

Children learn all these ...

Class 1
Maths

Counts
objects
up to 20



Applies
addition and
subtraction of
numbers 1 to 20
in daily life

$$10 + 5 = 15$$

$$18 - 2 = 16$$

Estimates
and measures
short lengths using
non-uniform units like
fingers, hand span,
length of forearm,
footsteps, etc.



Creates
simple patterns
of shapes and
numbers



1, 3, 5,

Identifies
and writes
numerals
up to 99

9 4 18 1
55 11 14 5
7 20 10

विद्यया ऽ मृतमश्नुते



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New Delhi 110016



Class II : Maths

Reads and writes numbers up to 99 using groups of tens and ones

Tens Ones

18
99

$$2+3=5$$
$$7-4=3$$

Solves simple daily life problems/situations based on addition and subtraction of two digit numbers with and without regrouping.

Estimates and verifies by measuring length / distances and capacities using uniform non-standard units like a rod / pencil, cup / spoon / bucket etc.

Extends patterns using different objects, shapes and numbers.



Sequences the events occurring over longer periods in terms of hours/days.

Draws / represents straight lines in various orientations (vertical, horizontal, slant).



Describes basic 3D and 2D shapes with their observable characteristics.



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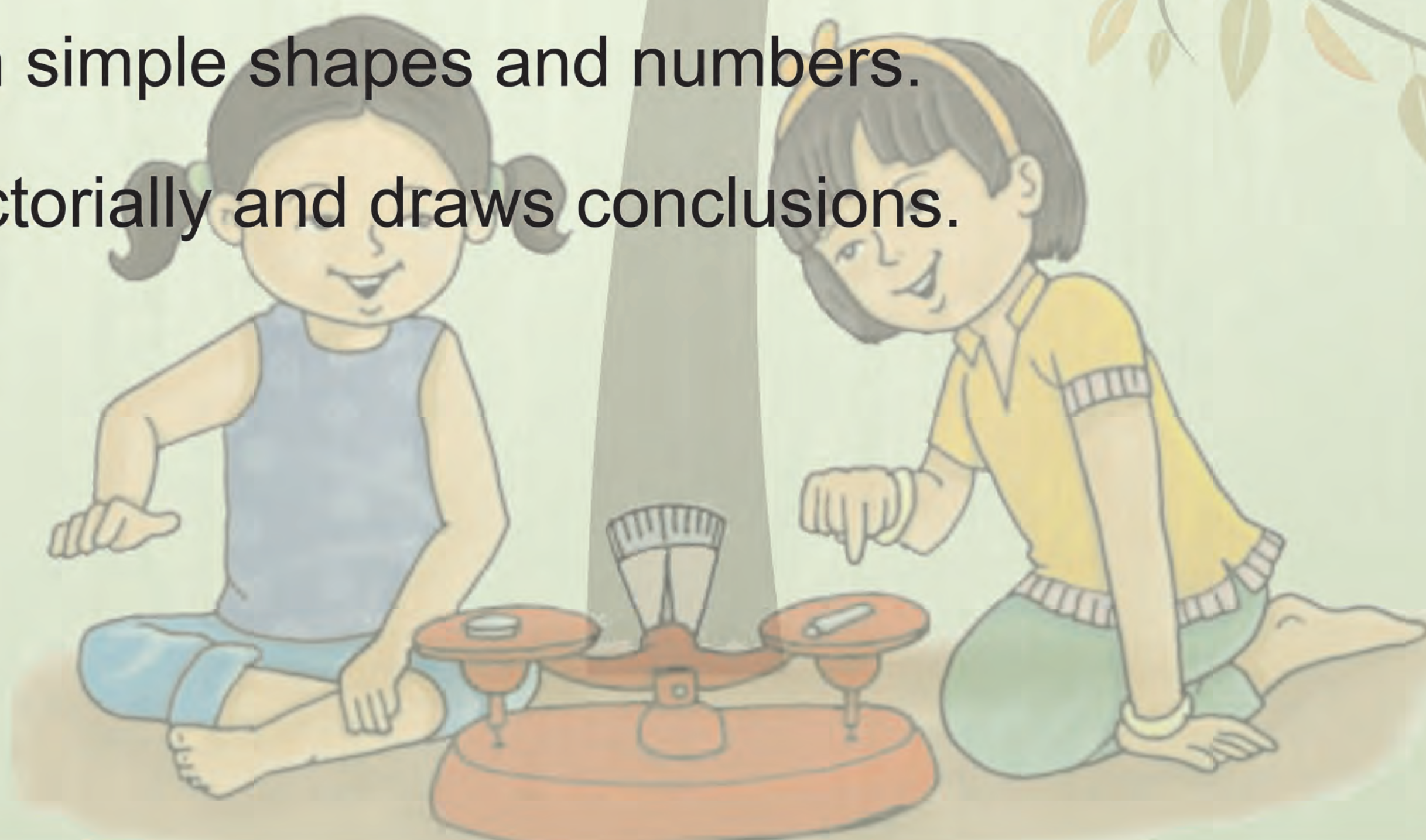
Learning Outcomes

Class III

Mathematics

The learner:

- reads and writes numerals for numbers up to 999.
- solves simple daily life problems / situations based on addition and subtraction of three digit numbers with and without regrouping.
- constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.
- describes division as equal grouping / sharing.
- divides numbers by repeated subtraction.
- identifies 2D shapes by counting their sides, corners and diagonals.
- estimates and measures distance using standard units like centimeters or meters and weight, and capacity in terms of non-standard units.
- estimates and verifies the number of given shape that can completely fill a given region.
- reads the time correctly to the hour using a clock.
- extends patterns in simple shapes and numbers.
- represents data pictorially and draws conclusions.



