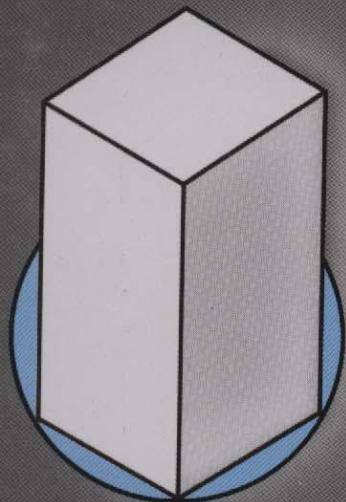


Grade Level Assessment Device For Children with Learning Problems in Schools

Project funded by ICSSR



Jayanthi Narayan



NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED

(Ministry of Social Justice and Empowerment, Govt. of India)
Manovikasnagar, Secunderabad - 500 009. Andhra Pradesh, INDIA.

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The work was evaluated by Dr. M.K.Raina on behalf of the ICSSR.

PROJECT TEAM

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Project Director

Miss V.Rajyalakshmi
Research Assistant

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Cover Design : **Mr. V. Ravi Kumar**

The 'Square peg in a round hole' depicts efforts towards fitting children with learning problems in regular schools.

ACKNOWLEDGEMENT

I place on record my gratitude to Indian Council of Social Science Research for funding the project. I thank Dr. D.K. Menon, Director of NIMH immensely for permitting to carry out the project and to have provided the support at all stages. I thank Shri L. Govinda Rao Deputy Director (Admn.), Shri T. Pitchaiah, Accounts Officer, Shri G. V. Reddy Asst. Admn. Officer (Acad.) and the industrious staff of Department of Administration for extending support for the project. The meticulous secretarial assistance provided all the way through the project by Mr. A. Venkateshwara Rao is gratefully acknowledged. The assistance rendered by Mrs. Suneeta Burder, Clinical Assistant in the development of the tool, Mr. C.S. Srikanth for the data analysis and statistical assistance and Mrs. K. Aruna, Clinical Assistant, Mr. Thomas Kishore and Ms. Pragya Srivastav for careful proof reading are gratefully acknowledged. Last but not the least the schools namely, Diamond Jubilee School, Hyderabad; Sherwood Public School, Secunderabad; Ivy League Academy, Shamirpet; St. Ignatius School, Gagillapuram and Lakshman Public School, Delhi, who have willingly participated in the research project and cooperated all through the field work, are appreciated for their assistance and gratitude is placed on record.

Jayanthi Narayan

ONE MOMENT PLEASE.....

The second print of GLAD that you are holding now has certain minor revision and modifications, based on the comments and suggestions from the users. I would like to thank all the primary school teachers, teacher educators and resource room teachers from various parts of the country who have contributed to this effort. The overwhelming demand for the GLAD only shows that teachers are eager to help children with learning problems in primary schools thus focussing on 'Education For All' with appropriate support to the 'weak' students in the mainstream.

While I welcome suggestions for further efforts, I once again thank all those who have given constructive feedback contributing to better version of this tool.

Jayanthi Narayan

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INTRODUCTION LEARNING PROBLEMS - AN OVERVIEW

The number of children enrolled in schools has increased in the past decade with the awareness on importance of education. However, many children drop out from schools, due to poor scholastic performance. When the skills in selfhelp, motor, communication and social areas are appropriately performed by the child and he is found to be poor only in academic aspects to such an extent that he is unsuitable to the age appropriate class, it becomes a concern to the parents. This problem in the child may not be due to intellectual impairment alone, but due to other problems, in the learning process.

There are a number of learners who have difficulty in processing information that is presented to them auditorily or visually. Some cannot learn efficiently when their auditory, visual, and tactal-kinesthetic processes are not synchronized to operate as a functional unit when attempting to learn or perform a particular task. By the same token, learning occurs effectively in many children who have moderate deficiencies in certain processes that involve perception, imagery, language, and motor abilities while others who are only mildly involved fail at the same tasks. One explanation could be that the former compensates more effectively for the disability (Mann & Suiter, 1978). It becomes necessary not only to identify but also remediate the children with scholastic backwardness.

It is recommended that both, the student's strengths and weaknesses be considered in setting up an instructional program. The teacher must be responsive to the needs of each student. The term "open channel" is familiarly associated with Anne Sullivan who discovered that Helen Keller could learn through her hand. The teacher must "decode" the student to discover the open channels, and, open closed channels whenever possible for more integrated learning. The teacher must work concomitantly with the strengths at the task level as well as with the deficits in the daily educational program (Mann & Suiter, 1978). To do so effectively, it is essential that assessment should include the level of functioning and process of learning, which would give information on how much the child deviates from normal and in what specific aspects he deviates, thus giving a platform for beginning remedial measures. With this end in view, this Grade Level Assessment Device (GLAD) has been developed.

Currently, in many school systems in some of the States in India children with poor scholastic performance tend to get promoted to higher classes till they reach the 7th class, where they get detained due to their inability to pass the board examination. Realizing the learning problem at that time and trying to remediate may prove to be ineffective at that age of the child. Therefore, it is essential to assess and identify the specific learning problems as early as possible and provide appropriate support.

The learning problem in the child may be due to mild mental retardation, borderline level of intelligence specific learning disabilities, cultural and environmental deprivation or emotional disturbances

By examining the child and finding out the process and product of his performance at the given class level, it will be possible of remediate, the child's condition early in life and reduce the learning problem to the extent possible.

The category of 'learning disabilities' is a relatively new addition to the field of special education. The children covered by this category are found to be seemingly normal in their sensory, motor and even intellectual abilities but, yet perform poorly in scholastic areas. They may have specific problems in reading, writing and / or doing arithmetic. They would tend to show a wide discrepancy between their actual performance and expected performance for their age and class. This group of children are a puzzle to the professionals as well as parents as they do not have an obvious disability. Anderson (1970) rightly refers to learning disabilities as a 'hidden handicap'. The other terms generally used to refer to these children include, children with: dyslexia, minimal brain dysfunction, reading retardation, organic brain damage, neurological handicap, clumsy child syndrome, gray area children, and 'going nowhere' children.

To provide suitable educational facilities, the U.S. Office of Education (1977) defined learning disabilities as follows: "A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimum brain dysfunction, dyslexia and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing or motor handicaps, or mental retardation or emotional disturbance or of environmental, cultural or economic disadvantage".

One could infer from this definition that a person who has normal sensory, motor and intellectual abilities, has a normal socio cultural environmental exposure and does not have any emotional problems and yet seem to have poor scholastic performance, he can be suspected as having learning disability.

This definition is widely accepted in the U.S. and most of the countries for making educational provisions for learning disabled children. However, 'learning disability' continues to be a disorder without a comprehensive theory or a unitary definition that is accepted by professionals, governmental agencies and individuals affected by and with learning disability (Bender, 1993).

In UK, the Education Act of 1981 highlighted the identification of children with special educational needs and to provide them, wherever possible, education in ordinary schools. Most of the European countries and Australia tend to have similar policy whereby the child who does not benefit from regular education due to various reasons may be provided suitable special education or remedial education. This includes children with learning disabilities, borderline intelligence and other environmental causes for poor scholastic performance.

REVIEW OF LITERATURE

Brief Historic Overview

As recorded by Johnson and Morasky (1980) the major work related to learning disability was in twentieth century excepting the work of Morgan, an ophthalmologist who referred to this condition as 'word blindness' in 1896. In 1937 the work of Samuel Orton later followed by Birch (1957) led to the consideration of effect of cerebral dominance on learning. Alfred Strauss and Heinz Werner in early 1940s attempted to study the behaviour of brain injured children. They noted disorders of perception such as figure-ground confusion, perseveration, difficulty in understanding abstract concepts and hyperactive behaviours. The work of Strauss and Werner (1942) and that of Strauss and Lehtinen (1947) formed a firm ground for further research in brain injured children.

Children with borderline intelligence, known also as slow learners are also in regular schools requiring supportive education. They show overall poor performance in academics while children with learning disabilities show poor performance in one or more subject areas. Children who show poor scholastic performance due to emotional problems or psychosocial reasons also need special attention with suitable counselling to the child's family and supportive education.

Review of assessment tools in India

On reviewing the details on the various tests compiled by the National Test Development Library of NCERT it is seen that there have been a few tests in India. BM Institute has reported unpublished tests in related areas including Copying designs test of children, Reading test for children (Gujarati) and arithmetic test for children. However, these tests have been standardized on small samples and are not published for use by all who require. Though western tests are very many, (Test of reading comprehension, test of mathematical abilities, test of written language, Diagnostic reading scale, Diagnostic test of arithmetic strategies and so on), they are not at all suitable for Indian conditions as the grade equivalent would vary widely and the tests are culturally inappropriate to Indian conditions.

Organisations working for children with learning disabilities in India including Madras Dyslexia Association, Alpha to Omega, Educare and Department of Special Education in SNDT Women's University have developed test for assessment. Arithmetic diagnostic test for primary school children (Ramaa, 1990) is specifically for assessing arithmetic ability. Reading test in Kannada by the same author is in use in Kannada. There is a dire need for developing a comprehensive grade level assessment tool for reading, writing, and computation abilities suited to Indian conditions so that children receive the appropriate education early in their lives.

Identification in Preschool years

A child with learning disabilities usually gets identified only after he is admitted to school. As his general performance in non-academic areas seem normal, he does not easily get identified in preschool years. Nevertheless, alert observation of the child's age appropriateness for listening, speaking, coordination of motor movements, attention, and concentration on specific activities help in identifying or suspecting problems in preschool children. As noted by Smith

(1991) intelligence tests do not prove to be useful for these children as the IQ estimated are highly unreliable estimates of potentials. These scores can vary greatly as the child grows, since preschool development has rapid spurts. However, existing screening measures help in identifying children who have uneven developmental patterns and are at risk for academic learning.

Identification in Primary school

This is a rather easier task of the teachers. A child who has normal sensory, motor abilities and has adequate intellectual abilities and socio-cultural environment and yet shows a discrepancy between the actual abilities and expected achievement in one or more of the academic areas can be suspected as having learning problems by the teacher. But discrepancy alone is not sufficient. To confirm the child's problem, the following techniques can be used.

1. Teacher administered checklists
2. Achievement tests
3. Parental reports
4. Relevant medical reports, if any

The teacher ratings of the child's academic abilities are more proficient predictors than the standard tests, as the teacher has an opportunity to observe the child over a period of time on his processing ability of a given problem, unlike the test results that give only the product. Harn and Packard (1985) reported after analyzing 58 studies that correlated kindergarten reading achievement, and several years later, the teacher ratings of attention, distractibility and internalizing behaviours and proved teacher ratings to be among the best predictors.

In identification of a child with learning problems, there is no substitute to alert observation resulting in an accurate clinical judgement that comes with experience.

The Educational assessment process:

1. Check the child's hearing, vision, motor abilities and refer for assistance if needed.
2. Gather data on emotional, cultural, environmental aspects.
3. **Assess behaviour:** some of the associated characteristics of LD children are one or more of the following: hyperactivity, perceptual-motor impairment, attention disorders, impulsivity, disorders of memory, problems in orientation to time and place, and disorders in speech in addition to poor performance in scholastic areas.
4. **Assessment of current level of achievement:** As per the age and exposure to school, the child may be attending a class while his achievement level in one or more subjects below the expected level. Hence, the teacher should assess his achievement in reading, reading comprehension, writing, spelling, arithmetic computation and arithmetic reasoning. Comparing them with the expected level of achievement will provide the extent of discrepancy in the child's achievement.

This information is important for the teacher as it provides the platform for further planning of educational intervention.

As pointed rightly by Wallace and McLoughline (1975) the trend in assessment is to be more preventive than totally remedial, more predictive than demonstrated and more developmental than crisis intervention. Therefore, early identification, diagnosis and educational intervention is very crucial for children with learning problems.

Educational service provisions

As a child with learning problems predominantly has difficulty in academic areas, the best placement for the child will be regular school with necessary support in education. The extent of support will vary depending on the areas and degree of difficulty in learning. A child who has reading disability for instance, will get assistance from a reading remedial teacher for which specific timeslots are provided in the time-table. This remedial teacher/resource teacher will be one trained in remedial education and will teach 5-6 children with similar problems in a group. Such a provision is called resource room. Ideally every regular school must have resource rooms where children with specific problems in learning could be assisted. Depending on the underlying causes for the learning problem educational support should be provided to the child.

Role of a resource teacher

- To assess and develop programme for referred children.
- To provide remedial education.
- To coordinate with the regular class teacher regarding the education programme.
- To provide methods and materials where needed for regular educator/parent.
- To guide parents on the education of their child having learning problems.
- To update herself on related government provisions, policy decisions and developments and inform the school authorities and parents.
- To conduct periodic assessment and modify programme suitably for her students.
- To be sensitive to the feelings and self concept of her students and provide appropriate support services and guidance.

Suggested alternative intervention (Bender, 1992)

In addition to or alongwith resource room teaching, other strategies such as peer tutoring, cooperative learning, precision teaching, direct instruction and reciprocal teaching have also been suggested for educating children with difficulties in learning.

Update in intervention (Bender, 1993)

- Most of the instructional practices are based on behavioural school of thought.
- Emphasis on systematic behavioural instruction results in daily measures of achievement which is then recorded to determine the needed adaptations in instructions. Precision

teaching, direct instruction and time delay instructional strategies result in daily measures of performance.

Metacognitive instructional practices is a relatively recent development in the field, though the concept can be traced to the early development for advanced organizer concept. Visual imagery, story mapping and self questioning are examples of common metacognitive strategies.

Attention problems which are frequently seen in such children are alleviated through three different interventions, namely behavioural, metacognitive or drug treatment or a combination of more than one.

- Deficits in social perception and social skills are common in such children for which specific intervention curricular are to be developed.
- The concept of multiple intelligences is a new addition in the area of alternative intervention.
- Separate vocational preparation courses are recommended.

Programmes for learning disabled children in India

For the first time LD has been recognized as an area of disability requiring special educational provision after the National Policy on Education included disabilities in 1986. Special education courses for LD is being offered in a few Universities at B.Ed. or advanced Diploma level. However, the resource room facilities for LD children in regular school system has not taken roots and there are efforts by professionals to provide remedial education facilities. India, having more than 20 languages with its scripts and varied media of instruction in schools has made the task all the more difficult.

Learning problems in primary school children due to learning disabilities or due to other reasons need immediate attention. The label of LD or slow learner or other names are less important than the identification of the problem and efforts towards remediation.

There is certainly a move towards identifying children with learning problems leading to underachievement in regular schools and efforts towards making educational provision for them are seen in various parts of the country. This present project is one of the initial efforts towards identification and assessment of such children which is expected to be followed by remedial education package for use by primary school teachers.

Class - I

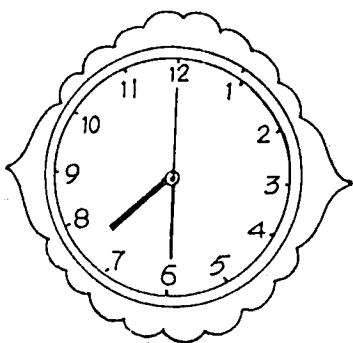
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WORKSHEET

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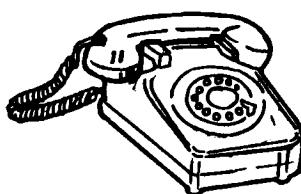
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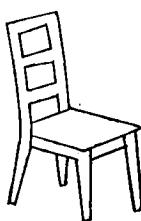
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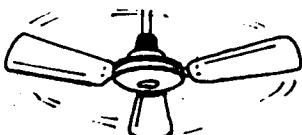
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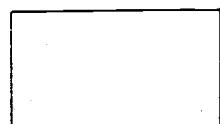
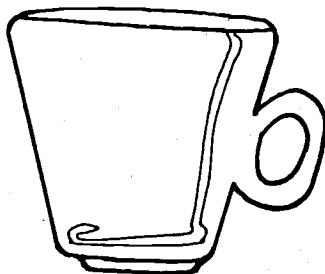
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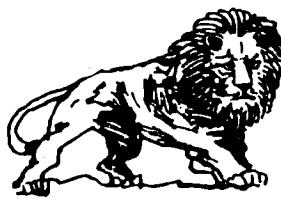


ENGLISH - 1
WORKSHEET

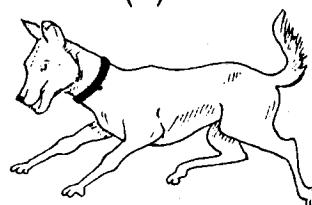
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(a)



(b)



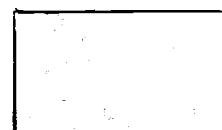
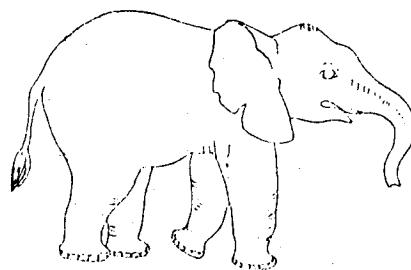
(c)



(d)



(e)



ENGLISH - 1
WORKSHEET

1.1.3

TS= (5x1=5)

1. Point to the picture when asked.

(a)



(b)



(c)



(d)



(e)



ENGLISH - 1
WORKSHEET

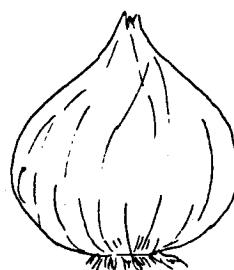
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- 1. Point to the picture when asked.**

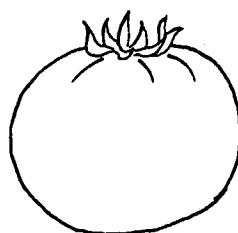
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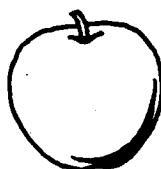
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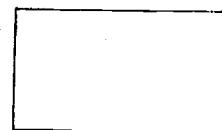
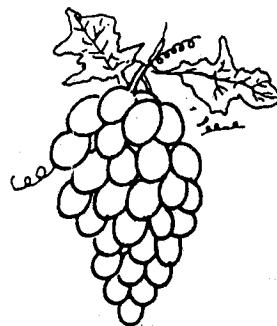
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(d)



(e)



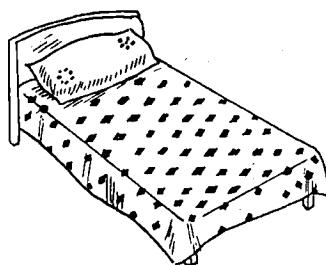
ENGLISH - 1
WORKSHEET

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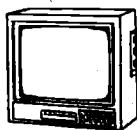
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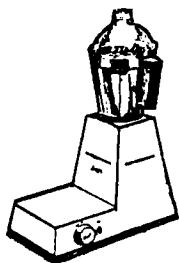
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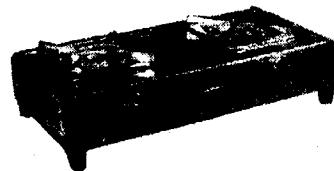
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(d)



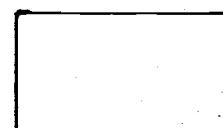
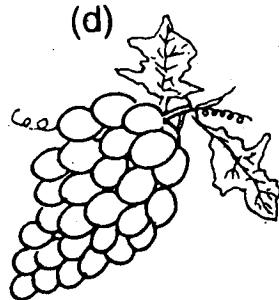
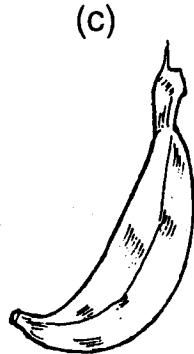
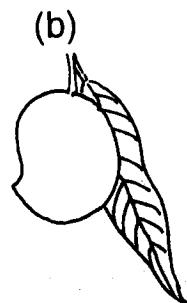
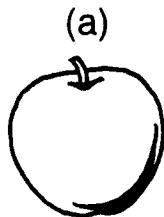
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ENGLISH - 1
WORKSHEET

1.2.2
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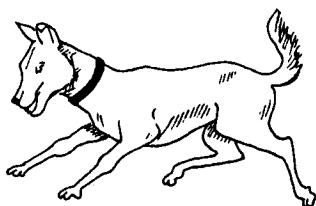


ENGLISH - 1
WORKSHEET

1.2.3
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1. What is this?

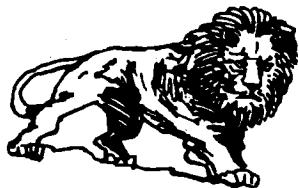
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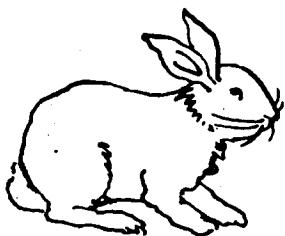
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(c)



(d)



(e)



ENGLISH - 1

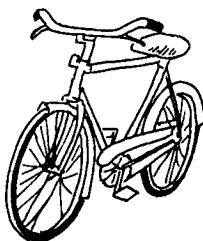
WORKSHEET

1.2.4

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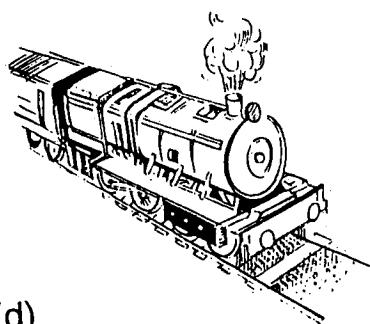
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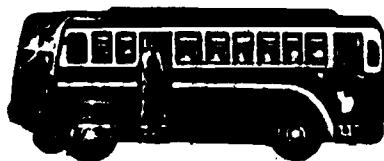
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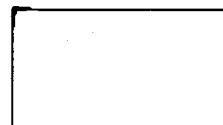
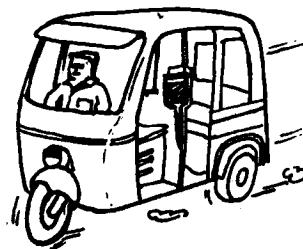
(c)



(d)



(e)



ENGLISH - 1
WORKSHEET

1.3
TS= (5x1=5)

1. What is happening in these pictures?

(a)



(b)



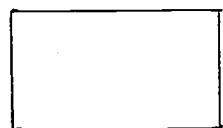
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(d)



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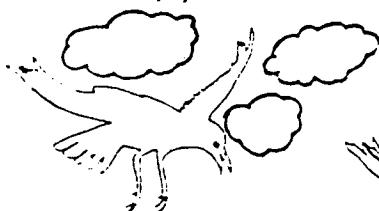
ENGLISH - 1
WORKSHEET

1.4

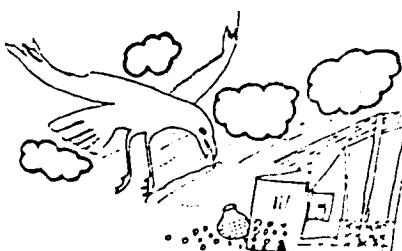
TS= (5x1=5)

1. What is happening in these pictures?

(a)



(b)



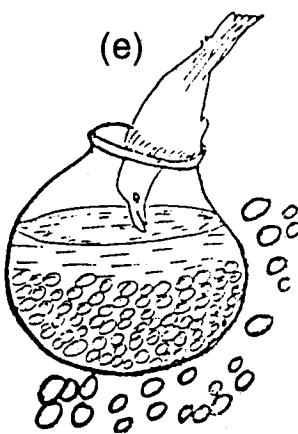
(c)



(d)



(e)



ENGLISH - 1
WORKSHEET

2.1

TS = (5x1=5)

1. Point to the letter in (b) that is similar to one in (a) in each row.

(a)	(b)			
A	V	N	M	A
N	M	A	N	V
O	O	Q	D	G
H	E	H	F	T
P	B	R	P	D

ENGLISH - 1
WORKSHEET

2.2

TS = (5x1 = 5)

1. Point to the letter in (b) that is similar to one in (a) in each row

(a)	(b)			
C	Q	O	C	G
W	M	W	N	V
J	T	I	J	L
Z	E	S	Z	N
K	R	K	E	X

ENGLISH - 1
WORKSHEET

2.3

$$TS = (.25 \times 4) 5 = 5$$

- 1. Point to the letter in (b) that is similar to one in (a) in each row.**

(a)	(b)			
b	bad	robot	cab	trouble
l	lot	pulley	ball	little
m	men	moment	gem	condemn
f	fan	offer	calf	craft
h	hot	rush	latch	sheet

ENGLISH - 1
WORKSHEET

2.4

TS = (20x.5=10)

1. Read the following letters.

A

E

V

N

P

B

R

B

Q

O

C

G

H

T

F

I

M

N

V

W

ENGLISH - 1
WORKSHEET

2.5

TS= (20X.5=10)

1. Read the following letters.

a

e

o

c

b

p

d

g

g

q

y

j

m

n

u

h

f

t

l

r

ENGLISH - 1
WORKSHEET

2-6
TS=6(3x2=6)

1. Listen carefully. Then answer the questions.

Sita is sitting on a chair.

She is reading a book.

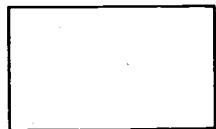
She went to school in the morning.

She will go out to play in the evening.

(a) Where is Sita sitting?

(b) When did she go to school?

(c) When will she go out to play?



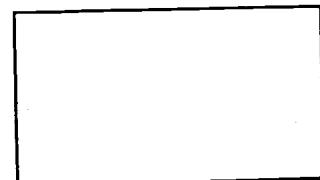
**ENGLISH - 1
WORKSHEET**

2-7

$$TS = (5 \times 1 = 5)$$

1. Circle the letter in (b) that is similar to one in (a) in each row.

Eg:k	g	r	k	v
(a)		(b)		
a	o	e	a	c
b	d	p	b	g
n	h	m	u	n
wn	mn	vn	wn	wv
szc	scz	czs	zsc	SZC



**ENGLISH - 1
WORKSHEET**

2·8

$$\text{TS} = (5 \times 1 = 5)$$

1. Circle the letter in (b) that is similar to one in (a) in each row.

Eg:j

c

j

b

w

(a)

(b)

e

c

e

o

a

x

c

e

x

o

d

p

g

d

b

on

om

an

no

on

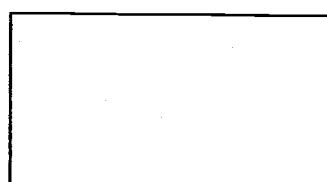
dpb

bpp

dpb

bpd

dpd



ENGLISH - 1
WORKSHEET

29

$$TS = (.25 \times 4) 5 = 5$$

1. Circle the letter in (b) that is similar to one in (a) in each row.

Eg:a

as

an

sea

alfa

(a)

(b)

i

in

bite

uni

fright

z

zoo

cozy

jazz

dizzy

o

on

foe

go

pious

e

end

sea

see

never

u

under

put

you

daughter

ENGLISH - 1
WORKSHEET

3.1

TS= (10x1=10)

1. Copy the following alphabets.

A

D

M

N

H

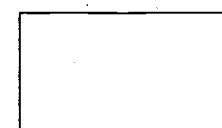
c

g

d

e

f



ENGLISH - 1
WORKSHEET

3.2

TS= (5x.5=2.5)

- 1. Point to the following words (when read out).**

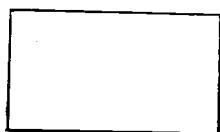
APPLE

THREE

HEAD

BAG

THAT



ENGLISH - 1
WORKSHEET

3.3

TS= (5x.5=2.5)

- 1. Point to the following words (when read out).**

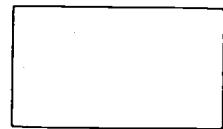
finger

red

mother

tall

sitting



ENGLISH - 1
WORKSHEET

3x4
TS= (.5x10=5)

1. Read the following words.

ten

bill

tongue

tin

bull

to

on

so

go

no



**ENGLISH - 1
WORKSHEET**

3•5

TS = (.5x10=5)

1. Read the following words.

THAT TAN BALL READING

THESE IF IN IT

IN OF

ENGLISH - 1
WORKSHEET

3. 6
TS= (2X2=4)

- 1. Listen carefully. Then answer the questions.**

There is a monkey.

It is on a mango tree.

There is a mango.

It is in the monkey's left hand.

(a) What is on the tree?

(b) Where is the mango?



ENGLISH - 1
WORKSHEET

3. 7
TS= (5X2=10)

- 1. Read the passage, tell the answer to the question.**

This is tea.

This is coffee.

Tea is in the cup.

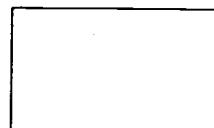
Coffee is in the glass.

That is milk. It is in the jug.

The jug is on the table.

The spoons are on the floor.

