm pack of biscuits.
 innovate use of weights like using two 250 gm packets instead of 500gm packet (or by using stones of equivalent weights, etc.)









- make their own measuring vessel to measure capacities of other vessel. For example a bottle may have capacity for 200 ml and can be used as a measurement unit to know the amount of water in a jug or in a container.
- > observe and study the calendar and come up with number of weeks in a month/ in a year. Let children explore the pattern in number of days in each month and how days are associated with dates in a month, etc.
- vutilise their experiences inside/outside the class having exposure to telling time/ reading clock in hours and minutes allowing peer learning.
- > discover the time lapsed in an event by counting forward or using subtraction/addition are created.
- explore patterns/ designs in their environment (using shapes and numbers) and can be encouraged to make such patterns and extend them.
- collect information and draw meaningful results in their daily life. Using these experiences, the children may be involved in activities focusing on data handling.

read data/bar graphs, etc., from newspapers/magazines and interpret them.





Class - V (Mathematics)

The learner may be provided opportunities in pairs/groups/individually and encouraged to:

- > discuss on contexts/ situations in which a need arises to go beyond the number 1000 so that extension of number system occurs naturally. For example number of grams in 10 Kg, number of metres in 20 Km, etc.
- represents numbers beyond 1000 (up to 100000) using place value system, like extend learning of numbers beyond 9 thousand, how to write number one more than 9999.
- > operate (addition and subtractions) large numbers using standard algorithm. This may be identified as extension of algorithm for one more place.
- > use variety of ways to divide numbers like equal distribution and inverse process of multiplication
- > develop the idea of multiples of a number through its multiplication facts, skip counting on a number line and number grid.
- > develop concept of factors through division of numbers and multiples.
- > estimate the result through approximations and then verifies it.
- > discuss and use contexts/ situations from daily life in activities to develop understanding about fractional part of the group like, how many bananas are there in half a dozen bananas?
- > compares fractions through various ways like paper folding, shading of diagram etc.
- > develop the idea of equivalence of fractions through various activities. For example
- > By paper folding and shading:



- > understand the idea of decimal fractions $\left(\frac{1}{10} th and \frac{1}{100} th\right)$
- > develop earlier understanding of angles and to describe it.
- > observe angles in their surroundings and compare their measures. For example, whether the angle is smaller, bigger or equal to a corner of a book which is a right angle; further, classify the angles.
- > introduce protractor as a tool for measuring angles and use it to measure and draw angles.
- > explore symmetry by using paper folding/ paper cutting
- > explore shapes so that they can find out that some shapes look the same only after one complete rotation/ part of a rotation.
- > plan their shopping-to make estimates of money (in different denominations) and the balance money one would get.
- > conducts role play of shopkeepers/buyers in which students create bills.
- > measure length of different objects using a tape/ metre scale.
- > appreciates the need of converting bigger units to smaller units.
- > discuss experiences on units of capacity printed on water bottle, soft drink pack, etc.
- Fill a given space by using different solid shapes, cubes, cuboids, prisms, spheres, etc. and encourage students to decide which solid shape is more appropriate.
- > Measure volume by counting the number of unit cubes that can fill a given space







 explore patterns in numbers while doing various operations and to generalise them like patterns in square numbers



Triangular number like as shown below also forms a pattern



- collect information and display it in a pictorial form. For example, heights of students from their class and represent it pictorially.
- > collect and discuss various diagrams/ bar charts from the newspapers/ magazines may be in the class.





Class - VI (Mathematics)