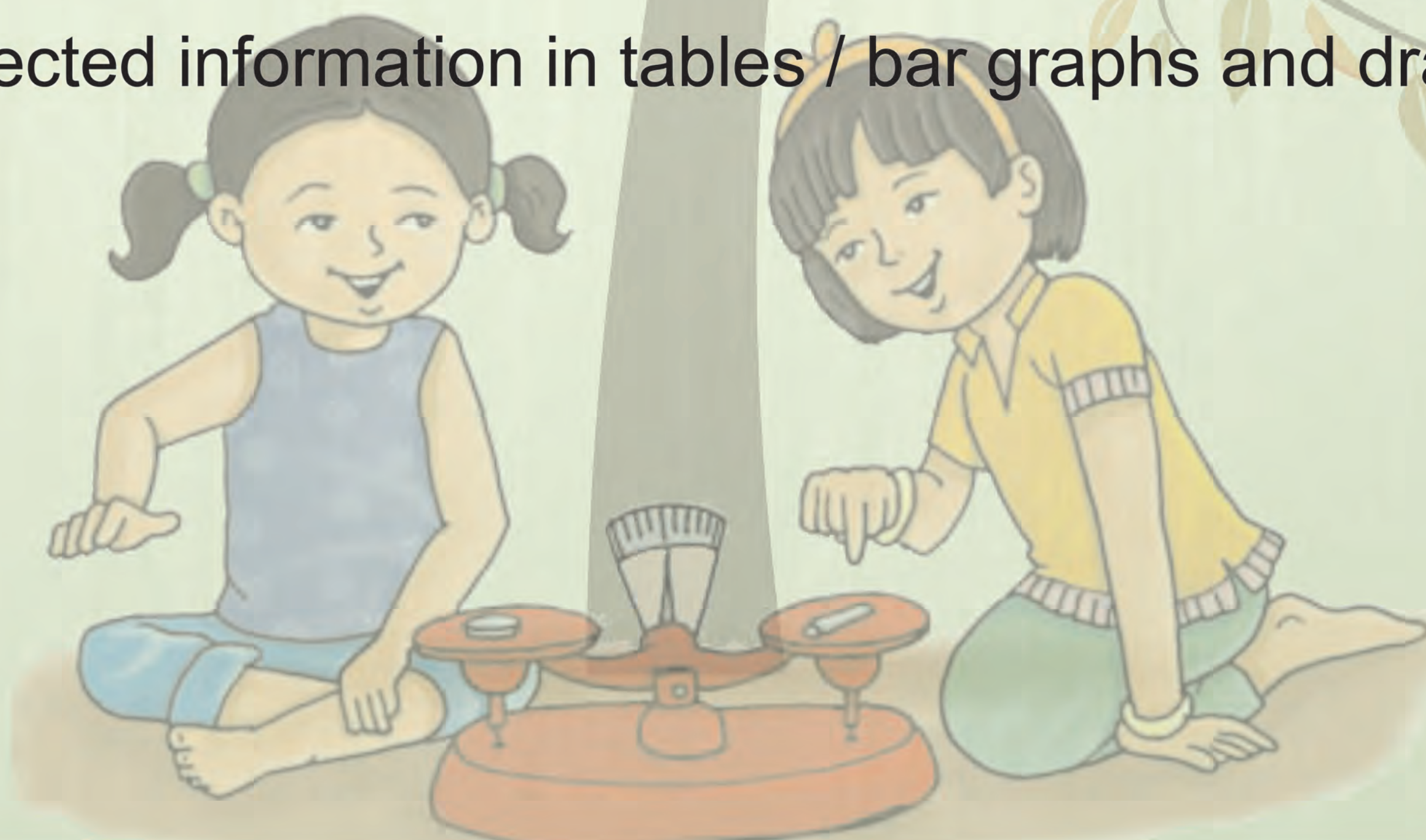
Learning Outcomes

Class IV

Mathematics

The learner:

- solves simple real life situations / problems including money, length, mass and capacity by using the four operations.
- identifies half, one-fourth, and three-fourths in a given picture and in a collection of objects and represents it by using symbols.
- identifies the centre, radius and diameter of a circle.
- shows the concept of symmetry through paper folding / paper cutting, ink blots, etc.
- explores the area and perimeter of simple geometrical shapes (*triangle, rectangle, square*) in terms of given shape as a unit.
- calculates duration of familiar daily activities.
- identifies the pattern in multiplication and division (*up to multiple of 9*).
- identifies and extends geometrical patterns based on symmetry and number pattern.
- represents the collected information in tables / bar graphs and draws conclusions.



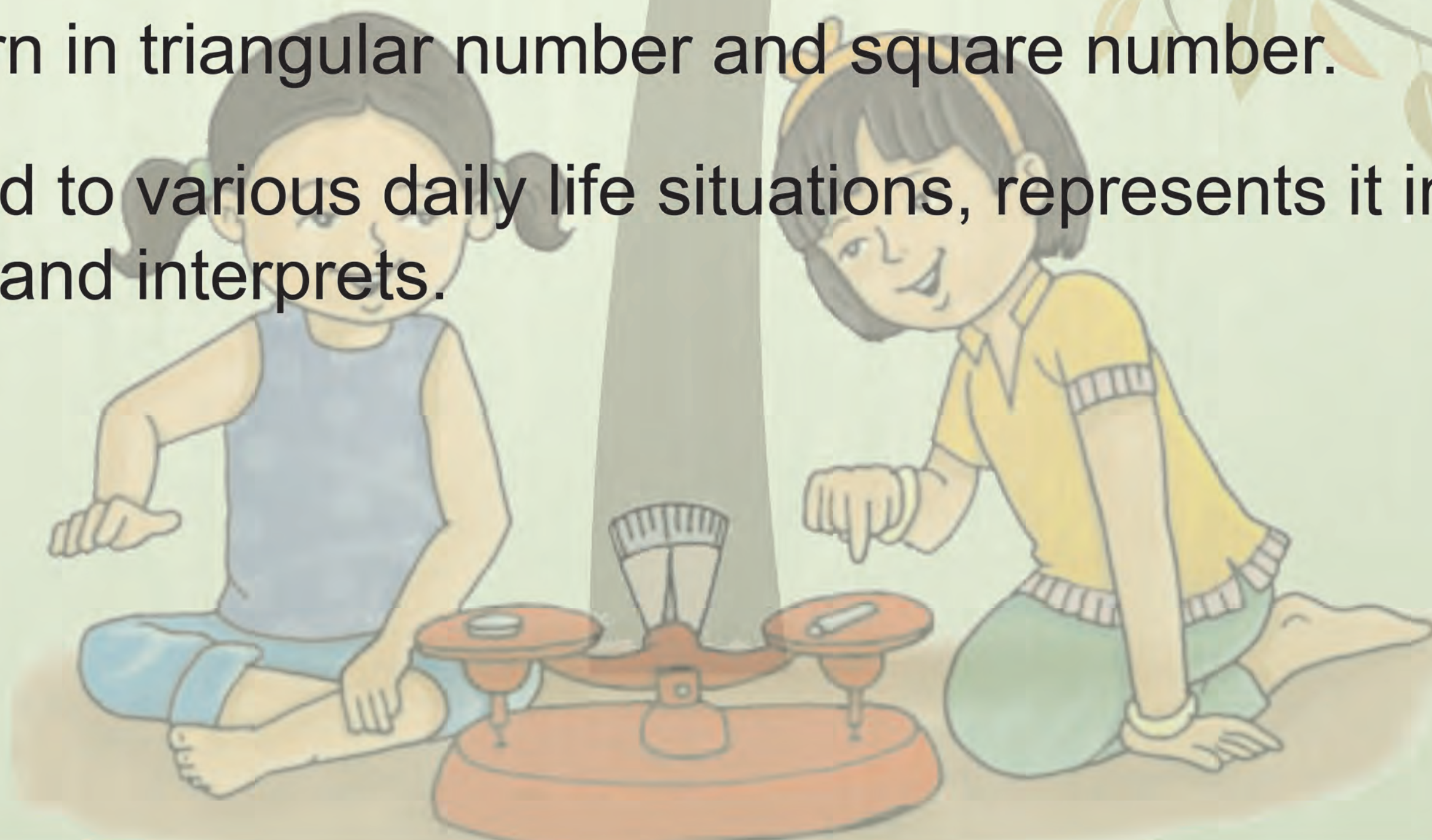
Learning Outcomes

Class V

Mathematics

The learner:

- reads and writes numerals for numbers greater than 1000.
- solves simple daily life problems / situations based on four operations of numbers beyond 1000 with and without regrouping.
- identifies and forms equivalent fractions of a given fraction and expresses a given fraction $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$ in decimal notation and vice-versa. For example as 0.5, 0.25, 0.2.
- classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing.
- relates commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa.
- estimates the capacity of a container in known units like that of a bucket is about 20 times that of a mug.
- applies the four operations in solving problems involving money, length, mass, capacity and time intervals.
- identifies the pattern in triangular number and square number.
- collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets.



Learning Outcomes

Class VI

Mathematics

The learner:

- solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division).
- applies HCF or LCM in a particular situation.
- solves problems involving addition and subtraction of integers.
- solves problems on daily life situations involving addition and subtraction of fractions / decimals.
- uses unitary method in solving various word problems involving daily life situations.
- demonstrates an understanding of geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings.
- identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings.
- identifies various elements (like sides, angles, vertices, diagonals etc.) of triangles, quadrilateral
- finds out the perimeter and area of rectangular objects from the surroundings.
- arranges information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph and interprets them.

