
RAT
BRAND

NIEPID Indian Test of Intelligence

NIEPID

Annexure-4

NIEPID INDIAN TEST OF INTELLIGENCE

NIEPID

Record Form

Name : _____

Sex : _____

Examiner : _____

	Year	Month	Day
DOA:			
DOB:			
Age:			

Total Raw Score to Scaled Score Conversions

Dimensions	Raw Score	Scaled Score	Sum of Scaled Score	Factors
Vocabulary				Knowledge
Information				
Comprehension				
Verbal Analogies				Fluid Reasoning
Object Series				
Arthmetic				Quantitative Reasoning
Spatial Concepts				Visual Spatial Reasoning
Square Construction				
Digit Span Forward				Working Memory
Digit Span Backward				
Number Name Sequencing				
Sum of Scaled Score				Full Scale

Dimension Scaled Score Profile

	Knowledge			Fluid Reasoning		Quantitative Reasoning	Visual Reasoning		Working Reasoning		
	VC	IN	CO	VA	OS	AR	SC	SQ	DF	DB	NS
19	*	*	*	*	*	*	*	*	*	*	*
18	*	*	*	*	*	*	*	*	*	*	*
17	*	*	*	*	*	*	*	*	*	*	*
16	*	*	*	*	*	*	*	*	*	*	*
15	*	*	*	*	*	*	*	*	*	*	*
14	*	*	*	*	*	*	*	*	*	*	*
13	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*

Scale	Sum of Scaled Score	Percentile	Confidence Interval	Full ScaleIQ
NIEPID Indian Test of Intelligence				

NIEPID Indian Test of Intelligence

Factor1:Knowledge			
Dimension1:Vocabulary			
Item No	**Item**	**Response**	**Score**
1	SkippingRope		0 1 2
2	Calendar		0 1 2
3	Lock		0 1 2
4	TrafficLights		0 1 2
5	Cupboard		0 1 2
6	Stapler		0 1 2
7	Axe		0 1 2
8	WeighingMachine		0 1 2
9	Nail		0 1 2
10	Cat		0 1 2
11	Table		0 1 2
12	Friend		0 1 2
13	Ocean		0 1 2
14	Magazine		0 1 2
15	Dictionary		0 1 2
16	Forest		0 1 2
17	Heavy		0 1 2
18	Relax		0 1 2
19	Disappoint		0 1 2
20	Companion		0 1 2
21	Mimic		0 1 2
		Total	

Factor1:Knowledge			
Dimension2:Information			
Item No	**Item**	**Response**	**Score**
1	Sunlight,Water, AirandSoil		0 1
2	Summer,Winter, Rainy,Autumn		0 1
3	Earth		0 1
4	Beetroot,Carrot,Radis h,Potato,Turnip		0 1
5	February		0 1
6	Blood		0 1
7	Liters		0 1
8	JawaharlalNehru		0 1
9	Whenwaterisheatedtoitsbo ilingpoint,Evaporation.		0 1
10	Chlorophyll		0 1
11	Because ofPressurizedSteam		0 1
		Total	

NIEPID Indian Test of Intelligence

Factor1:Knowledge		
Dimension3:Comprehension		
Item No	Response	Score
1		0 1 2
2		0 1 2
3		0 1 2
4		0 1 2
5		0 1 2
6		0 1 2
7		0 1 2
8		0 1 2
9		0 1 2
10		0 1 2
11		0 1 2
12		0 1 2
	Total	

Factor2:FluidReasoning			
Dimension1:VerbalAnalogies			
Item No	**Item/correctresponse**	**Response(in nVerbatim)**	**Score**
1	(Monkey:Climb ::Fish :?) **Swim**		0 1
2	(Monday:Week::January:?) **Month**		0 1
3	(Tree:Leaf::Bird:?) **Feathers/Wings**		0 1
4	(Page:Book::Leaf:?) **Tree/Plant**		0 1
5	(Driver:Bus::Pilot:?) **Aeroplane**		0 1
6	(Foetus:Child::Seed:?) **Plant/Tree**		0 1
7	(Pyramid:Triangle::Cube:?) **Square**		0 1
8	(Phone: Communication ::Aeroplane: ?)**Transportation**		0 1
		Total	