- (a) Where is the milk?**
- (b) Where is the jug?**
- (c) What is in the glass?**
- (d) Where is the tea?**
- (e) What are on the floor?**

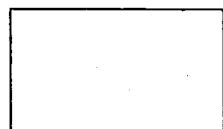


ENGLISH - 1
WORKSHEET

3.8
TS= (10x1=10)

1. DICTATION: Write the words when dictated.

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**



ENGLISH - 1
WORKSHEET

3.9

TS= (10x1=10)

1. DICTATION: Write the words when dictated.

- 1.**
- 2.**
- 3.**
- 4.**
- 5.**
- 6.**
- 7.**
- 8.**
- 9.**
- 10.**



ENGLISH - 1
WORKSHEET

4.1

TS= (5x2=10)

- 1. Read the passage, write answers to the questions.
(Even if it is in one-two words)**

There are some women.

They are sitting in that room on chairs.

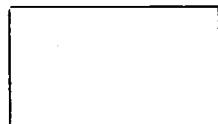
Women are knitting.

There are five men sitting on the floor.

They are playing a game.

Men are wearing black caps.

- (a) Who are knitting?**
- (b) Where are the men sitting?**
- (c) Who are sitting on the chairs?**
- (d) Who are playing?**
- (e) What are the men wearing?**



ENGLISH - 1
WORDLIST
FOR DICTATION

or Item Number (3.8)

- | | | | |
|----------|----------|-----------|-----------|
| (1) This | (6) Cat | (11) Doll | (16) Jump |
| (2) That | (7) Bus | (12) Kite | (17) Girl |
| (3) It | (8) Bag | (13) Book | (18) Man |
| (4) My | (9) Cow | (14) Thin | (19) Nose |
| (5) Cap | (10) Pen | (15) Team | (20) Eyes |

or Item Number (3.9)

- | | | |
|--------------|---------------|---------------|
| (21) These | (28) Woman | (35) Father |
| (22) Those | (29) Horse | (36) Sister |
| (23) Pencil | (30) Snake | (37) Teacher |
| (24) Flower | (31) Elephant | (38) Post-man |
| (25) Bicycle | (32) Mother | (39) Doctor |
| (26) Driver | (33) Hands | (40) Mouth |
| (27) Apple | (34) Banana | (41) Mango |

ENGLISH - 1

SCORING-SHEET

Name of the child:
Class attending :

SL.No :
Date of testing:
Age/Sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No.of the item.

Time of Starting :
Time of Finishing :

Class I: Language (English)

R 1.1.1 (1) (Watch) _____ (Telephone) _____ (Chair) _____ (Fan) _____ (Cup) _____	1.2.3 (1) (Dog) _____ (Cat) _____ (Lion) _____ (Rabbit) _____ (Giraffe) _____	2.3 (.25) (b) _____ (l) _____ (m) _____ (f) _____ (h) _____
1.1.2 (1) (Lion) _____ (Dog) _____ (Cat) _____ (Rat) _____ (Elephant) _____	1.2.4 (1) (Cycle) _____ (Scooter) _____ (Train) _____ (Bus) _____ (Auto) _____	2.4 (.5) (A) _____ (E) _____ (V) _____ (N) _____ (P) _____
1.1.3 (1) (Scooter) _____ (Cycle) _____ (Aeroplane) _____ (Bus) _____ (Car) _____	1.3 (1) (Playing) _____ (Dancing) _____ (Sleeping) _____ (Brushing) _____ (Eating) _____	(B) _____ (R) _____ (B) _____ (Q) _____ (O) _____ (C) _____
1.1.4 (1) (Rose) _____ (Onion) _____ (Tomato) _____ (Apple) _____ (Grapes) _____	1.4 (1) (a) _____ (b) _____ (c) _____ (d) _____ (e) _____	(G) _____ (H) _____ (T) _____ (F) _____ (I) _____ (M) _____
1.2.1 (1) (Bed) _____ (Umbrella) _____ (Television) _____ (Mixie) _____ (Gas stove) _____	2.1 (1) (A) _____ (N) _____ (O) _____ (H) _____ (P) _____	(N) _____ (V) _____ (W) _____
1.2.2 (1) (Apple) _____ (Mango) _____ (Banana) _____ (Grapes) _____ (Pineapple) _____	2.2 (1) (C) _____ (W) _____ (J) _____ (Z) _____ (K) _____	2.5 (.5) (a) _____ (e) _____ (o) _____ (c) _____ (b) _____ (p) _____ (d) _____ (g) _____

ENGLISH - 1

(g) _____	3.3 (.5)	(4) _____
(q) _____	(finger) _____	(5) _____
(y) _____	(red) _____	(6) _____
(j) _____	(mother) _____	(7) _____
(m) _____	(tall) _____	(8) _____
(n) _____	(sitting) _____	(9) _____
(u) _____	3.4 (.5)	(10) _____
(h) _____	(ten) _____	4.1 (2)
(f) _____	(bill) _____	(a) _____
(t) _____	(tongue) _____	(b) _____
(l) _____	(tin) _____	(c) _____
(r) _____	(bull) _____	(d) _____
2.6 (2)	(to) _____	(e) _____
(a) _____	(on) _____	
(b) _____	(so) _____	
(c) _____	(go) _____	
W 2.7 (1)	(no) _____	
(a) _____	3.5 (.5)	
(b) _____	(THAT) _____	
(n) _____	(TAN) _____	
(wn) _____	(BALL) _____	
(szc) _____	(READING) _____	
2.8 (1)	(THESE) _____	
(e) _____	(IF) _____	
(x) _____	(IN) _____	
(d) _____	(IT) _____	
(on) _____	(IN) _____	
(dpb) _____	(OF) _____	
2.9 (.25)	3.6 (2)	Maximum Marks : _____
(i) _____	(a) _____	Marks Obtained : _____
(z) _____	(b) _____	Percentage : _____
(o) _____	3.7 (2)	
(e) _____	(a) _____	
(u) _____	(b) _____	
3.1 (1)	(c) _____	
(A) _____	(d) _____	
(D) _____	(e) _____	
(M) _____	3.8 (1)	
(N) _____	(1) _____	
(H) _____	(2) _____	
(C) _____	(3) _____	
(g) _____	(4) _____	
(d) _____	(5) _____	
(e) _____	(6) _____	
(f) _____	(7) _____	
3.2 (.5)	(8) _____	
(APPLE) _____	(9) _____	
(THREE) _____	(10) _____	
(HEAD) _____	3.9 (1)	
(BAG) _____	(1) _____	
(THAT) _____	(2) _____	
	(3) _____	

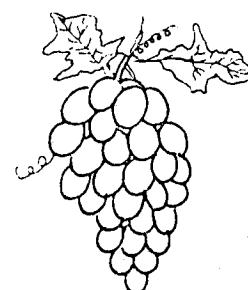
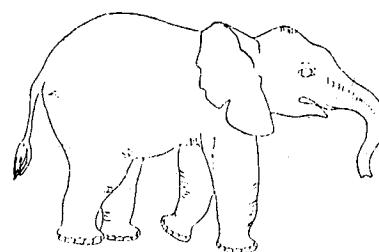
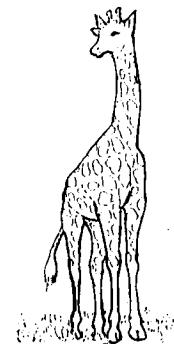
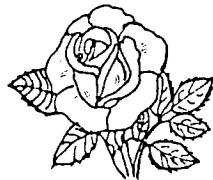
हिन्दी-1

कार्यपुस्तिका

1.1.1

कुलअंक = (5x1=5)

पूछे गये चित्र को दिखाओ :



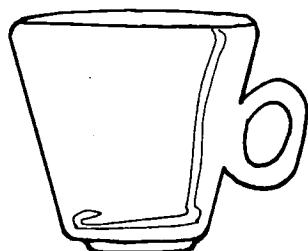
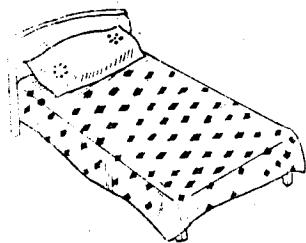
हिन्दी-1

कार्यपुस्तिका

1.1.2

कुलअंक = (5x1=5)

पूछे गये चित्र को दिखाओ :



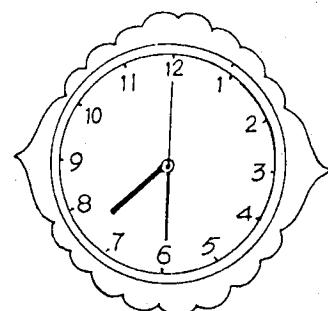
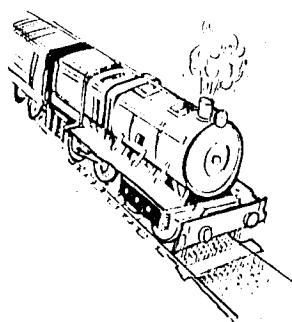
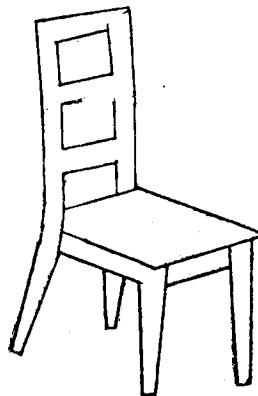
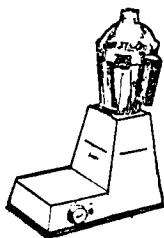
हिन्दी-1

कार्यपुस्तिका

1.1.3

कुलअंक = $(5 \times 1 = 5)$

पूछे गये चित्र को दिखाओ :



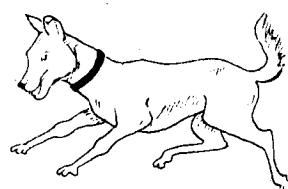
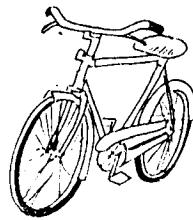
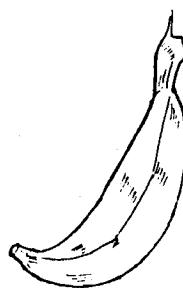
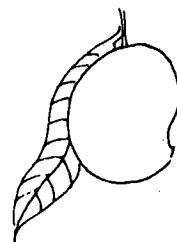
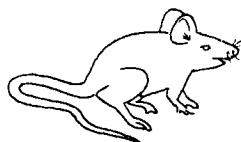
हिन्दी-1

कार्यपुस्तिका

1.1.4

कुलअंक = (5x1=5)

यह क्या है?



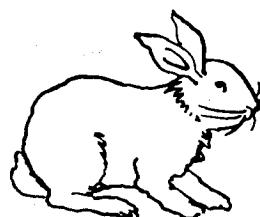
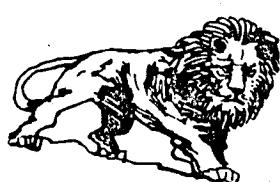
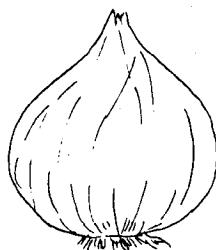
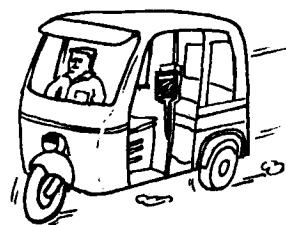
हिन्दी-1

कार्यपुस्तिका

1.1.5

कुलअंक = (5x1=5)

यह क्या है?

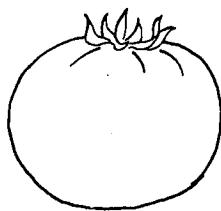
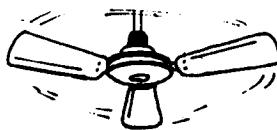
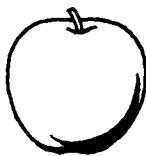


हिन्दी-1

कार्यपुस्तिका

यह क्या है?

1.1.6
कुलअंक = (5x1=5)



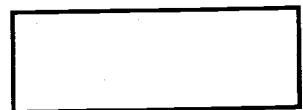
हिन्दी-1

कार्यपुस्तिका

2.1

कुलअंक = (5x1=5)

यहाँ क्या हो रहा है?



हिन्दी-1

कार्यपुस्तिका

3.1

कुलअंक = (10x1=10)

पढ़ो :

सेब

खेत

जेब

केला

मेला

बाजा

सवेरा

करेला

खाना

अनार



हिन्दी-1

कार्यपुस्तिका

3.2

कुलअंक = (10x1=10)

पढ़ो :

बस

नल

घास

बोल

कलम

माला

तबला

कान

कमरा

बारात



हिन्दी-1

कार्यपुस्तिका

4.1

कुलअंक = (5x10=5)

नीचे लिखे शब्दों में रेखांकित अक्षरों को दिखाओ।

<u>म</u>	कमल	माला
<u>घ</u>	घर	बाघ
<u>च</u>	चल	चाची
<u>र</u>	परदा	मोर
<u>ग</u>	गाना	आग
<u>पे</u>	पेट	पेड़
<u>खे</u>	खेलना	खेत
<u>ल</u>	बोतल	पालक
<u>स</u>	साथ	बस
<u>थ</u>	माथा	थकना

हिन्दी-1

कार्यपुस्तिका

4.2

कुलअंक = (5x10=5)

नीचे लिखे शब्दों में रेखांकित अक्षरों को दिखाओ।

क	काम	करो
ह	हाथ	हवाई
उ	उड़ता	उसको
ज	जहाज	भोजन
प	साँप	पत्र
व	बसवाले	वह
द	मैदान	मदद
य	सहायता	यह
आ	आवाज़	आदमी
ब	बजाने	बच्चा

हिन्दी-1

कार्यपुस्तिका

4.3

कुलअंक = (5x1=5)

पढ़ो :

जीवन एक गरीब बच्चा था। उसके माता - पिता अक्सर भूखे रह जाते थे। जीवन को पढ़ने की सच्ची लगन थी। वह पढ़ने में होशियार था। गोपाल ने जीवन को दस रूपये के सिक्के दिए। उसने कहा, “तुम छुट्टी के बाद कुछ बेचा करो।” जीवन ने कुछ खिलौने खरीदे। उनको गलियों में चक्कर लगाकर बेचा। उसमें अच्छा लाभ हुआ। उसने रोजाना दो घण्टे यह काम किया।

जवाब दो।

1. जीवन कौन था?
2. जीवन में क्या अच्छा गुण था?
3. जीवन ने पढ़ाई के साथ क्या काम किया?
4. गोपाल ने जीवन को क्या दिया?
5. जीवन अमीर था या गरीब ?



हिन्दी-1

कार्यपुस्तिका

5.1

कुलअंक = (10x1=10)

रेखांकित वर्ण को ○ करो

जैसे ब | अ | य | प | फँ | घ | ज | कृ | र | म | ट

ष	ब	व	ञ
उ	आ	औ	अ
थ	य	प	भ
ष	प्र	प	पू
ड	ड	झ	झ
छ	ध	घ	थ
च	ण	ज	ज्र
फ	व	क	व
श	स	ख	र
म	ग	भ	झ
ट	ठ	ठ	ट

हिन्दी-1

कार्यपुस्तिका

5.2

कुलअंक = (10x1=10)

रेखांकित वर्ण को ○ करो

जैसे

उ | व | ते | क | न | ध | ख | त | ओ | क्र | ह |

ऊ प ऐ झ त छ श त्र औ ऊ द

उ न ओ म न घ ख ट आ ज्ञ ठ

अ व ए क च थ झ प अं रु ड

अं ष ई ज ज थ क त ओ क्ष ह



हिन्दी-1

कार्यपुस्तिका

5.3

कुलअंक = (10x1=10)

लिखो :

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क्ष



हिन्दी-1

कार्यपुस्तिका

5.4

कुलअंक = (20x1=20)

लिखो :

कम रथ फल थन मत

— — — — —

सड़क कमल बहन पवन इंजन

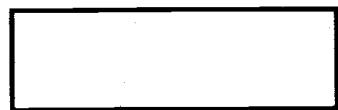
— — — — —

मृग घड़ी खेलो सोना तोता

— — — — —

चक्रा पालना सहेली बन्दर जलेबी

— — — — —



हिन्दी-1

कार्यपुस्तिका

6.1

कुलअंक = (10x1=10)

सुनो और लिखो :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

हिन्दी-1

कार्यपुस्तिका

6.2

कुलअंक = (10x1=10)

सुनो और लिखो :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

हिन्दी-1

कार्यपुस्तिका

7.1

कुलअंक = (5x1=5)

पढो :

एक नदी बह रही थी। नदी के किनारे एक पेड़ था। पेड़ पर जामुन लगे थे। पवन नाम का एक लड़का था। एक दिन वह पाठशाला नहीं गया। पेड़ पर चढ़ने लगा। उसके पैर फिसल गये। लड़का पानी में गिर पड़ा। उसको तैरना नहीं आता था। वह झूबने लगा। मोहन पाठशाला जा रहा था। उसने पवन को झूबते हुए देखा। मोहन तैरना जानता था। झट तैर कर पवन के पास आया। उसे पकड़ कर किनारे ले आया। इस तरह पवन की जान बची। मोहन को गुरु जी ने ईनाम दिया। उस दिन से पवन ने शरारत करना छोड़ दिया।

उत्तर लिखो :

1. पेड़ कहाँ था ?
2. पवन कैसे गिर गया?
3. मोहन ने पवन को कैसे बचाया ?
4. मोहन को ईनाम क्यों मिला ?
5. तुम मोहन की जगह पर होते तो क्या करते ?



हिन्दी-1

शब्द सूची

मद सं 6.1 के लिए :

बेल	दुख	घर	एक	फूल
कृपा	मोर	आम	हाथ	खेत
पैर	मैल	मित्र	नीला	हाथी
खेलो	चीनी	बोलो	दिन	पिता
और	कौवा	दूध	बंदर	पशु

मद सं 6.2 के लिए :

दरवाजा	धरती	शंकर	आकाश
किताब	लड़की	चिड़िया	ज़मीन
खुशबू	खोलो	आदमी	जादूगर
चरखा	पुजारी	बोतल	विद्यालय
बिल्ली	सवेरा	मैदान	सहायता
कृपाण	कूड़ेदान	हैरानी	कोमल



SCORING- SHEET

Name of the child :
Class Attending :

Sl.No:
Date of testing:

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial no of the item.

Time of Starting :
Time of Finishing :

Class I: **Hindi:**

प	1.1.1 (गुलाब) _____ (जिराफ) _____ (हाथी) _____ (स्कूटर) _____ (अंगूर) _____	(1)	1.1.6 (सेव) _____ (गेस स्टोव) _____ (पंचा) _____ (टमाटर) _____ (टेलीविजन) _____	(1)	4.1 (म) _____ (घ) _____ (च) _____ (र) _____ (ग) _____	(.5)
1.1.2	(पलंग) _____ (कार) _____ (छाता) _____ (कप) _____ (टेलीफोन) _____	(1)	2.1 (नहाना) _____ (पीना) _____ (पढ़ना) _____ (स्क्रिप्टिंग) _____ (नमस्ते) _____	(1)	(पे) _____ (खे) _____ (ल) _____ (स) _____ (थ) _____	(.)
1.1.3	(मिक्सी) _____ (कुर्सी) _____ (रेलगाड़ी) _____ (अनन्ध्रप्रदेश) _____ (घड़ी) _____	(1)	3.1 (सेव) _____ (खेत) _____ (जेव) _____ (केला) _____ (मेला) _____	(1)	(क) _____ (ह) _____ (उ) _____ (ज) _____ (प) _____	(.)
1.1.4	(चूहा) _____ (आम) _____ (किला) _____ (माइक्रोफोन) _____ (कुत्ता) _____	(1)	(वाजा) _____ (सबेरा) _____ (करेला) _____ (खाना) _____ (अनार) _____	(1)	(व) _____ (य) _____ (अ) _____ (ब) _____	(1)
1.1.5	(बिल्ली) _____ (ऑटो) _____ (याज) _____ (सिंह) _____ (खरगोश) _____	(1)	3.2 (बस) _____ (नल) _____ (धास) _____ (बोल) _____ (कलम) _____	(1)	(1) _____ (2) _____ (3) _____ (4) _____ (5) _____	(1)
			(माला) _____ (तबला) _____ (कान) _____ (कमरा) _____ (बारात) _____		ल 5.1 (अ) _____ (य) _____	(1)

(प) _____
(ई) _____
(घ) _____
(ज) _____
(क) _____
(र) _____
(म) _____
(ट) _____

7.1 (1) _____
(2) _____
(3) _____
(4) _____
(5) _____

5.2

(1)

(व) _____
(ऐ) _____
(फ) _____
(न) _____
(ध) _____
(ख) _____
(त) _____
(ओ) _____
(ऋ) _____
(ढ) _____

(सोना) _____
(तोता) _____
(चक्र) _____
(पालना) _____
(सहेली) _____
(बन्दर) _____
(जलेबी) _____

5.3

(i)

(ण) _____
(ज) _____
(छ) _____
(अ) _____
(त) _____
(ह) _____
(ज़) _____
(ष) _____
(ठ) _____
(क्ष) _____

(1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____
(7) _____
(8) _____
(9) _____
(10) _____

5.4

(1)

(कम) _____
(रथ) _____
(फल) _____
(थन) _____
(मत) _____
(सड़क) _____
(कमल) _____
(बहन) _____
(पवन) _____
(इंजन) _____
(मृग) _____
(घड़ी) _____
(खेलो) _____

(6.1) (1)
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____
(7) _____
(8) _____
(9) _____
(10) _____

6.2 (1)

Maximum Marks : _____
Marks Obtained : _____
Percentage : _____

MATHEMATICS-1

WORKSHEET

1.1

1. Count and say.

$$TS = (5 \times 1 = 5)$$

(a)



(b)



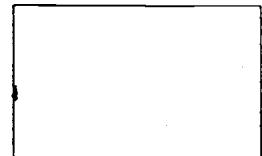
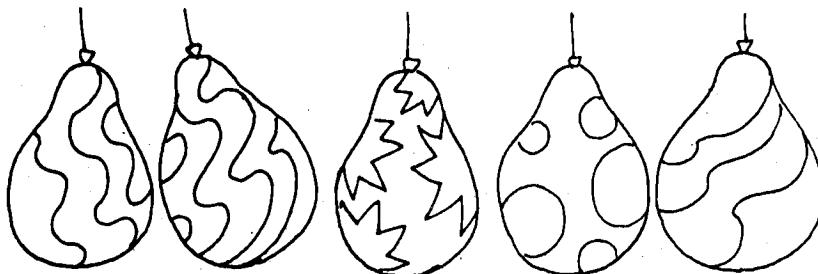
(c)



(d)



(e)



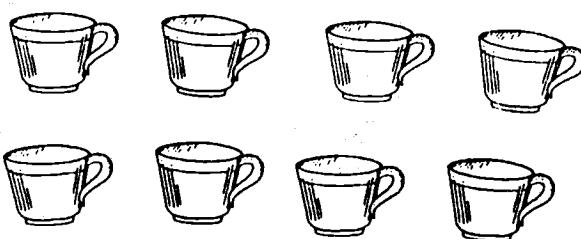
MATHEMATICS-1

WORKSHEET

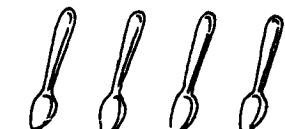
1. Count and say.

1.2
TS= $(5 \times 1 = 5)$

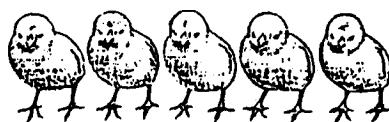
(a)



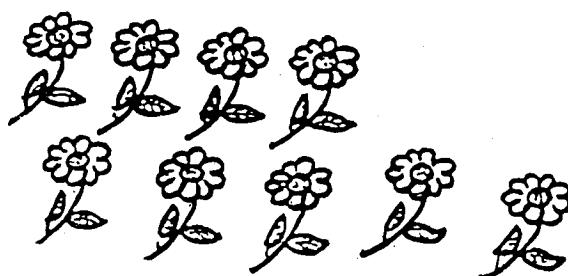
(b)



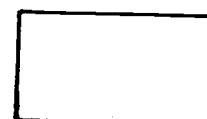
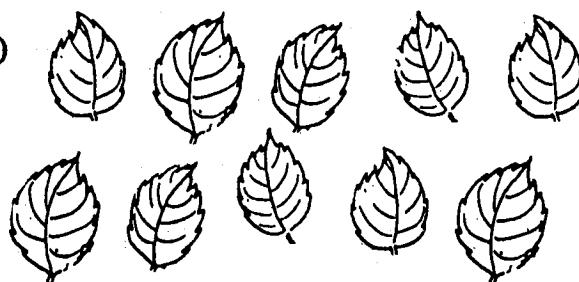
(c)



(d)



(e)



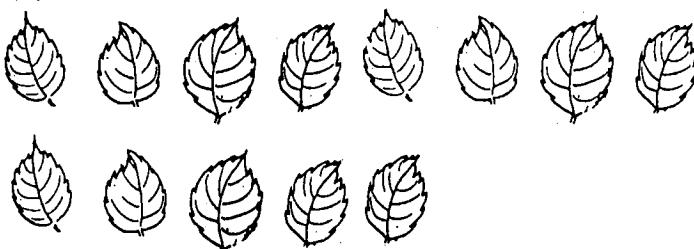
MATHEMATICS-1
WORKSHEET

1. Count and say.

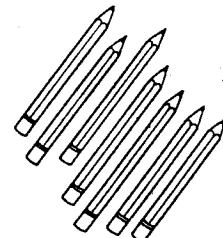
1.3

$$TS = (5 \times 1 = 5)$$

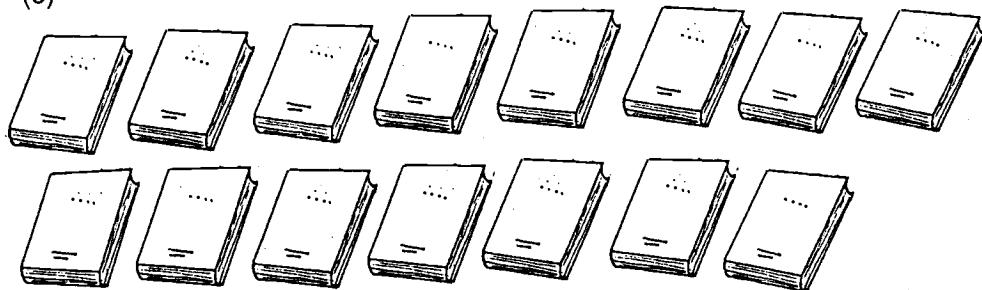
(a)



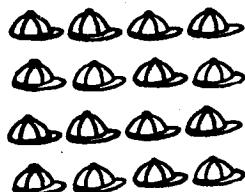
(b)



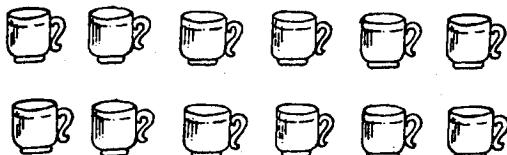
(c)



(d)



(e)



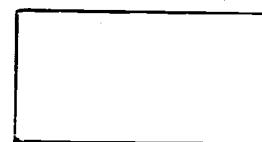
MATHEMATICS-1

WORKSHEET

2.1

$$TS = (5 \times 1 = 5)$$

1. Point to the coin when asked.



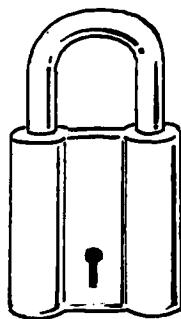
MATHEMATICS-1

WORKSHEET

2.2

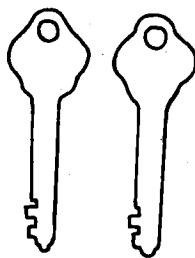
$$TS = (5 \times 1 = 5)$$

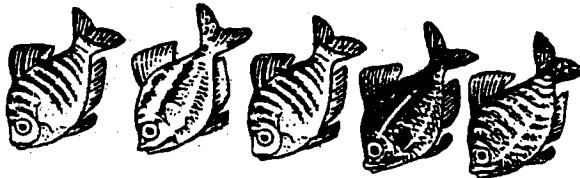
1. Count and write.