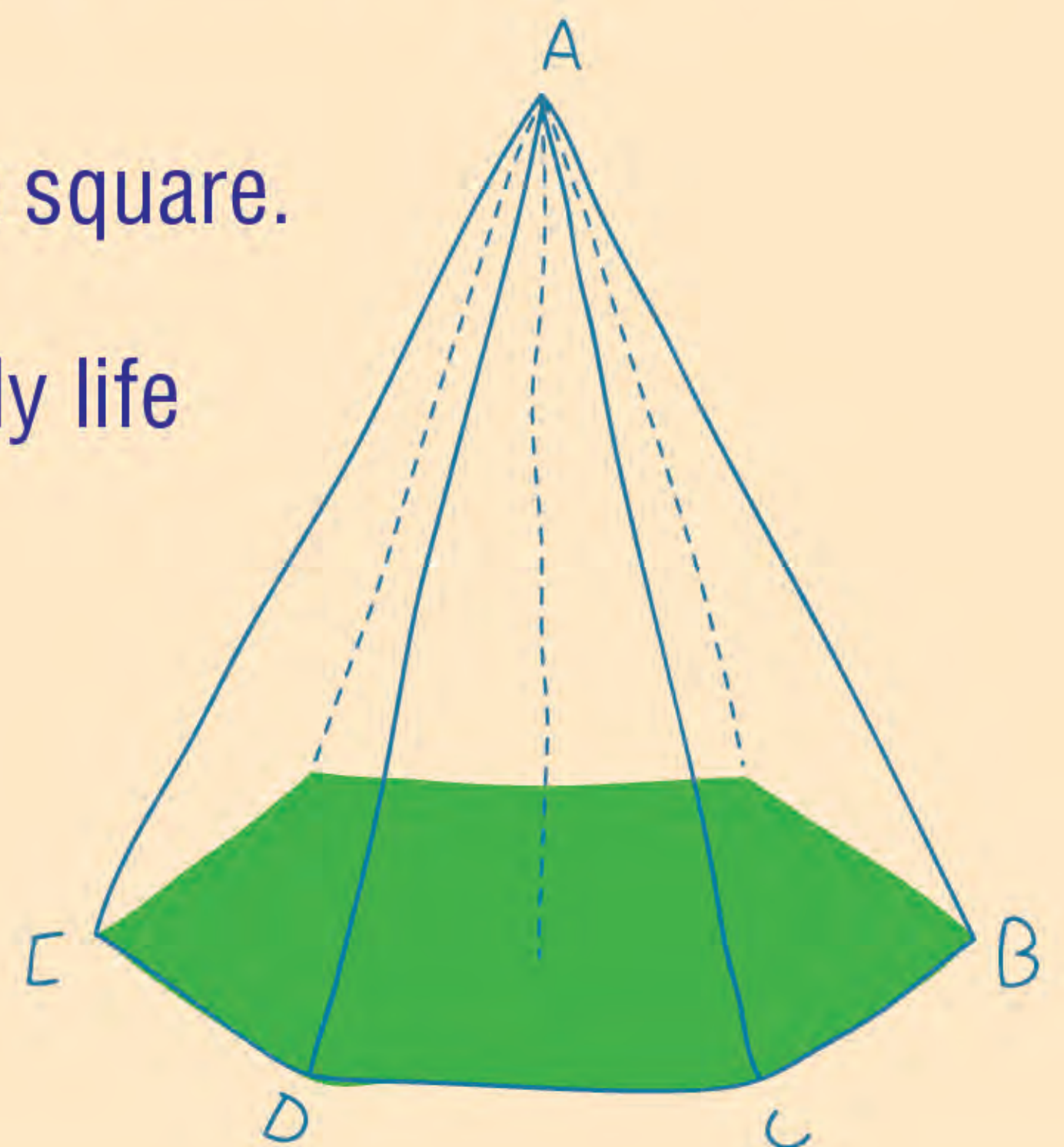
Learning Outcomes

Class VII

Mathematics

The learner:

- multiplies and divides two integers.
- solves problems related to daily life involving fractions, rational numbers, percentage and decimals.
- uses exponential form of numbers to simplify problems involving multiplication and division of large numbers.
- solves problems based on daily life situations using simple equation
- calculates percent profit/loss and simple interest.
- finds unknown angles in a triangle using properties of angles in it.
- explains congruency of triangles on the basis of the information given about them (like SSS, SAS, ASA, RHS)
- using ruler and a pair of compasses constructs a line parallel to a given line from a point outside it and a triangle
- calculates area of region enclosed in a rectangle and a square.
- calculates mean, median and mode of data from daily life
- interprets a bar graph.



Learning Outcomes

Class VIII

Mathematics

The learner:

- generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns
- finds rational numbers between two given rational numbers.
- Using algebraic methods proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11 and solves puzzles /daily life problems
- finds squares, cubes, square roots and cube roots of numbers using different methods.
- applies the concept of percent in profit/loss, discount, VAT and compound interest.
- solves problems based on direct and inverse proportions
- solves problems related to angles of a quadrilateral using angle sum property
- solves daily life problems using algebraic expressions and identities
- verifies properties of parallelograms and establishes the relationship between them through reasoning.
- estimates the area of trapezium and other polygons by using square grid/graph sheet and verifies using formulas.
- finds the surface area and volume of cuboidal and cylindrical objects.
- draws and interprets bar charts and pie charts.
- formulates hypotheses on chances of occurrence of future events

Children learn all these ...

Associates
sounds with
words, and words
with pictures.



Key

Recites poems
with actions.



Differentiates
between small and
capital letters in
English / Braille.

G

g

Uses words
such as
'sun', 'tree',
'in', 'on',
'under'

Responds to
English words,
greetings, polite
forms of expression,
and sentences, in
English / home
language / signs.

Hello

Bye

Draws in
response to
poems and
stories.

Carries out
simple instructions
such as
'Shut the door',
'Get the book'

Identifies
characters and
sequence of
a story, poem
etc.

Responds to
comprehension
questions related to
stories in English /
home language /
signs.

?

Talks about
self / situations /
pictures / images
in English / home
language.

Scribbles
in circular and
other motions
from left to
right.

Reads a
few words /
short sentences
(with the help
of pictures)
in English.

Writes
legibly his / her
name, school
name, objects
around him /
her.



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Class 2 English

Participates in role-play in English.



One TWO
Buckle My Shoe



Writes short sentences with spacing between words.

Makes requests, uses greetings and polite forms of expression in English.

Sings songs / rhymes with action.

Identifies different sounds in letters / words.



Children learn all these ...

Writes simple words such as 'pen', 'bus', 'ear' 'before' 'between' etc.



Asks questions on things and events around him / her.



Responds to English words, greetings, polite forms of expression.

Identifies characters and sequence of a story.



Uses words related to size and shape such as 'big', 'small', 'round', etc



Expresses his/ her opinion about the characters in stories, English / home language/signs.

Responds to questions related to stories, in English / home language / signs orally and through writing.



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Learning Outcomes

Class III

English

The learner:

- reads small texts in English with comprehension
- responds to textual and other materials, in oral / written forms, in English / Braille / signs.
- responds to oral messages / telephonic communication.
- writes words / phrases as dictated by teacher.
- participates in events such as role-play / poetry recitation in English.
- reads stories, poems etc. in English / Braille.
- uses words such as 'hill', 'his / her', 'beautiful', 'over' etc.
- forms meaningful short sentences.
- uses punctuation marks such as full stop, capital letters and question mark appropriately.
- writes 4-5 sentences on personal experiences / events / verbal or visual clues.
- expresses his / her opinion about the characters in stories, in English / home language / signs.



