



APPENDIX

शैक्षिक उपलब्धि परीक्षण

पर्यावरण अध्ययन

छात्र/ छात्रा का नाम -----

पिताजी का व्यावसाय -----

पिता जी की शिक्षा -----

माता जी की शिक्षा -----

घर में साथ रहने वाले भाइयों तथा बहिनों की संख्या -----

विद्यालय का नाम -----

गांव तथा जिला -----

शोध छात्रा
श्रीमती रूपम जैन
एम.एड.
१९९५-९६

नीचे आपको कुछ प्रश्न दिये गये हैं। उनके चार संभावित उत्तर भी दिये गये हैं। जो उत्तर आप को सबसे सही लगें उसके साथ () निशान लगा दीजिये।

- 7.4 प्रश्न १ हरी पत्तियों वाली सब्जियों से क्या प्राप्त होता है ?
 (क) प्रोटीन (ख) कार्बोहाइड्रेट
 (ग) विटामिन और खनिज (घ) बसा
- 7.4 प्रश्न २ भोजन की पोषकता को किस प्रकार बढ़ाया जा सकता है ?
 (क) तलकर (ख) भाप द्वारा
 (ग) उबाल कर (घ) आग में भूनकर
- 7.4 प्रश्न ३ पकाये गये भोजन में थोड़ा सा पानी डालकर कुछ दिनों तक रखने से क्या होता है ?
 (क) पौष्टिकता बढ़ जाती है (ख) फफूंद लग जाती है
 (ग) विटामिन की मात्रा बढ़ जाती है (घ) प्रोटीन की मात्रा बढ़ जाती है
- 7.4 प्रश्न ४ दूषित पानी को साफ करने की सबसे अच्छी विधि कौन सी है ?
 (क) पानी को निथारकर (ख) पानी को छानकर
 (ग) पानी को उबालकर (घ) पानी को मिट्टी के घड़े में रखकर
- 7.4 प्रश्न ५ कौन सा रोग मच्छरों द्वारा फैलता है ?
 (क) हैजा (ख) मलेरिया
 (ग) मियादी बुखार (घ) चेचक
- 7.4 प्रश्न ६ प्रोटीन की सबसे ज्यादा मात्रा किस में पायी जाती है ?
 (क) दाल (ख) चावल
 (ग) बाजरा (घ) ज्वार
- 8.4 प्रश्न ७ कपास का उपयोग कहां-कहां किया जाता है ?
 (क) कपड़ा बनाने में (ख) टाट पट्टी बनाने में
 (ग) टोकरी बनाने में (घ) रस्सा बनाने में
- 8.4 प्रश्न ८ किस पेड़ का उपयोग औषधि के रूप में किया जाता है ?
 (क) नीम (ख) शीशम
 (ग) सागौन (घ) बरगद
- 8.4 प्रश्न ९ निम्न में से किसका रेशा पौधे से प्राप्त होता है ?
 (क) ऊन (ख) फर
 (ग) रेशम (घ) कपास

- 8.4 प्रश्न १० भूमि का कटाव कैसे रोका जा सकता है ?
 (क) वृक्षारोपण द्वारा (ख) बांधों के निर्माण द्वारा
 (ग) नहरों के निर्माण द्वारा (घ) खाद के उपयोग द्वारा
- 84 प्रश्न ११ तेंदूपत्ता कहां उपयोग किया जाता है ?
 (क) बीड़ी बनाने में (ख) पत्तल दोने बनाने में
 (ग) सिगरेट बनाने में (घ) तम्बाखू बनाने में
- 84 प्रश्न १२ हमारा राष्ट्रीय फूल कौन सा है ?
 (क) गुलाब (ख) कमल
 (ग) चमेली (घ) सूरज मुखी
- 94 प्रश्न १३ मोम किस द्रव में घुलता है ?
 (क) पानी में (ख) मिट्टी के तेल में
 (ग) सरसों के तेल में (घ) उपयुक्त किसी में नहीं
- 94 प्रश्न १४ पृथ्वी की सतह के निकट हवा में जल वाष्प का द्रवीकरण-
 (क) कोहरा है (ख) ओस है
 (ग) पाला है (घ) उपर्युक्त में से कोई नहीं
- 94 प्रश्न १५ जल चक्र में-
 (क) केवल वाष्पीकरण होता है (ख) केवल द्रवीकरण होता है
 (ग) वाष्पीकरण और द्रवीकरण दोनों होते हैं (घ) उपर्युक्त में से कोई भी नहीं
- 94 प्रश्न १६ समुद्र के पानी से नमक किस विधि द्वारा निकाला जाता है ?
 (क) वाष्पीकरण विधि से (ख) छानकर
 (ग) निथारकर (घ) उबालकर
- 9.4 प्रश्न १७ दरवाजों पर पेंट या पुताई करते समय कपड़ों पर लगने वाले दाग कैसे साफ करते हैं ?
 (क) पानी से (ख) सरसों के तेल से
 (ग) मिट्टी के तेल से (घ) साबुन से
- 9.4 प्रश्न १८ कौन का पदार्थ नरम होता है ?
 (क) प्लास्टिक (ख) टीन की चादर
 (ग) रबर (घ) लकड़ी
- 10.4 प्रश्न १९ ध्रुव तारा से कौन सी दिशा का ज्ञान होता है ?
 (क) पूर्व दिशा (ख) पश्चिम दिशा
 (ग) उत्तर दिशा (घ) दक्षिण दिशा