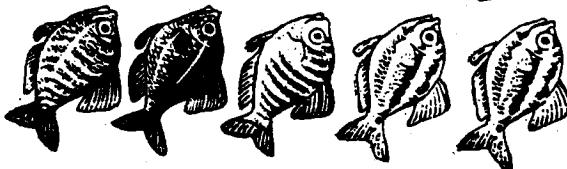


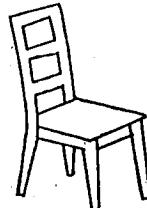












MATHEMATICS-1

WORKSHEET

2.3

$$TS = (1 \times 5 = 5)$$

1. Circle the number when told.

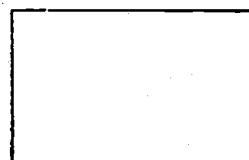
(a) 3 7 5 6

(b) 3 2 4 7

(c) 12 18 11 21

(d) 27 17 70 72

(e) 100 10 101 110



MATHEMATICS-1

WORKSHEET

1. Point to :

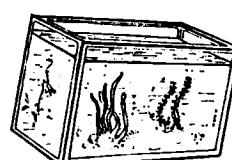
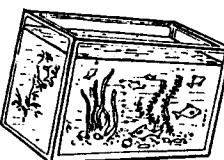
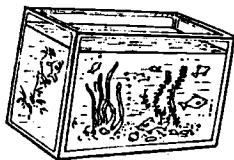
2.4

$$TS = (5 \times 1 = 5)$$

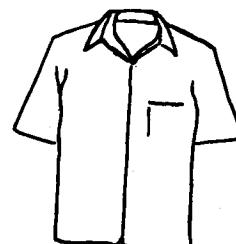
- (a) The book with zero label.



- (b) The tank with zero fish.



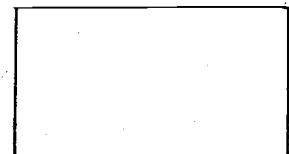
- (c) The shirt with zero buttons.



- (d) The tray with zero eggs.



- (e) The stalk with zero leaves.



MATHEMATICS-1
WORKSHEET

2.5

TS= (10x1=10)

- 1. Say numbers backward from 10-1.**

2.6

TS= (20x1=20)

- 2. Say numbers backward from 20-1.**

MATHEMATICS-1

WORKSHEET

2.7

$$TS=5(5 \times 1 = 5)$$

1. When asked tell the answer.

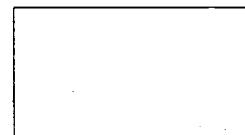
(a) $4 + 5 =$

(b) $2 + 3 =$

(c) $2 + 7 =$

(d) $6 + 4 =$

(e) $8 + 3 =$



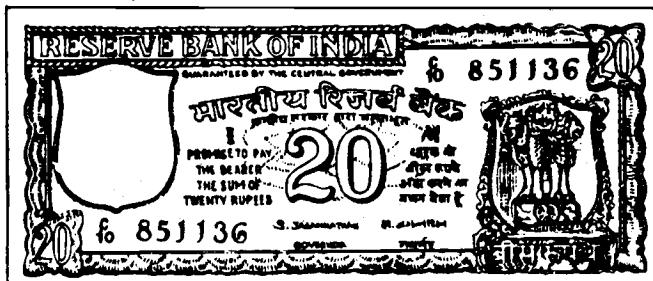
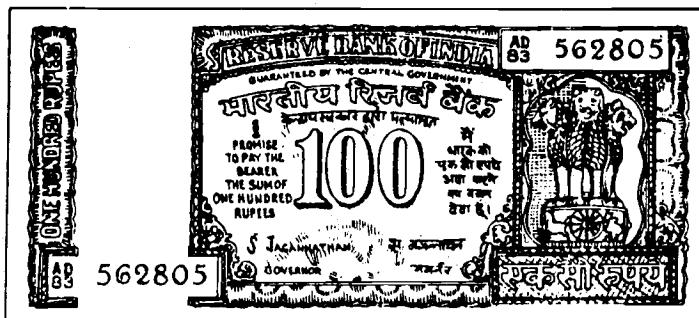
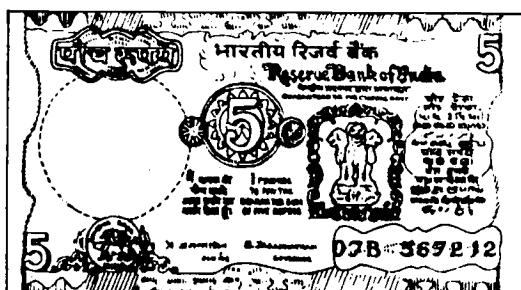
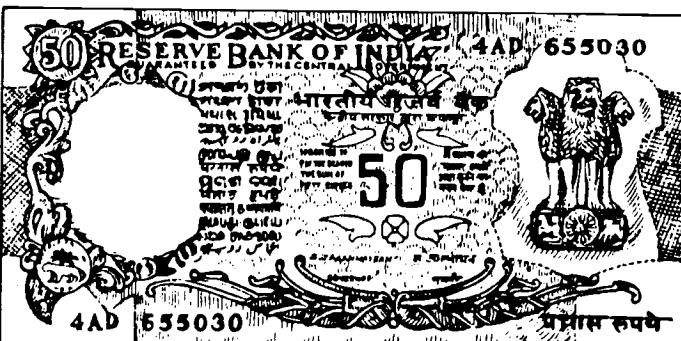
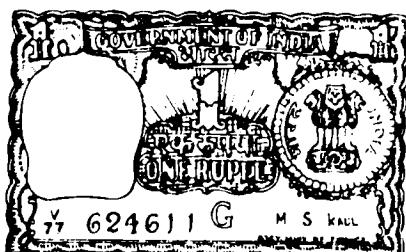
MATHEMATICS-1

WORKSHEET

2.8

$$TS = (7 \times 1 = 7)$$

1. Point to the amount when asked.



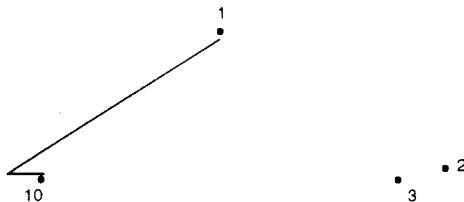
MATHEMATICS-1

WORKSHEET

2.9

1. Join the dots.

$$TS = (.5 \times 10 = 5)$$

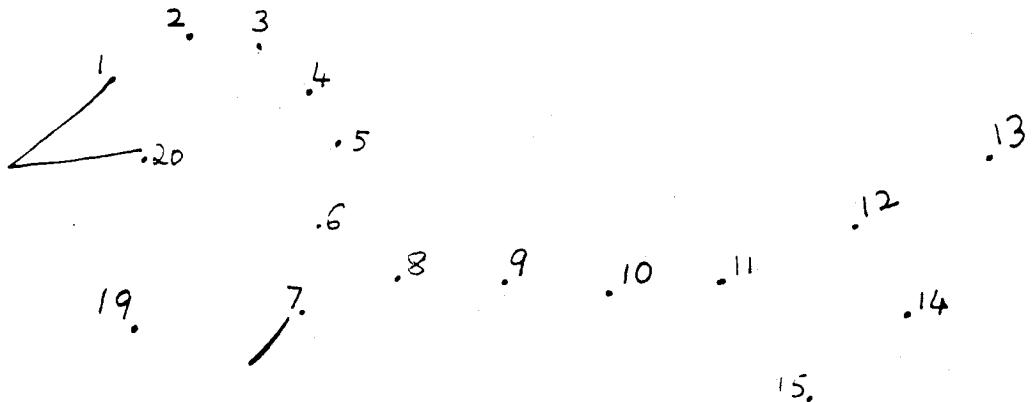


•
9 8 5 4

3.1

2. Join the dots.

$$TS = (20 \times 1 = 20)$$



16.

18.



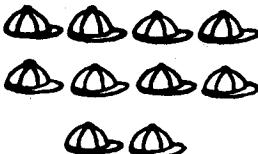
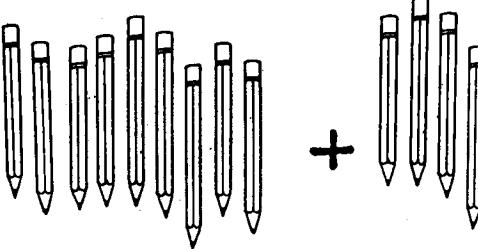
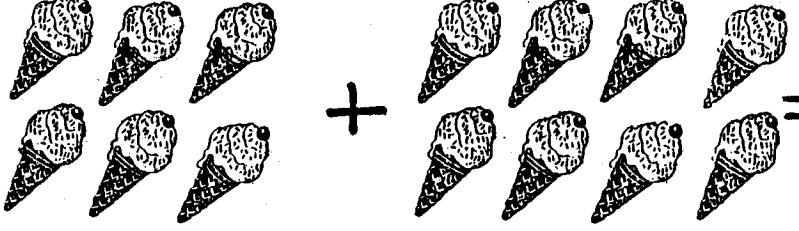
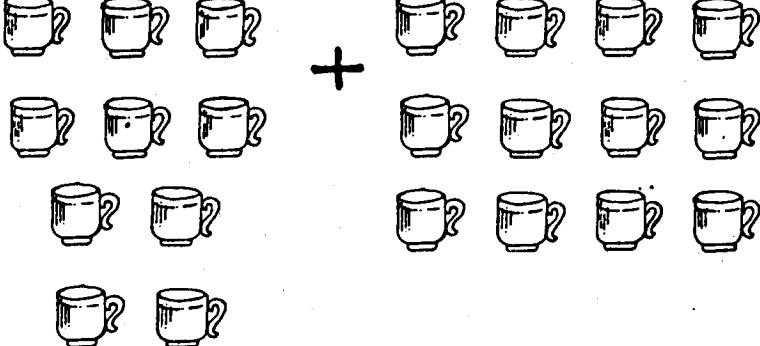
MATHEMATICS-1

WORKSHEET

3.2

$$TS = (5 \times 1 = 5)$$

1. Write how many are there together?

- (a)  +  = _____
- (b)  + _____ = _____
- (c)  + _____ = _____
- (d)  + _____ = _____
- (e)  + _____ = _____

MATHEMATICS-1

WORKSHEET

3.3

$$TS = (.25 \times 20) = 5$$

1. Fill up the blanks.

(a) 1 ____ 3

(b) 0 ____ 2

(c) 4 ____ 6

(d) 9 ____ 11

(e) 20 ____ 22

(f) 34 ____ 37

(g) 22 ____ 26

(h) 55 ____ 59

(i) 60 ____ 64

(j) 72 ____ 77



MATHEMATICS-1

WORKSHEET

3.4

TS= (14x1=14)

1. Add and Write:

(A)

(a) 2

+ 3

(b) 6

+ 3

(c) 4

+ 5

(d) 8

+ 9

(e) 5

+ 5

(f) 6

+ 7

(g) 10

+ 2

(h) 10

+ 10

(B)

(a) $3 + 2 =$ _____ (b) $4 + 3 =$ _____

(c) $5 + 4 =$ _____ (d) $6 + 3 =$ _____

(e) $8 + 7 =$ _____ (f) $9 + 5 =$ _____



MATHEMATICS-1

WORKSHEET

3.5

$$TS = (5 \times 1 = 5)$$

1. Listen carefully and answer the question.

(a) Your mother gave you 5 toffees and you ate 3 of them. How many are left with you now?

(b) My brother gave me 6 pencils and my mother gave me 5 more. How many pencils do I have now?

(c) I had 9 marbles when I went out to play, I did not lose or gain any. How many marbles do I have now?

(d) Ram had 10 apples, he gave 5 to his friend. How many apples does he have now?

(e) Your brother had 5 balloons and you gave him 7 more. How many balloons does he have now?

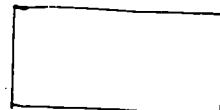
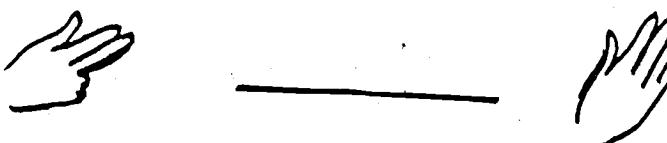
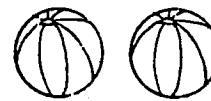
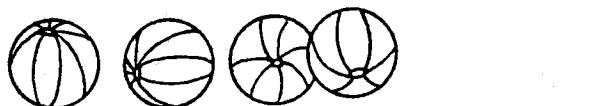
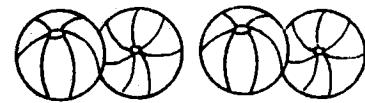
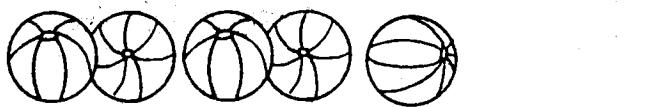
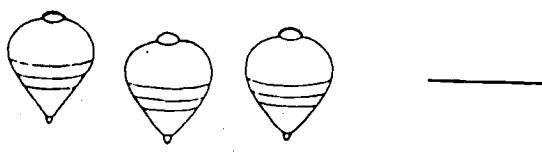
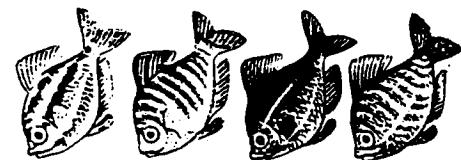
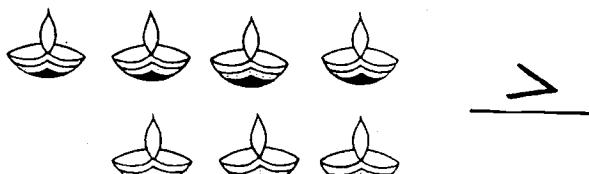
MATHEMATICS-1

WORKSHEET

3.6

$$TS = (5 \times 1 = 5)$$

1. Write $>$ or $<$ wherever applicable.



MATHEMATICS-1

WORKSHEET

3.7

$$TS = (5 \times 1 = 5)$$

1. Add and Write:

(a) 3 9

$$\begin{array}{r} + 4 0 \\ \hline \end{array}$$

(b) 4 2

$$\begin{array}{r} + 2 2 \\ \hline \end{array}$$

(c) 4 6

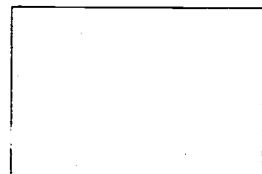
$$\begin{array}{r} + 2 1 \\ \hline \end{array}$$

(d) 7 1

$$\begin{array}{r} + 6 8 \\ \hline \end{array}$$

(e) 7 2

$$\begin{array}{r} + 9 6 \\ \hline \end{array}$$



MATHEMATICS-1

WORKSHEET

3.8

$$TS = (10 \times 1 = 10)$$

1. Subtract and Write:

(A)

(a) 4

— 2

(b) 6

— 3

(c) 7

— 4

(d) 8

— 2

(e) 9

— 0

(B)

(a) $3 - 2 =$ _____

(b) $4 - 0 =$ _____

(c) $5 - 4 =$ _____

(d) $6 - 5 =$ _____

(e) $7 - 3 =$ _____



MATHEMATICS-1

WORKSHEET

3.9

$$TS = (5 \times 1 = 5)$$

1. Find the value and Write:

(a) 1 6

$$\begin{array}{r} - \\ 3 \\ \hline \end{array}$$

(b) 1 4

$$\begin{array}{r} - \\ 1 3 \\ \hline \end{array}$$

(c) 1 8

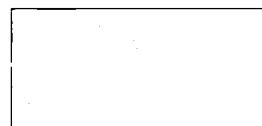
$$\begin{array}{r} - \\ 1 1 \\ \hline \end{array}$$

(d) 1 2

$$\begin{array}{r} - \\ 1 0 \\ \hline \end{array}$$

(e) 1 9

$$\begin{array}{r} - \\ 0 \\ \hline \end{array}$$



MATHEMATICS - 1
SCORING-SHEET

Name of the child:
 Class attending :

SL.No :
 Date of testing :
 Age/Sex :

- Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No of the item.

Time of Starting :
 Time of Finishing :

Class I: Mathematics:

1.1 (1)

- (a) 1
 (b) 3
 (c) 5
 (d) 4
 (e) 5

2.4 (1)

- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____

2.7 (1)

- (9) _____
 (5) _____
 (9) _____
 (10) _____
 (11) _____

1.2 (1)

- (a) 8
 (b) 4
 (c) 9
 (d) 9
 (e) 10

2.5 (1)

- (10) _____
 (9) _____
 (8) _____
 (7) _____
 (6) _____
 (5) _____

2.8 (1)

- (Re.1) _____
 (Rs.10) _____
 (Rs.50) _____
 (Rs.5) _____
 (Rs.2) _____
 (Rs.100) _____
 (Rs.20) _____

1.3 (1)

- (a) 13
 (b) 7
 (c) 15
 (d) 16
 (e) 12

2.6 (1)

- (4) _____
 (3) _____
 (2) _____
 (1) _____
 (20) _____
 (19) _____
 (18) _____
 (17) _____
 (16) _____
 (15) _____
 (14) _____
 (13) _____

2.9 (.5)

- (1) _____
 (2) _____
 (3) _____
 (4) _____
 (5) _____
 (6) _____
 (7) _____
 (8) _____
 (9) _____
 (10) _____

2.1 (1)

- (Rs 2) _____
 (Rs 5) _____
 (0.50 Ps) _____
 (0.25 Ps) _____
 (Re 1) _____

2.2 (1)

- (12) _____
 (11) _____
 (10) _____
 (9) _____
 (8) _____
 (7) _____
 (6) _____

3.1 (1)

- (1) _____
 (2) _____
 (3) _____
 (4) _____
 (5) _____
 (6) _____
 (7) _____
 (8) _____
 (9) _____
 (10) _____
 (11) _____
 (12) _____
 (13) _____

2.3 (1)

- (a) _____
 (b) _____
 (c) _____
 (d) _____
 (e) _____

MATHEMATICS - 1

(14) _____
(15) _____
(16) _____
(17) _____
(18) _____
(19) _____
(20) _____

3.2 (1)

(a) 11
(b) 13
(c) 14
(d) 2
(e) 22

3.3 (.25)

(2) _____
(1) _____
(5) _____
(10) _____
(21) _____
(35, 36) _____
(23, 24, 25) _____
(56, 57, 58) _____
(61, 62, 63) _____
(73, 74, 75, 76) _____

3.4 (1)

A (5) _____
(9) _____
(9) _____
(11) _____
(10) _____
(13) _____
(12) _____
(20) _____
B (5) _____
(1) _____
(9) _____
(9) _____
(15) _____
(14) _____

3.5 (1)

(2) _____
(11) _____
(9) _____
(5) _____
(12) _____

3.6 (1)

(<) _____

3.7 (1)

(79) _____
(64) _____
(67) _____

(139) _____
(168) _____
3.8 (1)

A (2) _____
(3) _____
(3) _____
(6) _____
(9) _____
B (1) _____
(4) _____
(1) _____
(1) _____
(4) _____

3.9 (1)

(13) _____
(1) _____
(7) _____
(2) _____
(19) _____

Maximum Marks :

Marks Obtained :

Percentage :

Class - II

ENGLISH - 2
WORKSHEET

1
TS=(10x1=10)

1. Read the following.

x

w

k

q

h

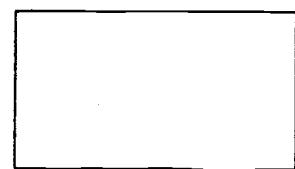
j

m

v

z

i



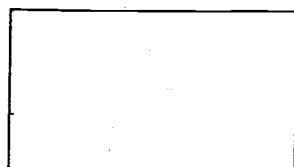
ENGLISH - 2
WORKSHEET

2

TS= (5x2=10)

1. Read the following.

- 1. A dog has a tail. A cat has a tail too. Cats and dogs have tails.**
- 2. I have some silk shirts. Here is one. Please look at it.
It is a good shirt.**
- 3. There is a big well in the village. The women go to the well and bring water for their homes. The villagers wash their clothes and bathe in the river.**
- 4. Once there lived an old saint. He was very kind to all birds and animals. A mouse lived near his cottage. The saint gave it something to eat daily.**
- 5. This is India. It is the land of great men and women. It is the land of high mountains and deep valleys. It is the land of big rivers and fertile plains.**



ENGLISH - 2
WORKSHEET

3
TS=(10x1=10)

1. Spell the following words.

(1) Behind

(6) Morning

(2) Together

(7) Coffee

(3) Village

(8) Hungry

(4) Listen

(9) Ground

(5) Breakfast

(10) Standing

**ENGLISH - 2
WORKSHEET**

1. Listen carefully :

One day Sita was running after a butterfly. Soon she was lost and could not find her way home. She was scared and she started crying. An old man came her way.

Old man : What are you doing my little girl? Where are you going?

Sita : I am going home. I don't know the way.

Old man : Don't cry, where do you live?

Sita : In our house. It is near a big tree.

Old man : What tree is it? And where?

Sita : I don't know. It is a big tree near our house.

Old man : Do you know your father's name? Where does he work?

Sita : His name is Shamu. He works in fields, he digs there.

Old man : I don't know him. There are some men in the field there. Come, Let's ask them the way.

Sita : Yes, thank you. Look, there is the butterfly. It is near the big stone. Let us try and catch it. Sita ran after the butterfly. Then she saw her house and reached home.

ENGLISH - 2
WORKSHEET

(4 Continued)

TS = $5 \times 1 = 5$

1. Tell answers:

- (a) **Whom did Sita meet when she was lost ?**

- (b) **Did she know her father's name? What was his name ?**

- (c) **Where does Sita's father work?**

- (d) **Did the old man know Sita's father?**

- (e) **How did Sita reach home?**

ENGLISH - 2
WORKSHEET

5

TS= (5x1=5)

- 1. Fill in the blanks with suitable words given below.**

reading

opening

cooking

running

drinking

1. She is _____ a box.

2. He is _____ tea.

3. They are _____ on the track.

4. She is _____ news.

5. She is _____ food.



ENGLISH - 2
WORKSHEET

6
TS= (5x1=5)

- 1. Copy the following.**

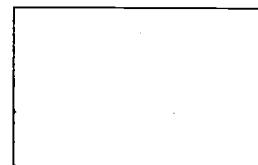
Yesterday

Twelve

Classroom

Tomorrow

Library



ENGLISH - 2
WORKSHEET

7

TS= (5x1=5)

1. Copy the following:

1. She is playing with a dog.

2. She is dancing on the stage.

3. He is climbing the tree.

**4. Each one climbed on the back of the other and looked out
of the window.**

**5. She is a very clever and hardworking girl. She got first
prize in sports as well as in studies.**

ENGLISH - 2
WORKSHEET

8

TS=(10x1=10)

1. Fill in the blanks of incomplete words.

(5x1=5)

1. I am t _ r _ d. I want some rest.
2. The t _ i l _ r is stitching a shirt.
3. Suresh is s t _ d _ n g. He has exams.
4. He is a t h _ f. The police took him to jail.
5. Kamala is a t _ c h _ r. She teaches in a public school.

2. Fill in the blank with 'a' or 'an'.

(5x1=5)

1. That is _____ old tree.
2. This is _____ new shirt.
3. I saw _____ angel in my dream.
4. They are looking for _____ house.
5. Will you please lend me _____ pen?

ENGLISH - 2
WORKSHEET

9
TS= (9X1=9)

1 Fill in the blanks with suitable words given below:

- (a) old (b) cold (c) post-men ($5 \times 1 = 5$)
(d) village (e) take

- (1) There are two _____ in the town Post office.
- (2) His car is _____. He wants a new one.
- (3) All the children of this _____ go to school.
- (4) This coffee is _____. Give me some hot coffee.
- (5) We open the box and _____ out the letters.

2 Fill in the blank. ($4 \times 1 = 4$)

(When, Where, Why, Who)

- (a) _____ is sleeping on the cot?
- (b) _____ are you crying?
- (c) _____ will the train reach Madras?
- (d) _____ is my book?

ENGLISH - 2
WORKSHEET

10
TS=(6X1=6)

1. Fill in the blanks with suitable words given below.

sea, pray, barked, shepherd, weak, diamond

1. There were many fish in the _____

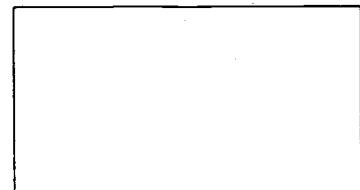
2. The old man was very _____

3. They _____ to god daily.

4. The little star looks like a _____ in the sky.

5. The dog _____ at the thief .

6. The _____ looked after his sheep.



ENGLISH - 2
WORKSHEET

11

TS=(10x1=10)

1. Write down when dictated. (words)

(1)

(2)

(3)

(4)

(5)

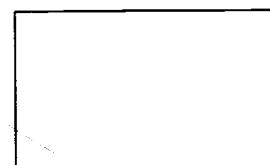
(6)

(7)

(8)

(9)

(10)



ENGLISH - 2
WORKSHEET

12

TS=10

- 1. Write down when dictated. (paragraph)**



ENGLISH - 2
WORKSHEET

13

TS= (5x1=5)

- 1. Read the following and write answers to the questions.**

Ram and Kamala have two sons and a daughter. Gopi and Giri are their two sons and Sita is their daughter. They live in a small house in Shampur village. Ram's old mother Mirabhai lives with them. Ram is a farmer. He goes to work in the fields. His children go to school by the bullock-cart. They all come home in the evening. They take a bath before dinner. Sometimes the grandmother tells the children a story at bed time.

(a) What do the children do before having dinner?

(b) How do the children go to school?

(c) Who are Ram's sons?

(d) Who tells them stories at bed time? What is her name?

(e) In which village does Ram stay?

ENGLISH - 2
FOR DICTATION

Worsheet 11

WORDLIST:

high	kill
play	fold
leaf	real
hop	beg
sing	risk
rain	good
evil	safe
few	true
cave	dark
send	size

PARAGRAPH:

Worksheet 12

Many people in our country work in the fields. They grow wheat, rice, maize, ragi and other crops. People work hard in factories too. We make many things in our factories today. We make bicycles, scooters, cars, aeroplanes and many other things.

ENGLISH - 2

SCORING-SHEET

Name of the child: SL.No :
 Class attending : Date of testing:
 Age/Sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No. of the item.

Time of Starting :
 Time of Finishing :

Class II: **Language (English)**

R 1	(1)	(reading) ----- (cooking) -----	10 (sea) ----- (weak) ----- (pray) ----- (diamond) ----- (barked) ----- (shepherd) -----
	6	(Yesterday) ----- (Twelve) ----- (Classroom) ----- (Tomorrow) ----- (Library) -----	(1) (sea) ----- (weak) ----- (pray) ----- (diamond) ----- (barked) ----- (shepherd) -----
	7	(1) ----- (2) -----	11 (1) ----- (2) -----
		(3) ----- (4) ----- (5) -----	(3) ----- (4) ----- (5) -----
2	(2)	8.1 (tired) ----- (tailor) ----- (studying) ----- (thief) ----- (teacher) -----	(1) (6) ----- (7) ----- (8) ----- (9) ----- (10) -----
3	(1)	8.2 (an) ----- (a) ----- (an) ----- (a) ----- (a) -----	12 (1) (10) 13 (a) ----- (b) ----- (c) ----- (d) ----- (e) -----
4	(1)	9.1 (post-man) ----- (old) ----- (Village) ----- (Cold) ----- (take) -----	(1) (1) (1) (1) (1)
W 5	(1)	9.2 (who) ----- (why) ----- (when) ----- (where) -----	

ENGLISH - 2

Note for worksheet 2:

Items:

- | | | |
|-----------------------|-----------------------|--------------------|
| 1&2 : | Upto 3 errors | - full mark |
| | 4-6 errors | - 1 mark |
| | > 6 errors | - no mark |
| 3&4&5: | Upto 6 errors | - full mark |
| | 7-10 errors | - 1 mark |
| | > 10 errors | - no marks. |

Note for worksheet 12:

Upto 4 errors - full mark

5 to 20 errors - cut .5 marks for each error

> 20 errors - no marks.

Maximum Marks :

Marks Obtained :

Percentage :

हिन्दी-2

कार्यपुस्तिका

1

कुलअंक = (10x1=10)

पढ़ो :

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हिन्दी-2

कार्यपुस्तिका

2
कुलअंक = (15x1=15)

पढ़ो :

भीतर

क्षमा

शाखाएँ

बुझाओ

दूसरे

झोपड़ी

पौधा

गिलहरियाँ

हैरान

पाठशाला

वरदान

निराश

अपराध

वर्ष

जवान

हिन्दी-2

कार्यपुस्तिका

3

कुलअंक = (15x1=15)

पढ़ो :

बिल्ली

युवा

उत्तर

देशभक्त

पत्थर

सत्ताह

आश्चर्य

पंद्रह

पुस्तक

धन्यवाद

अध्यापक

शिकार

चित्रशाला

महात्मा

विद्वान्

हिन्दी-2

कार्यपुस्तिका

4

कुलअंक = 15

पढ़ो :

होली रंगों का त्योहार है।

होली के दिन लोग एक दूसरे के मुँह पर गुलाल लगाते हैं।

होली के दिन बच्चे खुश रहते हैं।

होली के दिन सब एक दूसरे के गले मिलते हैं।

हिन्दी-2

कार्यपुस्तिका

5

कुलअंक = (5x1 = 5)

पढ़ो :

हाथी को हस्ति या हस्ती भी कहते हैं।
केरल के वनों में बहुत से हाथी पाए जाते हैं।
हाथी एक चतुर पशु है। वह हमारी बातों को
समझता है। हाथी अपने सब काम सूँड से
करता है। वह सूँड में पानी भर कर नहाता है।

जवाब दो :

1. भारत में हाथी कहाँ पाये जाते हैं?
2. हाथी का दूसरा नाम क्या है?
3. हाथी अपना सब काम किससे करता है?
4. हाथी कैसा पशु है?
5. हाथी कैसे नहाता है?