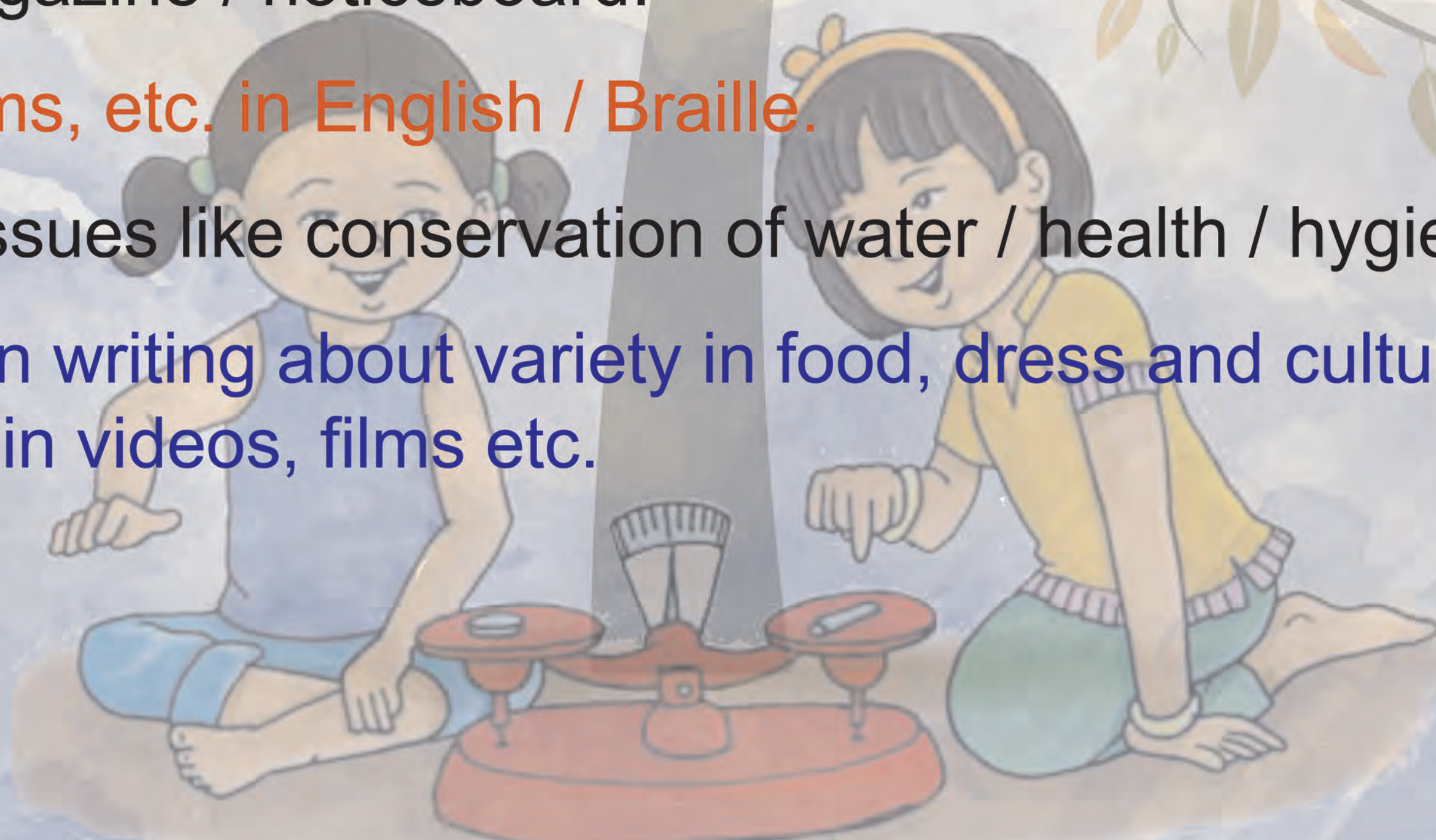
Learning Outcomes

Class IV

English

The learner:

- responds to simple instructions, announcements in English.
- answers orally / in writing in English / Braille / signs to questions based on the texts read or heard.
- infers the meaning of unfamiliar words in context, also uses dictionary.
- uses punctuation marks such as question mark, comma, full stop and capital letters appropriately.
- writes short words / phrases as dictated by teacher.
- participates in role-play, poetry recitation, quiz, speech etc.
- describes briefly, in meaningful sentences, events / places / experiences.
- reads subtitles on T.V., headlines in newspapers.
- writes informal letters / messages.
- uses linking words such as 'First', 'Next', 'Then' etc. to indicate connections.
- uses words such as 'mountain', 'feel', 'large', 'a / an' etc.
- writes for class magazine / noticeboard.
- reads stories, poems, etc. in English / Braille.
- speaks briefly on issues like conservation of water / health / hygiene etc.
- expresses orally / in writing about variety in food, dress and culture as read in story books / seen in videos, films etc.



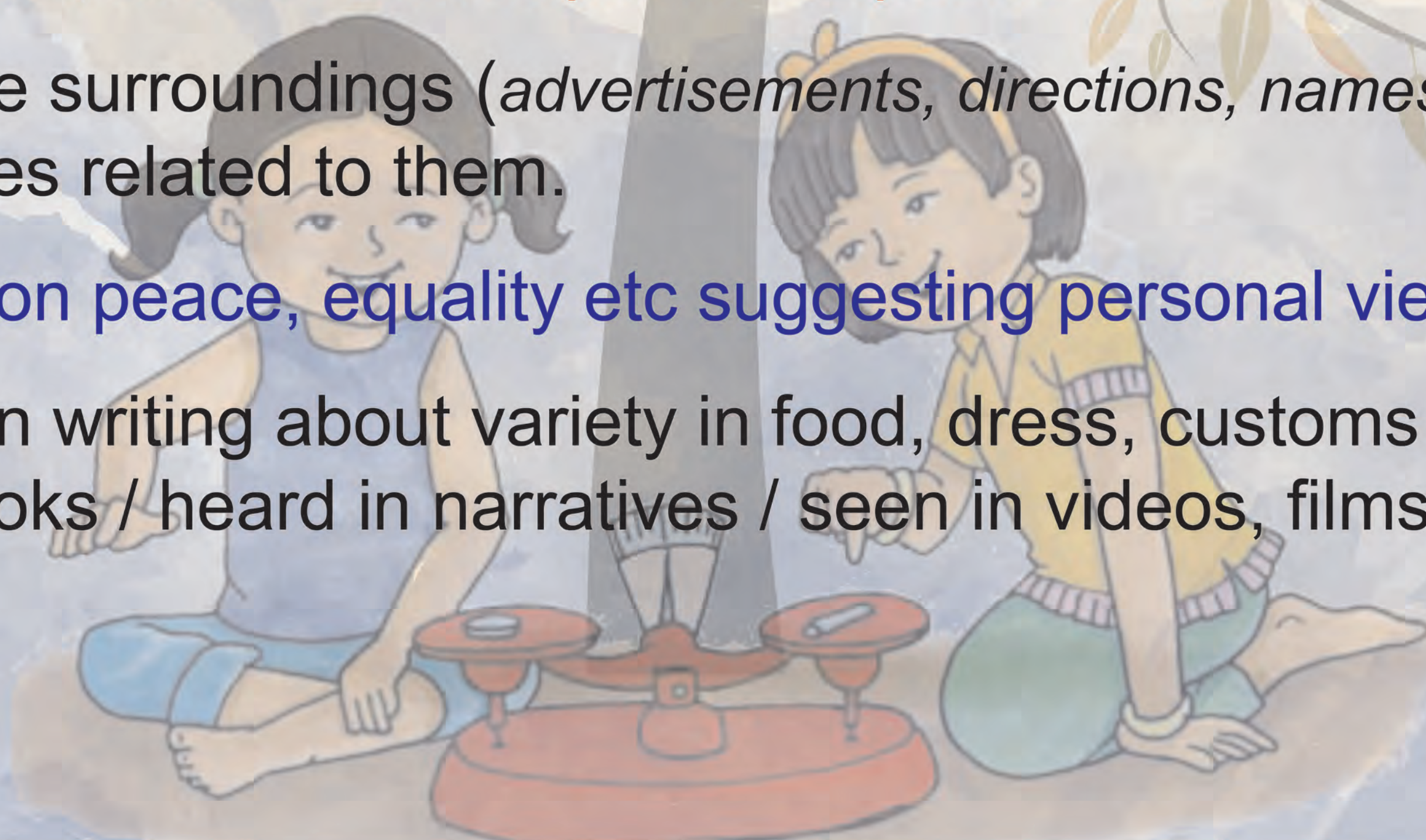
Learning Outcomes

Class V

English

The learner:

- shares small English songs, poems, games, riddles, stories, tongue twisters.
- responds to instructions in English, on games / sports.
- replies orally / in writing to questions based on texts read / unseen passage.
- reads independently in English story books, news items / headlines, advertisements etc.
- interviews people around e.g. grandparents, teacher, librarian, gardener etc.
- uses meaningful sentences to describe, narrate and for framing questions.
- reads text with comprehension, locates details and sequence of events, connects ideas with his / her personal experiences.
- writes lists, paragraphs, etc. as dictated by teacher.
- writes short paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.
- writes informal letters, messages etc.
- writes stories, poems, notices and captions for posters etc.
- reads English in the surroundings (*advertisements, directions, names of places etc*) and answers queries related to them.
- writes and speaks on peace, equality etc suggesting personal views.
- expresses orally / in writing about variety in food, dress, customs and festivals as read in story books / heard in narratives / seen in videos, films etc.



