

SECTION A – TASK 1

Critical Analysis of the Present NCERT “Our Wondrous World” / State Board EVS Textbook

Introduction

Environmental Studies (EVS) textbooks play an important role in helping children understand the world around them. They develop curiosity about nature, society, family and the environment and encourage children to become sensitive towards their surroundings. The present NCERT “**Our Wondrous World**” textbook for Class 3 and state-board EVS textbooks aim to develop environmental awareness, scientific thinking and an understanding of social and cultural diversity. This report critically analyses the textbook with reference to language, illustrations, content organization, inclusion, stereotypes and assessment.

1. Language

The language of the textbook is generally **simple, clear and child-friendly**. Short sentences and conversational expressions make the content suitable for children at the primary level. The use of familiar and local words helps children connect classroom learning with their everyday experiences.

The textbook also provides opportunities for **multilingual understanding** by referring to local languages and words at some places. Chapters often begin with questions, conversations or statements that encourage children to think and participate rather than simply read the information.

The language is appropriate for Class 3 learners and supports the development of reading, comprehension and writing skills.

2. Illustrations

The textbook contains **colourful pictures, sketches and real-life scenes** that attract children's attention. The illustrations represent different geographical and social contexts, including rural, urban, mountainous, desert and coastal areas.

People from different caste, religion, gender and economic backgrounds are also represented. Importantly, many pictures are not merely decorative; they help children understand concepts related to water sources, animals, birds, family, food and the environment.

However, the textbook could be improved in some places because an excessive number of pictures may sometimes distract children from the main concept. Some illustrations may also require improvement in quality.

3. Content Organization

The content is organized in a **gradual and logical sequence**. Early topics are connected with children's own lives, family and immediate surroundings. Later topics move towards natural resources, living organisms and social issues.

An important feature is the **integrated approach**. Science, social studies, health and moral education are connected rather than being treated as completely separate areas.

The chapters also include activities, experiments, games and group discussions. This makes learning more experiential and encourages children to connect textbook knowledge with real-life situations.

4. Inclusion

The textbook gives attention to **cultural and social diversity**. Different states, languages, food habits, clothing styles, festivals and traditions are represented.

Gender inclusion is also visible because both boys and girls are shown participating in different activities. Children from different socio-economic backgrounds are represented, and group work and cooperative learning provide opportunities for participation.

Children with disabilities are represented in some chapters and illustrations. However, inclusion could be strengthened further through more examples of their experiences, accessible activities and appropriate learning resources.

5. Stereotypes

The textbook makes an effort to avoid **gender, caste, religious and social stereotypes**. Boys and girls are shown participating in education, games and household activities. Different religions and festivals are presented without discrimination.

However, some traditional roles may still appear in certain illustrations, such as the mother being shown cooking while the father goes to work. Such representations could be made more balanced by showing different family members sharing different responsibilities.

6. Assessment

Assessment is not limited to traditional written examinations. Chapters include questions, activities, picture identification and group discussions. The emphasis is more on **understanding, analysis, application and presentation** than on memorization.

Worksheets, projects, oral presentations and peer assessment can also be used. Nevertheless, the variety of assessment questions could be increased through more open-ended questions, case studies and creative tasks.

7. Suggestions for Improvement

The textbook can be further improved by:

- Strengthening inclusion through more references to children with special needs, sign language and Braille.
- Presenting family and social roles in a more balanced manner.
- Increasing open-ended, creative and case-study-based assessment.
- Adding QR codes, videos and other digital resources.
- Giving greater importance to local language, local environment and local problems.

Conclusion

The “**Our Wondrous World**” / **state-board EVS textbook** provides children with an interesting, experiential and relatively inclusive approach to understanding their environment. Its simple language, colourful illustrations, logical organization, activities and diverse examples support meaningful learning.

At the same time, there is scope for further improvement in inclusion, representation of social roles, assessment diversity and the use of ICT resources. Teachers should

therefore use the textbook creatively, connect lessons with children's local surroundings and encourage active participation. In this way, EVS can help children understand their world while developing sensitivity, responsibility and environmental awareness.

SECTION A – TASK 2

Report on the Curricular and Pedagogic Recommendations of NCF-SE 2023 and NCF-FS 2022 for “The World Around Us” at Preparatory Stage

Introduction

“The World Around Us” is an important area of learning at the primary stage because it helps children understand their surroundings, nature, society and environment. At the Preparatory Stage, learning should be connected with children's experiences and should encourage curiosity, observation, exploration and sensitivity towards the world around them. NCF-SE 2023 and NCF-FS 2022 provide important curricular and pedagogic recommendations for making this learning meaningful and child-centred. The following report discusses these recommendations for the Preparatory Stage.