- 10.4 प्रश्न २० कौन सी मिट्टी ज्यादा पानी सोखती है ?
(क) चिकनी मिट्टी (ख) दोमट मिट्टी
(ग) बलुई मिट्टी (घ) हयूमस मिट्टी
- 10.4 प्रश्न २१ बरसात के दिनों में उगने वाली फसलें कौन सी होती हैं ?
(क) धान तथा मक्का (ख) गेहूँ तथा चना
(ग) धान तथा चना (घ) गेहूँ तथा धान
- 10.4 प्रश्न २२ ग्रह वे आकाशीय पिंड हैं जो
(क) पृथ्वी की परिक्रमा करते हैं (ख) सूर्य की परिक्रमा करते हैं
(ग) चंद्रमा की परिक्रमा करते हैं (घ) तारों की परिक्रमा करते हैं
- 10.4 प्रश्न २३ सौर मंडल में कितने ग्रह होते हैं ?
(क) छः (ख) सात
(ग) आठ (घ) नौ
- 10.4 प्रश्न २४ पृथ्वी अपने अक्ष पर कितने समय में एक पूरा चक्कर काट लेती है ?
(क) १२ घंटे में (ख) २४ घंटे में
(ग) एक माह में (घ) एक वर्ष में

ANNEXTURE - II

COMPITENCY WISE RAW SCORES OF ACADEMIC ACHIEVEMENT
IN DIFFERENT COMPETENCIES OF ENVIRONMENTAL STUDIES

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
1	0101	R	M	HR	SER	2	6	3	3	14
2	0102	R	M	HR	SER	2	4	1	1	8
3	0103	R	M	HR	BUS	3	4	4	3	14
4	0104	R	M	HR	SER	3	5	3	4	15
5	0105	R	M	HR	SER	3	4	2	1	10
6	0106	R	M	GR	SER	5	5	3	4	17
7	0107	R	M	GR	BUS	4	5	4	3	16
8	0108	R	F	HR	SER	2	4	4	4	14
9	0109	R	F	HR	BUS	3	5	4	2	14
10	0110	R	F	HR	BUS	3	4	3	2	12
11	0111	R	F	GR	BUS	3	5	2	4	14
12	0112	R	F	HR	SER	3	5	4	3	15
13	0113	R	F	HR	SER	1	4	1	2	8
14	0114	R	F	HR	BUS	2	4	1	2	9
15	0201	R	F	PR	SER	2	4	4	4	14
16	0202	R	F	PR	SER	4	5	1	4	14
17	0203	R	F	PR	SER	2	0	2	2	6
18	0204	R	F	PR	SER	2	5	4	3	14

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
19	0205	R	F	HR	SER	2	0	4	2	8
20	0206	R	F	PR	SER	5	4	2	5	16
21	0207	R	F	PR	OTH	4	6	2	3	15
22	0208	R	F	JR	SER	2	5	4	3	14
23	0209	R	F	PR	SER	2	5	4	4	15
24	0210	R	F	PR	SER	3	5	4	3	15
25	0211	R	F	PR	OTH	4	5	4	5	18
26	0212	R	F	HR	SER	3	4	4	3	14
27	0213	R	F	PR	SER	3	5	3	4	15
28	0214	R	F	PR	SER	4	5	4	4	17
29	0215	R	F	PR	OTH	4	5	2	4	15
30	0301	R	M	HR	SER	5	5	3	4	17
31	0302	R	M	HR	SER	4	5	5	2	16
32	0303	R	M	PR	OTH	3	6	4	1	14
33	0304	R	M	HR	SER	5	6	3	5	19
34	0305	R	M	HR	SER	3	5	6	5	19
35	0306	R	M	HR	OTH	5	5	4	5	19
36	0307	R	M	HR	SER	6	5	5	1	17
37	0308	R	M	HR	SER	4	5	4	5	18
38	0309	R	M	PR	BUS	3	6	1	3	13
39	0310	R	M	PR	SER	6	5	3	3	17