Learning Outcomes

Class VI

English

The learner:

- recites poems / songs in groups and individually with appropriate pause and intonation.
- responds to oral messages, announcements, telephonic communication in English.
- participates in role play, group discussion, debate, etc.
- uses meaningful and grammatically correct sentences to describe / narrate factual / imaginary situations.
- identifies main ideas, characters, sequence of ideas and events in texts read / heard.
- responds to information from notice board, railway timetable etc.
- infers meaning of unfamiliar words by reading them in context.
- asks questions based on reading and events around him/her.
- reads and interprets tables, charts, diagrams and maps.
- refers to dictionary and suggested websites for input in readings and writing.
- uses grammatically appropriate sentences in context.
- writes simple sentences and short paragraphs as dictated by teacher.
- drafts, revises and writes short paragraphs based on verbal, print and visual clues.
- writes messages, invitations and letters.
- writes and speaks on issues like environment, gender equality etc suggesting personal views

Learning Outcomes

Class VII

English

The learner:

- responds to different kinds of instructions / requests / directions etc.
- participates in different events such as role-play / poetry recitation / skit / drama / debate / speech / elocution / declamation / quiz etc.
- speaks about news / debate on T.V. and radio, audio–video programmes etc.
- engages in conversations in English with family, friends, people from different professions using appropriate vocabulary.
- discusses, in pairs / groups, excerpts, dialogues, poems read aloud in the class.
- asks and responds to questions based on the text read / heard.
- recites poems / songs in groups and individually with appropriate pause and intonation.
- reads a variety of textual materials in English / Braille and identifies details, characters, main idea and sequence of ideas and events.
- seeks information in print / online, notice board, sign boards in public places, newspaper, etc. and acts accordingly.
- constructs meaningful sentences with a sense of grammatical accuracy.
- organises sentences and writes short paragraphs coherently in English / in Braille with the help of verbal and visual clues on environment concerns and social issues etc.
- writes answers to inferential questions based on the texts read / heard.
- writes formal letters, descriptions / narratives, personal diary, email, SMS, etc.
- writes dialogues from a story and story from dialogues.

Learning Outcomes

Class VIII

English

The learner:

- responds to instructions / announcements in school and public places viz.
- railway station, market, airport, cinema hall etc.
- uses appropriate vocabulary in conversations in English with people from different walks of life such as salespersons, bank staff, railway staff, shopkeepers, etc.
- discusses and writes a paragraph on the speeches, news, debates commentaries, dialogues on TV and Radio.
- asks questions based on the text read or heard using appropriate vocabulary and accurate sentences.
- speaks or writes grammatically correct sentences on a variety of situations.
- participates in different events such as poetry recitation / skit / drama / debate / speech / elocution / declamation / quiz etc.
- infers the meaning of unfamiliar words by reading them in context.
- reads a variety of texts for pleasure and gives opinion / views on various cultures and issues.
- refers dictionary, thesaurus and encyclopedia while reading / writing.
- organises sentences and writes short passages coherently in English / Braille with a proper beginning, middle and end, using appropriate linkers and punctuation marks.
- writes a paragraph through the process of drafting, revising, editing and finalizing.
- writes answers to inferential/ extrapolative question based on texts read / heard.
- writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal experiences etc.
- develops a skit (dialogues from a story and story from dialogues) highlighting social and environmental issues.

Learning Outcomes

Class III

Environmental Studies

The learner:

- identifies simple features (*shape, colour, texture, aroma, etc.*) of leaves, trunk and bark of plants and of animals and birds (*movement, at places found/kept, eating habits, sounds, etc.*) in the surroundings.
- identifies relationship with and among family members at home.
- identifies objects, signs, (*vessels, stoves, transport, means of communication, signboards etc.*), places (*types of houses / shelters, bus stand, petrol pump etc.*) activities (*work people do, cooking processes, etc.*) at home / school / neighbourhood.
- describes need of food for people of different age groups, animals and birds, availability of food and water and use of water at home and surroundings.
- describes roles of family members, family influences (*traits, features, habits, practices*), need for living together, in different ways.
- groups objects, birds, animals, features, activities according to differences / similarities using different senses.
- differentiates between objects and activities of present and past (*at time of the elders*) (*e.g. clothes / vessels / games played / work done by people*).
- guesses properties, estimates quantities; of materials / activities in daily life and verifies using symbols / non-standard units (*hand spans, spoon / mugs, etc.*).
- records observations, experiences, information on objects / activities / places visited in different ways and predicts patterns (*e.g. shapes of moon, seasons*).
- identifies directions, location of objects / places in simple maps (*of home / classroom / school*) using signs / symbols / verbally.
- creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (*of classroom, sections of home / school, etc.*) and slogans, poems, etc.
- observes rules in games (*local. indoor, outdoor*) and other collective tasks.
- voices opinion on good / bad touch, stereotypes for play / food / tasks, misuse / wastage of food and water in family / school.
- shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings.

Learning Outcomes

Class IV

Environmental Studies

The learner:

- identifies simple features (*shape, colour, aroma, where they grow/any other*) of flowers, roots and fruits and of birds and animals (*beaks / teeth, claws, ears, hair, nests / shelters, etc.*) in the surroundings.
- identifies relationship with and among family members in extended family.
- explains the herd / group behaviour in animals (*ants, bees, elephants*), birds (*building nests*), changes in family (*e.g. due to birth, marriage, transfer, etc.*).
- describes different skilled work (*farming, construction, art / craft, etc.*), their inheritance (*from elders*) and training (*role of institutions*) in daily life.
- explains the process of producing and procuring of daily needs from source to home.
- differentiates between objects and activities of past and present. (*e.g. transport, currency, houses, materials, tools, skills, etc.*)
- groups the animals, birds, plants, objects, waste material for observable features (*appearance, instincts, uses, traits, etc.*).
- guesses (*properties, conditions of phenomena*), estimates spatial quantities (*length, weight*) in standard / local units (*kilo, gaj, pav etc.*) and verifies using simple tools.
- records observations / experiences / information in different ways and predicts patterns to establish relation between cause and effect for different phenomena in surroundings. (*e.g. evaporation, condensation, dissolution, absorption*)
- identifies signs, location of objects / places and guides for the directions w.r.t a landmark in school / neighbourhood using maps etc.
- uses the information on signboards, posters, currency (*notes / coins*), railway ticket / time table.
- creates collage, designs, models, rangolis, posters, albums, and simple maps (*of school, neighbourhood etc.*) using local / waste material.
- voices opinion on issues observed / experienced in family / school / neighbourhood. (*e.g. on stereotypes, discrimination, child rights*).
- suggests ways for hygiene, reduce, reuse, recycle and takes care different living beings, resources (*food, water, and public property*).

Learning Outcomes

Class V

Environmental Studies

The learner:

- explains the super senses and unusual features (*sight, smell, hear, sleep, sound etc.*) of animals and their responses to light, sound, food etc.
- explains the use of technology and the process of accessing basic needs (*food, water etc.*) in our daily life.
- explains the role and functions of different institutions in daily life. (*Bank, Panchayat, cooperatives, police station, etc.*)
- describes the interdependence among animals, plants and humans. (*e.g. communities earning livelihood from animals, dispersal of seeds etc.*).
- establishes linkages among terrain, climate, resources (*food, water, shelter, livelihood*) and cultural life. (*e.g. life in distant/difficult areas like hot/cold deserts*).
- traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders.
- groups objects, materials for features such as shape, taste, colour, texture, sound, traits etc.
- guesses (*properties, conditions of phenomena*), estimates spatial quantities (*distance, time, weight etc.*) in simple standard units and verifies using simple tools.
- records observations / experiences / information in an organised manner (*e.g. in tables / sketches / bar graphs / pie charts*) and predicts patterns to establish relation between cause and effect for different activities/phenomena (*e.g. floating, sinking, mixing, evaporation, germination, spoilage*).
- identifies signs, directions, location of different objects / landmarks of a locality / place visited in maps and predicts directions *w.r.t.* positions at different places for a location.
- creates posters, designs, models, set ups, local dishes, sketches, maps (*of neighbourhood / different places visited*) using variety of local / waste material and writes poems / slogans / travelogue etc.
- voices opinion on observed / experienced and relates practices / happenings to larger issues of society. (*e.g. discrimination for access / ownership of resources, migration / displacement / exclusion, child rights*).
- suggests ways for hygiene, health, managing waste, emergency situations and protecting / saving resources (*land, fuels, forests, etc.*).