हिन्दी-2

कार्यपुस्तिका

6

कुलअंक = (5x1 = 5)

पढ़ो :

सूरज पूर्व दिशा से निकलता है ।

लाल रंग बिखेरता है और चारों तरफ रोशनी फेलाता है ।

जैसे ही सूरज ढलता है, धरती, आकाश पर
अँधेरा छा जाता है । शाम हो जाती है ।

जवाब दो :

1. सूरज किस तरफ से निकलता है ?
2. सूरज के निकलने से क्या होता है ?
3. सूरज के ढलने से क्या होता है ?
4. सूरज कब ढलता है ?
5. सूरज की रोशनी किस रंग की होती है ?

हिन्दी-2

कार्यपुस्तिका

7

कुलअंक = (10x1 = 10)

लिखो:

आकाश

सिद्धार्थ

धरती

ज़मीन

दोस्त

रोशनी

गुब्बारेवाला

अध्यापक

पूर्णचंद्र

देशबन्धु

हिन्दी-2

कार्यपुस्तिका

8

कुलअंक = (5x2 = 10)

लिखो:

1. मोहन ने आम खाए ।

2. बूढ़ा कबूतर चतुर था ।

3. कच्ची सब्ज़ी ज़रूर खानी चाहिए ।

4. गन्ने का रस गाढ़ा होकर गुड़ बन जाता है ।

5. देशबंधु चितरंजन दास हमारे नेता थे ।



हिन्दी-2

कार्यपुस्तिका

9

कुलअंक = $(10 \times 1 = 10)$

सुनो और लिखो :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

हिन्दी-2

कार्यपुस्तिका

10

कुलअंक = (5x1 = 5)

पढ़ो :

रहमान : दिलीप, उदास क्यों हो ?

दिलीप : माँ को ज्वर आ रहा है। घर में मैं अकेला हूँ।

रहमान : तुम्हारे पिता जी कहाँ गये ?

दिलीप : जी, बम्बई गये हैं।

रहमान : एक कार्ड लिख कर उनको सूचना दो।

दिलीप : कार्ड कहाँ मिलता है? उसे कौन ले जायेगा?

हमारे पास जाने वाला कोई नहीं है।

रहमान : घर से किसी के जाने की क्या आवश्यकता है?

पंद्रह पैसे लो, हम कार्ड खरीदते हैं। (दोनों डाक घर की ओर चलते हैं।)

रहमान : देखो, यह डाक घर है। उस खिड़की पर कार्ड मिलते हैं।

उत्तर लिखो :

1. दिलीप उदास क्यों बैठा था ?

2. दिलीप के पिता कहाँ गये थे ?

3. कार्ड कहाँ मिलता है ?

4. दिलीप के घर में किसको ज्वर था ?

5. कार्ड लिखने की सलाह किसने दी ?

हिन्दी-2

कार्यपुस्तिका - 9

शब्द सूची

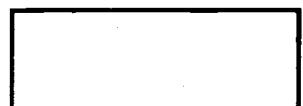
जाल दरवाजा गिलहरी मूँगफली भेड़िए

पहुँचता परेशान सहायता पैसे पौधा

झोपड़ी

अवश्य बच्चों जन्मदिन पुस्तक सूर्य

गुब्बारे ईश्वर प्रणाम अँधेरा डॉक्टर



SCORING - SHEET

Name of the child :
Class Attending :

Sl.No. :
Date of testing:
Age/sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial no of the item

Class II : Hindi :

Time of Starting :
Time of Finishing :

प 1 (अ) _____ (ब) _____ (च) _____ (ड) _____ (ढ) _____ (इ) _____ (क्ष) _____ (ऋ) _____ (ञ) _____ (ॠ) _____ 2 (भीतर) _____ (क्षमा) _____ (शाखाएँ) _____ (दुश्शाओं) _____ (दूसरे) _____ (जोपड़ी) _____ (पौधा) _____ (गिलहरियाँ) _____ (हेराना) _____ (पाठशाला) _____ (वरदान) _____ (निराशा) _____ (अपराध) _____ (वर्ष) _____ (जवान) _____ 3 (विल्ती) _____ (युवा) _____ (उत्तर) _____ (देशभक्ति) _____ (पत्थर) _____ (समाह) _____ (आश्चर्य) _____ (पुस्तक) _____ (धन्यवाद) _____ (अध्यापक) _____ (शिकार) _____ (चित्रशाला) _____ (महन्मा) _____ (विद्वान) _____	(1) 4 (1) 5 (1) 6 (1) 7 (1) 8 (1) 9 (1) 10	(15) (1) (2) (3) (4) (5)	(10) (1) (2) (3) (4) (5)	Time of Starting : Time of Finishing :
				For worksheet 3 :
				Upto 2 errors per line of 1,2,3 1 mark >> 2 of 1,2,3, errors 0 marks
				Upto 3 errors per line of 4 & 5 1 marks > 3 errors per line of 4 & 5 0 marks
				For worksheet 4 :
				Upto 3 errors full marks 4 - 6 errors 12 marks 7 - 9 errors 9 marks 10 - 15 errors 6 marks 15 - 20 errors 3 marks 20 - 25 errors 1 marks > 25 errors 0 marks
				Maximum Marks : Marks Obtained : Percentage :

MATHEMATICS-2

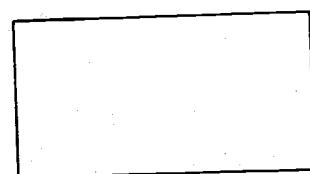
WORKSHEET

1

TS= (10x1=10)

1. Fill in the blanks.

	Hundreds	Tens	Ones
Eg: 325	3	2	5
1. 35	<input type="text"/>	<input type="text"/>	<input type="text"/>
2. 9	<input type="text"/>	<input type="text"/>	<input type="text"/>
3. 605	<input type="text"/>	<input type="text"/>	<input type="text"/>
4. 20	<input type="text"/>	<input type="text"/>	<input type="text"/>
5. 11	<input type="text"/>	<input type="text"/>	<input type="text"/>
6. 330	<input type="text"/>	<input type="text"/>	<input type="text"/>
7. 653	<input type="text"/>	<input type="text"/>	<input type="text"/>
8. 486	<input type="text"/>	<input type="text"/>	<input type="text"/>
9. 8	<input type="text"/>	<input type="text"/>	<input type="text"/>
10. 60	<input type="text"/>	<input type="text"/>	<input type="text"/>



MATHEMATICS-2

WORKSHEET

2

$$TS = (5 \times 1 = 5)$$

1. Place the number in appropriate boxes.

For Eg: 2 5

2	5
---	---

(a) 3 4

--	--

(b) 4 0

--	--

(c) 7 8

--	--

(d) 1 0 0

--	--	--

(e) 4 0 7

--	--	--

--

MATHEMATICS-2

WORKSHEET

3

$$TS = (5 \times 1 = 5)$$

1. Place the number in appropriate boxes.

For Eg: 1 5

1	5
---	---

(a) 3

--	--

(b) 7 0

--	--

(c) 8 7

--	--	--

(d) 6 0 8

--	--	--

(e) 5 9 0

--	--	--	--

--

MATHEMATICS-2

WORKSHEET

4

$$TS = (5 \times 1 = 5)$$

1. Write the numeral.

(a) 3 tens and 6 ones.

(b) 6 tens and 1 one.

(c) 9 tens and zero one.

(d) 5 hundreds, zero tens and 4 ones.

(e) one hundred, one ten and one.

MATHEMATICS-2

WORKSHEET

5

$$\text{TS} = (8 \times 1 = 8)$$

1. Add:

(a) 4 2 (b) 7 4 (c) 2 3
+ 2 6 + 2 5 + 2 1
_____ _____ _____

(e) 4 2 2 (f) 4 9 (g) 3 6 (h) 1 5
+ 3 0 6 + 3 5 + 1 7 + 5 4
_____ _____ _____ _____

MATHEMATICS-2

WORKSHEET

6
TS=(7X1=7)

1. Add:

a) 4 7 5
 5 7
+ 6 0

b) 4 5 3
 1 5 4
+ 7 4

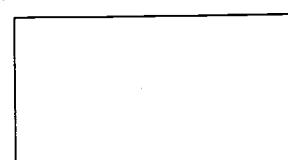
c) 5 3 9
 1 8 8
+ 1 0 9

d) 6 5 5
 2 5 6
+ 8 9

e) 5 5 0
 1 8 7
+ 9

f) 4 8 4
 2 1 2
+ 1 9 3

g) 3 9 0
 8 7
+ 4 8



MATHEMATICS-2

WORKSHEET

7

$$TS = (10 \times 1 = 10)$$

1. Do the following. $(5 \times 1 = 5)$

(A) (a) $3 \times 5 =$ _____

(b) $4 \times 2 =$ _____

(c) $2 \times 8 =$ _____

(d) $5 \times 10 =$ _____

(e) $4 \times 8 =$ _____

(B) $(5 \times 1 = 5)$

(a) 8
 $\times 7$

(b) 6
 $\times 9$

(c) 3
 $\times 8$

(d) 4
 $\times 6$

(e) 5
 $\times 10$



MATHEMATICS-2

WORKSHEET

$$\boxed{8 \\ TS=(10 \times 1=10)}$$

1. Do the following.

(A)

(a) $6 \times 4 =$ _____

(b) $3 \times 9 =$ _____

(c) $7 \times 8 =$ _____

(d) $5 \times 4 =$ _____

(e) $8 \times 10 =$ _____

(B)

(a) 2

$\times 5$

(b) 9

$\times 10$

(c) 8

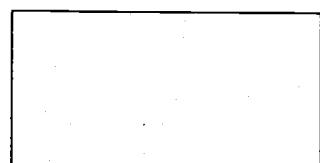
$\times 4$

(d) 7

$\times 6$

(e) 3

$\times 8$



MATHEMATICS-2

WORKSHEET

9

TS= (10x1=10)

1. Subtract:

(a) 4 6

- 2 1

(b) 5 8

- 2 6

(c) 3 2

- 1 0

(d) 3 0

- 2 0

(e) 2 8 6

- 1 0 2

(f) 9 2

- 5 7

(g) 8 7

- 7 8

(h) 5 0

- 2 9

(i) 8 2

- 8

(j) 4 2 0

- 3 4 1



MATHEMATICS-2

WORKSHEET

10

$$TS = (5 \times 1 = 5)$$

1. Solve the following problems.

(a) There are 254 children in a school, 149 of them are boys

How many of them are girls?

(b) A box can hold 500 mangoes. It already has 169 mangoes.

How many more can be put in it?

(c) What is the sum of 659 and 380?

(d) What is the difference between 709 and 687?

(e) I had 980 chocolates, I distributed 480 chocolates. How many are there with me?

MATHEMATICS-2

WORKSHEET

11

TS= (10x1=10)

1. Solve the following:

(a) 3

$$\begin{array}{r} \times 7 \\ \hline \end{array}$$

(b) 4 3

$$\begin{array}{r} + 6 4 \\ \hline \end{array}$$

(c) 7 2

$$\begin{array}{r} + 6 9 \\ \hline \end{array}$$

(d) 8 0

$$\begin{array}{r} \times 6 \\ \hline \end{array}$$

(e) 7 2

$$\begin{array}{r} - 3 8 \\ \hline \end{array}$$

(f) 4 0 5

$$\begin{array}{r} + 3 9 6 \\ \hline \end{array}$$

(g) 4 0

$$\begin{array}{r} \times 9 \\ \hline \end{array}$$

(h) 8 7 8

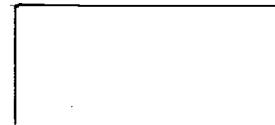
$$\begin{array}{r} - 6 2 4 \\ \hline \end{array}$$

(i) 2 4 6

$$\begin{array}{r} 3 0 9 \\ + 1 0 0 \\ \hline \end{array}$$

(j) 6 8

$$\begin{array}{r} \times 8 \\ \hline \end{array}$$



MATHEMATICS-2

WORKSHEET

12.

$$TS = (5 \times 1 = 5)$$

1. Tell Answers to the following:

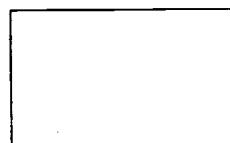
(a) How many days are there in a week?

(b) How many weeks are there in a month?

(c) How many months are there in a year?

(d) Name the months?

(e) Name the days in a week?



MATHEMATICS-2

WORKSHEET

13

$$TS = (5 \times 1 = 5)$$

1. Answers to the following:

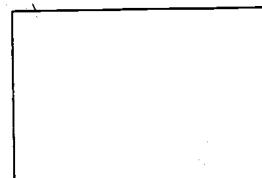
(a) How many 50 Ps make 1 Re.

(b) How many 25 Ps make 50 Ps.

(c) How many 10 Ps are there in 30 Ps.

(d) How many 10 Ps are there in 1 Re.

(e) How many 20 Ps are there in 1 Re.



MATHEMATICS-2

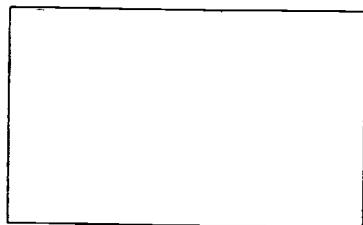
WORKSHEET

14

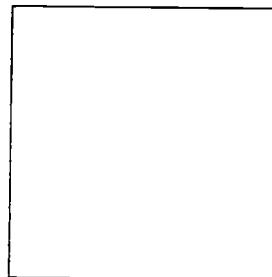
$$TS = (5 \times 1 = 5)$$

1. Name the following figure:

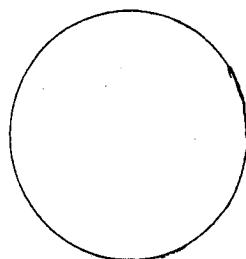
(1)



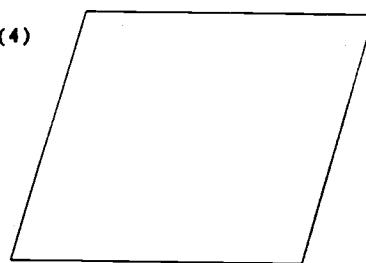
(2)



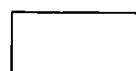
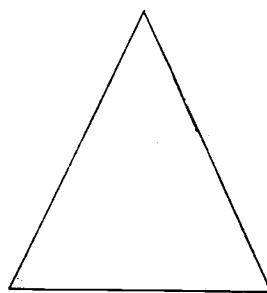
(3)



(4)



(5)



MATHEMATICS-2

WORKSHEET

15

$$TS = (5 \times 1 = 5)$$

1. Tell the answers when asked.

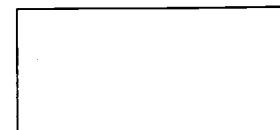
- (a) I have 4 blue ribbons and 6 red ribbons. How many ribbons do I have in all?

- (b) Ram had 8 pencils. He gave away 3 of them to his sister. How many are left with him?

- (c) A book, has 98 pages. How many pages are there in 7 such books?

- (d) There are 20 students in a class. On a rainy day 8 were absent. How many were present in the class?

- (e) Sudha bought two packets of biscuits. One has 15 biscuits and the other has 20 biscuits. How many biscuits are there in all?



MATHEMATICS - 2

SCORING-SHEET

Name of the child:
Class attending :

SL.No :
Date of testing:
Age/sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No. of the item.

Maximum Marks :

Time of Starting :

Marks Obtained :

Time of Finishing :

Percentage :

(21) -----

(74) -----

(79) -----

Class II: MATHEMATICS:

W 1	(1)	6	(1)	11
(T, O) -----		(592) -----		(105) -----
(O) -----		(681) -----		(331) -----
(H, T, O) -----		(836) -----		(1039) -----
(T, O) -----		(1000) -----	10	(22) -----
(T, O) -----		(746) -----		(500) -----
(H, T, O) -----		(889) -----		(21) -----
(H, T, O) -----		(525) -----		(107) -----
(H, T, O) -----		7	(1)	
(O) -----		A (15) -----		(141) -----
(T, O) -----		(8) -----		(480) -----
2	(1)	(16) -----		(34) -----
(a) -----		(50) -----		(801) -----
(b) -----		(32) -----		(360) -----
(c) -----		B (56) -----		(254) -----
(d) -----		(54) -----		(655) -----
(e) -----		(24) -----		(544) -----
3	(1)	(24) -----		12 (1)
(a) -----		(50) -----		(7) -----
(b) -----		8 (1)		(4) -----
(c) -----		A (24) -----		(12) -----
(d) -----		(27) -----		(d) -----
(e) -----		(56) -----		(e) -----
4	(1)	(20) -----		R 13 (1)
(36) -----		(80) -----		(2) -----
(61) -----		B (10) -----		(2) -----
(90) -----		(90) -----		(3) -----
(504) -----		(32) -----		(10) -----
(111) -----		(42) -----		(5) -----
5	(1)	(24) -----		14 (1)
(68) -----		9 (1)		(1) -----
(99) -----		(25) -----		(2) -----
(79) -----		(32) -----		(3) -----
(628) -----		(22) -----		(4) -----
(728) -----		(10) -----		(5) -----
(84) -----		(184) -----		15 (1)
(92) -----		(35) -----		(10) -----
(96) -----		(9) -----		(5) -----
				(686) -----
				(12) -----
				(35) -----

Class - III

ENGLISH - 3
WORKSHEET

1
TS=10

1. Read the following.

The sailor woke up in bright daylight. He was on a rocky shore. He climbed up on a small island. There were rocks all over, some trees and some bushes. There were very few sea animals, but he saw some wild goats at a distance. The cry of the sea birds and the roar of the waves were the only sounds on the island.

ENGLISH - 3
WORKSHEET

2
TS= (5x1=5)

1. Listen carefully and tell the answers to questions.

Ramesh and Balu are friends. They study in Vidya mandir. Ramesh goes to school by the school bus. Balu lives near the school and so he walks to school. One day Ramesh did not go to school. Balu was worried. In the evening he went to the house of Ramesh to find out why he did not come to school. He found that Ramesh was sick. Dr. Gopal was giving him medicines. Dr. Gopal told Balu not to worry and that Ramesh will recover and go to school in two days. Balu was happy to hear that. He thanked the doctor.

Tell the answers:

- 1. Who were friends?**
- 2. Where do they study?**
- 3. How does Ramesh go to school?**
- 4. Why was Balu worried?**
- 5. What did the doctor tell?**



ENGLISH - 3
WORKSHEET

3
TS=30

1. Write the plurals: **(10x1=10)**

calf match baby body apple

day city leaf mouse tooth

2. Write feminine (She-words). **(5x1=5)**

King father son man bull

3. Write past tense. **(5x1=5)**

finish hear say break tell

4. Write the opposite. **(5x1=5)**

dry rich strong true bitter

5. Write the degrees of adjective. **(5 x 1 = 5)**

Eg: dark--- darker, darkest

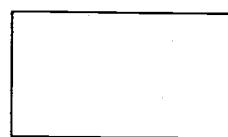
tall safe dirty good much

ENGLISH - 3
WORKSHEET

4
TS= (20x1=20)

1. Write when dictated.

- | | |
|------------|------------|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |



ENGLISH - 3
WORKSHEET

5
TS= (10x1=10)

- 1. Write Answers to the following with "Yes". (5x1=5)**

Eg: Did you go to school?
Yes, I went to school.

1. Can she ride a bicycle?

2. Did he complete his home work?

3. Are you going to the shop?

4. Do you have a pen?

5. Have they gone to the temple?

- 2. Write Answers to the following with "no" (5x1=5)**

Eg. : Have you eaten lunch?
No. I have not eaten lunch.

1. Did they come here?

2. Is he your best friend?

3. Can she sing a song?

4. Have you paid the fees?

5. Has his father come home?



ENGLISH - 3
WORKSHEET

6

TS= (20x1=20)

1. Fill in the blanks with the correct vowel pair.

I ie/ai

(10x1=10)

II ea/ee

(10x1=10)

1. a f r _ _ d

1. g r _ _ n

2. b a b _ _ s

2. b _ _ c h

3. t r _ _ n

3. g r _ _ d y

4. s t r _ _ g h t

4. s _ _ n

5. f r _ _ n d

5. s h _ _ p

6. t r _ _ s

6. t _ _ c h

7. g r _ _ n

7. s l _ _ p

8. s t o r _ _ s

8. s n _ _ z e

9. p _ _ n

9. l _ _ r n

10. p l _ _ n

10. r _ _ c h

ENGLISH - 3
WORKSHEET

7
TS= (5x1=5)

1. Read the paragraph and answer the questions.

Once a large number of fish and a crab lived in a pond. One year there are no rains, and it was very hot and dry. There was a clever crane who said to the fish, "Dear friends, soon there won't be any water in your pond and you'll die. I know of another pond with a lot of water. Come with me I'll take you there".

The crane took a fish in its beak, flew to a tree, sat on a branch and ate it up. In this way, the crane ate up all the fish in the pond one-by-one there was now no fish in the pond but there was a crab. The crab said to the crane , "Don't take me in your beak, I'll fall down. Let me hold on to your neck. The crane rose from the ground and flew towards the tree. The crab became afraid and asked "Where are you going? What do you want to do with me?" The crane laughed and said "Of course I want to eat you". The crab said "But you can't, I'll kill you first". And it dug its sharp claws into the crane's neck.

Contd

ENGLISH - 3

WORKSHEET

1. Read the following and tick the correct answer.

1. Who lived in the pond?

- (1) Crane (2) Fish (3) The crane and fish
- (4) Fish and crab

2. The crane-----

- (1) ate up all the fish in pond one by one.
- (2) showed them a new pond.
- (3) took them to a tree and left them there.
- (4) ate some of the fish the pond.

3. The crane took them one by one-----

- (1) to a tree and ate them.
- (2) to the other pond and ate them.
- (3) to the other pond and left them there.
- (4) and brought them back.

4. When the crane took the crab away,-----

- (1) the crane held the crab in its beak.
- (2) the crab sat on the crane's back.
- (3) the crab held on to the crane's neck.
- (4) the crab held on to the crane's leg.

5. In the end -----

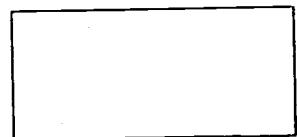
- (1) The crane killed and ate the crab
- (2) The crab killed the crane
- (3) The crab did not kill the crane.
- (4) The crane agreed to take the crab to the pond.



ENGLISH - 3
WORKSHEET

8
TS=10

- 1. Write 5 lines about your family.**



ENGLISH - 3

WORKSHEET

9

TS= (5x2=10)

1. Read the paragraph and answer the questions.

Long ago there was a big fight between birds and men over mangoes. The men said "The mangoes belong to us, the birds eat them". The birds said "The mangoes belong to us, the men eat them". Both were angry with each other and fought for a long time. An old man saw the fight and said that it could be given equally to both of them. Just then a worm came out of a mango. The worm said to the old man. "You gave the fruits on top branches to the birds and the branches near the ground to the men. You forgot us worms, we also eat fruits". The old man was surprised. He didn't know what to say. The fight still goes on. And the worms live quiet in mangoes and eat them.

Write the answers:

- (a) What was the men's complaint about the birds?
- (b) "We also eat fruits" Who said these words?
- (c) What did the old man want to stop?
- (d) Why was there a fight?
- (e) Who enjoys the mangoes?

ENGLISH - 3
WORDLIST FOR DICTATION (Worksheet - 4)

guest	mistake
shirt	brought
mouse	remember
proud	distance
catch	promise
pack	blank
reply	thought
sorry	knife
boil	complete
brush	habit

ENGLISH - 3
SCORING-SHEET

Name of the child:
Class attending :

SL.No :
Date of testing:
Age/sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No of the item.

Class III: Language:

Time of Starting :
Time of Finishing :

R 1	(10)	(weak) _____	(4) _____
2	(1)	(false) _____	(5) _____
(1) _____		(sweet) _____	5.2 (1)
(2) _____		3.5 (.5x2) (taller, tallest) _____	(1) _____
(3) _____		(safer, safest) _____	(2) _____
(4) _____		(dirtier, dirtiest) _____	(3) _____
(5) _____		(better, best) _____	(4) _____
3 3.1	(30)	(more, most) _____	(5) _____
(calves) _____		4 (1) _____	6 (20)
(matches) _____		(afraid) _____	6.1 (1)
(babies) _____		(babies) _____	
(bodies) _____		(train) _____	
(apples) _____		(straight) _____	
(days) _____		(friend) _____	
(cities) _____		(tries) _____	
(leaves) _____		(grain) _____	
(mice) _____		(stories) _____	
(teeth) _____		(pain) _____	
3.2 (queen)	(1)	(plain) _____	
(mother) _____		6.2 (1) (green) _____	
(daughter) _____		(beach) _____	
(woman) _____		(greedy) _____	
(cow) _____		(seen) _____	
3.3 (finished)	(1)	(sheep) _____	
(heard) _____		(teach) _____	
(said) _____		(sleep) _____	
(broke) _____		(sneeze) _____	
(told) _____		(learn) _____	
3.4 (wet)	(1)	(reach) _____	
(poor) _____			

ENGLISH - 3

7 (1)

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

8 (2)

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

9 (2)

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

Note: For worksheet 1.

TS=10

Upto 4 errors 10 marks
5-10 errors 9 marks
11-15 errors 8 marks
16-20 errors 7 marks
21-25 errors 6 marks
26-30 errors 5 marks

31-35 errors 4 marks
36-40 errors 3 marks
41-45 errors 2 marks
46-50 errors 1 mark
more than 50 errors
0 marks.

Note: For worksheet 9.

Deduct 1/2 mark for each spelling error or each grammar error. No mark for wrong answer.

Note: For worksheet 8.

2 marks for each line.
2 mistakes - 1mark.
More than 2 mistakes 0 mark.
1 grammar error 1 mark.
Unconnected content 0 mark.

Maximum Marks :
Marks Obtained :
Percentage :

हिन्दी-3

कार्यपुस्तिका

1

कुलअंक = ($5 \times 2 = 10$)

पढ़ो : शिवमहिमा

निरमा

भीनी भीनी खुशबूला
सौद्यों साढुन



दैनिक हिन्दी मिलाए, हैंदरावाद

34 वां मनमोहक सप्ताह
0 पायलियाँ_ नीद चुराये_
0 ऐसी दीवानगी देखो नहीं_



दीवाना

हिन्दी-3

कार्यपुस्तिका

2

कुलअंक = (0.25x40 = 10+5 = 15)

पढ़ो :

आम के पेड़ को सहकार
तथा रसाल भी कहते हैं।
यह पेड़ ऊँचा बढ़ता है।
इस का तना मोटा और लंबा होता है।
आम के पेड़ छायादार होते हैं।
गरमी के दिनों में लोग
इसकी ठंडी छाया में
बैठ कर आराम करते हैं।

हिन्दी-3

कार्यपुस्तिका

3

कुलअंक = (5x1 = 5)

सुनो और प्रश्नों का “हाँ” या “नहीं” में जवाब दो।

मोहन पाँचवीं कक्षा में पढ़ता था। वह कक्षा में हमेशा प्रथम और खेलकूद में भी सबसे आगे रहता था। श्याम उसका सबसे अच्छा मित्र था। एक दिन मोहन श्याम के घर जा रहा था। जैसे ही मोहन गली से निकला, उसके ऊपर केले का एक छिलका आ गिरा। कुछ और आगे बढ़ा तो मोहन को बड़ी बदबू आई। उसने देखा सड़क के दोनों ओर बहने वाली नालियों में कूड़े के कारण पानी रुका हुआ है और यही पानी बदबू कर रहा है। मोहन ने श्याम से पूछा, “श्याम, तुम्हारे मोहल्ले में इतनी गंदगी क्यों है? श्याम ने कहा,” नगरपालिका की गाड़ी आया करती है। जगह-जगह कूड़ेदान भी हैं, पर लोग उनमें कूड़ा नहीं डालते। वे कूड़ा सड़क पर ही फेंक देते हैं। कोई सफाई नहीं रखता। हर आदमी एक दूसरे को दोष देता है।” मोहन ने सभी लोगों को समझाया कि वे घर का कूड़ा कूड़ेदान में डालें और फिर ढक्कन बंद करदें। गंदगी से रोग फैलते हैं और नगरपालिका का काम नगर को स्वच्छ रखना है।

जवाब दो :

- घर का कूड़ा हमें सड़क पर फेंकना चाहिए। (हाँ/नहीं)
- श्याम के ऊपर आम का छिलका गिरा था। (हाँ/नहीं)
- नाले के पानी से बदबू आ रही थी। (हाँ/नहीं)
- श्याम और मोहन एक दूसरे के दुश्मन थे। (हाँ/नहीं)
- सफाई न होने पर रोग फैलते हैं। (हाँ/नहीं)

हिन्दी-3

कार्यपुस्तिका

4

कुलअंक = (5x1 = 5)

पढ़ो और उत्तर दो :

देखो, कोयल काली है, पर
मीठी इसकी बोली है ।
इसने ही तो कूक - कूक कर
आमों में मिसरी घोली है ।

कोयल यह मिठास, क्या तुमने
अपनी माँ से पाई है ?
माँ ने ही क्या, तुमको मीठी
बोली यह सिखलाई है ?