- encounter situations having numbers up to 8 digits. e.g. cost of property, total population of different towns, etc.
- compare numbers through situations like cost of two houses, number of spectators, money transactions, etc.
- > classify numbers on the basis of their properties like even, odd, etc.
- > observe patterns that lead to divisibility by 2,3,4,5,6,8,10 and 11.
- > create number patterns through which HCF and LCM can be discussed.
- > explore daily life situations to involve the use of HCF and LCM.
- > create and discuss daily life situations involving the use of negative numbers.
- > situations that require the representation by fractions and decimals can be created and presented pictorially.
- > use different contexts mathematic to appreciate the necessity of representing unknowns by variables (alphabet).
- > explore and generalise the need of using variables alphabets.
- > describe situations involving the need for comparing quantities by taking ratio.
- > discuss and solves word problems that use ratios and unitary method.
- > explore various shapes through concrete models and pictures of different geometrical shapes like triangles and quadrilaterals, etc.
- > identifyvarious geometrical figures and observe their characteristics in and outside the classroom environment either individually or in groups.
- > make different shapes with the help of available materials like sticks, paper cutting, etc.
- > observe various models and nets of 3-Dimensional (3-D) shapes like cuboid, cylinder, etc. and discuss about the elements of 3-D figures such as faces, edges and vertices.
- > share the concept of angles through some examples like opening the door, opening the pencil box, etc. Students can be asked to give more such examples from the surroundings.
- > classify angles based on the amount of rotation.
- > discuss and draw 60° angle using compasses, the construction of other angles like 30°, 120°, etc. can be discussed with the children.
- > observe the reflection symmetry of a shape by using mirror or folding a paper cut out of a shape along specific lines.
- > identify symmetrical shapes from surroundings like leaves, window, door, etc
- > draw lines of symmetry when shapes are given. Group activity can be given, in which one group can draw half of the symmetrical shape and the other group can complete the shape.
- > sort out the given set of triangles based on their angles and sides (group activity), discuss the basis of their classification.
- > sort out the given set of quadrilaterals into different groups based on their shapes/size, etc. to explain the reason for the classification.
- > differentiate 2-D and 3-D objects by differentiate the shape of the top of the pencil box and the entire pencil box, to add more examples of this type from the surroundings.
- > discuss the various aspects of a 3-D object, like edges, vertices, and faces.
- > introduce the concept of perimeter using different rectangular shapes from the classroom like blackboard, table top, books, etc, through the idea of boundary of these shapes .
- develop the concept of areas through measurement of region inside a shape by dividing it into square units.
- > explain the importance of arranging information in daily life situations involving numbers such as cricket scores in different cricket matches, number of family members in different families.
- > explore his/her own ways of organising data in pictorial form.





Class - VII (Mathematics)

- > The learner may be provided opportunities in pairs/groups/individually and encouraged to:
- provide contexts for exploring the rules of multiplication and division of integers. This can be done through number line or number patterns.
- For example :
 - 3×2=6
 - 3×1=3
 - 3×0=0
 - 3×(-1)=0
 - 3×(-2)=-6∖
- > Same reduce by
- > Numbers three numbers
- reduce by
- one numbers
- > So 3× (-3)= -9
- > means a positive integer multiplied
- by a negative integer given a negative integer
- For example:

(a) $\frac{1}{4} \times \frac{1}{2}$ is $\frac{1}{4}$ of $\frac{1}{2}$ is $\frac{1}{8}$ (b) $\frac{1}{2} \div \frac{1}{4}$ means number of $\frac{1}{4}$ in $\frac{1}{2}$ are

> two



- > explore the multiplication/division of fractions/decimals through pictures/paper folding activities /daily life examples.
- discuss the situations that require the use of fractional numbers in opposite direction, such as moving 10½ m to the right of a tree

and $15\frac{2}{3}$ m to its left etc.