बच्चे यह सब सीख रहे हैं ...

भाषा में शामिल
ध्वनियों और शब्दों के
साथ खेलने का आनंद लेते
हैं; जैसे...

इल्ला
बिल्ला
तिल्ला

लिखित सामग्री
(जैसे- मिड-डे मील
का चार्ट, अपना नाम,
मनपसंद किताब का शीर्षक
आदि) के बारे में रुचि
दिखाते हैं, बातचीत
करते हैं।

लिखे हुए शब्दों और
चित्र या ग्राफिक्स में अंतर
करते हैं।



स्वयं बनाए गए
चित्रों के नाम लिखते
हैं, जैसे...



चित्र में या
क्रमवार सजाए चित्रों में
घट रही घटनाओं और पात्रों
को एक कहानी के सूत्र में
समझते और सराहते हैं।



लिखे हुए वाक्य में
अक्षर, शब्द और वाक्य की
इकाइयों को समझते हैं, जैसे

'मेरा नाम विमला है।'

वाक्य में शब्दों की संख्या बता सकते हैं
इसमें 'नाम' कहाँ लिखा हुआ है?
'नाम' में 'म' पर अंगुली
रखो।

हिंदी वर्णमाला के
अक्षरों की आकृति और
ध्वनि को पहचानते हैं।



देखी/सुनी/पढ़ी हुई
चीजों, जैसे- चित्र, घटना,
कहानी आदि के बारे में अपनी
या स्कूल की भाषा में बातचीत
करते हैं, प्रश्न पूछते हैं, निजी
अनुभवों को साझा करते
हैं।

अपने स्तर के
अनुसार चित्रों,
आड़ी-तिरछी रेखाओं,
अक्षर-आकृतियों, स्व-वर्तनी
(इंनवेंटिड स्पेलिंग) के माध्यम
से अपने मन की बातों को
अपने तरीके से लिखते
हैं।

पढ़ते समय अर्थ
के लिए अनेक तरीकों का
का इस्तेमाल करते हैं; जैसे-
केवल चित्रों या चित्रों और प्रिंट की
मदद से अनुमान लगाना, अक्षर-ध्वनि
संबंध का इस्तेमाल करना, शब्दों को
पहचानना, पूर्व अनुभवों और
जानकारी का इस्तेमाल करते
हुए अनुमान लगाना।

कक्षा
या पुस्तकालय से
अपनी पसंद की किताबों
को स्वयं चुनकर पढ़ने की
कोशिश करते हैं।



विद्यया ऽ मृतमश्नुते



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देखी/सुनी/पढ़ी हुई
कहानी, कविता आदि
के बारे में अपनी मातृभाषा
या स्कूल की भाषा में बातचीत करते हैं,
प्रश्न पूछते हैं, अपने तर्क देते हैं।

अपनी निजी जिंदगी पर
आधारित अनुभवों को सुनी और
पढ़ी जा रही सामग्री से जोड़ते हुए
अपनी बातचीत और लेखन में
शामिल करते हैं।

पढ़ते समय अर्थ के लिए
अनेक तरीकों का इस्तेमाल
करते हैं, जैसे— चित्रों और प्रिंट की
मदद से अनुमान लगाना, अक्षर-ध्वनि
संबंध का इस्तेमाल करना, शब्दों
को पहचानना, पूर्व अनुभवों और
जानकारी का इस्तेमाल करते
हुए अनुमान लगाना।

स्वेच्छा से या शिक्षक
द्वारा तय गतिविधि
के अंतर्गत चित्रों, आड़ी-तिरछी
रेखाओं, स्व-वर्तनी से आगे
बढ़ते हुए लेखन के विभिन्न
पहलुओं के बारे में
जागरूकता दर्शाते हैं।

सुनी हुई और अपने
मन की बातों को अपने
तरीके से और तरह-तरह
से चित्रों/शब्दों/वाक्यों
द्वारा लिखित रूप से अभिव्यक्त करते हैं।

**बच्चे
यह सब
सीख रहे
हैं...**

कक्षा या पुस्तकालय
से अपनी पसंद की किताबों
को स्वयं चुनकर पढ़ने की
कोशिश करते हैं।

शब्दों और ध्वनियों के साथ खेल का
मजा लेते हुए लय और तुक वाले शब्द
बनाते हैं, जैसे— एक था पहाड़, उसका
भाई था दहाड़, दोनों गए खेलने...।

हिंदी वर्णमाला के
अक्षरों की आकृति और ध्वनि
को पहचानते हैं।

अपनी कल्पना से
कहानी, कविता आदि
सुनाते या आगे बढ़ाते हैं।

क खं छं
न ज्ञं

लिखे हुए वाक्य में अक्षर, शब्द और वाक्य की
इकाइयों को समझते हैं, जैसे— 'मेरा नाम
विमला है।' बताओ, इस वाक्य में कितने शब्द
हैं? 'नाम' शब्द में कितने अक्षर हैं? या
'नाम' शब्द में कौन-कौन से अक्षर हैं?

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

National Council of Educational
Research and Training (NCERT)
Sri Aurobindo Marg New Delhi 110016



सीखने के प्रतिफल

कक्षा तीन

हिंदी

बच्चे –

- सुनी/पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, राय बताते हैं।
- कहानी, कविता आदि को उपयुक्त उतार-चढ़ाव, गति, प्रवाह और सही पुट के साथ सुनाते हैं।
- पढ़ी हुई सामग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी संवेदनाओं और विचारों की (मौखिक/लिखित) अभिव्यक्ति करते हैं।
- तरह-तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका आदि) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं, अपनी राय देते हैं, शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक/लिखित रूप से) देते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका अर्थ लगाते हैं।
- तरह-तरह की रचनाओं की भाषा की बारीकियों (जैसे - शब्दों की पुनरावृत्ति, संज्ञा, सर्वनाम आदि) की पहचान और प्रयोग करते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत होते हुए स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) करते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में शब्दों के चुनाव, वाक्य संरचना और लेखन के स्वरूप (जैसे- दोस्त को पत्र लिखना) का निर्णय लेते हुए लिखते हैं।
- अलग-अलग उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं।

सीखने के प्रतिफल

कक्षा चार

हिंदी

बच्चे –

- कही/सुनी/पढ़ी बात/रचनाओं की विषय-वस्तु, घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं।
- भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते और उसका (मौखिक/लिखित) इस्तेमाल करते हैं।
- विविध प्रकार की सामग्री (जैसे समाचार पत्र के मुख्य शीर्षक, बाल पत्रिका आदि) में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझते और उन पर चर्चा करते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका इस्तेमाल (मौखिक/लिखित) करते हैं।
- पढ़ने के प्रति उत्सुक रहते हैं और पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ते हैं।
- स्तरानुसार अन्य विषयों, व्यवसायों, कलाओं आदि (जैसे- पर्यावरण अध्ययन, संगीत आदि) में प्रयुक्त होने वाली शब्दावली की सराहना करते हैं।
- भाषा की बारीकियों, जैसे - शब्दों के बारीक अंतर, सर्वनाम, विशेषण, लिंग, वचन आदि के प्रति सचेत रहते हुए लिखते हैं।
- विभिन्न स्थितियों और उद्देश्यों (बुलेटिन बोर्ड पर लगाई जाने वाली सूचना, सामान की सूची, कहानी, आदि) के अनुसार पढ़ते और लिखते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं उसमें बदलाव करते हैं।
- अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं।