उत्तर दो :

1. कोयल की आवाज कैसी होती है ?
2. कोयल ने अपनी माँ से क्या सीखा ?
3. कोयल का रंग कैसा होता है ?
4. कोयल की बोली कैसी होती है ?
5. आमों में मिसरी किसने घोली है ?



हिन्दी-3

कार्यपुस्तिका

5

कुलअंक = (10x1 = 10)

लिखो :

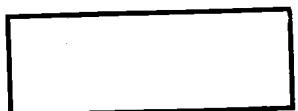
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

हिन्दी-3

कार्यपुस्तिका

6
कुलअंक = 15

1. अपने पाठशाला के बारे में पाँच पंक्तियाँ लिखो :



हिन्दी-3

कार्यपुस्तिका

7

कुलअंक = (10x1 = 10)

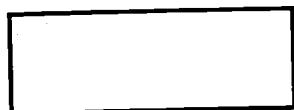
1. पढ़ो और वाक्यों को पूरा करो।

अकबर बादशाह के दरबार में अनेक विद्वान थे। बीरबल उन्हीं में से एक थे। वे अपनी चतुराई के लिए बड़े प्रसिद्ध थे। अपनी चतुराई से वे बादशाह को भी हरा देते थे। एक बार की बात है। अकबर बादशाह किसी गाँव से होकर जा रहे थे। सर्दी के दिन थे। गाँव के लोग आग जलाकर, उसके चारों ओर बैठे बातें कर रहे थे। एक ब्राह्मण कह रहा था, “मैं यमुना के पानी में रातभर खडा रह सकता हूँ।” अकबर को इस बात का विश्वास नहीं हुआ। उन्होंने ब्राह्मण से कहा, “यदि तुम सारी रात पानी में खडे रहो तो मैं तुम्हें थैलीभर मोहरें ईनाम में दूँगा।” ब्राह्मण मान गया। अगली रात को ब्राह्मण यमुना के ठण्डे जल में पूरे समय खडा रहा। प्रातः वह बादशाह के दरबार में आया। बादशाह ने आश्चर्य से पूछा, “तुम इतनी सर्दी में सारी रात पानी में कैसे खडे रहे?” ब्राह्मण ने नम्रता से उत्तर दिया, “महाराज, आपके राजमहल से दीपक का प्रकाश आ रहा था। मैं उसे देखते हुए सारी रात पानी में खडा रहा।” बादशाह ने कहा, “तो तुम मेरे दीपक की गरमी के कारण ही सर्दी से बच सके। तुम्हें कोई ईनाम नहीं दिया जाएगा।”

हिन्दी-3

मोहरें, चतुराई, राजमहल, ब्राह्मण, ईनाम।

1. _____ यमुना के पानी में रात भर खड़ा रहा ।
2. बीरबल अपनी _____ के लिये प्रसिद्ध था।
3. राजा अकबर ने ब्रह्मण को _____ नहीं दिया।
4. राजा ने कहा कि, जो भी रात भर पानी में खड़ा रहेगा उसे थैली भर _____ ईनाम दिया जायेगा ।
5. ब्राह्मण _____ के दीपक का प्रकाश देखता खड़ा रहा ।



हिन्दी-3

कार्यपुस्तिका

8

कुलअंक = (10x1 = 10)

विलोम शब्द लिखो :

1. प्रकाश x _____
2. उत्तर x _____
3. दुखीः x _____
4. सच्चा x _____
5. परिश्रमी x _____
6. आजाद x _____
7. गंदगी x _____
8. बड़ा x _____
9. आखिरी x _____
10. नीचे x _____

हिन्दी-3

कार्यपुस्तिका

9

कुलअंक = (10x1 = 10)

लिखो :

हिन्दी-3

कार्यपुस्तिका - 5

शब्द - सूची

वृक्ष	गुप्तचर
मृत्यु	प्रतीक्षा
पूँछ	अनोखा
मनुष्य	निश्चित्
भयंकर	विद्यार्थी
प्रलय	तकलीफ
सप्ताह	प्रसन्नता
निर्वाह	होशियारी
पश्चात्	नगरपालिका
संबंधी	आशीर्वाद



हिन्दी-3

कार्यपुस्तिका - 9

श्रुतलेख

बिजली का बल्ब बनाने वाले व्यक्ति का नाम थॉमस एडीसन था । वह अमरीका का रहने वाला था । वह अध्यापकों के पढ़ाने की ओर बहुत कम ध्यान देता । कक्षा में बैठा हुआ वह अपने ही विचारों में खोया रहता था । इसलिए अध्यापक उससे बहुत अप्रसन्न रहते थे ।

सबसे पहले राष्ट्रपति ने राष्ट्रीय झंडा फहराया । इसके कुछ देर बाद परेड आती दिखाई दी । परेड में सभी तरह की सैनिक टुकड़ियाँ थीं । प्रत्येक टुकड़ी की अलग - अलग वरदी थी । थल - सेना के सैनिकों के पीछे सफेद वरदी पहने नौसेना के जवान थे । उनके पीछे - पीछे वायु सेना के जवान चल रहे थे ।



SCORING- SHEET

Name of the child :
Class Attending :

Sl.No:
Date of testing:
Age/Sex:

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial no of the item.

Class III : Hindi :

प	1	(2)	6	(15)
	(a) _____		7	(2)
	(b) _____		(व्राह्मण) _____	
	(c) _____		(चतुराई) _____	
	(d) _____		(इनाम) _____	
	(e) _____		(मोहरे) _____	
1		(2)	(राजमहल) _____	(1)
	(नहीं) _____		8	
	(नहीं) _____		(अंधेरा) _____	
	(नहीं) _____		(प्रश्न, दक्षिण) _____	
	(हँ) _____		(सुखी) _____	
	(नहीं) _____		(झूठा) _____	
	(हँ) _____		(आलसी) _____	
4		(1)	(केद) _____	
	(1) _____		(स्वच्छ/साफ) _____	
	(2) _____		(छोटा) _____	
	(3) _____		(पहला) _____	
	(4) _____		(ऊपर) _____	
	(5) _____		9	(20)
ल	5	(1)		
	(1) _____			
	(2) _____			
	(3) _____			
	(4) _____			
	(5) _____			
	(6) _____			
	(7) _____			
	(8) _____			
	(9) _____			
	(10) _____			

Time of Starting :

Time of Finishing :

For worksheet 1 :

for 1 & 2 - single error	0 marks
for 3 - single error	full marks
2 errors	1 marks
> 2 errors	0 marks
for 4 & 5 - upto 2 errors	full marks
3 - 4 errors	1 marks
> 4 errors	0 marks

For worksheet 2 :

Upto 3 errors	full marks
4 - 6 errors	12 marks
7 - 9 errors	9 marks
10 - 15 errors	6 marks
16 - 20 errors	3 marks
21 - 25 errors	1 marks
> 25 errors	0 marks

For worksheet 6 :

Upto 1 error per line	full marks
2 - 3 errors per line	1 marks
> 3 errors per line	0 marks

For worksheet 9 :

Upto 3 errors	full marks
4 - 6 errors	8 marks
7 - 9 errors	6 marks
10 - 15 errors	5 marks
16 - 10 errors	4 marks
21 - 25 errors	3 marks
26 - 30 errors	1 marks
> 35 errors	0 marks

Maximum Marks :

Marks Obtained :

Percentage :

MATHEMATICS-3

WORKSHEET

1
TS= (10x1=10)

1. Read the following numbers.

(1) 708

(2) 496

(3) 1001

(4) 2709

(5) 5079

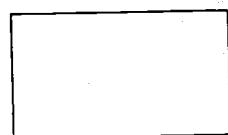
(6) 8888

(7) 4367

(8) 2111

(9) 10000

(10) 1000



MATHEMATICS-3

WORKSHEET

2

$$TS=(10 \times 1=10)$$

1. Listen and tell the answer.
1. Ram has Rs 465 in his bank. He deposited Rs 300 more. How much money does he have now?

2. In a school there are 4 sections. In each section there are 50 students. How many children are they together?

3. In a godown, there were 800 bags of rice. 450 were sold. How many bags were left?

4. A bag has 250 apples. How many apples will there be in 10 such bags?

5. Raju had Rs 300. He gave 100 to his brother and Rs. 75 to his sister. How much money is left with him?

Contd

MATHEMATICS-3

WORKSHEET

(2 Contd)

6. A soap factory produced 125 soap cakes on the first day, 277 soap cakes on the second day, 340 cakes on the third day. How many soap cakes were produced in all?
-

7. There are 250 students in a school. If the number of boys are 150, how many girls are there in the school?
-

8. A carpenter had 650 nails. He used 400 of them. How many nails were left?
-

9. There were 5000 hens in a poultry farm. Due to some disease 900 hens died. How many hens were left?
-

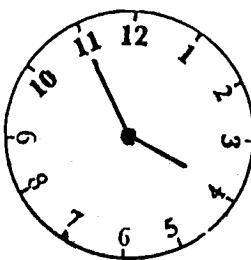
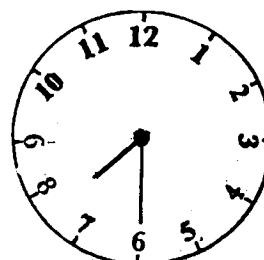
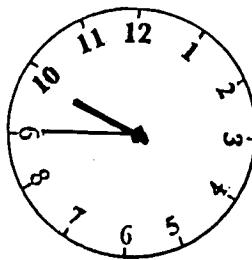
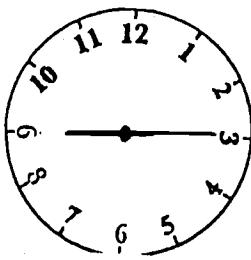
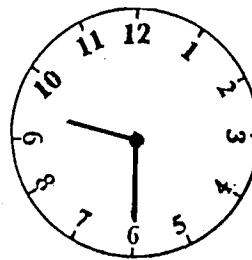
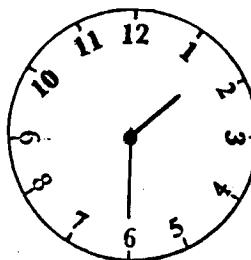
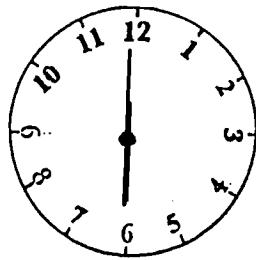
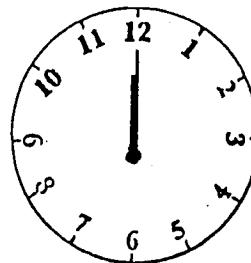
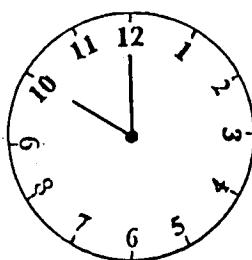
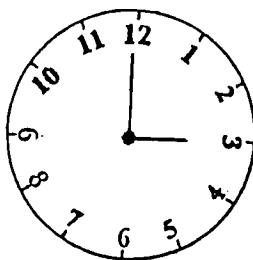
10. A packet contains 144 balloons. Find the number of balloons in 24 packets?
-

MATHEMATICS-3

WORKSHEET

1. What is the time?

3
TS= (10x1=10)



--

MATHEMATICS-3

WORKSHEET

4
TS= (10x1=10)

1. Write $>$, $<$, $=$ wherever applicable.

(a) 423 _____ 743

(b) 2400 _____ 4002

(c) 100 _____ 1001

(d) 6730 _____ 6073

(e) 3303 _____ 3330

(f) 505 _____ 505

(g) 9991 _____ 9919

(h) 642 _____ 4620

(i) 10000 _____ 1000

(j) 1110 _____ 1011

MATHEMATICS-3

WORKSHEET

5
TS=(10x1=10)

1. Do the following.

(a) 453
 $\times 25$

(b) 931
 $\times 78$

(c) 189
 $\times 17$

(d) 457
 $\times 13$

(e) 603
 $\times 43$

(f) 850
 $\times 23$

(g) 560
 $\times 15$

(h) 850
 $\times 33$

(i) 782
 $\times 100$

(j) 1800
 $\times 10$

MATHEMATICS-3

WORKSHEET

6

$$TS=(10 \times 1=10)$$

1. Do the following.

(a) 437
- 298

(b) 906
- 359

(c) 800
- 217

(d) 469
- 280

(e) 400
- 317

(f) 1800
- 1600

(g) 1785
- 285

(h) 7890
- 576

(i) 8059
- 489

(j) 1689
- 100

MATHEMATICS-3

WORKSHEET

7
TS= (10x1=10)

1. Do the following.

(a) $\frac{64}{4} = \underline{\hspace{2cm}}$

(b) $\frac{24}{2} = \underline{\hspace{2cm}}$

(c) $8\overline{)798} = \underline{\hspace{2cm}}$

(d) $3\overline{)603} = \underline{\hspace{2cm}}$

(e) $497 \div 7 = \underline{\hspace{2cm}}$

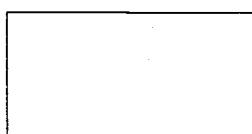
(f) $810 \div 5 = \underline{\hspace{2cm}}$

(g) $\frac{2734}{2} = \underline{\hspace{2cm}}$

(h) $\frac{363}{6} = \underline{\hspace{2cm}}$

(i) $10\overline{)970} = \underline{\hspace{2cm}}$

(j) $408 \div 2 = \underline{\hspace{2cm}}$



MATHEMATICS-3

WORKSHEET

8 $TS=(5 \times 2=10)$

1. Do the following.

(a) I have 85 pencils. I have to give equally to 5 children.
How many will each one get?

(b) A boy brought a box of 63 sweets and shared it equally with three of his friends. How much did each of them get?

(c) I brought 75 pens and distributed equally among 5 persons? How many do each get?

(d) I have 120 books and distributed equally among 6 children? How many do each of them get?

(e) A girl got 100 apples and kept 53 for her and the rest she distributed among her friends. How many did she distribute?

MATHEMATICS-3

WORKSHEET

9
TS= (10x1=10)

1. Write the following in short form.

Eg: 5 Rupees 20 paise Rs. 5.20

1. 6 Rupees 40 paise = _____

2. 3 Rupees 75 paise = _____

3. 8 Rupees 60 paise = _____

4. 10 Rupees 10 paise = _____

5. 7 Rupees = _____

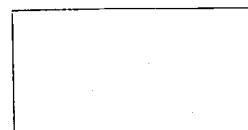
6. 2 Rupees 5 paise = _____

7. 80 paise = _____

8. 4 Rupees 90 paise = _____

9. 35 paise = _____

10. 5 paise = _____



MATHEMATICS-3

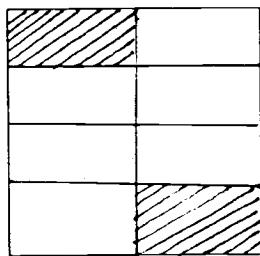
WORKSHEET

10

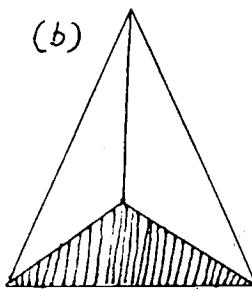
$$TS = (5 \times 2 = 5)$$

1. Write the fraction for the shaded figure/collection.

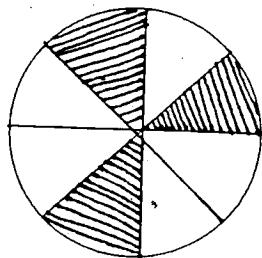
(a)



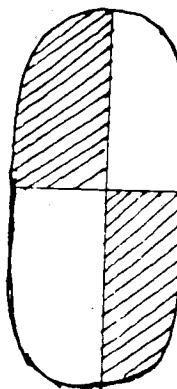
(b)



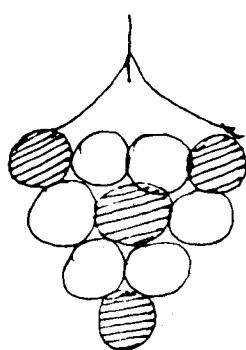
(c)



(d)



(e)



MATHEMATICS - 3
SCORING-SHEET

Name of the child:
Class attending :

SL.No :
Date of testing:
Age/sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial no of the item

Class III	Mathematics	Time of Starting :
		Time of Finishing :
V 1	(1)	(25929) ----- (19550) ----- (8400) ----- (28050) ----- (78200) ----- (18000) -----
		(3/8) ----- (2/4) ----- (4/10) -----
(708) ----- (496) ----- (1001) ----- (2709) ----- (5079) ----- (8888) ----- (4367) ----- (2111) ----- (10000) ----- (1000) -----		
2	(1)	6 (1) (139) ----- (547) ----- (583) ----- (189) ----- (83) ----- (200) ----- (1500) ----- (7314) ----- (7570) ----- (1589) -----
(765) ----- (200) ----- (350) ----- (2500) ----- (125) ----- (742) ----- (100) ----- (250) ----- (4100) ----- (3456) -----		Maximum Marks : Marks Obtained : Percentage : (1) (16) ----- (12) ----- (99.75) ----- (201) ----- (71) ----- (162) ----- (1367) ----- (60.5) ----- (97) ----- (204) -----
3	(1)	7 (1) (17) ----- (21) ----- (15) ----- (20) ----- (47) ----- 8 (1) (RS. 6.40) ----- (RS. 3.75) ----- (RS. 8.60) ----- (RS. 10.10) ----- (RS. 7.00) ----- (RS. 2.05) ----- (RS. 0.80) ----- (RS. 4.90) ----- (RS. 0.35) ----- (RS. 0.05) -----
W 4	(1)	9 (1) (<) ----- (<) ----- (<) ----- (>) ----- (<) ----- (=) ----- (>) ----- (<) ----- (>) ----- (>) ----- 5 (1) (11325) ----- (72618) ----- (3213) ----- (5941) ----- 10 (1) (2/8) ----- (1/3) -----

Class - IV

ENGLISH - 4
WORKSHEET

**1
TS=15**

1. Tick the word that best suits the given explanation.

(5x1=5)

1. a learned man

- (a) robber (b) scholar (c) tailor (d) fitter**

2. hungry

- (a) need for sweater (b) need for water
(c) need for food. (d) need for sleep**

3. Worship

- (a) sleep (b) prey (c) pray (d) beat**

4. refuse

- (a) deny (b) blow (c) risk (d) fight**

5. expensive

- (a) spend (b) costly (c) sell (d) cheap**

2. Write suitable suffixes - (ist/er/or)

(5x1=5)

(Eg: sing - singer; type - typist)

- 1. follow 2. sail 3. drive 4. reception 5. act**

3. Form adverbs from the following adjectives

(Eg: bad - badly)

(5x1=5)

- (a) faithful (b) strange (c) silent (d) careful**

- (e) slow**

ENGLISH - 4
WORKSHEET

2
TS=15

I. Fill in the blanks with the correct word from the bracket.

(10x1=10)

1. Mahatma Gandhi was a _____ man. (great/grate)
2. Please give me _____ of your pens. (won/one)
3. I do not _____ you. Please speak loudly.(here/hear)
4. Sudha went to _____ house yesterday. (their/there)
5. I _____ my friend for dinner. (expect/except)
6. This shirt is _____ small for Raju. (too/two)
7. He will _____ a taxi. (here/hire)
8. Let him get some sleep. He is _____. (tried/tired)
9. Everyday I go to school _____ on sundays. (accept/except)
10. Be _____ in the library. (quiet/quite)

II. Fill in the blanks with the suitable words given below.
(and, but, because, therefore, until) (5x1=5)

1. Sita _____ Ramya learn dance together.
2. He did not come to school _____ he is sick.
3. Mahesh missed the bus. _____ he is late to come.
4. Ganesh finished his homework, _____ still his mother did not let him play.
5. She will not eat _____ her father returns.

ENGLISH - 4
WORKSHEET

**3
TS=20**

I. Fill in the blanks with the suitable words given below.

(who, whom, whose, which, when, how, what, where, why,
While) (10x1=10)

1. I don't know _____ pen it is.
2. The man _____ you saw was my teacher.
3. The mother cooks _____ the baby is asleep.
4. I know _____ far the temple is.
5. She had no idea of _____ he is doing.
6. This is _____ the accident took place.
7. The doctor knows _____ medicine to give.
8. Inform me in advance _____ you plan to come.
9. He slept late and that is _____ he got up late.
10. He _____ works hard will succeed.

(10x1=10)

II. Fill in the blanks with suitable ending:

(ight/ite)

(tion/sion)

- (A) 1. f _____
2. inv _____
3. alr _____
4. b _____
5. del _____

- (B) 1. invit _____
2. occa _____
3. inten _____
4. produc _____
5. divi _____



ENGLISH - 4
WORKSHEET

**4
TS=20**

I. Write plurals. (5x1=5)

1. city 2. foot 3. bench 4. hero 5. house
- _____ _____ _____ _____ _____

II. Write singular. (5x1=5)

1. Ladies 2. Shelves 3. Rooms 4. Monkeys 5. Geese
- _____ _____ _____ _____ _____

III. Fill in the blanks with past tense for the words in brackets. (5x1=5)

Eg: Suma came to school.(come)

1. Shekar _____ home to tell his father.(run)
2. Mallika _____ on hearing the news. (weep)
3. They had _____ him for birthday. (invite)
4. The king _____ the thief. (forgive)
5. He _____ a bicycle to reach the place. (ride)

IV. Give the opposites. (10x1=10)

1. Strong 2. tight 3. ascend 4. buy 5. heavy
- _____ _____ _____ _____ _____

6. cruel 7. positive 8. truth 9. begin 10. happy
- _____ _____ _____ _____ _____

ENGLISH - 4
WORKSHEET

5
TS=(10x1=10)

I. Fill in the blanks with "ing" form of words in the brackets.

1. He is _____ since 10 P.M (sleep)
2. I do not like _____ animals.(beat)
3. She likes _____ cartoons on TV.(watch)
4. My mother is fond of _____.(cook)
5. _____ too high is frightening.(fly)
6. He is fond of _____ songs.(sing)
7. Thankyou for _____ us this book.(lend)
8. _____ mountains is a good sport. (climb)
9. He is _____ a letter to his father. (write)
10. _____ is a good excercise. (swim)

ENGLISH - 4
WORKSHEET

6
TS=(10x1=10)

I. Match the following.

- | | | |
|---------------|-----------------------|-----------|
| 1. Scream | A. correct () | (10x1=10) |
| 2. Terror | B. to answer () | |
| 3. Grip | C. great fear () | |
| 4. Accurate | D. hold () | |
| 5. Respond | E. loud sharp cry () | |
| 6. pity | F. Save () | |
| 7. Frightened | G. Full of danger () | |
| 8. Rescue | H. Pull () | |
| 9. Drag | I. Kindness () | |
| 10. Dreadful | J. Afraid () | |

Contd

ENGLISH - 4
WORKSHEET

(6 Cond)

II. Fill in the blanks with suitable words given below.

(burnt, torn, built, about, shivering)

(5x1=5)

1. The king _____ hospitals for the poor.
2. The beggar wore _____ clothes.
3. The temple is _____ 20 kms from here.
4. She was _____ with fever.
5. He _____ the dry leaves and trash.

III. Fill up the blanks to make the word that has the meaning given in the bracket.

(10x1=10)

Eg: d i _ _ i _ _ l t (not easy)
d i f f i c u l t

1. s _ e l _ _ r (place to stay)
2. g r _ t _ f _ l (thankful)
3. a s _ _ s t _ n _ e (help)
4. r _ m _ m b _ r (recall)
5. w _ a p _ n (instrument for fighting)
6. a _ c h _ r (fix a ship)
7. w _ _ s p _ r (speak in low voice)
8. h _ t _ _ d (strong dislike)
9. p r _ v _ _ t (stop from happening)
10. a d _ q _ a t _ (enough)

ENGLISH - 4
WORKSHEET

7
TS= (5x1=5)

- 1. Read the paragraph carefully and write answers to questions given below.**

It is unusual to have rain in the month of December. But it rained very heavily for one week in December that year. The people were upset that the crops were ruined. The fields were filled with water. The transports on the road moved very slowly and cautiously. The lakes were overflowing. The rains are generally common in June-July. Therefore the people were not prepared when it rained in December. The houses were leaking. The umbrellas and rain coats were put away in the attics. The Government declared holidays for schools. The train timings were rescheduled.

Write answers:

(1) In which month did it rain?

(2) What happened to the fields?

(3) Could the people get their umbrellas? why?

(4) In which month does it generally rain?

(5) Were the trains running on time?



ENGLISH - 4
WORKSHEET

8
TS=10

- 1. Read the poem. Tell answers to questions.**

He always comes on market days,
And holds balloons- a lovely bunch,
And in the market square he stays,
And never seems to think of lunch.

Rose Fyleman

Tell answers: **(5x2=10)**

- 1. Where does he stay?**
- 2. What does he hold?**
- 3. How does the bunch look?**
- 4. Does he take lunch regularly?**
- 5. Who wrote this poem?**

ENGLISH - 4

SCORING-SHEET

Name of the child:
Class attending :

SL.No :
Date of testing:
Age/Sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No of the item.

Class IV: Language:

Time of Starting :
Time of Finishing :

W 1.1	(1)	(what) -----	(light) -----
(Scholar) -----		(Where) -----	(Kind) -----
(need for food) -----		(Which) -----	(negative) -----
(pray) -----		(When) -----	(false/lie) -----
(deny) -----		(Why) -----	(end) -----
(costly) -----		(Who) -----	(sad) -----
1.2	(1)	3.2 (1)	5 (1)
(follower) -----		(fight) -----	(sleeping) -----
(sailor) -----		(invite) -----	(beating) -----
(driver) -----		(alright) -----	(watching) -----
(receptionist) -----		(bite) -----	(cooking) -----
(actor) -----		(delight) -----	(Flying) -----
1.3	(1)	(invitation) -----	(singing) -----
(faithfully) -----		(occasion) -----	(lending) -----
(strangely) -----		(intention) -----	(Climbing) -----
(silently) -----		(production) -----	(writing) -----
(carefully) -----		(division) -----	(Swimming) -----
(slowly) -----		4.1 (1)	6.1 (1)
2.1	(1)	(cities) -----	(loud sharp cry)
(great) -----		(feet) -----	(great fear) ---
(one) -----		(benches) -----	(hold) -----
(hear) -----		(heroes) -----	(correct) -----
(their) -----		(houses) -----	(to answer) -----
(expect) -----		4.2 (1)	(kindness) -----
(too) -----		(Lady) -----	(afraid) -----
(hire) -----		(shelf) -----	(save) -----
(tired) -----		(room) -----	(pull) -----
(except) -----		(monkey) -----	(full of danger,
(quiet) -----		(goose) -----	6.2 (1)
2.2	(1)	4.3 (1)	(built) -----
(and) -----		(ran) -----	(torn) -----
(because) -----		(wept) -----	(about) -----
(therefore) -----		(invited) -----	(shivering) -----
(but) -----		(forgave) -----	(burnt) -----
(until) -----		(rode) -----	6.3 (1)
3.1	(1)	4.4 (1)	(Shelter) -----
(Whose) -----		(weak) -----	(grateful) -----
(Whom) -----		(loose) -----	(assistance) ---
(While) -----		(descend) -----	(remember) -----
(how) -----		(sell) -----	(weapon) -----

ENGLISH - 4

(anchor) -----
(whisper) -----
(hatred) -----
(prevent) -----
(adequate) -----

7 (1)

- (1) -----
- (2) -----
- (3) -----
- (4) -----
- (5) -----

R 8 (2)

- (1) -----
- (2) -----
- (3) -----
- (4) -----
- (5) -----

Maximum Marks :

Marks Obtained :

Percentage : _____

हिन्दी-4

कार्यपुस्तिका

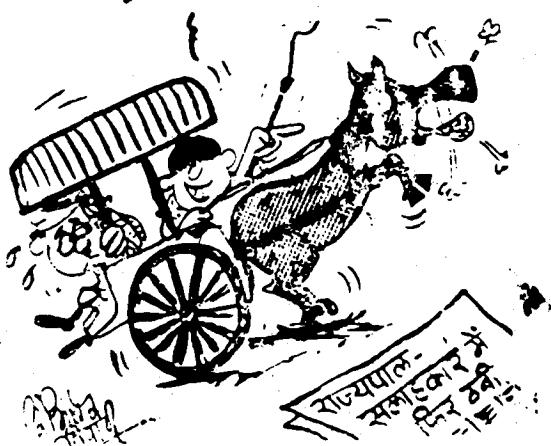
1

कुलअंक = $(10 \times 2 = 20)$

पढ़ो

(a)

कुछ कहीं यान..
कभी-कभी
सलाहकार की
माफिक यह भी
आड़ जाता है..बस!!