- > involve children in exploring how repeated multiplication of numbers can be expressed in short form. For example
- > 2×2×2×2×2×2= can be expressed as 2⁶.
- explore the possible combinations of variables and constants using different operations to form algebraic expressions in various contexts.
- provide situations from daily life that lead to setting up of equations and choosing the appreciate value of the variable that equate both sides.
- conduct activity of adding /subtracting number of objects of same category from daily life. For example number of notebooks obtained when 3 notebooks are added to a group of 5 notebooks.
- > discussion can be held to evolve the understanding of the concepts of ratios and percentage (equality of ratio.)
- > provide daily life situations based on profit/loss and simple interest that show the use of percentage.
- > explore different examples from daily life in which pair of angles are involved with a common vertex.(Scissors, Road Junction, Letter X, T, etc).
- > verify the properties of various pairs of angles by drawing diagram (One group can give measure of one angle , the other group needs to give the measure of other angle.)
- visualise the relationship between various pairs of angles when `a transversal cuts two lines (parallel and non-parallel), angles of triangle and relationship among its sides through diagrams and upper primary mathematics kit (developed by NCERT).
- draw different types of triangles, ask them to measure angles of all triangles, and verify.
- explore exterior angle property of triangles; and Pythagoras theorem.
- > identify symmetrical figures from their environment and which shows rotational symmetry.
- > visualise the symmetry through paper folding activities .
- > establishing congruence criterion and later on verify the property with the help of by superimposing one above the other.
- > demonstrate the construction of a line parallel to the given line from a point outside it through students active participation.
- construct the simple triangle by using ruler and compasses.
- > cut out different closed figures drawn on hard boards/ thick papers. Trace the figures in the given graph sheets.
- count the exact number of square units occupied by the traced figure (Complete, Half, etc). and find out the approximate area of these figures.
- > through discussion motivate them to arrive at the formula for area of a rectangle/square.
- find a representative value of data i.e. mean , mode or median of ungrouped data. Encourage them to arrange it in a tabular form and represent it by bar graphs.
- > draw inferences for future events from the existing data.
- discuss the situations where the term 'chance' can be used, for example, what are the chances of rainy today as chances of getting & while rolling a dice.
- > sum of two sides of a triangle is greater than the third side.





Class - VIII (Mathematics)

- > explore examples of rational numbers with all the operations and explore patterns in these operations.
- > use generalised form of numbers upto 3 digits and uses her understanding of algebra to derive the divisibility rules for 2, 3, 4 done earlier by observing patterns on them.
- > explore patterns in square numbers, square roots, cubes and cube roots of numbers and form rules for exponents as integer.
- > provide situations that lead to simple equations and encourage them to solve using suitable processes.
- > experiences of multiplying two algebraic expressions and different polynomials may be provided based on their previous knowledge of distributive property of numbers and generalise various algebric identities using concrete examples.
- based on their previous knowledge of factorising two numbers introduce the factorisation of algebraic expressions using relevant activities.
- situation may be provided that involve the use of percentages in contexts like discount, profit & loss, VAT, simple and compound interest, etc.
- > provide various situations to generalise the formula of compound interests through repeated use of simple interest.
- > a number of situations may be given where one quantity depends on the other. Encourage children to identify situations in which both the quantities increase together or in which while one increases the other decreases. For example, as the speed of a vehicle increases the time taken by it to cover the distance decreases.
- measure the angles and sides of different quadrilaterals and let them identify patterns in the relationship among them. Let them make their hypothesis on the basis of the generalisation of the patterns and later on verify through examples.
- > verify the properties of parallelograms and apply reasoning by doing activities such as constructing parallelograms, drawing their diagonals and measuring their sides and angles.
- > express/represent a 3-D shape into its 2-D form from their daily life like , drawing a box on a plane surface, showing bottles on paper, board or wall etc.
- > make nets of various shapes like cuboids, cubes, pyramids, prisms, etc. From nets let them make the shapes and establish relationship among vertices, edges and surfaces.
- > demonstrate the construction of various quadrilaterals using geometric kit.
- > sketch the figure of trapezium and other polygons in the given graph paper and asked student to estimate their areas using counting of unit square.
- derive the formula for calculating area of trapezium using the areas of triangle and rectangle (square).
- > identify that surfaces of various 3-D objects like cubes, cuboids and cylinder.
- > derive formulae for surface area of cubes and cuboids using the formulae for areas of rectangles, squares and circles.
- > demonstrate to find volume of a given cube and cubiod using unit cubes.
- > collect data, organise it into groups and represent it into bar graphs/pie chart.
- conduct activities related to throwing a large number of identical dice/coins together and aggregating the result of the throws to get large number of individual events and make their assumption for the future events on the basis of the above data. Observing the aggregating numbers over a large number of repeated





Class - VI (Social Science)

The learner may be provided opportunities in pairs/groups/ individually and encouraged to:

- > use diagrams, models and audio-visual materials to understand motions of the earth.
- observe stars, planets, satellite (Moon), eclipse under the guidance of parents/teacher/elders, etc. to understand astronomical phenomena.
- > use globe for understanding latitudes and longitudes
- > use diagrams for understanding lithosphere, hydrosphere, atmosphere and biosphere.
- explore maps for locating continents, oceans, seas, States/UTs of India, India and its neighbouring countries, physical feature of India such as mountains, plateaus, plains, deserts, rivers, etc.
- discuss superstitions linked to eclipses.
- > use pictures, drawings of different types of sources to read, explain, discuss these to understand how historians have interpreted these to reconstruct history of ancient India
- undertake map activity: for locating important places, sites of hunter-gatherersfood producers, Harappan civilization, janapadas, mahajanapadas, empires, places related to events in the life of the Buddha and Mahavira- centres of art and architecture-areas outside India with which India had contacts.
- > explore epics, Ramayana, Mahabharata, Silappadikaram, Manimekalai or some important works by Kalidas etc.
- > discuss: basic ideas and central values of Buddhism, Jainism and other systems of thought- relevance of their teachings today development of art and architecture in ancient India-India's contribution in the area of culture and science.
- role play: on various historical themes like change of Ashoka after Kalinga Warone of the events, incidents from literary works of the time etc.
- undertake projects: on the evolution of state-working of ganas or sanghascontributions of kingdoms, dynasties in the field of culture-India's contact with areas outside India highlighting the impact of these contacts and classroom discussion on projects.
- > visit to museum: to see the material remains of early human settlements-

Harappan and discuss the continuity and change between these cultures.

- participate in a discussion on the concepts of diversity, discrimination, government, and livelihood.
- > observe examples of fair/unfair treatments to people meted out in the family, school, society, etc.
- study from the text and direct observation of functioning of a Gram Panchayat or a municipality/corporation (according to the place a student lives).
- understand the role of governance in society, and the difference between affairs of a family and those of a village/city.
- describe case studies of nearby localities/villages in respect of occupations.





Class - VII (Social Science)

- > engage with key concepts like ecosystem, atmosphere, disasters, weather, climate, climatic regions, etc. using meaningful explanations and appropriate resources.
- discuss and share their observations and experiences regarding various aspects of the environment- e.g. components of natural and human made environments, flora and fauna in different ecosystems/climatic regions, kinds of pollution, sources of fresh water in their surroundings, etc.
- > explore globe and maps for identifying historical places/kingdoms, climatic regions, and other resources.
- > use diagrams/ models/visuals/audio-visual materials for understanding interior of the earth,
 formation of different types of landforms, movements of water in the ocean, etc.
- > collect samples and identify different types of rocks from the vicinity.
- > participate in mock drill for earthquakes or other disasters.
- > discuss factors, both natural and human-made that cause disasters like tsunamis, floods, earthquakes, etc.
- > discuss similarities and differences in the life of people in different natural regions of the world.
- identify different sources of history available in books/local environment e.g. extracts from manuscripts/ maps/ illustrations/painting/historical monuments/films, biographical dramas, teleserials, folk dramas and interpret these to understand the time.
- Familiarize with the emergence of new dynasties and prepare a timeline to trace important developments during this time
- > enact/dramatize key events of a given historical period/personality like Razia Sultan, Akbar etc.
- > reflect on the changes in society during medieval period and compare it with present day time.
- > prepare projects: on dynasties/kingdoms/administrative reforms and architectural specialties of a period e.g. Khaljis, Mughals etc.
- engage with factors contributing to the emergence of new religious ideas and movements through the use of poems of saints/bhajans, kirtans or qawwalis/ visits to nearby dargah/gurudwara/ temple associated with bhakti or sufi saints and discuss the basic tenets of different religions.
- > participate in a discussion on the concepts of democracy, equality, State Government, gender, media and advertising.
- > prepare posters with drawings and pictures on the significance of the Constitution, Preamble, right to equality and struggles for equality.
- observe assembly constituency map of State/UT.
- organise a mock election and youth assembly.
- > debate about the role of the media.
- > perform a role play with songs and poems about issues such as equality in democracy, discrimination faced by girls etc.
- express views, through descriptive and critical writing, about standards of living of girls and women in rural and urban areas.
 - make oral and written presentations about women who worked for a better society.
- > prepare newspaper collages about the work being done by the State government on select issues (e.g. health, food, agriculture, roads) and some public works undertaken by the MLA of one's own constituency.
- of projects (solo, pair or group) about types of advertisements and create advertisements about the need to save water and energy.
- > organise awareness drives in one's own locality about sanitation, public health and road safety.
- visit any office under the state government / UT Administration (e.g. electricity bill office) in one's own locality to observe its functioning and prepare a brief report.
- Undertake case studies and projects about local markets and shopping complexes through field visits.