सीखने के प्रतिफल

कक्षा पाँच

हिंदी

बच्चे –

- देखी/सुनी/पढ़ी रचनाओं/घटनाओं (हास्य, साहसिक, सामाजिक आदि विषयों पर आधारित कहानी आदि) की विषय-वस्तु, घटनाओं, शीर्षक आदि के बारे में बातचीत करते हैं/अपनी स्वतंत्र टिप्पणी देते हैं/अपनी बात के लिए तर्क देते हैं/निष्कर्ष निकालते हैं।
- भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते हैं और उसका प्रयोग (मौखिक/लिखित) करते हैं।
- विविध प्रकार की सामग्री (अखबार, बाल साहित्य, पोस्टर आदि) में आए संवेदनशील बिंदुओं पर (मौखिक/लिखित) अभिव्यक्ति करते हैं।
- अपरिचित शब्दों के अर्थ शब्दकोश से खोजते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं, उसमें बदलाव करते हैं, जैसे -किसी घटना की जानकारी देते हुए लिखना, स्कूल की भित्ति पत्रिका के लिए लिखना आदि।
- भाषा की व्याकरणिक इकाइयों, जैसे- कारक-चिह्न, क्रिया, काल, विलोम आदि) की पहचान करते हैं और उनके प्रति सचेत रहते हुए लिखते हैं।
- लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न, उद्धरण चिह्न का सचेत इस्तेमाल करते हैं।
- स्तरानुसार अन्य विषयों, व्यवसायों, कलाओं आदि (जैसे- गणित, विज्ञान, नृत्यकला, आदि) में प्रयुक्त होने वाली शब्दावली को समझते हैं और संदर्भ एवं स्थिति के अनुसार उनका लेखन में इस्तेमाल करते हैं।
- अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं।

सीखने के प्रतिफल

कक्षा छह

हिंदी

बच्चे –

- विभिन्न प्रकार की ध्वनियों जैसे - बारिश, हवा, रेल, बस आदि को सुनने और किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक / सांकेतिक भाषा में प्रस्तुत करते हैं।
- देखी, सुनी (अनुभव की) गई बातों; जैसे- स्थानीय सामाजिक घटनाओं, कार्यक्रमों और गतिविधियों पर बेझिझक बात करते हैं, प्रश्न करते हैं और बातचीत को अपने ढंग से आगे बढ़ाते हैं।
- रेडियो, टी.वी., अखबार, इंटरनेट में देखी / सुनी गई खबरों को अपने शब्दों में कहते हैं।
- विभिन्न अवसरों / संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से बताते हैं / लिखते हैं।
- अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में चर्चा करते हैं।
- अपने से भिन्न भाषा, खान-पान, रहन-सहन संबंधी विविधताओं पर बातचीत करते हैं।
- किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिंदु को खोजते हैं, निष्कर्ष निकालते हैं।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री (पत्र-पत्रिका, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर पढ़ते हैं और उस पर मौखिक / लिखित / ब्रेल / सांकेतिक भाषा में अपनी पसंद-नापसंद, राय, टिप्पणी देते हैं।
- भाषा की बारीकियों / व्यवस्था / ढंग पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे- कविता में लय-तुक, वर्ण-आवृत्ति (छंद) तथा कहानी, निबंध में मुहावरे, लोकोक्ति आदि।
- विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उपयुक्त उतार-चढ़ाव और सही गति के साथ पढ़ते हैं।
- हिंदी भाषा में विविध प्रकार की रचनाओं को पढ़ते हैं।
- नए शब्दों के प्रति जिज्ञासा व्यक्त करते हैं और उनके अर्थ समझने के लिए शब्दकोश का प्रयोग करते हैं।
- विविध कलाओं से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करते हैं।
- दूसरों के द्वारा अभिव्यक्त अनुभवों को ज़रूरत के अनुसार जैसे सार्वजनिक स्थानों (चैपाल, चैराहों, नलों, बस अड्डे आदि) पर सुनी गई बातों को लिखते हैं।
- विभिन्न संदर्भों में विभिन्न उद्देश्यों के लिए लिखते समय उपयुक्त विराम चिह्नों, शब्दों, वाक्य संरचनाओं, मुहावरे आदि का उचित प्रयोग करते हैं।

सीखने के प्रतिफल

कक्षा सात

हिंदी

बच्चे –

- किसी सामग्री को पढ़ते हुए लेखक द्वारा रचना के परिप्रेक्ष्य में कहे गए विचार को समझकर और अपने अनुभवों के साथ उसकी संगति, सहमति या असहमति के संदर्भ में अपने विचार अभिव्यक्त करते हैं।
- पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते, परिचर्चा करते हैं।
- अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में चर्चा करते हैं और उनकी सराहना करते हैं।
- विभिन्न स्थानीय सामाजिक मुद्दों एवं प्राकृतिक घटनाओं के प्रति अपनी तार्किक प्रतिक्रिया देते हैं।
- किसी पाठ्यवस्तु की सरसरी तौर पर तथा बारीकी से जाँच करते हुए किसी विशेष बिंदु को खोजते हैं।
- विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों के अर्थ समझते हुए उनकी सराहना करते हैं।
- कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को पहचानते हैं।
- किसी पाठ्यवस्तु को पढ़ने के दौरान ज़रूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद लेकर उपयुक्त संदर्भ सामग्री; जैसे- शब्दकोश, मानचित्र, इंटरनेट या अन्य पुस्तकों का प्रयोग करते हैं।
- भाषा की बारीकियों / व्यवस्था तथा नए शब्दों का प्रयोग करते हैं; जैसे- किसी कविता में प्रयुक्त शब्द विशेष, पदबंध का प्रयोग- आप बढ़ते हैं तो बढ़ते ही चले जाते हैं या जल-रेल जैसे प्रयोग।
- विभिन्न अवसरों / संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से समझते / कहते / लिखते / अभिव्यक्त करते हैं; जैसे- अपने मोहल्ले के लिए तरह तरह के कार्य करने वालों की बातचीत।
- हिंदी भाषा में उपलब्ध विभिन्न प्रकार की सामग्री जैसे कहानी, इंटरनेट प्रकाशित होने वाली सामग्री आदि को समझकर पढ़ते हैं और उस पर अपनी पसंद-नापसंद के पक्ष में लिखित / ब्रेल / सांकेतिक भाषा में अपने तर्क रखते हैं।
- अपने अनुभवों को अपनी भाषा शैली में लिखते हैं।
- विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य संरचनाओं, मुहावरों, लोकोक्तियों, विराम-चिह्नों एवं अन्य व्याकरणिक इकाइयों; जैसे- काल, क्रिया, विशेषण, शब्द-युग्म आदि का प्रयोग करते हैं।
- विभिन्न संवेदनशील मुद्दों / विषयों के बारे में मौखिक / लिखित / सांकेतिक रूप से तार्किक समझ अभिव्यक्त करते हैं।
- भित्ति पत्रिका / पत्रिका आदि के लिए तरह-तरह की सामग्री जुटाते हैं, लिखते हैं और उनका संपादन करते हैं।