1. Curricular Recommendations

A. Recommendations of NCF-SE 2023

1. Holistic and Integrated Approach

“The World Around Us” should not be taught as an isolated area. It should be connected with science, social studies, environment, health and moral education. Learning should also be related to children's real-life experiences.

2. Cultural, Social and Natural Diversity

The curriculum should provide opportunities for children to understand India's diversity in terms of language, culture, food, festivals, climate, plants and animals. Children should also learn about both their local surroundings and different parts of the country.

3. Localisation and Relevance

Children's own experiences, local problems and surroundings should become part of classroom learning. Local examples, stories, folk tales and pictures can make concepts more meaningful and relatable.

4. Inclusion

The curriculum should include the experiences of children from different social, economic, cultural and physical backgrounds. Gender, caste and religious diversity should be respected.

5. Environmental Awareness

Children should understand relationships among water, air, land, plants, animals and human activities. Topics such as cleanliness, health, conservation and sustainable development should also be included.

6. Development of 21st-Century Skills

The curriculum should encourage curiosity, problem-solving, analysis, creativity, cooperation and communication.

B. Recommendations of NCF-FS 2022

NCF-FS 2022 emphasizes **experiential and inquiry-based learning**. Children should be encouraged to observe, touch, experience and ask questions about things around them.

Learning should be activity-based, using games, group work, projects, pictures, models and real-life activities. Local traditions, festivals, social practices and cultural experiences should also be incorporated. The framework gives importance to inclusion, equal opportunities and environmental sensitivity.

2. Pedagogic Recommendations

A. NCF-SE 2023

Experiential Learning: Children should get opportunities to observe and experience their surroundings directly. Visits outside the school, nature observation and visits to local markets or nearby places can make learning meaningful.

Inquiry-Based Learning: Teachers should encourage children to ask questions such as “**Why?**”, “**How?**” and “**What will happen?**” Instead of simply providing answers, teachers should encourage children to explore and find explanations.

Collaborative Learning: Group activities, discussions and peer learning should be used so that children learn from one another.

Multi-Sensory Learning: Learning should involve seeing, hearing, touching and doing. Pictures, stories, games and videos can support children with different learning needs.

Inclusive Teaching: Teaching methods should be adapted according to children's diverse backgrounds and needs.

Diverse Assessment: Assessment should not depend only on written examinations. Activities, projects, oral presentations, pictures and peer assessment should also be used.

B. NCF-FS 2022

NCF-FS 2022 emphasizes **play- and activity-based learning**. Children can learn about “The World Around Us” through games, experiments, stories and activities.

Observation and exploration should be encouraged. Children should observe objects and events in their surroundings and share their experiences.

Collaborative learning, group work and discussion should be promoted. A multi-sensory approach using pictures, models, videos, audio and real objects can further enrich children's learning. Continuous assessment should focus on children's participation, activities and understanding.

3. Expected Learning Outcomes

The recommendations aim to develop:

- Curiosity and sensitivity towards nature, society and the environment.
- Understanding of local and wider-world issues.
- Cooperation, communication and creativity.
- Awareness about cleanliness, conservation and sustainable development.
- Respect for diversity and inclusion.

4. Suggestions for Improvement

The curriculum can become more meaningful by giving greater space to children's **local experiences, local language and local problems**. ICT resources such as videos, audio, digital games and online activities can supplement classroom experiences.

For children with special needs, adapted materials and activities should be provided. Assessment can be made more diverse through open-ended questions, projects, presentations and peer assessment.

Conclusion

NCF-SE 2023 and NCF-FS 2022 emphasize that “The World Around Us” should be **experiential, inclusive, activity-based and connected with children's real lives**. Both frameworks give importance to diversity, local context, environmental awareness, collaboration, observation and inquiry.

Following these recommendations can help children develop not only knowledge about their surroundings but also curiosity, creativity, communication, cooperation and environmental sensitivity. The teacher plays an important role by creating opportunities for children to explore, ask questions, discuss their experiences and learn through direct interaction with their environment.

SECTION A – TASK 3

Integrated Unit Plan for “The World Around Us” – Promoting Interdisciplinary Learning

Introduction

An integrated unit plan connects one topic with different curricular areas so that children can understand a concept from several perspectives. At the primary stage, such an approach makes learning meaningful, activity-based and connected with children's real-life experiences.