Class - VIII (Social Science)

- collect information about distribution of various natural resources like land, soil, water, natural vegetation, wildlife, minerals, power resources, types of industries in their environs and relate it with India and the world.
- > explore various farming practices carried out in the neighbourhood/ district/ state.
- by use pictures/news clippings/ videos to be familiar with the availability of natural resources and their protection, various agricultural practices in other states/countries.
- > develop projects on conservation of natural and human made resources.
- > discuss with peers about forest fire, landslide, industrial disasters, natural and human reasons for their occurrence and control measures.
- > use atlas /maps for locating major agricultural areas of the world, industrial countries/regions, understanding spatial distribution of population.
- Fead stories of lived experiences of individuals and communities of the period.
- > discuss events and processes in groups and as a whole in the classroom situation.
- raise questions on different issues and events like 'Why the English East India Company felt it necessary to involve itself in feuds amongst Indian rulers?'.
- visit places of historical importance particularly those associated with centres of colonial administration and Indian national movement.
- undertake 'projects' and 'activities' like (a) writing an essay on "Gandhiji's Idea of Non-violence and its Impact on India's National Movement', (b) drawing up a timeline on 'Significant Events of India's National Movement', (c) enacting a role play on 'The Chauri Chaura Incident,' and (d) locating on an outline map of India the 'Regions Most Effected by Commercial Crop Cultivation during the Colonial Period'.
- Familiarise with the sources like vernacular and British accounts, autobiographies, biographies, novels, paintings, photographs, contemporary writings, documents, newspaper reports, films, documentaries and also recent writings to understand and reconstruct histories of various movements.
- > expose to pedagogically innovative and criterion-referenced questions for self-assessment like 'What were the reasons for the Battle of Plassey?'
- > participate in a discussion on the concepts of Constitution, Parliament, judiciary and marginalisation.
- > prepare posters with drawings and pictures and make oral and written presentations on the significance of the Constitution of India, Preamble, Parliamentary government, separation of powers, federalism.
- debate how the principles of liberty, equality and fraternity are being practised in classroom/ school/ home/ society.
- > do projects (solo, pair or group) about the Fundamental Rights and Fundamental Duties.
- > screen and discuss the Rajya Sabha TV series, Samvidhan and movies such as Gandhi, Sardar, Dr. BabasahebAmbedkar.
- > observe parliamentary constituency map of State/UT.
- > organise a mock election with model code of conduct and Youth parliament (Bal Sansad).
- > prepare a list of registered voters in one's own neighbourhood.
- > carry out an awareness campaign in one's own locality about significance of voting.
- Find out some public works undertaken by the MP of one's own constituency.
- > examine contents of a First Information Report (FIR) form.
- express views, through descriptive and critical writing, about the role of judges in the delivery of justice to the litigants.
- conduct focus group discussions on violation, protection and promotion of human rights, especially of women, SCs, STs, religious/ linguistic minorities, persons with disabilities, children with special needs, sanitation workers, and other disadvantaged sections.
- screen and discuss the movie, I am Kalam (Hindi, 2011).
- > perform a role play about child labour, child rights, and the criminal justice system in India.
- visit any office under the Union Government (e.g. post office) in one's own locality to observe its functioning and prepare a brief report.
- share experiences with peers on public facilities and reasons for the disparity in availability of water, sanitation, electricity.
- > organise a debate why Government be responsible for providing public facilities.
- case studies or newspaper clippings can be provided to learners as an example of the negligence in enforcement of the laws and compensation.
- group discussion on role of Government in regulating economic activities, e.g. analysing the reason of Bhopal gas tragedy.