सीखने के प्रतिफल

कक्षा आठ

हिंदी

बच्चे –

- विभिन्न विषयों पर आधारित विविध प्रकार की रचनाओं को पढ़कर चर्चा करते हैं।
- हिंदी भाषा में उपलब्ध विभिन्न प्रकार की सामग्री को समझकर पढ़ते हैं और उसमें अपनी टिप्पणी, राय, निष्कर्ष आदि को मौखिक / लिखित / सांकेतिक भाषा में अभिव्यक्त करते हैं।
- पढ़ी गई सामग्री पर चिंतन करते हुए समझ के लिए प्रश्न पूछते हैं।
- विभिन्न संवेदनशील मुद्दों / विषयों; जैसे-जाति, धर्म, रंग, जेंडर, रीति-रिवाजों के बारे में अपने मित्रों, अध्यापकों या परिवार से प्रश्न करते हैं; जैसे-अपने मोहल्ले के लोगों से त्योहार मनाने के तरीके पर बातचीत करना।
- विभिन्न प्रकार की सामग्री, जैसे लेख, रिपोटार्ज, संस्मरण, निबंध, व्यंग्य आदि को पढ़ते हुए अथवा पाठ्यवस्तु की बारीकी से जाँच करते हुए उसके बारे में अनुमान लगाते हैं, विश्लेषण करते हैं और किसी विशेष बिंदु को खोजते हैं।
- विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों के अर्थ समझते हुए उनकी सराहना / प्रयोग करते हैं।
- विभिन्न पठन सामग्रियों को पढ़ते हुए उनके शिल्प की सराहना करते हैं और अपने स्तरानुकूल मौखिक, लिखित, ब्रेल / सांकेतिक रूप में उसके बारे में अपने विचार व्यक्त करते हैं।
- किसी पाठ्यवस्तु को पढ़ने के दौरान समझने के लिए शब्दकोश, मानचित्र, इंटरनेट या अन्य पुस्तकों का प्रयोग करते हैं।
- पाठक और लिखने के उद्देश्य को ध्यान में रखते हुए अपनी बात को प्रभावी तरीके से लिखते / अभिव्यक्त करते हैं।
- भाषा की बारीकियों का लिखित प्रयोग करते हैं; जैसे-कविता के शब्दों को बदलकर अर्थ और लय को समझना।
- अपने अनुभवों को अपनी भाषा शैली में लिखते हैं। लेखन के विविध तरीकों और शैलियों का प्रयोग करते हैं; जैसे- विभिन्न तरीकों से (कहानी, कविता, निबंध आदि) कोई अनुभव लिखना।
- दैनिक जीवन से अलग किसी घटना / स्थिति पर विभिन्न तरीके से सृजनात्मक ढंग से लिखते हैं; जैसे- सोशल मीडिया पर, नोटबुक पर या संपादक के नाम पत्र आदि।
- विविध कलाओं जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला, संगीत आदि में प्रयोग होने वाली भाषा (रजिस्टर) का सृजनात्मक प्रयोग करते हैं; जैसे- कला के बीज बोना, मनमोहक मुद्राएँ, रस की अनुभूति।
- अपने अनुभवों को अपनी भाषा-शैली में अभिव्यक्त करते हैं।

Learning Outcomes

Class VI

Science

The learner:

- identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features i.e. appearance, texture, function, aroma, etc.
- differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions.
- classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creepers, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic.
- conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction?
- relates processes and phenomena with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc.
- explains processes and phenomena, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermicompost, etc.
- measures physical quantities and expresses in SI units, e.g., length, mass, temperature etc.
- draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc.
- constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc.
- applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/ drought, etc.
- makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness for rain water harvesting; care for plants, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.

Learning Outcomes

Class VII

Science

The learner:

- identifies materials and organisms, such as, animal fibres; types of teeth; mirrors & lenses ,on the basis of observable features, i.e., appearance, texture, functions, etc.
- differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic , basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function
- classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes
- conducts simple investigations to seek answers to queries ,e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours?
- relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil ; depletion of water table with human activities, etc.
- explains processes and phenomena , e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants ; heating and magnetic effects of electric current, etc.
- writes word equation for chemical reactions, e.g., acid-base reactions; corrosion; photosynthesis; respiration, etc.
- measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc.
- draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups ; life cycle of silk moth, etc.
- plots and interprets graphs e.g., distance-time graph
- constructs models using materials from surroundings and explains their working e.g., stethoscope; anemometer; electromagnets; Newton's colour disc ,etc.
- discusses and appreciates stories of scientific discoveries
- applies learning of scientific concepts in day-to-day life, e.g. dealing with acidity ; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; taking measures during and after disasters; suggesting methods for treatment of polluted water for reuse, etc.
- makes efforts to protect environment, e.g., following good practices for sanitation; minimising generation of pollutants; planting trees; sensitising others with the consequences of excessive consumption of natural resources, etc.

Learning Outcomes

Class VIII

Science

The learner:

- differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions.
- classifies materials and organisms based on properties/ characteristics, e.g., metals and non metals; kharif and rabi crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc.
- conducts simple investigations to seek answers to queries e.g. What are the conditions required for combustion? Why do we add salt and sugar in pickles and murabbas? Do liquids exert equal pressure at the same depth?
- relates processes and phenomena with causes ,e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc.
- explains processes and phenomena ,e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc.
- writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids ,etc.
- measures angles of incidence and reflection, etc.
- prepares slides of microorganisms; onion peel, human cheek cells, etc., and describes their microscopic features..
- draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc.
- constructs models using materials from surroundings and explains their working , e.g. , ektara, electroscope, fire extinguisher, etc.
- applies learning of scientific concepts in day-to-day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production; using appropriate metals and non-metals for various purposes; increasing / reducing friction; challenging myths and taboos regarding adolescence, etc.
- discusses and appreciates stories of scientific discoveries
- makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

Learning Outcomes

Class VI

Social Sciences

The learner:

- explains that the earth is a unique celestial body due to existence of life.
- demonstrates day & night and seasons.
- locates continents and oceans on the world map.
- identifies latitudes and longitudes including poles, equator, tropics, etc. on the globe and map.
- locates states/UTs of India and neighbouring countries on the map.
- describes different types of sources (manuscripts, inscriptions, religious texts, archaeological materials etc.) of ancient Indian history and their use in reconstruction of history of this period.
- explains broad developments during ancient period e.g. hunting gathering stage, the beginning of agriculture, the first cities on the Indus etc.
- describes implications of India's contacts with areas outside India in the field of religion, art, architecture, etc.
- outlines India's significant contributions in the field of culture, astronomy, medicine, Mathematics, and knowledge of metals, etc.
- analyses basic ideas and values of various religions and systems of thought during ancient period.
- describes various forms of human diversity and discrimination existing around her / him.
- differentiates between equality and inequality in various forms to treat them in a healthy way.
- describes the role of government.
- analyses the functioning of rural and urban local government bodies in sectors like health and education.
- describes various occupations available in rural and urban areas.

Learning Outcomes

Class VII

Social Sciences

The learner:

- identifies layers of the atmosphere, the earth's interior and major rock types.
- locates distribution of different climatic regions on the world map or globe.
- explains preventive actions to be undertaken in the event of disasters, e.g. earthquake, floods, droughts, landslides, etc.
- describes formation of landforms due to various processes.
- explains relationship between climatic regions and life of people living in these regions.
- lists out examples of sources e.g. manuscripts, paintings, biographical dramas, historical monuments etc. used to study the medieval Indian history.
- relates key historical developments during medieval period occurring in one place with another.
- analyses socio-political and economic changes during medieval period.
- describes distinctive developments in style and technology used for construction of temples, tombs and mosques during medieval period with examples.
- analyses factors which led to the emergence of bhakti and sufi movements during medieval period to draw inference from them about existing social life.
- explains the significance of political, economic and social equality in democracy.
- describes the process of legislative assembly election and functioning of the state government with reference to one's own assembly constituency.
- analyses the causes and consequences of disadvantages faced by women of different sections of the society.
- illustrates the functioning of media and advertising in democracy with appropriate examples from newspapers.
- describes various kinds of markets.

Learning Outcomes

Class VIII

Social Sciences

The learner:

- describes major crops, types of farming and agricultural practices in one's own region.
- locates distribution of important minerals, e.g. coal and mineral oil on the world map.
- explains judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.
- draws interrelationship between types of farming and development in different regions of country/ the world and locate them on the map.
- interprets bar diagram showing population of different states of India/countries.
- distinguishes the 'modern' from the 'medieval' and the 'ancient' periods on the basis of sources, nomenclatures used for the Indian sub-continent and its various regions and the broad developments.
- explains how the English East India Company became the most dominant power.
- describes the origin, nature, spread of the revolt of 1857 and the lessons learned from it.
- analyses issues related to caste, women, child marriage, social reforms, laws and policies of colonial administration.
- outlines the Indian national movement from the 1870s until independence.
- analyses social and political issues in one's own region with reference to the Constitution of India, Fundamental Rights and the Fundamental Duties.
- describes the role of Parliament and the process of making a law with an example like the RTI Act, RTE Act.
- explains the functioning of judicial system in India and the process of filing a First Information Report (FIR).
- analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region.
- describes the role of government in providing public facilities such as water, sanitation, road, electricity, etc., and recognise their availability.