For this task, the topic “**Plants Around Us**” has been selected for **Class 2** for a period of **7 days**. The unit integrates **The World Around Us, Science, Mathematics,**

Languages, Art, Sports/Physical Education and Social Studies. The plan is designed in accordance with the integrated and experiential approach described in the assignment.

1. Objectives of the Unit

The major objectives are:

- To help children identify different plants in their surroundings.
- To develop an understanding of the main parts of a plant and their uses.
- To introduce children to the life cycle of a plant.
- To develop awareness about the importance and protection of plants.
- To connect plant-related learning with language, Mathematics, art, sports and social understanding.
- To develop observation, creativity, cooperation and environmental sensitivity.

2. Unit Details

Topic: Plants Around Us

Class: 2

Subject: The World Around Us

Duration: 7 Days

Day 1 – Identification and Observation of Plants

Children are taken to the school garden or nearby surroundings. They observe different plants such as trees, shrubs, grass and flowering plants. They touch leaves carefully and observe their colours and shapes.

Language Integration: Children speak and write plant names in Hindi and English.

Art Integration: Children use leaves to make **leaf-printing pictures**.

This activity allows children to learn directly from their surroundings instead of only reading about plants.

Day 2 – Parts of Plants and Their Uses

The teacher introduces the major parts of a plant—**root, stem, leaf, flower and fruit**—using real plants or charts.

Mathematics Integration: Children count leaves and compare which plant has more or fewer leaves. They can also measure the length of a stem using a ruler.

Language Integration: Children listen to a poem or story about plant parts and prepare a list of new words.

Thus, Mathematics and language skills develop along with environmental understanding.

Day 3 – Importance of Plants

The teacher discusses what plants provide to people, such as food, shade, medicines, oxygen and wood. Pictures and real objects can be used to make the discussion meaningful.

Art Integration: Children prepare a poster on “**Plants and Their Uses.**”

Language Integration: Children write simple sentences such as “**Trees give us fruits.**”

Social Studies Integration: Children discuss the importance of plants in people's lives, festivals and traditions.

Day 4 – Seed to Plant: Life Cycle

Children plant seeds such as moong or gram in a small pot or cup. They observe the seeds regularly and record changes.

Mathematics Integration: Children count the number of days taken for the seed to germinate and prepare a simple observation chart.

Language Integration: Children write two or three sentences under the title “**The Story of My Plant.**”

This activity develops observation and recording skills.

Day 5 – Plants and Physical Activity

A game called “**Find the Plant**” is organized. The teacher calls out the name of a plant and children identify it and move towards it.

Another activity, “**Leaf Race,**” can be conducted in which children blow leaves along a marked path.

Physical Education Integration: Running, group games and balance activities are included.

Mathematics Integration: Children compare which leaf reaches the finish line first and practise counting and sequencing.

Day 6 – Care and Conservation of Plants

Children participate in simple activities such as watering plants, removing dry leaves and planting plants. The teacher discusses the question:

“How can we protect plants?”

Language Integration: Children write slogans or poems on **“Save Trees.”**

Art Integration: Children make a drawing or rangoli on **“Green India.”**

Social Studies Integration: The importance of environmental protection is discussed.

Day 7 – Revision, Presentation and Assessment

Children work in groups and present what they have learned through a **poem, poster, story or chart**. A short quiz related to plants is also conducted.

Children share their experience of planting and observing seeds.

Different subjects are integrated during presentation:

- **Language:** Group discussion and storytelling.
- **Art:** Drawing their plant.
- **Mathematics:** Counting plants and preparing a day-wise chart.
- **Sports:** Repeating plant-related games.

3. Assessment

Assessment is continuous and activity-based. The teacher observes children's participation, interest, group work, art activities, story or poem writing and observation records.

Oral questions, worksheets and presentations are also used to assess understanding. Peer assessment can be included by allowing children to observe and appreciate one another's work.

4. Benefits of Interdisciplinary Integration

This unit provides learning opportunities across several areas:

- **Art:** Drawing, posters, rangoli and leaf printing develop creativity.
- **Sports:** Running, searching and balancing activities support physical development.
- **Mathematics:** Counting, measuring, comparing and making charts develop numeracy.
- **Language:** New words, sentences, poems and stories develop communication skills.
- **Social Studies:** Children understand nature, society, traditions and conservation.

Conclusion

The integrated unit “**Plants Around Us**” provides children with opportunities to learn through observation, activity, creativity, games and direct experiences. Instead of studying plants only as a textbook topic, children connect the concept with Mathematics, languages, art, sports and social studies.

Such interdisciplinary teaching supports holistic development, curiosity, creativity, cooperation and environmental sensitivity. The teacher should implement the plan flexibly according to children's interests, experiences and local surroundings.