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
40	0311	R	F	PR	OTH	3	3	1	2	9
41	0312	R	F	HR	SER	2	6	4	2	14
42	0313	R	F	GR	SER	5	3	6	4	18
43	0314	R	F	PR	SER	2	4	4	2	12
44	0315	R	F	HR	SER	5	5	5	3	18
45	0401	R	M	GR	BUS	4	6	4	3	17
46	0402	R	M	HR	SER	5	5	5	3	18
47	0403	R	M	GR	SER	6	6	3	6	21
48	0404	R	M	HR	BUS	4	6	3	4	17
49	0405	R	M	GR	BUS	3	5	4	4	16
50	0406	R	M	HR	SER	3	2	4	2	11
51	0407	R	M	HR	BUS	4	4	2	3	13
52	0408	R	M	PR	SER	4	5	2	4	15
53	0409	R	F	GR	BUS	1	6	4	4	15
54	0410	R	F	HR	BUS	6	4	4	5	19
55	0411	R	F	GR	BUS	4	3	3	5	15
56	0412	R	F	HR	SER	2	3	3	5	13
57	0413	R	F	HR	BUS	6	6	4	3	19
58	0414	R	F	PR	SER	2	2	2	3	9
59	0415	R	F	PR	BUS	3	4	1	2	10
60	0501	R	M	PR	BUS	4	4	3	2	13

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SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
61	0502	R	M	HR	BUS	5	4	5	1	15
62	0503	R	M	PR	OTH	4	4	2	2	12
63	0504	R	M	PR	BUS	4	4	2	2	12
64	0505	R	M	PR	OTH	2	4	5	2	13
65	0506	R	M	HR	BUS	5	4	6	1	16
66	0507	R	M	PR	BUS	3	4	5	4	16
67	0508	R	F	HR	BUS	2	4	5	2	13
68	0509	R	F	PR	OTH	2	3	5	2	12
69	0510	R	F	PR	OTH	2	4	5	2	13
70	0511	R	F	HR	OTH	2	4	5	2	13
71	0512	R	F	PR	OTH	2	4	5	2	13
72	0513	R	F	HR	BUS	2	4	5	2	13
73	0514	R	F	PR	OTH	1	1	5	2	9
74	0601	R	M	PR	OTH	6	6	5	5	22
75	0602	R	M	PR	OTH	5	6	5	4	20
76	0603	R	M	PR	OTH	5	6	5	4	20
77	0604	R	M	PR	OTH	5	6	5	5	21
78	0605	R	M	PR	OTH	6	6	5	5	22
79	0606	R	F	HR	OTH	6	6	5	5	22
80	0607	R	F	HR	BUS	4	6	3	5	18
81	0608	R	F	PR	OTH	6	6	5	4	21

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
82	0609	R	F	HR	OTH	2	4	2	5	13
83	0610	R	F	GR	SER	5	6	2	5	18
84	0611	R	F	HR	SER	4	0	1	0	5
85	0612	R	F	PR	BUS	3	5	2	2	12
86	0613	R	F	HR	BUS	5	6	5	5	21
87	0614	R	F	HR	OTH	4	5	2	4	15
88	0615	R	F	PR	OTH	5	6	5	5	21
89	0701	R	M	GR	SER	4	5	5	5	19
90	0702	R	M	GR	SER	2	5	5	5	17
91	0703	R	M	HR	OTH	4	5	6	3	18
92	0704	R	M	GR	SER	4	5	2	1	12
93	0705	R	M	GR	BUS	5	6	4	5	20
94	0706	R	M	GR	BUS	4	4	6	5	19
95	0707	R	M	PR	OTH	3	4	5	5	17
96	0708	R	M	HR	BUS	4	6	6	4	20
97	0709	R	M	GR	BUS	5	5	4	4	18
98	0710	R	M	GR	SER	4	4	6	5	19
99	0711	R	M	HR	BUS	4	5	6	4	19
100	0712	R	M	HR	BUS	2	6	6	3	17
101	0713	R	M	GR	BUS	5	4	6	5	20
102	0714	R	M	GR	SER	5	5	4	6	20