(b)

पंडित जी कहते हैं



ऐसी विफन हो गई तो कोई यान नहीं।
फोटो खिचवाकर इसे ऐतिहासिक गो बना ही
सकते हैं।

हिन्दी-4

कार्यपुस्तिका

2

कुलअंक = 20

पढ़ो :

मैदे में सने हाथ वाले हलवाई और राजनीतिज्ञ में कोई खास फर्क नहीं होता । जैसे हलवाई नमक मिर्च मसाला और चीनी चाशनी की मदद से कुछ न कुछ खारा मीठा बनाकर मैदे से छुटकारा पाने की कोशिश करता है, लेकिन एक आध बूँद या टुकड़ा लपेट लेता है, राजनीतिज्ञ भी समस्याओं के सने हुए मैदे में समाधान की चाशनी मिलाकर कुछ न कुछ तीता मीठा खट्टामीठा या चटपटा बना कर पेश करता है । न हलवाई की रसोई कभी पूरी तरह खत्म होती है न राजनीतिज्ञ की पाकशाला कभी बन्द होती है ।

हिन्दी-4

कार्यपुस्तिका

3

कुलअंक = (5x1 = 5)

सुनो और प्रश्नों का जवाब दो :

एक दिन ख़लीफा के पास एक बड़ा ही गरीब भिखारी आया । उसने ख़लीफा के आगे हाथ फैलाकर खुदा के नाम पर कुछ माँगा । ख़लीफा ने उसकी ओर देखा । वह शरीर से जवान और मजबूत था । उन्होंने उसके प्रति सहानुभूति दिखाते हुए प्रेम से पूछा “भई सच बताओ कि तुम्हारे पास क्या-क्या है और क्या-क्या नहीं है? भिखारी ने बताया कि उसके पास दो बर्तन और एक फटी चटाई के सिवाय कुछ नहीं है ।

ख़लीफा ने फिर कहा - “मैं तुम्हारी सहायता करने को तैयार हूँ , लेकिन मेरी एक बात मानो तब ।” भिखारी मान गया । तब वे उसको लेकर पास के बाजार में गए । वहाँ उसके दोनों बर्तनों को बेचकर उन्होंने कुछ पैसों से एक कुल्हाड़ी और बाकी पैसों से कुछ आटा खरीदा और उन्हें भिखारी के हवाले करके कहा - “इस आटे से आज की रोटी बनाकर खाना । कल से जंगल में जाकर इस कुल्हाड़ी से रोज लकड़ी काटो और उनको बाजार में बेचकर ठाठ से मेहनत की कमाई खाओ ।”

हिन्दी-4

जवाब दो

1. ख़लीफा के पास एक दिन कौन आया?
2. भिखारी के पास क्या-क्या चीजें थीं ?
3. क्या भिखारी बूढ़ा था?
4. ख़लीफा ने भिखारी से सहायता के बारे में क्या कहा ?
5. बाजार में बर्तन बेचकर क्या-क्या करने को कहा ?



हिन्दी-4

कार्यपुस्तिका

4

कुलअंक = (5x1 = 5)

पढ़ो और प्रश्नों का जवाब दो ।

सूरज की किरणें आती हैं,
सारी कलियाँ खिल जाती हैं ,
अंधकार सब खो जाता है ।
सब जग सुंदर हो जाता है ।

चिड़ियाँ गाती हैं मिलजुल कर,
बहते हैं उनके मीठे स्वर,
ठंडी-ठंडी हवा सुहानी
चलती है जैसे मस्तानी
यह प्रातः की सुख -बेला है,
धरती का सुख अलबेला है,
नई ताजगी, नई कहानी
नया जोश पाते हैं प्राणी ।

हिन्दी-4

जवाब दो :

1. सूर्य निकलने पर क्या-क्या होता है?
2. प्रातः काल चिड़ियाँ क्या करती हैं ?
3. सवेरे के समय लोगों को कैसा लगता है?
4. चिड़िया का स्वर कैसा होता है?
5. सुबह कैसी हवा चलती है?



हिन्दी-4

कार्यपुस्तिका

5

कुलअंक = (10x1 = 10)

लिखो :

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

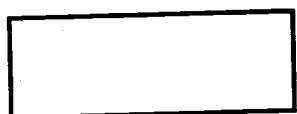
हिन्दी-4

कार्यपुस्तिका

6

कुलअंक = 15

लिखो :



हिन्दी-4

कार्यपुस्तिका

7
कुलअंक = ($5 \times 2 = 10$)

पढ़ो और वाक्यों में प्रयोग करो।

1. होश उड़ जाना।

2. साहस से काम लेना।

3. जान बचा कर भाग जाना।

4. आँख लगना।

5. खुशी का ठिकाना न रहना।



हिन्दी-4

कार्यपुस्तिका

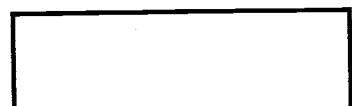
8

कुलअंक = (10x1 = 10)

ऊपर लिखे हुए शब्दों की सहायता से वाक्य पूरे करो ।

सम्मान, कारागार, प्रेरित, आभारी, घनिष्ठ, प्रदर्शन, लावा, जिज्ञासा, आदर,
क्रान्तिकारी

1. मैं आपकी सहायता के लिए बहुत _____ हूँ।
2. राम श्याम का _____ मित्र है।
3. चोर को चार वर्ष के _____ की सजा दी गयी ।
4. गाँधीजी का जीवन सत्य के मार्ग पर चलने को _____ करता है ।
5. विद्यार्थी को हमेशा अध्यापकों का _____ करना चाहिए।
6. सरदार भगतसिंह प्रसिद्ध _____ थे ।
7. जिस विद्यार्थी में _____ नहीं है, उसे ज्ञान प्राप्त नहीं होता ।
8. मजदूर कारखाने के सामने _____ कर रहे हैं ।
9. माता-पिता का सदा _____ करना चाहिए ।
10. ज्वालामुखी फूटने से _____ निकलता है ।



हिन्दी-4

कार्यपुस्तिका

9

कुलअंक = $(10 \times 1 = 10)$

लिंग बदल कर लिखो।

1. सेवक = _____

2. स्त्री = _____

3. _____ = अध्यापक

4. बालिका = _____

5. _____ = गायिका

6. लड़की = _____

7. _____ = सेठ

8. शेर = _____

9. नौकर = _____

10. _____ = लेखक



हिन्दी-4

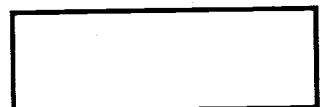
कार्यपुस्तिका

10

कुलअंक = (5x1 = 5)

जोड़ी बनाओ :

- | | | |
|----------------------------|-----------|----------|
| 1. जो पिता का भक्त हो | सत्याग्रह | () |
| 2. जो सदा सत्य बोले | पितृभक्त | () |
| 3. जो दूसरों से संकोच करे | सत्यप्रिय | () |
| 4. जिसे सदा सत्य प्यारा हो | सत्यवादी | () |
| 5. सत्य के लिये आग्रह | संकोची | () |



हिन्दी-4

कार्यपुस्तिका

11

कुलअंक = (5x2 = 10)

पढ़ो और प्रश्नों का जवाब लिखो ।

सभी नदियाँ पवित्र होती हैं, लेकिन गंगा भारतवर्ष की सब नदियों से अधिक पवित्र मानी जाती है । कहते हैं राजा भगीरथ ने गंगा को बड़े परिश्रम से धरती पर लाया था। गंगा की खोज राजा भगीरथ ने की थी अतः इसे “भागीरथी” भी कहते हैं ।

गंगा समुद्रतल से लगभग 15 हजार फुट की ऊँचाई से निकल पहाड़ों के टेढ़े - मेढ़े मार्ग से त्रृष्णिकेश पहुँचती है । गंगा का उद्गम स्थान “गोमुख” है जो हिमालय की चोटी पर है । वहाँ से धरती पर बहती हुई गंगा हावड़ा से होती हुई बंगाल के सागर में समा जाती है ।

जवाब लिखो :

1. गंगा को भागीरथी क्यों कहा जाता है?
2. गंगा के उद्गम स्थान का नाम क्या है?
3. समुद्रतल से कितनी ऊँचाई से गंगा निकलती है ?
4. गंगा कौन से सागर में समा जाती है ?
5. भारतवर्ष में कौन सी नदी को अधिकतम पवित्र माना जाता है ?

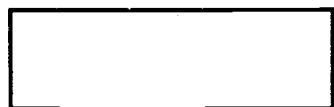


हिन्दी-4

कार्यपुस्तिका - 5

शब्द - सूची

- | | |
|----------------------|-----------------|
| 1. सत्यप्रिय | 11. श्रेष्ठ |
| 2. श्रवण - पितृभक्ति | 12. आज्ञाकारी |
| 3. धैर्यपूर्वक | 13. निमंत्रण |
| 4. सौंदर्य | 14. अश्वमेध |
| 5. प्रदर्शनी | 15. प्रोत्साहित |
| 6. उदाहरण | 16. जिज्ञासा |
| 7. विशेषण | 17. आश्चर्यचकित |
| 8. मनोरंजन | 18. उद्गम |
| 9. अनुयायी | 19. गतिविधि |
| 10. सम्भाजी | 20. सर्वमान्य |



हिन्दी-4

कार्यपुस्तिका - 6

अनुच्छेद

- (a) कुरुक्षेत्र के मैदान में महाभारत का भयंकर युद्ध हो रहा था । कौरव और पांडव दोनों ही विजय पाने की पूरी कोशिश कर रहे थे । कौरवों के दो सेनापति भीष्म और द्रोण नहीं रहे । अब था तीसरा सेनापति - महारथी कर्ण ।
- (b) प्रकृति ने पक्षियों को ऐसा शरीर दिया है जिससे वे आसानी से उड़ सकें । भोजन की तलाश में ये मीलों उड़ते चले जाते हैं और शाम होते ही अपने - अपने घोसलों में वापस आ जाते हैं ।
- (c) संसार के अनेक देशों को जीतकर सिकन्दर महान ने भारतवर्ष पर कब्ज़ा किया । सिन्ध में उन दिनों जो राजा शासन करता था, वह सिकन्दर की सेना और शक्ति देख कर घबरा जाता था ।



SCORING- SHEET

Name of the child :

Sl.No:

Class Attending :

Date of testing:

Age/Sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial no of the item.

Time of Starting :

Time of Finishing :

Class IV : Hindi :

प 1	(10)	7	(2)	10	(1)
(a) _____		(1) _____		(पितृभक्त) _____	
(b) _____		(2) _____		(सत्यवादी) _____	
2	(20)	(3) _____		(संकोची) _____	
		(4) _____		(सत्यप्रिय) _____	
3	(1)	(5) _____		(सत्याग्रह) _____	
(1) _____		8	(1)	11	(2)
(2) _____		(आभारी) _____		(1) _____	
(3) _____		(धनिष्ठ) _____		(2) _____	
(4) _____		(कारामार) _____		(3) _____	
(5) _____		(प्रेरित) _____		(4) _____	
4	(1)	(सम्मान) _____		(5) _____	
(1) _____		(क्रान्तिकारी) _____			For worksheet 1 :
(2) _____		(जिज्ञासा) _____		1 error	full mark
(3) _____		(प्रदर्शन) _____		2 - 3 errors	8 marks
(4) _____		(आदर) _____		4 - 5 errors	5 marks
(5) _____		(लावा) _____		7 - 5 errors	0 marks
5	(1)	9	(1)		For worksheet 2 :
(1) _____		(सेविका) _____		Upto 5 errors	full marks
(2) _____		(पुरुष) _____		6 - 10 errors	15 marks
(3) _____		(आध्यापिका) _____		11 - 15 errors	10 marks
(4) _____		(वालक) _____		16 - 20 errors	5 marks
(5) _____		(गायक) _____		21 - 25 errors	3 marks
(6) _____		(लड़का) _____		> 25 errors	0 marks
(7) _____		(सेठानी) _____			For worksheet 6 :
(8) _____		(शेरती) _____		For a, b, c	
(9) _____		(नौकरानी) _____		upto 3 errors	full marks
(10) _____		(लेखिका) _____		4 - 6 errors	3 marks
6	(15)			7 - 9 errors	1 mark
				> 9 errors	0 marks

Maximum Marks :

Marks Obtained :

Percentage :

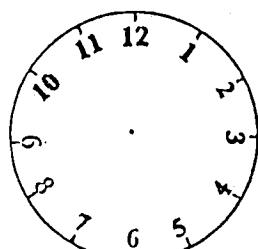
MATHEMATICS-4

WORKSHEET

1
TS= (2x10=20)

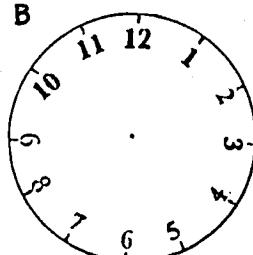
1. Draw the hour and minute hand to show the given time.

A



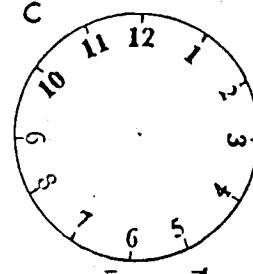
[5-00]

B



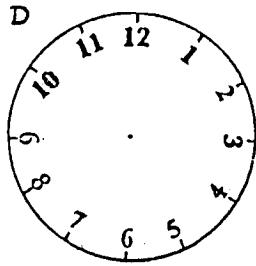
[4-30]

C



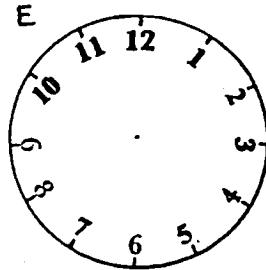
[3-15]

D



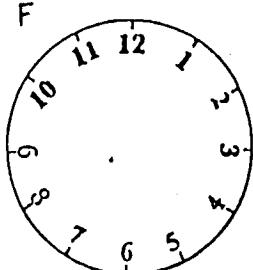
[8-25]

E



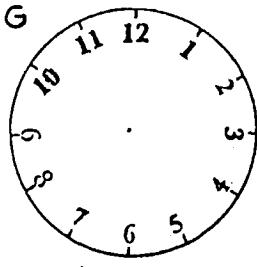
[1-05]

F



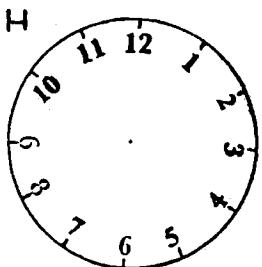
[12-00]

G



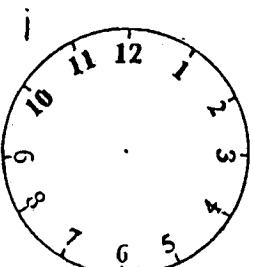
[11-45]

H



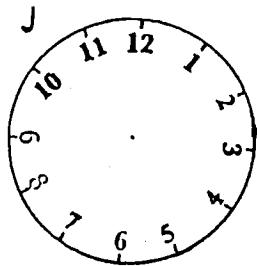
[8-56]

I



[9-45]

J



[12-30]



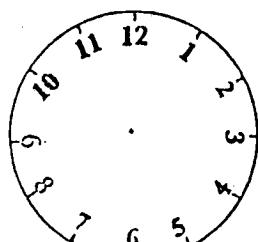
MATHEMATICS-4

WORKSHEET

1
$(2 \times 10 = 20)$

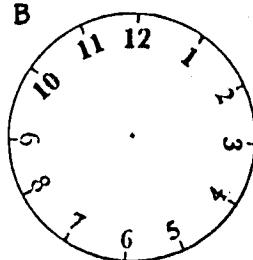
1. Draw the hour and minute hand to show the given time.

A



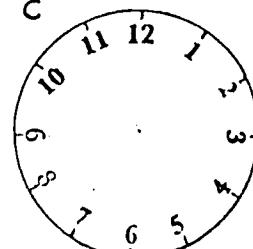
[5-00]

B



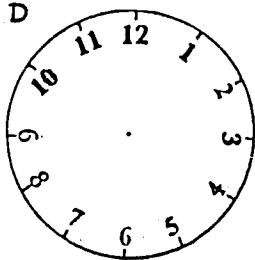
[4-30]

C



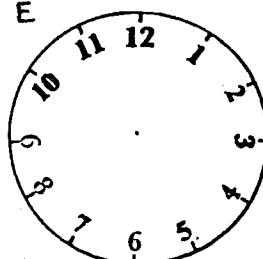
[3-15]

D



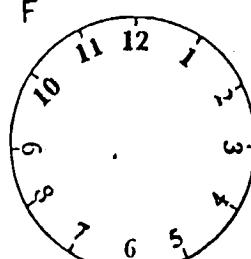
[9-25]

E



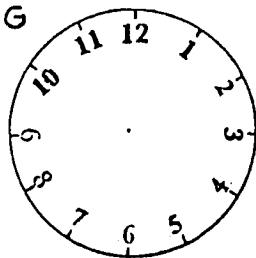
[1-05]

F



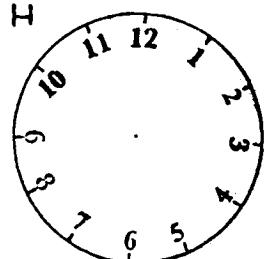
[12-00]

G



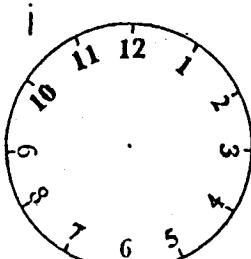
[11-45]

H



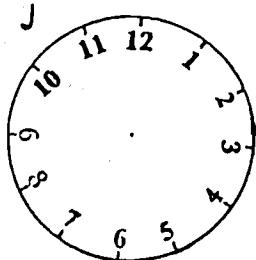
[8-56]

I

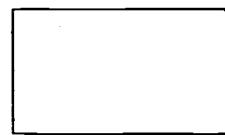


[9-45]

J



[12-30]



MATHEMATICS-4
WORKSHEET

2
TS=..(5x1=5)

1. Read the table and write the answers for the following questions.

Station	Train A	Train B	Train C
Bombay a	0630	—	—
d	0900	23.10	—
Delhi a	0615	—	2100
d	0845	—	0945
Bangalore a	0135	—	—
d	0155	—	—
Calcutta a	—	0605	—
d	—		—

- What time does Train A arrive at Bangalore?

- When will Train B leave Bombay?

- Within how many minutes will Train A leave Bangalore after its arrival?

- How many hours before the departure time does Train A arrive in Bombay?

- How much later will Train C leave Delhi than Train A?



MATHEMATICS-4

WORKSHEET

(3 Contd)

7. Deepa came to school at 10.25 am. She was late by 45 minutes. At what time was she expected to be in school?

8. The bus left Pune at 9.30 am and reached Secunderabad after 18 hrs of travel. When did it reach Secunderabad?

9. Anita watched a football match on TV which lasted for 2hrs 40 minutes. If it ended at 16.15, when did it start?

10. Renu was born on June 19, 1978. How old will she be on April 19, 1999?

MATHEMATICS-4

WORKSHEET

$$TS = \frac{4}{(.25 \times 4)} = 5$$

1. Write the next 4 multiples.

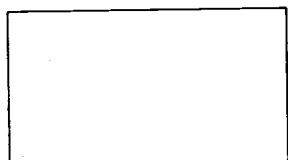
(a) 4, 8, 12 _____

(b) 9, 18, 27 _____

(c) 6, 12, 18 _____

(d) 5, 10, 15 _____

(e) 12, 24 _____



MATHEMATICS-4

WORKSHEET

$$TS = \frac{5}{(.5 \times 4)} = 10$$

List any 4 factors of the numbers below.

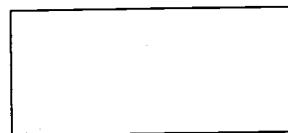
(a) 8 _____

(b) 24 _____

(c) 60 _____

(d) 100 _____

(e) 85 _____



MATHEMATICS-4

WORKSHEET

$$TS = \frac{6}{(5 \times 2 = 10)}$$

1. Find the LCM of:

(a) 15, 20, 5 _____

(b) 14, 12, 3 _____

(c) 20, 12, 6 _____

(d) 9, 8, 4 _____

(e) 13, 7, 29 _____



MATHEMATICS-4

WORKSHEET

7'

TS= (10x1=10)

1. Write the place value of number underlined.

(1) 4 3 7 0 _____

(2) 2 6 7 _____

(3) 6 4 3 7 8 6 _____

(4) 2 0 0 5 3 2 _____

(5) 7 0 1 3 _____

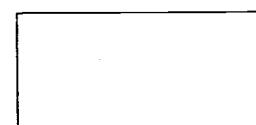
(6) 6 5 0 0 _____

(7) 8 0 0 0 0 0 _____

(8) 6 3 8 2 7 _____

(9) 5 6 0 0 4 _____

(10) 2 7 1 2 3 _____



MATHEMATICS-4

WORKSHEET

8

TS= (5x1=5)

1. If the fractions are equivalent write "yes" and write "no" if not equivalent.

(a) $\frac{1}{2}$ $\frac{4}{8} =$ _____

(b) $\frac{4}{7}$ $\frac{8}{14} =$ _____

(c) $\frac{3}{5}$ $\frac{2}{6} =$ _____

(d) $\frac{4}{9}$ $\frac{3}{11} =$ _____

(e) $\frac{2}{9}$ $\frac{14}{17} =$ _____

MATHEMATICS-4

WORKSHEET

9

TS= (5x1=5)

1. Write "proper" "improper" or "mixed" suitably.

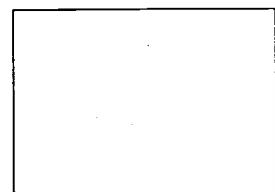
(a) $\frac{7}{12}$ = _____

(b) $\frac{19}{18}$ = _____

(c) $4\frac{3}{4}$ = _____

(d) $7\frac{9}{16}$ = _____

(e) $\frac{1}{5}$ = _____



MATHEMATICS-4

WORKSHEET

10 TS=	10x1=10
-----------	---------

1. Write $>$, $<$ or $=$ wherever applicable.

(a) $\frac{1}{2}$ _____ $\frac{1}{3}$

(f) $\frac{7}{10}$ _____ $\frac{1}{2}$

(b) $\frac{18}{5}$ _____ $\frac{10}{3}$

(g) $\frac{17}{20}$ _____ $\frac{13}{8}$

(c) $\frac{7}{3}$ _____ $\frac{2}{7}$

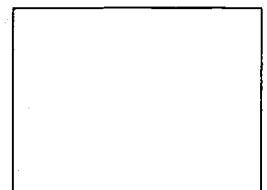
(h) $\frac{19}{4}$ _____ $\frac{20}{5}$

(d) $\frac{10}{3}$ _____ $\frac{4}{3}$

(i) $\frac{4}{20}$ _____ $\frac{21}{20}$

(e) $\frac{5}{12}$ _____ $\frac{40}{96}$

(j) $\frac{10}{15}$ _____ $\frac{3}{4}$



MATHEMATICS - 4
SCORING-SHEET

Name of the child:
Class attending :

SL.No :
Date of testing:
Age/sex :

Give marks to each correct item as given below. The mark for each sub-item is mentioned in brackets against its serial No of the item.

Class IV

Mathematics

Time of Starting :
Time of Finishing :

W 1

(2)

2 (1)

(1.35 am) -----

(ten thousand) .

(11.10 pm) -----

(thousand) -----

(20 minutes) -----

(thousand) -----

(2hrs 30min) -----

8 (1)

(1 hr) -----

(yes) -----

3 (2)

(yes) -----

(7) -----

(no) -----

(Tuesday) -----

(no) -----

(Aug 9th) -----

(no) -----

(2.15 pm) -----

(no) -----

(3hrs 40 min) -----

(proper) -----

(16 days) -----

(improper) --

(9. 40 am) -----

(mixed) -----

(3.30 am next day) -----

(mixed) -----

(13.35 or 1.35 pm) -----

(proper) -----

(20 yrs 10 monts) -----

9 (1)

4 (.25)

(>) -----

(16, 20, 24, 28) -----

(>) -----

(36, 45, 54, 63) -----

(>) -----

(24, 30, 36, 42) -----

(>) -----

(20, 25, 30, 35) -----

(>) -----

(36, 48, 60, 72) -----

(=) -----

5 (.25)

(<) -----

(1, 2, 4, 8) -----

(>) -----

(1, 2, 3, 4) -----

(>) -----

(1, 2, 3, 4) -----

(<) -----

(1, 2, 4, 5) -----

(<) -----

(1, 5, 17, 85) -----

(>) -----

6 (2)

(<) -----

(60) -----

(>) -----

(84) -----

(>) -----

(60) -----

(>) -----

(72) -----

(<) -----

(2639) -----

(>) -----

7 (1)

(units) -----

(hundreds) -----

(thousands) -----

(lakhs) -----

(hundred) -----

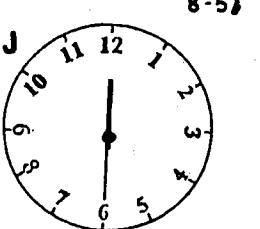
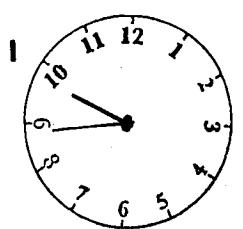
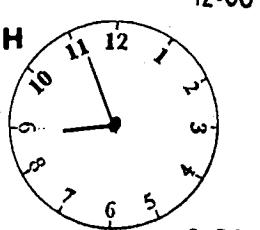
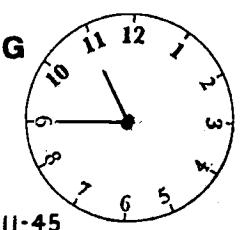
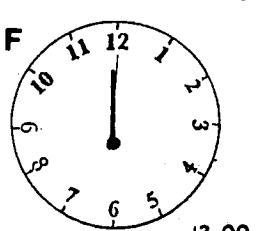
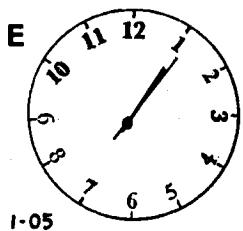
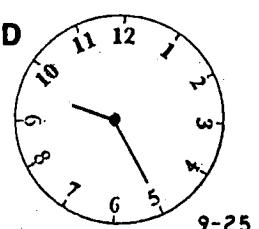
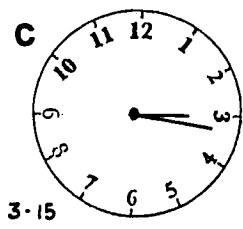
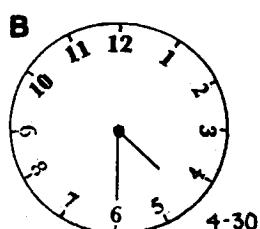
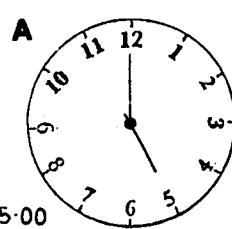
(tens) -----

(lakhs) -----

Maximum Marks :

Marks Obtained :

Percentage :



Format - II

**Grade Level Assessment
Schedule**

GRADE LEVEL ASSESSMENT SCHEDULE

SECTION-I: SOCIO DEMOGRAPHIC DATA

1.1 Name : 1.2 Age : 1.3 Sex :

1.4 Address

1.5 Class

1.6 School (whether exposed to
schooling. If so how long.
Currently attending/not
attending)

1.7 Family Income

1.8 Socio-economic status

1.9 Parental Education - Father : Mother:

I.10 Details on others in family having similar problems if any:

1.11 Complaints as noted by teacher:

1.12 Any repetition of class. If yes, details.

1.13 Marks obtained in the last 3 tests in each of the subjects.

Subjects	1st test dates	% of marks	2nd test dates	% of marks	3rd test dates	% of marks	Remarks
----------	-------------------	---------------	-------------------	---------------	-------------------	---------------	---------

1.14 The class level in which the test is proposed:

SECTION-II:

Underline the correct statement.