SECTION B –

TASK 1

Probing Children's Ideas / Alternate Conceptions: "The Cause of Day and Night"

Introduction

Children come to the classroom with their own ideas and explanations about natural events. These ideas are developed through their daily experiences, observations, family discussions and stories. Sometimes these ideas are different from the scientific explanation. Such ideas are called **children's alternate conceptions**.

For this task, the topic "**The Cause of Day and Night**" was selected for **Class 3**. The purpose was to understand what children already think about day and night and to identify the alternate conceptions they hold. The investigation was conducted through interviews, drawings, a questionnaire and group discussion.

1. Selected Topic

Topic: The Cause of Day and Night

Class: 3

The scientific concept is that the **Earth rotates on its axis**. The part of the Earth receiving sunlight experiences day, while the part facing away from the Sun experiences night.

However, children may explain day and night differently because they interpret the phenomenon through their own experiences and imagination.

2. Children's Alternate Conceptions

During the investigation, several different ideas were identified.

1. The Sun Hides Behind the Mountains

Some children believed that night occurs because the Sun goes behind mountains or hides somewhere.

Examples of children's responses included:

- “When night comes, the Sun hides behind the mountains.”
- “The Sun goes to sleep.”

This shows that children may think of the Sun as an object that physically moves away at night.

2. The Moon Causes Night

Some children believed that night begins because the Moon appears in the sky.

Examples included:

- “The Moon comes, so it becomes night.”
- “The Moon and Sun keep changing places.”

This indicates that children were connecting the appearance of the Moon with the occurrence of night.

3. Electricity or Light Causes Day and Night

Some children connected day and night with artificial light. They believed that when electricity is available there is light and when electricity goes off it becomes night.

4. God or Fairies Cause Day and Night

Some children explained day and night through religious or imaginative ideas, such as:

- “God changes day and night.”
- “Fairies take the Sun away.”

These responses show the influence of children's social and cultural environment.

5. The Earth Does Not Move

Some children believed that the Earth is stationary and that the Sun itself moves around the Earth. This is different from the scientific explanation based on Earth's rotation.

6. Weather Causes Day and Night

A few children connected the duration of day and night with weather and seasons, such as believing that winter causes night to come earlier and summer causes it to come later.

3. Methods Used for Probing

A. Interviews

Each child was interviewed individually for approximately **5–7 minutes**. Open-ended questions were asked, such as:

“According to you, why does night occur?”

Children were encouraged to answer in their own language without fear of being judged. This helped the teacher understand their natural thinking.

B. Drawings

Children were given a blank sheet and asked:

“Draw a picture showing day and night.”

Their drawings included the Sun, Moon, mountains, houses, electricity, fairies and other objects. These drawings provided additional information about how children visualized day and night.

C. Questionnaire

A simple questionnaire containing **10 questions** was prepared. Examples included:

1. When does night occur?
2. How do day and night change?
3. Can the Sun and Moon be seen together?
4. Does the Earth rotate?
5. Does God change day and night?

Children answered the questions according to their understanding.

D. Group Discussion

Children were divided into small groups. Each group discussed its answers and gave reasons for its ideas. During the discussion, children listened to one another and sometimes questioned each other's explanations.

4. Findings

The questionnaire revealed some significant alternate conceptions. About **70% of the children answered “No”** when asked whether the Earth rotates. About **30% answered “Yes”** to the question of whether God changes day and night. Around **60% believed that the Sun and Moon can be seen together.**

The drawings and interviews also showed that many children relied on imagination and everyday observations rather than the scientific explanation.

5. Teacher’s Role in Addressing Alternate Conceptions

The teacher should not simply reject children's answers as “wrong.” Instead, children's ideas should first be identified and understood. Activities, experiments, models, discussions and drawings can then be used to help children move towards the scientific concept.

For example, a **globe and torch** can be used to demonstrate Earth's rotation and the difference between the illuminated and dark sides. Children can observe the model and discuss what happens as the Earth rotates.

Scientific terms should also be explained in simple, familiar language so that children can understand them easily.

Conclusion

The investigation shows that Class 3 children may hold several alternate conceptions about the **cause of day and night**. These ideas are influenced by their experiences, imagination, social environment and previous learning.

Therefore, identifying children's existing ideas is an important part of teaching EVS. Interviews, drawings, questionnaires and group discussions provide useful ways of probing children's thinking. The teacher should respect children's ideas and gradually guide them towards scientific understanding through activities, models, experiments and discussion. This approach can develop **curiosity, reasoning ability and a scientific attitude** among children.