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
103	0715	R	F	HR	SER	4	5	6	5	20
104	0716	R	F	GR	SER	4	5	5	4	18
105	0801	U	M	GR	SER	4	2	0	0	6
106	0802	U	M	HR	SER	1	4	2	3	10
107	0803	U	M	HR	SER	5	6	5	4	20
108	0804	U	M	HR	SER	2	4	2	2	10
109	0805	U	M	GR	SER	4	5	3	4	16
110	0806	U	M	HR	BUS	2	3	4	4	13
111	0807	U	M	HR	BUS	3	5	2	2	12
112	0808	U	M	HR	BUS	3	4	3	3	13
113	0809	U	M	HR	BUS	4	3	3	2	12
114	0810	U	M	GR	SER	4	5	3	3	15
115	0811	U	F	HR	SER	4	5	3	2	14
116	0812	U	F	HR	SER	4	3	3	2	12
117	0813	U	F	HR	BUS	4	5	3	3	15
118	0814	U	F	GR	SER	5	4	4	2	15
119	0815	U	F	GR	SER	4	4	2	4	14
120	0816	U	F	HR	BUS	3	4	3	3	13
121	0817	U	F	HR	BUS	4	3	3	4	14
122	0818	U	F	GR	SER	4	5	3	4	16
123	0819	U	F	GR	SER	5	3	4	3	15

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
124	0820	U	F	HR	SER	4	3	3	4	14
125	0821	U	F	GR	SER	5	4	3	3	15
126	0901	U	M	HR	SER	5	3	1	0	9
127	0902	U	M	HR	SER	4	4	4	5	17
128	0903	U	M	HR	SER	3	4	3	3	13
129	0904	U	M	HR	SER	4	3	3	0	10
130	0905	U	M	GR	SER	4	5	4	3	16
131	0906	U	M	HR	SER	0	1	2	4	7
132	0907	U	M	HR	SER	4	5	3	1	13
133	0908	U	M	HR	SER	5	3	3	3	14
134	0909	U	M	HR	SER	4	4	3	4	15
135	0910	U	M	HR	SER	3	4	4	4	15
136	0911	U	M	GR	SER	4	4	4	4	16
137	0912	U	F	HR	SER	3	2	4	2	11
138	0913	U	F	HR	BUS	3	4	3	3	13
139	0914	U	F	GR	SER	2	5	1	3	11
140	0915	U	F	HR	SER	3	2	4	3	12
141	0916	U	F	HR	SER	6	3	3	4	16
142	0917	U	F	HR	SER	5	1	2	3	11
143	0918	U	F	HR	SER	4	4	1	2	11
144	0919	U	F	GR	SER	5	3	3	3	14

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
145	0920	U	F	HR	BUS	3	4	2	4	13
146	0921	U	F	HR	BUS	3	2	3	4	12
147	1001	U	M	GR	SER	3	6	6	5	20
148	1002	U	M	GR	SER	5	6	3	2	16
149	1003	U	M	GR	SER	5	6	3	2	16
150	1004	U	M	GR	BUS	5	5	2	5	17
151	1005	U	M	GR	SER	5	6	3	2	16
152	1006	U	M	GR	SER	5	5	3	2	15
153	1007	U	M	GR	SER	3	2	2	3	10
154	1008	U	M	HR	SER	4	6	3	1	14
155	1009	U	M	HR	OTH	2	5	3	4	14
156	1010	U	M	HR	OTH	5	4	0	3	12
157	1011	U	M	PR	OTH	4	4	4	3	15
158	1012	U	M	PR	BUS	2	5	3	4	14
159	1013	U	F	GR	SER	4	5	5	3	17
160	1014	U	F	HR	OTH	3	4	2	2	11
161	1015	U	F	HR	SER	5	3	2	2	12
162	1016	U	F	HR	SER	5	5	3	4	17
163	1017	U	F	HR	SER	3	4	3	3	13
164	1018	U	F	HR	OTH	2	2	3	2	9
165	1019	U	F	HR	OTH	5	3	3	2	13

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
166	1020	U	F	PR	OTH	5	4	1	2	12
167	1021	U	F	PR	OTH	3	4	2	2	11
168	1101	U	M	HR	OTH	0	3	4	3	10
169	1102	U	M	PR	OTH	3	3	2	1	9
170	1103	U	M	PR	OTH	3	2	3	1	9
171	1104	U	M	PR	OTH	3	4	4	2	13
172	1105	U	M	PR	OTH	3	4	4	4	15
173	1106	U	M	PR	OTH	1	4	0	1	6
174	1107	U	F	HR	SER	5	6	2	2	15
175	1108	U	F	HR	OTH	5	6	1	2	14
176	1109	U	F	HR	SER	4	2	3	3	12
177	1110	U	F	HR	SER	4	4	1	3	12
178	1111	U	F	HR	OTH	4	3	1	2	11
179	1112	U	F	HR	OTH	1	0	3	1	5
180	1113	U	F	HR	OTH	3	6	2	3	14
181	1114	U	F	PR	OTH	3	3	1	3	10
182	1115	U	F	PR	OTH	3	2	3	1	9
183	1116	U	F	PR	OTH	2	2	3	0	7
184	1117	U	F	PR	OTH	3	0	2	1	6
185	1118	U	F	PR	OTH	4	5	1	3	13
186	1119	U	F	PR	OTH	3	5	1	3	12