Give Details

- | | |
|--|--|
| 1. Physical Disability | Absent / Present |
| 2. Vision | : Normal / impaired |
| 3. Hearing | : Normal / impaired |
| 4. Laterality | : Hand : Preference: Right / Left
Leg : Preference : Right / Left
Eye : Preference: Right / Left |
| 5. Speech: | Clarity: Clear / Not clear

Intelligibility: Meaningful / Not meaningful |
| 6. Balance : | Standing on one leg Appropriate/Not appropriate

Hopping Appropriate/Not able to do/Clumsy

Walking on a line:

- Forward Appropriate/Not able to do/Clumsy

- Backward Appropriate/Not able to do/Clumsy

- Sideway Appropriate/Not able to do/Clumsy |
| 7. Coordination: (tick under correct response) | Appropriate/Not appropriate/Not able to do |
| 7. 1. Finger nose
(eyes open) | |
| 7. 2. Finger nose
(eyes closed) | |
| 7. 3. Holding of pen-
cil, spoon
appropriately | |
| 7. 4. Maintenance of
steps for rhythm | |

SECTION-III:

OBSERVATIONS:

(✓) Tick appropriate statements.

Give Details

I. a) Oral reading:

- Finger tracing
- Spelling aloud before blending
- Omits a word
- Substitutes a word
- Ignores punctuation
- Posture - inappropriate (describe)
- Loudness in voice - too loud/too soft
- Distance between book and eyes:
too near/too far
- Reading too fast/too slow
- Adds a word
- Mispronounces a word
- Asks the examiner to pronounce a word
for him
- Any other - Specify:

I. b) Silent Reading:

- Lip movement - present
- Finger tracing
- Holds reading material too near / too far
- Posture in appropriate (describe)
- Frequently looks away from the
reading material
- Any other - Specify :

II. Reading comprehension:

- Answers with prompts for every question
- Question to be repeated once, twice,
3-5 times.
- Question to be translated to mother tongue.
- Answers by referring back to reading material.
- Refuses to answer/repeats the question.
- Any other - Specify:

III. Writing:

Give details

- Does not maintain left to right orientation.
- Ignores margin.
- Ignores line.
- Excessive overwriting (atleast one per two lines).
- Posture inappropriate.
- Macro writing - very big letters.
- Micro writing - very small letters.
- Mixing of capital and small letter.
- Omits dots on 'i' and line in 't'
- No proper spacing between words.
- Ignores punctuation.
- Reversal of letters.
- Reversal of words.
- Spelling errors (specify).
- Any other - Specify:

IV. Arithmetic computation:

- Errors in number identification (eg. 6 as 9, 7 as 4)
- Errors in right-left organisation.
- Errors in identification of operationaly symbols. (+ - x ÷ =)
- Error in place value - units, tens and hundreds.
- Draws lines and counts for addition.
- Draws lines and cuts and subtracts.
- Ignores carry over in addition.
- Ignores deduction after borrowing in subtraction.
- Place value errors in multiplication.
- Place value errors in division.
- Errors while transferring from rough to fair work.
- Substitution (of square for rectangle).
- Error in placing decimal points.
- Any other - Specify :

V. Arithmetic reasoning:

- Requires assistance in solving story sums
 - (a) Needs to be read out for story sums.
 - (b) Needs to be explained for story sums including the operations to use.
 - (c) Does not write the steps correctly but arrives at correct answer.
 - (d) Does not do at all.
- Any other - Specify:

VI. a) Oral reading (Hindi):

Give Details

- Finger tracing
- Spelling aloud before blending
- Omits a word
- Substitutes a word
- Ignores punctuation
- Posture - inappropriate (describe)
- Loudness in voice
- Distance between book and eyes: too far/too near
- Reading too fast/too slow
- Adds a word
- Mispronounces a word like ष / स, शब्द / सब्द
- Asks the examiner to pronounce a word for him
- Ignores half letters like पञ्च / पत्र
- Substitutes a letter like कागज / काजग, गाजर / गाजड
- Blends a word like स्कूल / सूल
- Changes the meaning of the word like साँप / साफ
- Inclusion of extra matras/letters like ओर / और
- Omits lines while reading paragraphs
- Any other - Specify :

I. b) Silent Reading (Hindi):

- Lip movement - present
- Finger tracing
- Holds reading material too near / too far
- Posture in appropriate (describe)
- Frequently looks away from the reading material
- Any other - Specify:

II. Reading comprehension (Hindi):

- Answers with prompts for every question
- Question to be repeated once, twice, 3-5 times,
- Question to be translated to mother tongue or English.
- Answers by referring back to reading material.
- Refuses to answer / repeats the question.
- Any other - Specify :

III. Writing (Hindi):

- Does not maintain left to right orientation.
- Ignores margin.
- Ignores line.

- Excessive overwriting (atleast one per two lines).
- Posture inappropriate.
- Macro writing - very big letters.
- Micro writing - very small letters.
- Omits dots as in मौं, पढ़ो, मंत्र
- Substitutes a letter / word like in मि / मी, मीत / मित
- Omits matras like in मैं / मँ, जाल / जल, वो / वे
- Omits half letters like in शब्द / शबद, आत्मा / आमा, प्रकृति / पकृति
- Ignores punctuation (,) (comma)
- Draws a common line for the sentence
- No proper spacing between words
- Adds matras in unwanted places like मुश्किल / मुशकिल
- Any other (specify):

VII. List any other behaviour in the child that is seemingly odd or peculiar.

COMPREHENSIVE SUMMARY REPORT

Name :

Age :

Class currently attending :

Class level test(s) given :

Fill the following after completion of Format I & II.

The percentage of scores obtained :

Hindi: English: Maths:

	I	II	III	IV
English				
Hindi				
Mathematics				

Key:

Independent,

 Instructional,

Frustrational

Findings and recommendations:

Referrals to be made if any :

Date :

Signature of the Teacher

MANUAL

DEVELOPMENT OF THE TOOL

As the items in the tool are selected from the already standardized curricula at primary level from classes I to 4, it is aimed to establish reliability and validity of the tool.

Item Selection

The minimum levels of learning (MLL) for primary school prescribed by NCERT was taken as the standard. English, Hindi and Maths textbooks from class I to class IV of CBSE, ICSE and State Board of Education, Andhra Pradesh were collected. Hindi and English texts, where English was the medium of instruction and maths books in English were included for the study. Then endorsement of Hindi was done among the three boards as MLL was not available. As there is a tendency to call certain curriculum as 'high' or 'low' based on the board it belongs, an exercise of items endorsement for each class was made with MLL as the standard. Samples of items that were present in all the three boards in a given class were selected for inclusion in the tool classwise. Such an exercise would eliminate the possibility of the child's poor performance due to the varied standards among the boards.

For LKG and UKG since there are no prescribed standards by the Department of education, Government of India, a list of books prescribed for these classes in various schools was collected from Andhra Pradesh and Delhi. These books were by private publishers. Item endorsement showed that all the books had a 98% agreements. As the prescribed MLL of class I is inclusive of the preprimary education, the content of LKG and UKG was combined and item endorsement to class I was carried out and was found that the LKG, UKG content is covered in class I. The content of class I has 60% of the LKG/UKG content and additional 40% at higher level. Hence in the developed assessment tool of class I is inclusive of preprimary materials and a separate one for LKG/UKG was not developed.

The total number of items selected in each class from I to IV in each subject area is varied depending on the curricular content. The items were sequenced as followed in MLL and also was given to primary teachers of State Board of AP and CBSE, ICSE for their concurrence. Based on majority agreement it was resequenced. The agreement in sequencing by the teachers was 93%. However, it was not possible to make a termwise break up of content for I, II, III terms as the size of the terms varied from school to school thus influencing the coverage in each term. For instance, second term was shorter in those schools which had Christmas holidays while longer in those schools that had Shankranthi holidays. Therefore, the tool does not include term wise break up of coverage. The whole class level from June to April coverage is considered as an academic year and suitably designed.

Pre-testing

A total of 15 children in each class from 1st to 4th in a primary school in Secunderabad were administered the tool on a pilot trial. Care was taken to see that only those children who have consistently passed in 3 consecutive class tests were selected for the pre test. The pre test was conducted by the end of the academic year in the first week of April so that the school would have completed the coverage of syllabus for each class. The items that were omitted or

wrongly done by all the children were deleted from the tool. The number of items thus deleted in each class ranged from 3 to 6. The scoring sheets were also modified based on the teachers' comments. Each worksheet has a provision for scoring in addition to the scoring sheet provided in the end of each section. Items requiring verbal and written responses are included in the tool, and those requiring written responses can be either cyclostyled or photocopied by the teacher for use with a number of children.

The total tool has three sections and two formats which is described in detail under 'description of the tool'

CHARACTERISTICS OF THE SAMPLE

The sample was a total of 1197 children from UKG to Class IV level. UKG children were included keeping mind the importance of early identification. However, they were tested only in content area of UKG and for statistical analysis combined with Class I suitably. The selected schools included 4 schools from Andhra Pradesh and one from Delhi. Two of the schools in Andhra Pradesh were in the city and the other two were located in rural areas. The school selected in Delhi was in the city. A rural school in Delhi was difficult to find for testing as the tool to be tested was in English except Hindi. The rural sample of Andhra Pradesh was also small due to the same reason. One of the schools located in rural area is a complete residential with predominantly children from cities and hence cannot be called strictly rural. However the pupils were exposed to cities only during vacation.

As an extension of the project, developing the arithmetic component and English as second language for the grade levels is proposed to be conducted at a later date. Tables I and II provide details regarding the sample in terms of age range in each class and the mean age. The various schools were approached with the proposal to carry out the study and whichever school agreed was selected for the study. The present study covered 5 schools. The total number of subjects were 1197.

Table - I : Age and sex distribution of the subjects

N=1197

Classes	Number of Children			Age Range (in yrs)		Mean age (yrs)	
	Male	Female	Total	Male	Female	Male	Female
UKG	41	27	68	4.10-5.10	4.7-5.5	5.00	5.13
Class I	157	106	263	5.5-8.8	5.4-6.3	6.15	5.80
Class II	178	85	263	6.6-7.6	6.4-7.3	6.90	6.60
Class III	213	104	317	7.0-9.1	7.4-8.1	8.03	7.78
Class IV	179	107	286	8.5-9.1	8.3-10.10	8.60	9.40

The table I shows that children in each class were in a range of one to 1 1/2 years of age. The mean age range was not significantly different between boy and girls.

Table - 2 : Details of the schools participated in the field trial

School	Curriculum	Area	Male	Female	Total
School A	A.P. State Board	Hyderabad	291	168	459
School B	CBSE	Shamirpet	90	21	111
School C	CBSE	New Delhi	216	124	340
School D	ICSE	Secunderabad	160	89	249
School E	A.P. State	Gagillapuram	35	27	62

Table II shows the details on urban and rural schools following CBSE, ICSE and State Board syllabi. Two schools followed CBSE syllabus while two followed Andhra Pradesh State board and one ICSE syllabus. The number of children in each class in rural schools was relatively less when compared to urban school. The School B in table III is a residential school following CBSE syllabus in a rural area away from the city and is self contained. Therefore, the children do not have opportunities to go out of the schools except for vacations. The total strength of the school itself is relatively less. The school E in Table II is run by a missionary situated in rural area with day school facility and the children's family belonged to poor socio economic status. The school followed Andhra Pradesh State Board syllabus. The urban schools were in the city of New Delhi, Hyderabad and Secunderabad following CBSE, State board and ICSE syllabi respectively.

METHODOLOGY

The principals of the schools were first oriented regarding the purpose of the research and the involvement of the school in the project for field testing. After going through the materials to be field tested, the Principals of the schools gave permission to conduct the study. The teachers were accordingly informed. Children were told in simple language about the small test they would have individually, and then they were tested. The time period towards the end of the academic year was chosen for the field study to allow coverage of syllabus in the given grade level to be completed. However, due to the lengthy procedure of testing some children had to be tested during the other part of academic year. All the three subjects namely, Hindi English and Maths were not done on the same day for each child. Instead, the child performed one area (Hindi/English/Maths) at one time. The scores were tabulated for analysis for establishment of reliability and validity (see statistical profiles).

Children who failed consistently were tested in one class lower and Format II was used to observe for processing problem in the children. A total of 112 such children were identified in the total sample. In one school, the project director helped the children with processing

problem in remedial education, based on the observation on format II. The experiences in correcting the processing problem in children threw light for the modification of format II in gathering relevant information.

A manual in simple language was developed (ref:Manual) and the format I and II were given to the schools for the teachers of class UKG to IV to use and provide a feedback. The teachers' rating was gathered on a 3 point rating scale regarding appropriateness of the total tool.

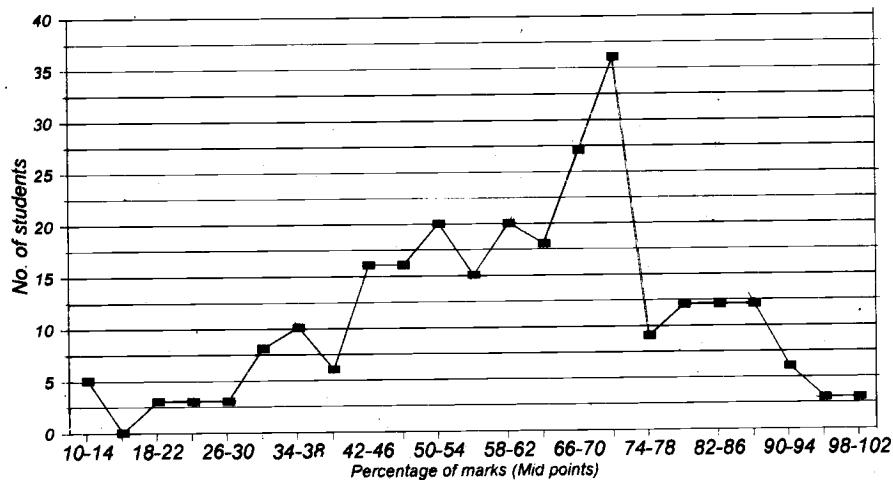
After considering their comments for incorporation, the final format was evolved.

RESULTS AND DISCUSSION

A total of 1197 children from five different schools in Andhra Pradesh and New Delhi in the classes of UKG to IV class were tested using the grade level assessment device. The areas included verbal and written performance of class appropriate Hindi, English and Maths. The distribution of mean percentage of marks are depicted in Figures - 1 to 5.

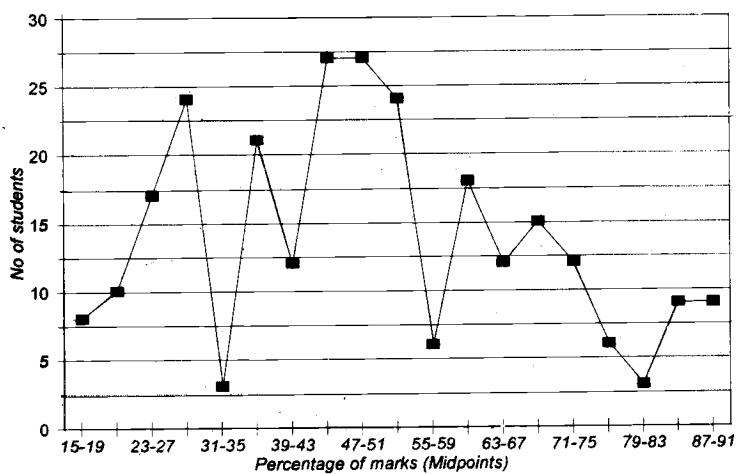
MEAN PERCENTAGE OF MARKS -CLASS I

fig-1



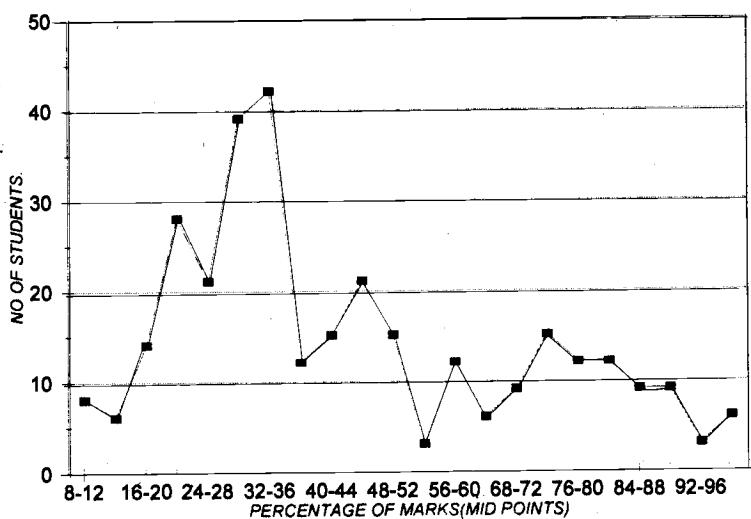
MEAN PERCENTAGE OF MARKS-CLASS II

fig-2



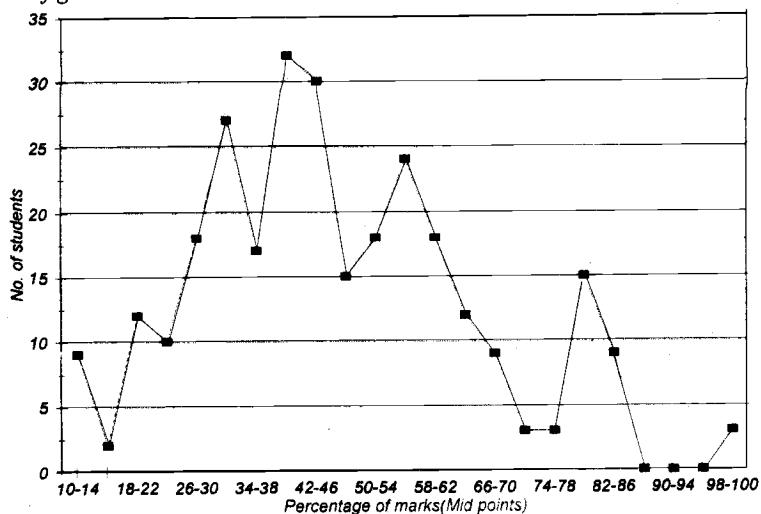
MEAN PERCENTAGE OF MARKS-CLASS III

fig-3



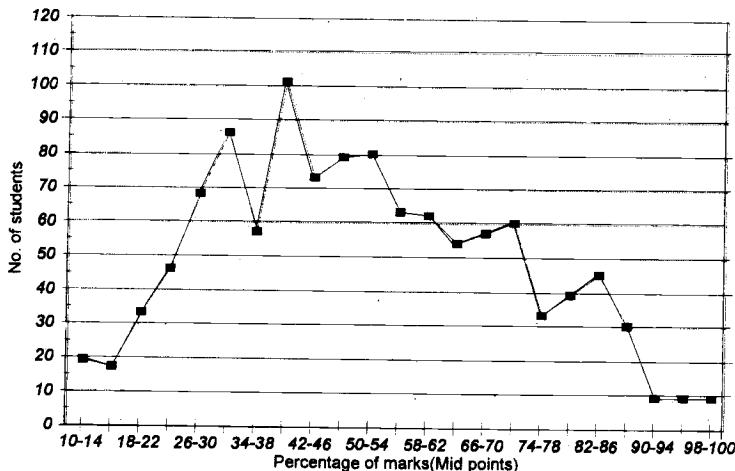
MEAN PERCENTAGE OF MARKS-CLASS IV

fig-4



MEAN PERCENTAGE OF MARKS
CLASSES I to IV

fig-5



Class-1

The mean, median and SD of class-1 (for all the schools combined) are 60.93, 62.33, 18.58 respectively. The skewness of this curve is slightly negative ($SK = -0.356$) and is not significant which indicates that the failure candidate marks (< 40%) are distant apart and also very less in number.

Class-2

The mean, median and SD of class-2 are 49.44, 49.33 and 18.94 respectively. The skewness of the curve is ($SK = 0.226$) slightly positive with a negligible value.

Class-3

The mean, median and SD of this curve is 48.11, 40.67 and 21.87 and the skewness of the curve ($SW = 0.599$) is positive as the greater values of ten scores are placed distant apart from the mean of the distribution.

Class-4

The mean, median and SD of this curve is 46.62, 44.43 and 18.49 respectively. The skewness of the curve ($SK = 0.404$) is positive as the greater scores are distant apart from the cluster of mean and median. Hence the curve has taken a positive slope towards the right.

All Classes combined

The mean, median and SD of group data are 51.03, 49.33 and 20.36 respectively. The skewness of the curve is 0.2, which is very slightly positive and negligible value. On the whole the analysis shows that the distribution of the score of the tested population is almost normal and is acceptable.

An extension of the study it is desirable to conduct an intensive study of the schoolwise distribution after including larger number of schools in urban and rural areas following varied syllabi and compare them on various parameters including methods of teaching. The present study has included content analysis and item endorsement to prepare the testing tool and it has proved that the test can be used for children in classes upto four irrespective of CBSE, ICSE or Andhra Pradesh State Board syllabus.

RELIABILITY

Test-retest reliability *

The students were randomly selected (from each class for re-testing, 10 days after they had been initially tested in order to obtain test-retest data. The magnitudes of the resulting coefficients are as seen in table 4.

**Table 4 : Test-retest Reliability coefficients
N=40 (in each class)**

Class	Score (r)
Class I	0.98
Class II	0.98
Class III	0.99
Class IV	0.68

VALIDITY

Criterion group validity

Criterion group validity was established by taking a sample of 10 students who have been taken from a given class and tested with the content one class lower. For each class from I to IV in each subject area, the exercise was carried out. The correlations of the scores obtained for class 1 is .76, class 2 is .86, class 3 is .76 and class 4 is .74 showing that the test is valid for the respective class.

Content validity

This is established by comparing the respective contents of class-1, class-2, class-3 and class-4 with the MLL (Minimum Levels of Learning) of 1992 and drawn out the percentage content-wise which showed that the contents of GLAD is valid

Face Validity

The face validity is obtained through giving the tool with the manual to the primary school teachers and they were asked to rate the tool on specific characteristics on a three point scale after using the tool.

Initially, the average scores on the tool were found to be low when compared to the teachers' progress report. The reasons can be: I. The periodic test by the teacher usually is in small content area restricting to one or two lessons, while in the tool, it is the content of the

whole year. 2. Teacher's tests are usually announced in advance while the tool is administered without prior intimation for preparation. 3. Familiarity of the teacher to the students and the testing methods make a difference when compared to the Grade Level Assessment Device administration by an unfamiliar person. The relatively low mean, median and mode on the tool is reflected in the figures 1 to 5. However, the class averages fall between 40-60% though the teachers' class averages is in 50-70%. Considering these points Format II, comprehensive report suggests scores of 70% and above on the tool for independent functioning 40 to 70% for instructional level functioning and below 40% for frustrational level functioning.

OBSERVATIONS

As the tool is devised for use by primary school teachers, the manual is written in a very simple language and minimum required statistical properties are described in easily understandable English, combining data of all the schools.

On referring to the project protocol, the proposed objectives are found to be met. The objectives included, 1. Development of a schedule for assessing children to find out their class equivalence in academic performance in India. The schedule would include the qualitative and quantitative data of the child's performance profile. 2. Validation of the tool thus developed for use in Indian condition. 3. Pretesting the tool developed to assess the class equivalence. 4. Developing a manual for the tool for use by teachers who would administer the schedule.

To answer the research questions put forth, the following are the findings and observations.

1. Is it possible to develop a tool to identify the children who show a discrepancy between the expected achievement and actual achievement in scholastic performance?

It has been possible to develop such a tool for primary school children attending class I to class IV. Comparison of the teacher ratings on class tests and the child's performance on the tool match to a great extent. After using the tool, the teachers' rating on the rating scale shows its utility for the teachers and ease of use by the teachers who teach primary school children.

It should however be remembered here, that a teacher is aware of the underachievers in her class by virtue of the periodic tests and the progress reports. This tool helps the teacher in testing those children who have failed, to find out 'why' he failed in one or more areas. Testing the child at class levels lower than the one he is attending to find out the independent level of functioning provides the teacher with the information on starting point for teaching and the learning style of the child.

2. Can this tool be accurate enough to provide a qualitative and quantitative profile of the child's scholastic achievements?

The format I helps in testing the class level performance of the child which gives the quantitative information while the format II has facilities for observing the processing problems in the child and making a note simultaneously. Format II also has provision for noting briefly the socio economic and environmental factors and any sensory motor

impairments in the child. Section II of format II helps in directly identifying the processing difficulty in the child thus helping the teacher in suitably planning for the child.

Ideally the tool should be used by the teacher on children who consistently fail atleast 5 times (or two term exams plus unit tests in between the examinations) in one or more subject areas, and observe very carefully while the child is performing, for filling section III of Format II.

The school teachers who used the tool during the field trial found the tool very useful and reported that observing during the tool administration directly gave them clue for helping the child in academics successfully.

3. Can such a tool be constructed in a manner simple and easy for classroom teacher to administer and refer the child for remedial education?

As mentioned earlier, the tool was found useful by the teacher. The teachers were asked to use the tool by reading the manual and inform in case of problem in understanding. It was found that teachers could use it with ease. Minor clarification sought by them were responded to suitably and modified in the manual accordingly.

The section II of Format II has specific observation details for medical or therapeutic referrals. Ideally, every primary school should have a resource educator who can help such children. However, in the absence of such a facility, the project effort has shown that a regular primary class teacher can certainly use the tool to assist the child. As a recommendation, the teachers have requested for a resource education package where the details on 'how to teach' such children can be provided.

PROBLEMS FACED

On the whole, the project was carried out without major hurdles. However, testing the children in all the schools towards the end of the academic year was difficult due to the committed programmes of the school such as examinations, sports day, annual day, vacation and such other routine. Therefore, the number of subjects and schools had to be reduced. Getting rural sample for testing the materials in English was also a problems which should have been anticipated at the time of the proposal of the project. However, seeing the success of this tool with the primary teachers in the participating schools, it is proposed to develop materials for Hindi and other regional languages as medium of instruction English content developed as a second language for use by respective teachers. Probably a totally rural sample need to be tested for validating the tool.

The project team faced problem in convincing the school authorities on the purpose of the study as this is the first of its kind conducted. Once the study was over and the end product in the form of GLAD was provided to the teachers for obtaining face validity the teachers were genuinely happy and were eager to have the tool in the class for regular use and were interested to participate in the future research projects in similar lines.

CONCLUSION

As the current trend in Education of the disabled children is geared towards integration and mainstreaming, it is ideal to keep the children with scholastic backwardness in regular school and equip the regular class teachers to identify the child's specific problem in learning. This inturn will lead to helping the child in correcting the problem **without labelling him** with a diagnostic tag. when 'Education of All' is the UN Declaration to be achieved such a preparation of regular primary teacher is a major milestone towards achieving the goal.

The GLAD produced under this project is definitely found to be a tool which can be easily used by the teacher in identifying processing problems in the student's academic learning. The teacher using this tool can make referral for suspected related problems, as well as assess the child's functioning level in a given class and note down progress periodically.

As the test items are selected from the standard books of ICSE, CBSE and Andhra Pradesh State Board based on MLL the tool is suitable for children in English medium schools in any of the three boards of Education. Though the materials are from standardised textbooks, reliability and validity of the tool is established and reported.

The manual is reported to be easily understandable by the teachers at primary schools.

As the next phase of the project, the following are recommended:

1. The tool is to be used in a number of schools and the teachers observations in various parts of the country are to be considered for further modification.
2. A set of materials in Hindi for Hindi medium schools should be developed later to be extended to other regional languages.
3. A resource education package providing the methods for correcting the processing problems mentioned in Section III of Format II should be developed and field tested for use by the primary teachers.

Note :Prior to printing, this tool in a draft form was made available on request to teachers in Tamil Nadu and Karnataka and they reported that test items were suitable for their schools despite the fact that the schools followed respective State board syllabi, thus confirming its utility in other parts of India where field trial was not conducted.

* * * *

INSTRUCTIONS TO USE THE TOOL

THE TERMINOLOGIES

The terms 'Learning problem', 'Learning difficulties', 'Learning disabilities', 'underachievement', 'slow learning', 'scholastically backward', 'academically backward' and such other phrases are used in the educational circle to refer to children who do not pass in one or more subjects consistently when given a test in class. When compared to their class norms they lag behind academically, causing concern to parents and teachers. The terminologies mentioned above differ in their meaning, depending on the usage. 'Learning problem, underachievement, scholastic backwardness and academic backwardness' are broad terms to mean a child who does not perform class appropriately in academics and is lower than his class level. 'Learning disabilities' is predominantly an American usage to include children who fail in academics despite having adequate sensory, motor, intellectual and environmental factors. 'Learning difficulties' is a British usage. They use the term 'Severe learning difficulties' to refer to mentally retarded children and 'specific learning difficulties' to children who have academic backwardness which is synonymous to the American terminology learning disabilities. In this present context, the term 'learning problem' is used to refer to children who are below average in their academic performance consistently in one or more of the subjects as revealed by the school progress reports. As these children are the concern of every primary teacher, this tool is developed to assess the educational level and processing problems of such children so that remedial measures can be taken suitably.