SECTION B – TASK 2

Educational Visit to a Local Post Office: Learning Outcomes and Interdisciplinary Approach

Introduction

Education becomes more meaningful when children get opportunities to connect classroom learning with real-life experiences. A field trip or educational visit allows students to observe real situations, interact with people and understand how different services work in society. For this task, an educational visit to a **local Post Office** was organized for Class 3 students. The visit provided practical learning about communication, postal services, social life and everyday responsibilities. It also created opportunities to integrate different school subjects through one common experience.

1. Details of the Educational Visit

- **Place:** Local Post Office
- **Date:** 5 January 2026
- **Duration:** 2 hours
- **Participants:** 30 Class 3 students and 2 teachers

The main activities included observing the post office, interacting with the postmaster, postman and other staff, putting a letter into the post box, purchasing stamps, observing different postal services and participating in a question-answer session.

Before the visit, students were informed about the purpose of the trip and were encouraged to observe carefully and ask questions.

2. Learning Outcome 1: Understanding the Working of a Post Office

The first learning outcome was to help children understand the **functions and working of a post office**.

During the visit, children observed different services such as sending letters and parcels, purchasing stamps, savings-related services and other postal facilities. They also observed the roles of the postmaster, postman and other employees.

This direct observation helped children understand that a post office is not simply a place for sending letters. It provides several services to people and functions as an important part of the communication system.

3. Learning Outcome 2: Understanding Traditional and Modern Communication

The second learning outcome was to help children distinguish between **traditional and modern methods of communication**.

The teacher discussed letters, postcards and money orders as traditional forms of communication and compared them with modern forms such as mobile phones and digital communication.

Children were encouraged to think about how people communicated before the widespread use of modern digital technology. This helped them understand that communication methods have changed over time, while traditional postal services continue to have importance.

4. Learning Outcome 3: Development of Practical Life Skills

The third learning outcome was related to **practical life skills**.

Children learned how a stamp is purchased, how a letter is written and posted, how to stand in a queue and how to communicate politely with employees.

The visit also provided an opportunity to practise discipline, patience, responsibility and appropriate social behaviour. Instead of learning these values only through a textbook, children experienced them in an actual public place.

5. Learning Outcome 4: Understanding the Social Importance of the Post Office

The fourth learning outcome was to understand the **role and importance of the post office in society**.

Children learned that the post office supports communication and services for people from different backgrounds and locations. They discussed its importance for rural as well as urban communities and understood how public services connect people with one another.

6. Interdisciplinary Approach

The educational visit was connected with several subjects.

A. Language

Children prepared questions for the postmaster and employees and participated in conversations. They could also write a short report about their visit or describe what they observed.

They learned vocabulary related to the post office, such as **letter, postcard, stamp, parcel, postman and post box**.

B. Mathematics

Mathematics can be integrated through practical activities such as counting stamps, comparing prices, calculating simple postal charges and recording the number of letters or parcels observed.

Children can also prepare a simple table showing different postal services.

C. The World Around Us / EVS

The visit directly connects with EVS because children observe a public service operating in their community. They learn about communication, occupations, services and people's everyday needs.

They can also observe the roles of the postman, postmaster and other employees.

D. Art

Children can draw a **postcard, postage stamp or picture of the post office**. They can also make a drawing showing their experience during the visit.

This allows children to express their observations creatively.

E. Social Science

The teacher can discuss the **history of communication**, the origin and development of the postal system and its role in society. Children can also discuss differences between postal services in villages and cities.

F. Moral Education

The visit provides opportunities to practise **discipline, standing in a queue, politeness, punctuality and responsibility**. These values are experienced naturally during the visit rather than being taught only theoretically.

7. Assessment After the Visit

After returning to school, students can participate in a discussion about what they observed. The teacher can ask questions such as:

- What did you see at the post office?
- What does a postman do?
- What is the purpose of a stamp?
- What is the difference between a letter and a parcel?
- What did you learn about communication?

Students can also prepare drawings, short reports or presentations. Their participation, observations, communication and understanding can be assessed.

Conclusion

The educational visit to the local post office provided children with a **real-life learning experience**. It helped them understand postal services, communication methods, practical life skills and the social importance of the post office.

The visit also demonstrated how one real-world experience can connect **EVS, Language, Mathematics, Art, Social Science and Moral Education**. Such interdisciplinary field trips make learning more practical, engaging and meaningful. They help children understand relationships between different subjects and connect classroom knowledge with their everyday lives.