NIEPID Indian Test of Intelligence

Factor2:FluidReasoning		
Dimension2:ObjectSeries		
Item No	Item/Correctresponse	Score
1	C	0 1
2	C	0 1
3	B	0 1
4	A	0 1
5	B	0 1
6	C	0 1
7	C	0 1
8	A	0 1
9	B	0 1
10	C	0 1
11	D	0 1
12	D	0 1
13	C	0 1
14	B	0 1
15	B	0 1
16	D	0 1
17	B	0 1
	Total	

Factor3:QuantitativeReasoning		
Dimension1:Arithmetic		
Item No	**Item/Correctresponse**	**Score**
1	6	0 1
2	8	0 1
3	10	0 1
4	3Pencils	0 1
5	5 Chocolates	0 1
6	4 Coins	0 1
7	2Pencils	0 1
8	15Books	0 1
9	6Ballseach	0 1
10	8Kgs	0 1
11	9Minutes	0 1
12	3Apples=Rs.60	0 1
13	37.5	0 1
	Total	

Factor4:VisualSpatialReasoning			
Dimension1:SpatialConcepts			
Item No	**Item/ correctresponse**	**Response(inVerbatim)**	**Score**
1	1. Leftside 2. Rightside 3. Middle		0 1
2	LeftHand		0 1
3	Farthestleftside		0 1
4	Leftside		0 1
5	Road/Tree/Wall		0 1
6	Leftside		0 1
7	Rightside		0 1
8	East		0 1

NIEPID Indian Test of Intelligence

Total	

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Factor4:VisualSpatialReasoning					
Dimension2:SquareConstructionTest					
Item No	CorrectResponses	Time Taken(inSeconds)	Scores		
					
1			0 Above 60Sec	1 46-60Sec	2 45 Sec
2			0 Above120Sec	1 91-120Sec	2 90 Sec
3			0 Above120Sec	1 91-120Sec	2 90 Sec
4			0 Above120Sec	1 91-120Sec	2 90 Sec
5			0 Above150Sec	1 121-150 Sec	2 120Sec
6			0 Above170Sec	1 141-170 Sec	2 140Sec
7			0 Above170Sec	1 141-170 Sec	2 140Sec

	Total	

Factor5:WorkingMemory			
Dimension1:DigitSpanForward			
Item No	Item/Correctresponse		Score
1	3-8-6	4-2-6	0 1
2	2-4-1-6	6-2-4-7	0 1
3	4-6-3-5-8	6-4-1-7-2	0 1
4	1-3-5-7-9-4	6-2-5-3-1-8	0 1
5	7-4-6-2-5-8-3	2-8-3-6-4-9-1	0 1
6	5-2-6-4-1-3-9-7	3-5-4-1-6-8-2-9	0 1
7	4-1-5-8-3-7-2-6-9	8-3-6-9-5-2-7-1-4	0 1
		Total	

Factor5:WorkingMemory			
Dimension2:DigitSpanBackward			
Item No	Item/Correctresponse		Score
1	1-2	3-1	0 1
2	9-5-2	8-6-3	0 1
3	3-9-4-8	7-3-4-2	0 1
4	2-5-8-7-9	1-3-6-9-7	0 1
5	4-9-1-7-6-3	5-2-4-1-3-6	0 1
6	8-4-5-9-7-1-3	9-4-1-6-8-2-5	0 1
		Total	

Factor5:WorkingMemory				
Dimension3:NumberNameSequence				
Item No	Item/Correctresponse		Response(inVerbatim)	Score
	Trial1	Trial2		
1	2clocks 6bananas	1 doll 3pens		0 1
2	3cows 8grasshoppers 5bottles	2slates 6frocks 4bags		0 1
			Total	