SNO	SCODE	AREA	GEN	EDU	OCC	COMP7	COMP8	COMP9	COMP10	TOTAL
187	1120	U	F	PR	OTH	4	2	3	0	9
188	1201	U	M	GR	SER	3	6	4	4	17
189	1202	U	M	GR	SER	3	5	1	3	12
190	1203	U	M	HR	SER	3	6	4	3	16
191	1204	U	M	PR	OTH	5	4	3	4	16
192	1205	U	M	PR	OTH	2	4	1	0	7
193	1206	U	M	PR	OTH	2	3	0	0	5
194	1207	U	M	HR	SER	4	3	3	4	14
195	1208	U	M	HR	SER	3	3	4	3	13
196	1209	U	M	HR	BUS	3	4	3	2	12
197	1210	U	M	HR	BUS	4	2	3	3	12
198	1211	U	F	GR	SER	4	5	3	3	15
199	1212	U	F	GR	SER	2	3	4	4	13
200	1213	U	F	HR	SER	2	6	3	2	13
201	1214	U	F	HR	SER	1	4	2	3	10
202	1215	U	F	PR	SER	4	5	3	4	16
203	1216	U	F	PR	SER	4	5	3	3	15
204	1217	U	F	PR	OTH	1	3	1	1	6
205	1218	U	F	HR	BUS	3	3	4	1	11
206	1219	U	F	HR	BUS	4	3	3	2	12

Statement of MLLs in Environmental Studies

Competency No 1

1. The pupil acquires awareness about one's well-being in the context of social and natural environment

Class I

- 1.1. Our body and its cleanliness
 - 1.1.1. Identifies the main parts of the body
 - 1.1.2. Understands the importance of keeping them clean
 - 1.1.3. Recognizes the need of clothes and seasonal variation in them (wherever applies)
 - 1.1.4. Practises personal cleanliness including toilet habits
 - 1.1.5. Observes how animals and birds keep their bodies clean

Class II

- 1.2. Our food and shelter
 - 1.2.1. Understands the need of food for health
 - 1.2.2. Sees relationship between unclean food and water, and diseases
 - 1.2.3. Appreciates why the house is an essential need
 - 1.2.4. Shares activities to keep the house and surroundings neat and tidy
 - 1.2.5. Observes and compares various kinds of shelters including

those of animals, birds and insects

Class III

- 1.3. Rules of safety and orderly behaviour**
- 1.3.1. Appreciates the need for orderly behaviour in home, school and public places**
- 1.3.2. States in queue and waits for his turn**
- 1.3.3. Interprets important road symbols (as applicable)**
- 1.3.4. Observes important rules of road (as applicable)**

Class IV

- 1.4. Precautions against common accidents**
- 1.4.1. Identifies common situations leading to accident in his environment**
- 1.4.2. Sees relationships between accidents and lack of precaution**
- 1.4.3. Knows some basic measures to be taken following an accident**

Class V

- 1.5. Care against persons of bad habits and bad character**
- 1.5.1. Knows about common crimes in his locality, e.g. theft, decoity, violence and trespass**
- 1.5.2. Sees relationship between crimes and bad habits and bad behaviour, e.g. alcoholism, bullying, lack of consideration for others, etc.**
- 1.5.3. Suggests possible safeguards, as also measures to prevent**



crimes

Competency No 2

2. The pupil explores important aspects of one's socio-civic environment and comprehends their working

Class I

- 2.1. Our family and neighbours
- 2.1.1. Identifies relationship of the different members of the family with himself and among themselves
- 2.1.2. Shows due courtesy to elders, peers, etc. in the family and among the relatives and neighbours

Class II

- 2.2. Our neighbourhood (locality)
- 2.2.1. Identifies important public places such as the school, panchayatghar, etc. in the locality and knows their importance
- 2.2.2. Realizes the importance of going to the school, and attends it regularly and in time

Class III

- 2.3. Civic amenities that make our life comfortable
- 2.3.1. Enquires about the functions of such public institutions as hospital, police station, post office, panchayat/municipality, court and bank.
- 2.3.2. Knows about the importance of some district level

functionaries, e.g. D.M., S.P., etc.