SECTION B – TASK 3

Five Worksheets for Assessing Students' Learning as per PARAKH Report Card Guidelines

Introduction

Assessment at the foundational and preparatory level should not be limited to memorization or written examinations. It should help the teacher understand what children know, how they apply their knowledge, how they analyse situations, how creatively they communicate and how they demonstrate life skills and values. The PARAKH-oriented approach therefore encourages assessment of different dimensions of children's learning.

For **Class 2 – The World Around Us (EVS)**, five worksheets have been designed. These worksheets assess **understanding, application, analysis, comparison, creativity, communication, life skills and values**.

WORKSHEET 1: Understanding and Concept

Instructions:

Answer the following questions.

1. Write the names of **five parts of our body**.
2. What do plants give us? Write at least **three things**.
3. Look at the pictures and write their names:
 - Tree: _____
 - River: _____
 - Flower: _____
4. Write the names of **two animals or birds** that come near your home.
5. Name two places near your school, such as a park, temple or shop.

Assessment Indicators

- Correct information
- Clarity of understanding
- Picture identification

This worksheet checks whether children can identify familiar objects, places, living things and body parts and connect them with their everyday environment.

WORKSHEET 2: Application

Instructions:

Perform the following tasks.

1. Draw a plant and label its main parts.
2. If you have one bucket of water, where can you use it? Give three examples.
3. What things do you use for cleaning your home?
4. Put  **for correct** and  **for incorrect** actions:
 - a. Watering plants — _____
 - b. Throwing garbage on the road — _____
 - c. Hurting animals — _____
 - d. Feeding grains to birds — _____

Assessment Indicators

- Application ability
- Creativity
- Understanding of values

This worksheet encourages children to use classroom learning in everyday situations. It also connects environmental awareness with responsible behaviour.

WORKSHEET 3: Analysis and Comparison

Instructions:

Answer the following questions.

1. Write **two differences** between day and night.
2. Write two similarities between a dog and a cat.
3. Who takes responsibility for cleanliness at your home and school?
4. Look at the given pictures and identify which place is clean and which place is dirty.

Assessment Indicators

- Ability to compare
- Analytical thinking
- Environmental understanding

This worksheet moves beyond simple recall. Children are required to observe, compare, identify differences and similarities and think about responsibilities in their surroundings.

WORKSHEET 4: Creativity and Communication

Instructions:

1. Write a short poem or story of **4–5 lines** on the topic “**The World of Birds.**”
2. Speak or write two sentences about your favourite animal.
3. Draw a picture on “**The Most Beautiful Place in My Village/City**” and write two sentences about it.
4. Write a letter to your friend and ask one question in the letter.

Assessment Indicators

- Communication skills
- Creativity
- Use of language

This worksheet gives children opportunities to express their ideas through drawing, writing, storytelling and communication. It therefore assesses learning in a more creative manner rather than depending only on fixed-answer questions.

WORKSHEET 5: Life Skills and Values

Instructions:

1. Suppose you are a new student in the school. How will you make friends with your classmates? Write **three ways**.
2. If you see a child falling down, what will you do?
3. Identify which actions are good and which are bad:
 - Playing together — _____
 - Fighting — _____
 - Helping elders — _____
 - Throwing garbage everywhere — _____
4. Whom do you help most in your family and how do you help that person?

Assessment Indicators

- Life skills
- Values
- Social behaviour

This worksheet helps the teacher understand children's attitudes, social behaviour, sense of responsibility and ability to respond to everyday situations.

PARAKH-Oriented Assessment

The five worksheets together cover several important areas of children's development:

Worksheet	Main Area Assessed
1	
Worksheet 1	Understanding and Concepts
Worksheet 2	Application, Creativity and Values
Worksheet 3	Analysis and Comparison
Worksheet 4	Creativity and Communication
Worksheet 5	Life Skills, Values and Social Behaviour

Thus, the assessment is not restricted to factual knowledge. It considers **understanding, application, analysis, creativity, communication, life skills and values**, which are identified in the assignment as important indicators for the PARAKH-oriented report card.

Conclusion

These five worksheets provide a balanced way of assessing Class 2 students in **The World Around Us**. They include questions, drawing, observation, comparison, creative writing, communication and real-life situations. Such varied assessment gives the teacher a broader understanding of each child's learning.

The worksheets can also be used along with **oral questions, classroom activities, observation and student presentations**. This makes assessment continuous and child-friendly and allows the teacher to identify areas where individual children may need further support. The approach therefore connects assessment with the overall development of the child rather than treating assessment only as a test of memory.