BehaviouralObservations

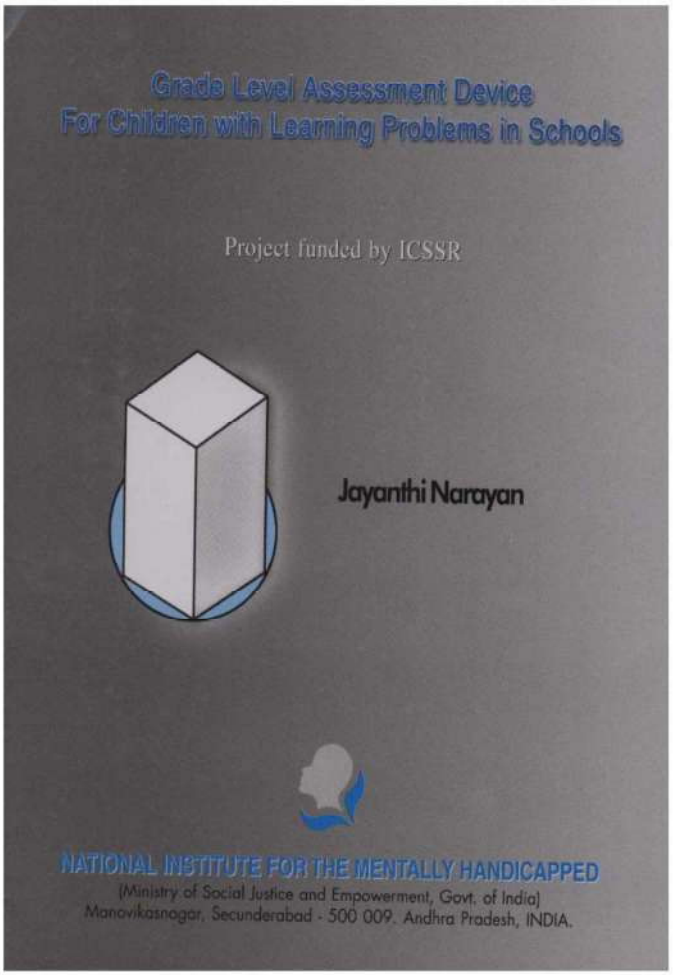
NameofExaminer **SignatureofExaminer**

APPENDIX- IX

NIMHANS Index for SLD

(The NIMHANS Index for SLD is under copyright. The user may follow due process for the use.)

APPENDIX- X


Grade Level Assessment Device
For Children with Learning Problems in Schools
Project funded by ICSSR
Jayanthi Narayan
NATIONAL INSTITUTE FOR THE MENTALLY HANDICAPPED
(Ministry of Social Justice and Empowerment, Govt. of India)
Manovikasnagar, Secunderabad - 500 009. Andhra Pradesh, INDIA.

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

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

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Jayanthi Narayan

ONE MOMENT PLEASE.....