Class IV

- 2.4. How we manage our local civic affairs
 - 2.4.1. Finds out how the panchayat/municipality is useful for us.
 - 2.4.2. Enquires how the panchayat/municipality is run
 - 2.4.3. Explains why the panchayat and municipality are called local-self governments

Class V

- 2.5. How we govern ourselves
 - 2.5.1. Understands broad relationship between the Central, State and local-self governments.
 - 2.5.2. Describes simple facts about the Union (central) and State Level governments
 - 2.5.3. Interprets the use of terms like 'democracy' and 'union' for our country as unique features
 - 2.5.4. Realizes the importance of the right to vote in a democracy

Competency No 3

- 3. The pupil knows about various people at work and appreciates the importance of the 'world of work'

Class I

- 3.1. Parents and other members of family at work
 - 3.1.1. Observes various members of family at work in home

3.1.2. Knows about occupations of parents of family for earning livelihood

3.1.3. Shares information with peers about occupations of the parents

Class II

3.2. Occupations in the neighbourhood

3.2.1. Observes and lists occupations carried on in the locality

3.2.2. Finds out their usefulness

3.2.3. Appreciates the variety in occupations and its need

3.2.4. Realizes the importance of work in life

Class III

3.3. Life and activities of some people at work: food producing

3.3.1. Lists the occupations engaged in producing various articles of daily need

3.3.2. Identifies those who produce food stuffs, e.g. farmer, dairyman, fisherman and herdsman

3.3.3. Describes their main activities and their ways of life

Class IV

3.4. Manufacturing Food producing articles

3.4.1. Recognizes the importance of manufacturing articles

3.4.2. Identifies some occupations related to them

3.4.3. Gathers information about the activities and life of a few such workers (selected examples)

3.4.4. Compares the work of a farmer with that of a craftsman

Class V

3.5. Other important workers: food producing

3.5.1. Realizes the importance of work of those engaged in transport and communication, e.g. railways, construction of roads and bridge, working of radio, television, etc.

3.5.2. Understands the importance of trade and commerce

3.5.3. Realizes the importance of the work of a soldier, policeman, teacher, etc. and compares their work with that of a farmer and a manufacturer.

3.5.4. Appreciates the existence of increasingly large variety in occupations and interdependence among them (Extension of 3.2.3)

Competency No 4

4. The pupil understands and interprets the spatial and interactive relationship between man and his environment

Class I

4.1. Our locality (village/Mohalla)

4.1.1. Identifies some important local land features, e.g. river, pond, ridge, knoll, etc.

4.1.2. Recognizes some common animals, birds and insects

4.1.3. Estimates distances in the locality in terms of very near, near, far, beyond and before

Class II

4.2. Our neighbourhood

4.2.1. Uses sunrise and sunset to find out directions

4.2.2. Relates the nature of weather with seasons, and seasons with human activities, plants, birds, etc.

4.2.3. Gathers information about various uses of land features of locality by man

4.2.4. Reads information from a given sketch map of the locality

4.2.5. Recognizes some common trees, birds, crops, etc. of the locality

Class III

4.3. Our district

4.3.1. Draws a sketch of the classroom and a freehand sketch map of school and locality or part of it

4.3.2. Identifies direction on a map/sketch map

4.3.3. Locates the district in the State and the State in India

4.3.4. Knows about important physical features, climate, vegetation, crops and industries of the district

4.3.5. Traces the map of the district and shows physical features, important places and routes

Class IV

4.4. Our State/UT and Our Country

4.4.1. Knows the names and location of States and UTs of India

- 4.4.2. Locates his State/UT in reference to adjacent States and UTs, international boundary, coastline, etc. (as applicable)
- 4.4.3. Describes main physical features and climatic conditions of the State
- 4.4.4. Knows the distribution of main natural resources of the State and their importance for the country, if any
- 4.4.5. Understands distribution of main crops (in the context of climate and terrain), important occupations and location of industries
- 4.4.6. Describes the life of typical people in the State (a few selected examples)
- 4.4.7. Knows importance and location of chief places and routes of the State
- 4.4.8. Knows how to use an atlas.
- 4.4.9. Undertakes necessary map-work using symbols for showing distribution.