SECTION B – TASK 4

Use of Jaadui Pitara / e-Jaadui Pitara / ICT Resource to Teach “Means of Transport”

Introduction

The use of digital resources can make learning more experiential, activity-based and interesting for young children. In **The World Around Us**, children learn better when concepts are connected with things they see and use in everyday life. Jaadui Pitara and e-Jaadui Pitara provide resources such as stories, videos, audio, posters and digital games that can support this type of learning.

For this task, **Class 2** students were taught the concept of “**Means of Transport**” with the help of **e-Jaadui Pitara** digital resources. The teaching was linked with specific learning outcomes so that the use of ICT supported actual learning rather than being used only for entertainment.

1. Selected Concept

Topic: Means of Transport

Class: 2

Subject: The World Around Us

The topic was selected because children regularly see and use different means of transport in their surroundings. The lesson focused mainly on transport by **road, water and air**.

The digital resources showed different vehicles and helped children understand their names, uses and the places where they operate.

2. Selection of ICT Resource

The selected resources from e-Jaadui Pitara included:

- Interactive digital games
- Posters
- Animated videos
- Colourful pictures
- Activities related to different means of transport

The resources were designed in an attractive form suitable for young children. The videos showed different forms of transport and their uses.

The use of pictures, animation and games made it easier for children to connect the lesson with their real-life experiences.

3. Preparation for Teaching

Before beginning the lesson, the teacher arranged a **smart TV/projector or tablets** for displaying the digital resources.

The children were divided into small groups. The teacher opened the e-Jaadui Pitara resources and selected the video and digital game related to means of transport.

The teacher first asked children questions such as:

- How do you come to school?
- Which vehicles have you seen?
- Which vehicle moves on water?

- Which vehicle flies in the sky?

These questions helped the teacher connect children's previous experiences with the new concept.

4. Teaching-Learning Process

First, the teacher showed the animated video. Children observed buses, trucks, bicycles, rickshaws, boats, ships and aeroplanes.

After watching the video, the teacher discussed the different vehicles with the children. Children identified their names and talked about their uses.

Next, the digital game was used. Children had to identify the correct means of transport and match it with the appropriate place.

For example:

- **Bus** → **Road**
- **Boat** → **Water**
- **Aeroplane** → **Air**

The children worked in groups and took turns using the digital device. This encouraged participation and cooperation.

5. Learning Outcomes

A. Identification of Means of Transport

Children became able to identify different means of transport used on roads, in water and in the air.

They learned to recognize examples such as **bus, truck, boat, ship, aeroplane, bicycle and rickshaw**. Pictures and videos helped them learn the names, sounds and uses of different vehicles.

B. Logical Thinking and Classification

The activities helped children develop classification skills. They learned to identify which vehicle belongs to which type of transport.

For example, children understood that a **boat travels on water**, while a **bus travels on roads**.

Thus, the digital activity encouraged children to observe, compare and classify.

C. ICT Literacy

Children also developed basic ICT skills. They learned to use a mouse or touch screen, follow instructions and select appropriate answers in a digital game.

Therefore, technology was used not only to show information but also to provide an opportunity for active learning.

D. Participation and Confidence

The digital game encouraged active participation. Children worked together and participated in a friendly learning environment.

The activity helped children become more confident while answering questions and identifying vehicles.

6. Assessment

After the video and game, a worksheet was provided. Children were asked to identify pictures and write the names of the means of transport.

The teacher also asked oral questions and observed children's participation during the activities.

Individual responses were checked and corrections were provided wherever necessary.

Assessment therefore included:

- Picture identification
- Oral questioning
- Digital game performance
- Worksheet responses
- Classroom participation

7. Inclusion and Child Participation

The ICT-based activity allowed children to learn through **pictures, animation, sound and interaction**. Some children could use tablets individually, while others participated through group activities.

The approach therefore provided different ways for children to engage with the concept.

Conclusion

The use of **Jaadui Pitara/e-Jaadui Pitara and ICT** made the teaching of “Means of Transport” more interactive and connected with children's everyday experiences. Through animated videos, colourful pictures, posters and digital games, children learned to identify different vehicles, classify them according to road, water and air transport, and understand their uses.

The activity also supported **logical thinking, ICT literacy, participation and confidence**. Digital resources therefore helped transform the lesson from simple textbook learning into an engaging and activity-based learning experience.

SECTION B – TASK 5

Board Game / EVS Kit: “Animals Around Us”

Introduction

Teaching **The World Around Us (EVS)** at the primary level becomes more meaningful when children learn through observation, activity, games and interaction. A board game can provide children with an opportunity to learn concepts while playing with their classmates. It can also develop important process skills such as observation, classification, comparison, communication, problem-solving and cooperation.