INTRODUCTION TO GRADE LEVEL ASSESSMENT DEVICE (GLAD)

The Grade Level Assessment Device (GLAD) has been developed to find out the level of academic performance in children upto Class IV level. It is especially useful for children who are scholastically backward, in indicating 'why' they fail. There are a number of achievement tests developed in Western countries standardized on their population. This device takes into account the standard curricular content of Class I to IV in India and items are selected from the existing curricula with utmost care to enable representative sample of content for testing (Refer to section on Development of Tool for details). By this, the time of the teacher is saved in constructing tests and also detailed instructions provided in the manual allows easy administration and scoring. As the very purpose of educational assessment is for programming, it is essential that complicated steps and jargons are avoided. The test items have been selected similar to class test items so that a primary school teacher does not have difficulty in using the tool. The end product provides the teacher with the class level of performance of the child and reveals the nature of processing problem, if any.

Classes upto 4th standard are chosen as there is adequate evidence that young children tend to experience visual perceptual difficulties when compared to the older children (Vellution, Steger and Kandel, 1972; Kinsbourne, 1973). As rightly noted by Bryan and Bryan (1979), perceptual difficulties found in younger children are a reflection of

basic problem in following instruction and generally poorer problem solving strategies. There have been enough evidence that such children may have auditory processing problems also (Dykman, Ackerman, Clements & Peters, 1971). As Bryan and Bryan (1979) put it, there are no individualized tests assessing such problems. Work in this area is limited to laboratory based experiments. They further add that studies often fail to rule out the possibility that one or the other of information processing systems may be deficient. The present GLAD provides for assessment of academic achievement as well as systematic observation and recording of processing problem in children. By doing so, the teacher would get a clue on which areas of processing and which channel / modality of learning is to be focussed for remediating the learning problem.

BASIC CONSIDERATION FOR USING THE DEVICE

A child who is found to be obtaining "fail marks" consistently in one or more of the subjects causes concern to the teacher. Many a time, teachers, especially of primary classes express that their student in reference seems to be preforming perfectly in all non-academic areas but fails in academics. The teacher also finds that a child who performs very well when asked orally, tends to fail in written tests. Such children, obviously have processing problems at input, memory or at output phase of learning. The GLAD is a tool that would help a primary school teacher to test her student while systematically making an observation of the processing pattern in the child. English, Hindi and mathematics are taken as the basic areas for testing because any deficit in languages will inturn reflect on the subject areas of social studies and sciences also. The following section provides details on content and administration of the device.

DESCRIPTION OF THE TOOL

The GLAD has two formats.

Format I :

Format I has the test booklets of class I to class IV given in the form of work sheets. Reliability and validity of the items have been established (see report). Each class contains worksheets of Hindi, English and Maths. Items include tasks requiring verbal and written responses to questions. Each worksheet has the instruction given on the top. Serial number and total score (TS) is provided on the top and blank space is provided in the worksheet at the bottom to enter score if needed. In addition, each section at the end, namely, Hindi, English, and Maths has a scoring sheet with the item numbers and scores provided in sequence for the teacher to score. The number of items vary in each section and also in each class level based on the tasks in the curricular content. Hence conversion to percentage for comparison is advised,

In Format I, some items require verbal or gestural response, while some require written response. Analysis of the responses gives clue to the teacher regarding the child's style of learning and problem solving. The following are the details.

Worksheet numbers

Classes	Verbal response			Written response		
	Hindi	English	Maths	Hindi	English	Maths
Class 1	1.1.1 to 4.3	1 to 2.6	1 to 2.1,2.4 2.5,2.6 2.7,2.8 3.5	5 to 7.1	2.7 to 4.1	2.2,2.3,2.9 3.2,3.3,3.4 3.6,3.7,3.8 3.9
Class 2	1 to 6	1 to 4	12 to 15	7 to 10	5 to 9.2	1 to 11
Class 3	1 to 4	1 & 2	1 to 3	5 to 9	3 to 9	4 to 10
Class 4	1 to 4	8	—	5 to 11	1 to 7	1 to 10

The worksheets that require writing dictation have the wordlist given at the end of the section just before the scoring sheet. The teacher can select the required number of words from the list. The words are selected class appropriately and grouped in the order of from easy to difficult in two sections. More than one worksheet also are suitably provided. Worksheets number for dictation in each class is as follows :

Worksheet Numbers		
Class	English	Hindi
Class 1	3.8, 3.9	6.1, 6.2
Class 2	11, 12	9
Class 3	4	9

Format II:

Format II is to be used by the teacher for noting observations while the child is performing on Format I. Format II has three sections and a summary sheet.

Section I has provision to note down the child's background information including personal details, family history and school history which helps the teacher in getting to know the child better. The teacher should fill each item carefully before starting to test.

Some of the children, especially the ones with specific learning disabilities may have soft neurological signs. Section II has certain simple items which the teacher can observe and if suspects problem she can refer to the physician for the needful to be done.

While administering the items in Format I of the respective class, the teacher should observe the child for processing and tick the appropriate statement in Section III of the format II. As the statements are observable by the teacher it is easy to tick the appropriate ones.

The summary sheet provides for a brief over all picture of the child which includes a matrix that shows the child's class of functioning in terms of independent, instructional and frustrational levels. Coding facility is provided so that the class levels in which he is tested can be noted in terms of his performance.

ADMINISTRATION AND SCORING

A. Which section to use:

If a child fails consistently in two term examination and unit tests in a subject/subjects he can be tested using GLAD. It is appropriate to test the child in reference, in the class level in which he has failed. There are occasions when the teacher can use her own judgement and use a class level lower for testing. If he is found to be at independent level of functioning, she can use the next higher level. She would know her student better and teachers' judgement for use of the device for testing can be trusted. Here, the teacher would use Format I for the child to be tested. Section I and II of format II should be filled first before testing on class level items. Section III of format II will be used simultaneously with test items of format I. Instructions for using format II is given in the next page.

B. Precaution to be taken:

Before starting to test it will be helpful if the teacher would have the child at ease by explaining to him/her that the exercise is only to help him do better in studies and that there is no need for anxiety.

C. How to test:

The teacher would provide the worksheet in sequence, to the child and elicit responses, verbal or written as the case may be. The teacher will use the scoring sheet to mark the scores of the child.

Some of the worksheets require that the teacher reads while the child listens and she would ask questions that he would answer. In such items, the teacher should take care to observe that her speed, accent and intonations are appropriate. After reading she may ask the child to answer the questions. Each question should be asked not more than twice. If he does not answer she may proceed to the next one. Teacher's comments such as 'right', 'wrong' or hints to answers must be avoided. However, if he does answer with prompts that should be recorded in format II in appropriate place.

For class I where the child is incapable of reading an instruction on his own (in English, Hindi or Maths) such as 'Read the passage and tell the answer to questions', the teacher may read out the instruction, as is the practice during routine tests in schools.

In the scoring sheet, the background information should be filled, including the time taken as it throws light on the speed of work of the child. However, it is cautioned that the teacher should not hurry the child.

As it is tedious to perform Hindi, English and Maths on a single sitting, the teacher can phase out to 3 session. However, each area (English, Hindi or Maths) once started should be completed. The child should be allowed to answer as many questions as possible. Though items are sequenced, as the coverage of syllabus varies in schools, the child should be allowed to attempt as many items as possible. After he finishes, add the marks obtained by the child and find percentage. If he gets below 40% he needs to be tested one level lower for Format I. Format II needs to be used simultaneously as instructed. Note that each worksheet has the total marks given with sub items marks which helps in calculation of percentage.

Format II

Section-I :

while using Format II, the teacher should first fill section I by eliciting information from parents and her own observation as the case may be, and also fill in information on what class he has failed and what level she proposes to use while checking on Format II (I.14)

Section-I :

The first 3 items in Section-II are visible and a teacher can look at the child, talk to the child and gather information. If there is any impairment and / or use of aid/appliance such as eye glasses, hearing aid or calipers is observed, the teacher should note down the details.

Item 4 on laterality provides information on the preference of the child with regard to the use of right or left hand, leg or eye. To note down the preferred side as to right (R) or left (L) the teacher should give 3 chances for hand, leg and eye and note down whichever side is used twice or more. To check for hand, she may place a small object in the centre of the table so that it is neither to the left or right of the child and ask him to pick up with one hand. Provide 3 chances with time gaps in between. Similarly to check for preferred leg, have the child kick a ball that is kept on the floor at the mid line of child's body and not to the right or left. Provide 3 chances to kick. For preferred eye, give a kaleidoscope, one eye slide viewer or a paper rolled to form a cylinder and ask him look through it. Give three chances. In all the three aspects (hand, leg and eye) tick under the preferred side which was used by the child twice or more. For item 5, circle or underline the suitable one of the two choices given.

For item 6, check for balance as given in the proforma. Allow the child to stand on one leg for about a minute and note down appropriateness. Similarly, allow hopping, and walking on lines including forward, backward and sideway walking for about 7 to 10 steps and circle or underline appropriate statement against it.

For item 7 on coordination, 7.1. and 7.2 are checked by asking the child to touch his nose with index finger of preferred hand with eyes open and eyes closed respectively. Item 7.3 is easily observable and details can be noted down. For item 7.4, allow the child to tap foot for a rhythm/music with the heel down and note down whether he can or cannot do.

The following results demand medical attention. Refer to competent Physician :

- * Items 1 to 3 revealing any impairment.
- * Item 4 showing mixed preferences.
- * Items 5, 6, & 7 having anything other than appropriate performance in more than 50% of the items

Section III

Section III has specific statements made for observation during the child's performance on Format I. Separate observation statements of English, Hindi and Maths are made so that the teacher can 'specifically' note down the processing problems in the child in each of the areas. The teacher can tick the appropriate statement at the margin. After the test is completed, going through the Section III and analyzing each of the ticked items will help the teacher in identifying the specific problem in the child which makes remediation more focused and goal oriented

Comprehensive Summary Report

The final page which includes information of Format I & II is filled after the teacher completes scoring on Format I and filling all section of format II. In format I, the scores in a given class level when converted to percentage is grouped as follows :

Over 70%	Independence level
40% to 69%	Instructional level
Below 40%	Frustrational level

Accordingly, after completing the class level test, the teacher should fill the matrix as per the child's level of performance.

In the section for findings and recommendations, the teacher should note down briefly, the items ticked in Section II of format II and information on medical referral if any. Thus the comprehensive summary sheet includes a brief over all picture of the child's class level functioning and the processing style which leads to ease in programme planning with specific focus on remediation. Remedial measures however, has not formed part of this project and will be taken up as a separate project.

* * * *

Sample filled Schedule

Format-II

GRADE LEVEL ASSESSMENT SCHEDULE

SECTION-I: SOCIO DEMOGRAPHIC DATA

- 1.1 Name : S. R. 1.2 Age : 9 yrs 1.3 Sex : Male
- 1.4 Address : S/o Sri. P. K. Rao
7-11-165 Ramulu st
Hyderabad
- 1.5 Class : IV
- 1.6 School (whether exposed to schooling. If so how long.
Currently attending/not attending) : C. S. High School (attending)
- 1.7 Family Income : Rs 6800/-
- 1.8 Socio-economic status : Middle
- 1.9 Parental Education - Father : M.B.A Mother: B.A.
- 1.10 Details on others in family having similar problems if any: Nil
- 1.11 Complaints as noted by Teacher: Poor in written tests though good in oral
shabby hand writing, shabby note book work
- 1.12 Any repetition of class. If yes, details. *NO*

1.13 Marks obtained in the last 3 tests in each of the subjects.

Subjects	1st test dates	% of marks	2nd test dates	% of marks	3rd test dates	% of marks	Remarks
English	16.8.94	30%	3.10.94	22%	14.12.94	28%	
Soc. Studies	16.8.94	41%	4.10.94	24%	15.12.94	25%	
Science	17.8.94	32%	5.10.94	29%	16.12.94	33%	
Maths	17.8.94	52%	6.10.94	58%	17.12.94	51%	
Hindi	18.8.94	27%	7.10.94	23%	18.12.94	28%	

- 1.14 the class level in which the test is proposed :

III

SECTION-II:

Underline the correct statement.

Give Details

- | | | |
|--|----------------------------|--|
| 1. Physical Disability | : | <u>Absent / Present</u> |
| 2. Vision | : | <u>Normal / impaired</u> |
| 3. Hearing | : | <u>Normal / impaired</u> |
| 4. Laterality | : Hand :
Leg :
Eye : | Preference : <u>Right / Left</u>
Preference : <u>Right / Left</u>
Preference : <u>Right / Left</u> |
| 5. Speech: | Clarity: | <u>Clear / Not clear</u> |
| | Intelligibility: | <u>Meaningful / Not meaningful</u> |
| 6. Balance : | Standing
on one leg | <u>Appropriate/Not appropriate</u> |
| | Hopping | <u>Appropriate/Not able to do/Clumsy</u> |
| | Walking on a line: | |
| | - Forward | <u>Appropriate/Not able to do/Clumsy</u> |
| | - Backward | <u>Appropriate/Not able to do/Clumsy</u> |
| | - Sideway | <u>Appropriate/Not able to do/Clumsy</u> |
| 7. Coordination: (tick under correct response) | | |
| | | <u>Appropriate/Not appropriate/Not able to do</u> |
| 7. 1. Finger nose
(eyes open) | | ✓ |
| 7. 2. Finger nose
(eyes closed) | | ✓ |
| 7. 3. Holding of pen-
cil, spoon
appropriately | | ✓ |
| 7. 4. Maintenance of
steps for rhythm | | ✓ |

SECTION-III:

OBSERVATIONS:

(✓) Tick appropriate statements.

Give Details

I. a) Oral reading:

- Finger tracing
- Spelling aloud before blending
 - Omits a word
 - Substitutes a word
 - Ignores punctuation
 - Posture - inappropriate (describe)
 - Loudness in voice - too loud/too soft
 - Distance between book and eyes:
too near/too far
- Reading too fast/too slow
 - Adds a word
 - Mispronounces a word
 - Asks the examiner to pronounce a word for him
 - Any other - Specify:

I. b) Silent Reading:

- Lip movement - present
- Finger tracing
 - Too near/too far a distance
 - Posture
 - Frequently looks away from the reading material
 - Any other - Specify:

II. Reading comprehension:

- Answers with prompts for every question
- Question to be repeated once, twice,
3-5 times.
- Question to be translated to mother tongue.
- Answers by referring back to reading material.
- Refuses to answer/repeats the question.
- Any other - Specify:

III. Writing:

Give details

- Does not maintain left to right orientation.
- Ignores margin.
- Ignores line.
- Excessive overwriting (atleast one per two lines).
 - Posture inappropriate.
 - Macro writing - very big letters.
 - Micro writing - very small letters.
- Mixing of capital and small letter.
 - Omits dots on 'i' and line on 't'.
- No proper spacing between words.
 - Ignores punctuation.
 - Reversal of letters.
 - Reversal of words.
- Spelling errors (specify).
 - Any other - Specify:

writes as bears
bill/built - ,

IV. Arithmetic computation:

- Errors in number identification (eg. 3 as 9, 7 as 4).
- Errors in right left organisation.
- Errors in identification of operational symbols.
- Error in place value - units, tens and hundreds.
 - Finger counting.
 - Draws lines and counts for addition.
 - Draws lines and cuts and subtracts.
 - Ignores carry over in addition.
 - Ignores deduction after borrowing in subtraction.
- Place value errors in multiplication.
- Place value errors in division.
 - Errors while transferring from rough to fair work.
 - Substitution (of square for rectangle).
 - Error in placing decimal points.
 - Any other - Specify:

occasionally

V. Arithmetic reasoning:

- Requires assistance in solving story sum.
- (a) Needs to be read out for story sums.
 - (b) Needs to be explained for story sums including the operations to use.
- Any other - Specify:

VI. a) Oral reading (Hindi):

Give Details

- ✓ Finger tracing
- ✓ Spelling aloud before blending
- ✓ Omits a word
- ✓ Substitutes a word
 - Ignores punctuation and Intonation
 - Posture - inappropriate (describe)
 - Loudness in voice
 - Distance between book and eyes: too far, too near
 - Reading too fast/too slow
 - Adds a word
- ✓ Mispronounces a word like ष / स, शब्द / सब्द
- ✓ Asks the examiner to pronounce a word for him
- ✓ Ignores half letters like पत्र / पत
- Substitutes a letter like कागज / काजग, गाजर / गाजड
- Blends a word like सूल / सूल
- Changes the meaning of the word like साँप / साफ
- Inclusion of extra matras/letters like ओर / और
- Omits the lines while reading the paragraphs
- Any other - Specify:

omits letters
substitution e.g.: फ़ / एट

टॅ / ट

I. b) Silent Reading (Hindi):

- ✓ Lip movement - present
- ✓ Finger tracing
- Too near/too far a distance
- Posture
- Frequently looks away from the reading material
- Any other - Specify:

struggles to read and
blend the words
(&weats)

II. Reading comprehension (Hindi):

- ✓ Answers with prompts for every question
- ✓ Question to be repeated once, twice, 3-5 times.
- ✓ Question to be translated to mother tongue or English.
- Answers by referring back to reading material.
- Refuses to answer/repeats the question.
- Any other - Specify:

III. Writing (Hindi):

- Does not maintain left to right orientation.
- Ignores margin.
- Ignores line.

- Excessive overwriting (atleast one per two lines).
- Posture inappropriate.
- Macro writing - very big letters.
- Micro writing - very small letters.
- Omits dots as in माँ, पढ़ो, मंत्र
- Substitutes a letter/word like मि / मी, मीत / मित
- Omits matras like माँ / मँ, जाल / जल, वो / वे
- Omits half letters like आत्मा / आमा, प्रकृति / पकृति
- Ignores punctuation (.) (comma)
- Draws a common line for the sentence
- No proper spacing between words
- Adds matras in unwanted places like मुश्किल / मुशकिल
- Any other (specify):

takes a long time
to write

VII. List any other behaviour in the child that is seemingly odd or peculiar.

COMPREHENSIVE SUMMARY REPORT

Name : S. R.

Age : 12 yrs.

Class currently attending : IV

Class level test(s) given : III

Fill the following after completion of Format I & II.

The percentage of scores obtained :

Hindi: 23% English: 48% Maths: 75%.

	I	II	III	IV
English			■■■■■	
Hindi				
Mathematics			■■■■■	
Key:				

Independent,

Instructional,

Frustrational

Findings and recommendations:

- Training blending letters to form words (English)
 - Place value exercises in Arithmetic
 - Training in Hindi - basics - blending consonants, vowels
 - Exercises to improve hand writing
- Referrals to be made if any : nil


Signature of the Teacher

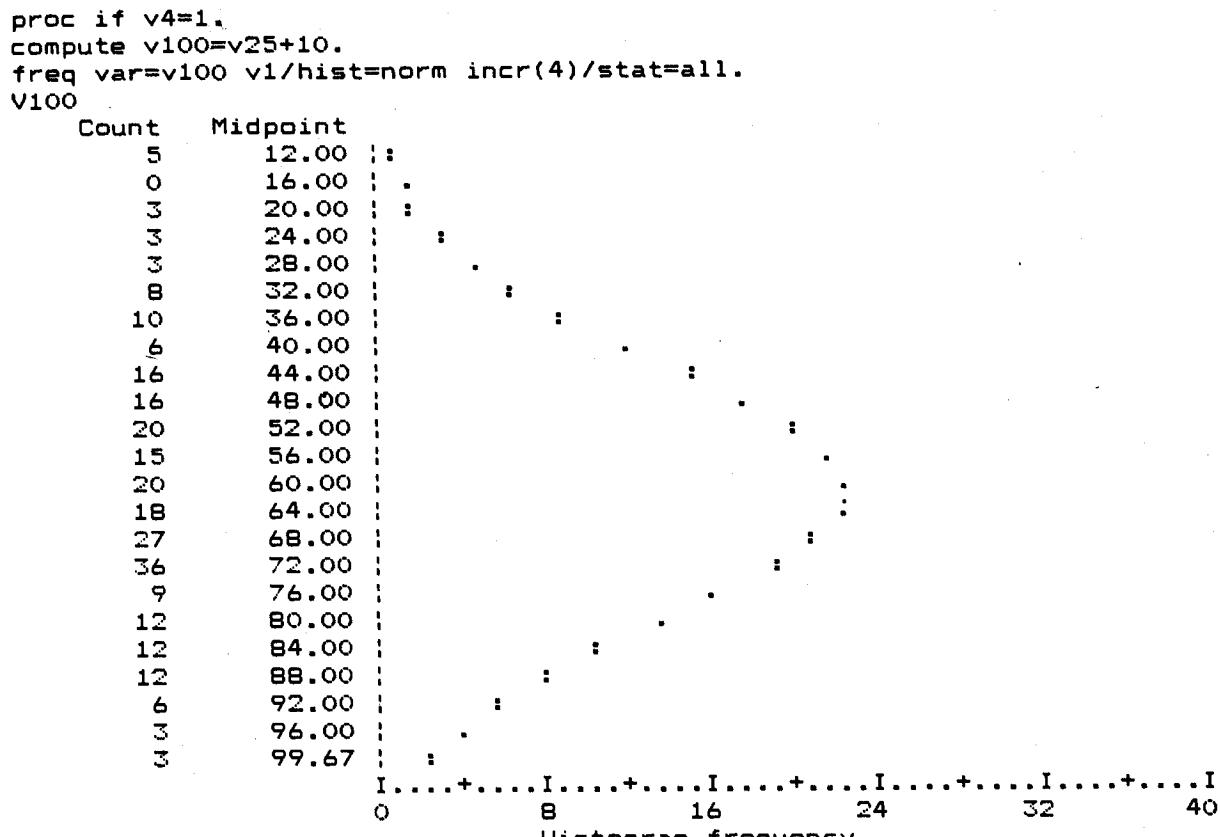
Date : 27. 12. 94 .

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* * * *

FREQUENCY CURVE FOR CLASS I



Mean	60.932	Std err	1.146	Median	62.333
Mode	70.667	Std dev	18.580	Variance	345.207
Kurtosis	-.103	S E Kurt	.299	Skewness	-.356
S E Skew	.150	Range	89.667	Minimum	10.000
Maximum	99.667	Sum	16025.000		

FREQUENCY CURVE FOR CLASS II

```
proc if v4=2.  
compute v100=v25+10.  
freq var=v100 v1/hist=norm incr(4)/stat=all.
```

Count Midpoint

8	17.00
10	21.00
17	25.00
24	29.00
3	33.00
21	37.00
12	41.00
27	45.00
27	49.00
24	53.00
6	57.00
18	61.00
12	65.00
15	69.00
12	73.00
6	77.00
3	81.00
9	85.00
9	89.00

Histogram frequency

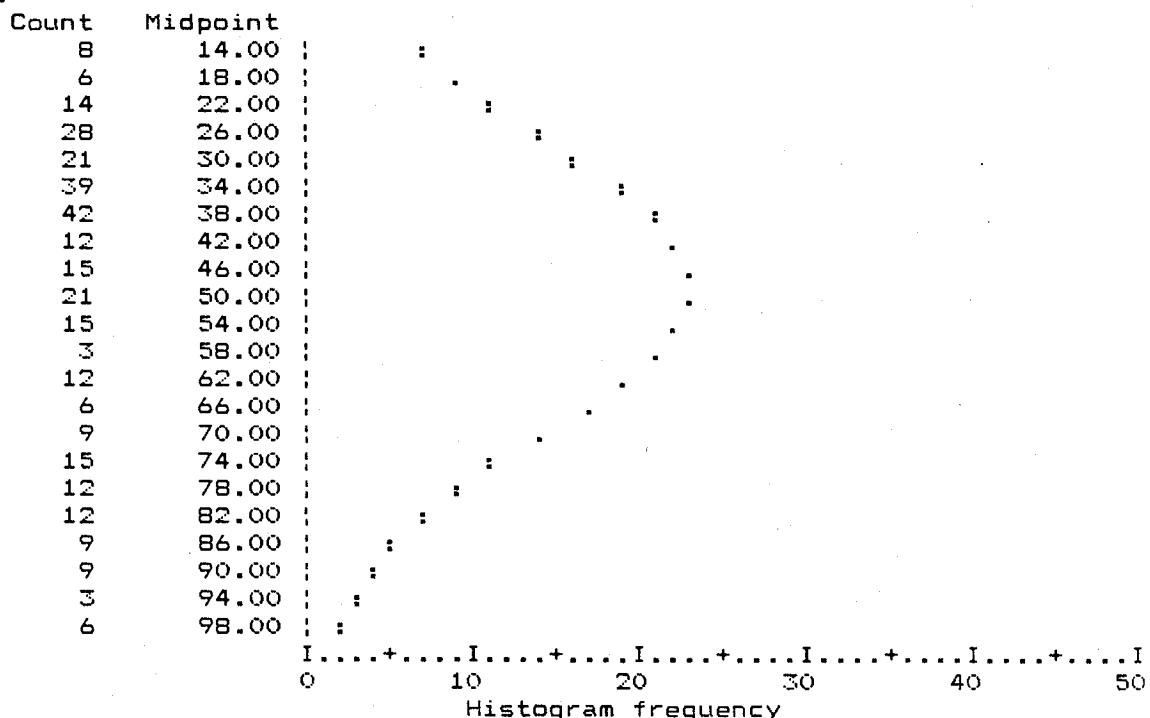
Mean	49.445	Std err	1.168	Median	49.333
Mode	26.000	Std dev	18.946	Variance	358.958
Kurtosis	-.689	S E Kurt	.299	Skewness	.226
S E Skew	.150	Range	75.333	Minimum	15.000
Maximum	90.333	Sum	13004.000		

FREQUENCY CURVE FOR CLASS III

```

proc if v4=3.
compute v100=v25+10.
freq var=v100 v1/hist=norm incr(4)/stat=all.
V100

```



Mean	48.115	Std err	1.228	Median	40.667
Mode	33.333	Std dev	21.871	Variance	478.336
Kurtosis	-.717	S E Kurt	.273	Skewness	.599
S E Skew	.137	Range	86.667	Minimum	12.000
Maximum	98.667	Sum	15252.333		

FREQUENCY CURVE FOR CLASS IV

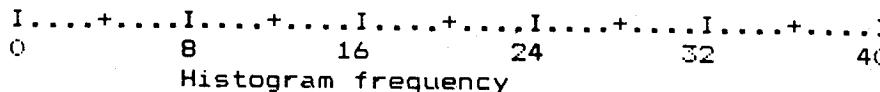
```

proc if v4=4.
compute v100=v25+10.
freq var=v100 v1/hist=norm incr(4)/stat=all.

```

Count Midpoint

9	12.00
2	16.00
12	20.00
10	24.00
18	28.00
27	32.00
17	36.00
32	40.00
30	44.00
15	48.00
18	52.00
24	56.00
18	60.00
12	64.00
9	68.00
3	72.00
3	76.00
15	80.00
9	84.00
0	88.00
0	92.00
0	96.00
3	100.00



Mean	46.626	Std err	1.094	Median	44.333
Mode	10.000	Std dev	18.497	Variance	342.155
Kurtosis	-.075	S E Kurt	.287	Skewness	.404
S E Skew	.144	Range	90.000	Minimum	10.000
Maximum	100.000	Sum	13335.000		

FREQUENCY CURVE FOR ALL CLASSES

```
freq var=v100 v1/hist=norm incr(4)/stat=all
```

v100

Count Midpoint

Mean	51.033	Std err	.606	Median	49.333
Mode	38.667	Std dev	20.366	Variance	414.758
Kurtosis	-.718	S E Kurt	.145	Skewness	.247
S E Skew	.073	Range	90.000	Minimum	10.000
Maximum	100.000	Sum	57616.333		
		1	437	37.9	37.9
		2	111	9.6	9.6
		3	325	28.2	28.2
		4	222	19.3	19.3
		5	58	5.0	5.0
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		Total	1153	100.0	100.0

* NOTE: In all the tables of classes shown in the appendices, 10 marks are added to the average score (v25) for all the children. As the test was in the total syllabus and conducted unannounced as against the teacher assessment which are short announced tests, Hence the even moderation is done with the addition of 10 marks.

v25 = avg mark of eng,hindi &maths.

$$\times 100 = \times 25 + 10 \text{ marks.}$$