Class V

- 4.5. Our Country and the World
 - 4.5.1. Identifies major land and water masses, poles and equator on the globe
 - 4.5.2. Locates India in Asia and with reference to Indian Ocean and neighbouring countries
 - 4.5.3. Identifies distribution of main physical features on map and describes them
 - 4.5.4. Describes main characteristics of Indian climates

- 4.5.5. Describes and locates important natural resources of India.
- 4.3.5. Describes life of people of the district (a few selected examples)
- 4.5.6. Understands the distribution of main crops and location of main industries in India.
- 4.5.7. Knows the importance and location of significant places and routes in India
- 4.5.8. Describes life of people in various important parts of India (a few examples to be selected)
- 4.5.9. Knows about important items of export and import of India along with chief land, sea and air-routes connecting India with neighbouring and other important countries of the world

Competency No. 5

- 5. The pupil begins to see relationship between man's past and present and to hold the past in proper perspective.

Class I

- 5.1 Local Festivals
 - 5.1.1. Knows simple facts about the traditions behind local fairs and festivals
 - 5.1.2. Shares experience with peers about fairs visited and festivals celebrated

Class II

- 5.2 National Festivals and Other Celebrations
 - 5.2.1. Knows about the importance of national festivals

- 5.2.2. Participates and understands the similarities and differences in celebrating national festivals and other celebrations.
- 5.2.3. Knows about the national flag
- 5.2.4. Sings national anthem

Class III

- 5.3 Our Early Forefathers
 - 5.3.1. Describes the life of the early man
 - 5.3.2. Understands why his life was very different from ours
 - 5.3.3. Understands the mode of his life and circumstances in which he lived
 - 5.3.4. Knows simple facts about the life of people in some important parts of India, 5000 years ago

Class IV

- 5.4. Progress of Man from Early Times to the Present Age
 - 5.4.1. Notices the gradual improvement of tools and techniques of man
 - 5.4.2. Sees relationship between these developments and rise of civilization (selected examples from India)
 - 5.4.3. Appreciates the role of science and technology towards modern development
 - 5.4.4. Knows about important aspects of cultural life, e.g. music, art and sculpture and their importance for happiness of man. (selected examples from India)

Class V

- 5.5. Our Struggle for Freedom**
- 5.5.1.** Knows how we lost freedom when the British began to rule over us from abroad (England) and how we won it back
- 5.5.2.** Realizes that people in various parts of the country took part in the freedom struggle.
- 5.5.3.** Appreciates the part played by Gandhiji in freedom struggle along with others (some to be selected from the state concemed)
- 5.5.4.** Infers why freedom of the country is invaluable and needs to be protected at all costs by all of us

Competency No. 6

- 6.** The pupil senses common but simple and easily observable socio-economic situations and problems, analyses them and seeks possible solutions at his level of experience

Class III

- 6.3. Small family, happy family (small family norms)**
- 6.3.1.** Observes the difficulties faced by large families living in small houses
- 6.3.2.** Observes overcrowding in hospitals, trains, buses, etc. (as applicable) country enriches
- 6.3.3.** Compares the situation regarding over-crowding today with that of earlier days by talking to elders in the locality.

Class IV

6.4. National unity

- 6.4.1. Appreciates the need of national unity for protecting our freedom and making progress**
- 6.4.2. Understands how variety in resources, environment and life of the people in our country enriches our unity.**
- 6.4.3. Knows important facts about Indian culture and contribution of different regions to its richness**
- 6.4.4. Knows important facts about our national symbols and understands their significance**

Class V

6.5. Our Development in a fast changing world

- 6.5.1. Knows about some fast developments in the world today, such as in transport, communication, medicine, etc. and the need of our country to keep pace with these**
- 6.5.2. Realizes the need of peace, hard work and cooperation among all people and all regions for a quick development**
- 6.5.3. Understands that fast increase in the population of our country is a serious obstacle in our development**
- 6.5.4. Knows about population census taken every decade**
- 6.5.5. Finds out increase in population according to each census since Independence and understands its implications**

STATEMENT OF M.L.L.s IN ENVIRONMENTAL STUDIES

Competency No. 7

The pupil understands the factors contributing to the preservation of good health.

Class III

- 7.3. Functions and care of different parts of body
- 7.3.1. Understands important functions of human body, such as digestion, respiration, blood circulation, etc.
- 7.3.2. Knows how to take proper care of such parts of the body as eyes, hair and teeth

Class IV

- 7.4. Nutrition, pollution and cleanliness
- 7.4.1. Classifies food stuffs according to nutritive functions and understands the need of balanced diet
- 7.4.2. Knows how food and drinking water get contaminated
- 7.4.3. Conducts simple experiments to purify drinking water
- 7.4.4. Relates unhygienic conditions with the spread of disease