For this task, an EVS board game titled “**Animals Around Us**” has been prepared. The game is designed to help children learn about animals found around them, their habitats, food habits and characteristics through an enjoyable and experiential activity.

1. Scope and Objectives of the EVS Kit

The main objectives of the board game are:

- To help children identify animals found around them.
- To understand where different animals live.
- To learn about the food habits of animals.
- To identify some basic characteristics of animals.
- To make EVS learning interesting through game-based learning.
- To develop group work, cooperation, logical thinking and problem-solving skills.

The resource can be used for introducing a new concept, revising previously taught content or assessing children's understanding.

2. Materials Required

The EVS kit contains the following materials:

1. Game Board

A colourful board is prepared with different habitats such as:

- Forest
- Farm
- Home
- Water
- Sky

There are approximately 6–8 squares around each habitat.

2. Animal Cards

There are **30 picture cards** showing animals such as:

- Elephant
- Goat
- Lion
- Dog
- Cat
- Fish
- Frog

- Bird
- Horse
- Cow
- Duck

Each card contains the animal's name and a short piece of information.

3. Food Cards

There are **15 food cards**, including grass, meat, grains, fish and milk.

4. Dice

One dice with numbers from 1 to 6 is used to move the player's token.

5. Player Tokens

Four tokens are provided, one for each player.

6. Instruction Manual

The manual contains the objectives, rules, procedure and process skills promoted through the game.

3. Instructional Manual: Steps of the Game

A. Preparation

1. Place the game board in the centre.
2. Keep the animal cards in one separate pile.
3. Keep the food cards in another pile.
4. Each player selects one token.

B. Starting the Game

Each player throws the dice and moves the token according to the number obtained.

When a player's token stops at a particular habitat, the player picks an animal card related to that habitat.

For example, if the token reaches the **water habitat**, the child may pick a card showing a fish, frog or turtle.

C. Question and Answer

The player has to talk about the animal shown on the card:

1. Where does the animal live?
2. What does it eat?
3. What is one special characteristic of the animal?

If the answer is correct, the player receives a **food card as a reward**.

If the answer is incorrect, another player gets an opportunity to answer.

The game continues in the same manner.

4. Additional Activities

The board game can be extended through several activities.

“Make the Animal Sound”

The player has to imitate the sound of the animal shown on the card.

“Match the Food”

Children match an animal card with its appropriate food card.

“Place in the Correct Habitat”

Children place animal cards in their appropriate habitats, such as forest, water, farm or home.

These additional activities make the resource more interactive and provide opportunities for children to demonstrate their understanding in different ways.

5. Process Skills Promoted

The board game develops several important process skills.

1. Observation

Children observe the animal's picture, colour, size, body features and habitat.

2. Classification

Children classify animals according to their habitat, food habits and other characteristics.

3. Comparison

Children compare two or more animals and identify similarities and differences.

4. Communication

Children discuss animals in groups, answer questions and share information with classmates.

5. Problem-Solving

Children have to select appropriate cards, find answers and make decisions during the game.

6. Collaboration

Children learn to play together, follow rules and help one another.

7. Creativity

Children express creativity by making animal sounds, acting like animals and creating simple stories about them.

6. Rules of the Game

The main rules are:

1. Each player throws the dice on their turn.
 2. The player moves the token according to the number on the dice.
 3. The player picks an animal card related to the habitat reached.
 4. The player tells about the animal's habitat, food and one characteristic.
 5. A correct answer earns a food card.
 6. The player collecting the highest number of food cards becomes the winner.
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7. Educational Usefulness

The board game makes EVS learning enjoyable and experiential. Children learn about animals while actively participating instead of only reading information from a textbook.

The game helps develop:

- Environmental awareness
- Observation
- Classification
- Comparison
- Communication
- Cooperation
- Problem-solving
- Discipline

The teacher can use the game for **introduction, revision or assessment** of an EVS concept.

8. Extension of the Resource

The same kit can be expanded by adding cards related to **birds, plants and means of transport**.

ICT can also be integrated with the board game. For example, QR codes may be added to cards so that children can listen to an animal's sound or watch a short related video using an appropriate digital resource.

Conclusion

The “**Animals Around Us**” **Board Game/EVS Kit** is an experiential, enjoyable and educational resource for primary-level children. It combines learning with play and allows children to understand animals, habitats and food habits through direct participation.

The resource also promotes important process skills such as **observation, classification, comparison, communication, problem-solving, collaboration and creativity**. Thus, a simple board game can become a useful classroom resource for making EVS learning active, meaningful and connected with children's experiences.

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