Class V

- 7.5. Prevention of diseases and keeping fitness

- 7.5.1. Knows about major sources of diseases
- 7.5.2. Understands the usefulness of vaccination to prevent communicable diseases
- 7.5.3. Suggests ways of collecting and disposing of garbage
- 7.5.4. Applies simple first-aid skills
- 7.5.5. Reads thermometer to know body temperature
- 7.5.6. Participates in child-to-child programme to save life of ailing infants, e.g. from diarrhoea

Competency No. 8

The pupil develops skill in gathering and classifying information about living things from one's environment and drawing simple inferences

Class III

- 8.3. Living things: their characteristics and classification
 - 8.3.1. Observes local surrounding and classifies things into (i) living and non-living, (ii) natural and man-made
 - 8.3.2. Understand similarities and differences between animals and plants
 - 8.3.3. Identifies main parts of a plant
 - 8.3.4. Classifies common plants on the basis of size, life span and seasonality
 - 8.3.5. Observes food habits of different animals and birds

Class IV

- 8.4. Living things: their usefulness to man
- 8.4.1. Identifies some important ways of using plants and animals
- 8.4.2. Identifies some harmful insects and weeds
- 8.4.3. Examines the need of caring and protecting animals and plants, and describes simple ways of doing so
- 8.4.4. Names the national bird, animal and flower (also state animal, birds, etc. as applicable)
- 8.4.5. Takes part in tree plantation programmes of the locality and appreciates their importance

Class V

- 8.5. Living things and environment
- 8.5.1. Gives examples that animals and plants adapt themselves to environment
- 8.5.2. Visualizes present and possible future harmful effects from diminishing forest cover, soil erosion and pollution (extension of 10.4.10)
- 8.5.3. Knows the present schemes (a few) to increase and improve forest cover, cleaning rivers, tanks and such others, e.g. the Ganga

Competency No. 9

The pupil observes and examines some common characteristics of nonliving things



Class III

- 9.3. Common materials and their properties
- 9.3.1. Identifies common materials on the basis of some easily observable properties, e.g. colour, texture and hardness
- 9.3.2. Classifies given materials according to these properties

Class IV

- 9.4. Materials (matter) and their properties
- 9.4.1. Knows the three states of matter- solid, liquid and gaseous.
- 9.4.2. Observes the three states of matter in respect of water
- 9.4.3. Generalizes about inter-changeability of these stages

Class V

- 9.5. Energy and work
- 9.5.1. Knows important sources of energy used in daily life
- 9.5.2. Understands how energy helps in doing a work

Competency No. 10

The pupil observes simple phenomena on the earth and in the sky and draws inferences

Class III

- 10.3. The earth and the sun

- 10.3.1. Earth-sun relation and consequences
- 10.3.2. Describes the shape of the earth (evidence of photograph)
- 10.3.3. Relates occurrence of day and night to the rotation of the earth
- 10.3.4. Observes differences in the duration of day-light over the year
- 10.3.5. Generalizes about the occurrence of seasons
- 10.3.6. Observes consequences of the occurrence of seasons (some instances)
- 10.3.7. Air in our life
- 10.3.8. Explains the usefulness of air
- 10.3.9. Knows how air gets polluted
- 10.3.10. Water in our life
- 10.3.11. Describes different uses of water
- 10.3.12. Knows about different sources of water
- 10.3.13. Locates various sources of water in the locality
- 10.3.14. Finds out how water gets polluted

Class IV

- 10.4. The earth and the sky
- 10.4.1. Heavenly bodies
- 10.4.2. Knows difference between sun, earth and moon (simple observable facts)
- 10.4.3. Recognizes pole star and Great Bear (Saptrishi) and uses them for finding direction at night

- 10.4.4. Observes phases of the moon
- 10.4.5. Weather phenomena
- 10.4.6. Knows how air and weather are related (certain weather phenomena)
- 10.4.7. Knows about different forms of water affecting weather, e.g. humidity, fog.cloud, hail and snow
- 10.4.8. Observes various weather phenomena and records them with pictograhs
- 10.4.9. Soils in our life
- 10.4.10 Knows about usefulness of soils
- 10.4.11. Classifies soils of the locality according of sizes of its particles and fertility
- 10.4.12. Finds out how soil is kept fertile
- 10.4.13. Realizes the need of protecting soils from erosion

Class V

- 10.5. Man, science and environment
- 10.5.1. Appreciates the importance of science in our daily life
- 10.5.1. Describes some outstanding achievements of science (discoveries and inventions)
- 10.5.2. Knows about dangers from the misuse of scientific knowledge, e.g. in war
- 10.5.3. Realizes the need of scientific ways of using environment ad natural resources including conservation, e.g.soils, minerals, water and forests (extension of 10.4.13 and 8.52)