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

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

Jayanthi Narayan

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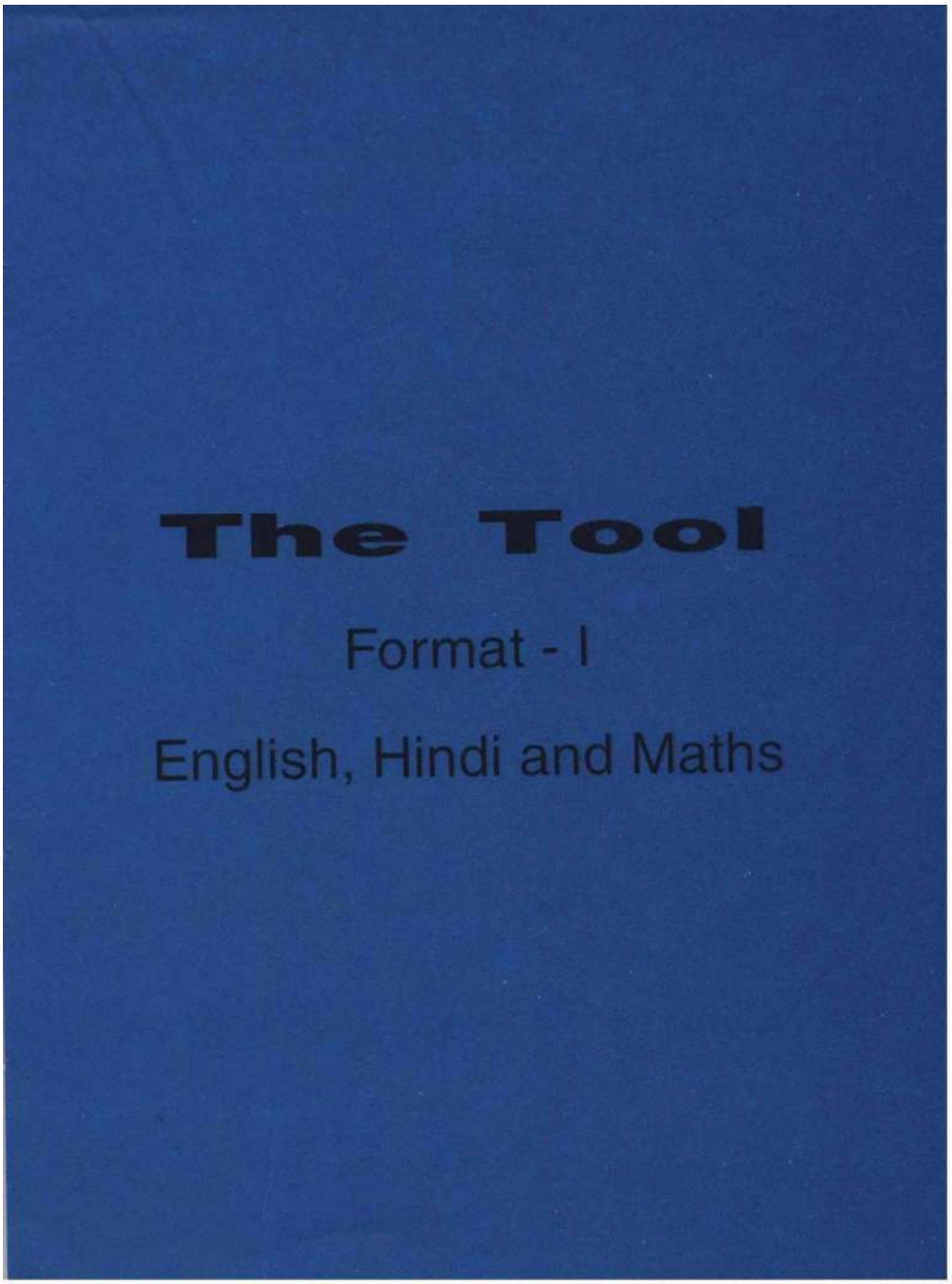

The Tool
Format - I
English, Hindi and Maths

INTRODUCTION LEARNING PROBLEMS - AN OVERVIEW

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

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

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

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

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

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

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

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

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

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

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

REVIEW OF LITERATURE

Brief Historic Overview

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

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

Review of assessment tools in India

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

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

Identification in Preschool years

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

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

Identification in Primary school

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

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

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

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

The Educational assessment process:

1. Check the child's hearing, vision, motor abilities and refer for assistance if needed.

2. Gather data on emotional, cultural, environmental aspects.

3. **Assess behaviour:** some of the associated characteristics of LD children are one or more of the following: hyperactivity, perceptual-motor impairment, attention disorders, impulsivity, disorders of memory, problems in orientation to time and place, and disorders in speech in addition to poor performance in scholastic areas.

4. **Assessment of current level of achievement:** As per the age and exposure to school, the child may be attending a class while his achievement level in one or more subjects below the expected level. Hence, the teacher should assess his achievement in reading, reading comprehension, writing, spelling, arithmetic computation and arithmetic reasoning. Comparing them with the expected level of achievement will provide the extent of discrepancy in the child's achievement.

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

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

Educational service provisions

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

Role of a resource teacher

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

Suggested alternative intervention (Bender, 1992)

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

Update in intervention (Bender, 1993)

- Most of the instructional practices are based on behavioural school of thought.

- Emphasis on systematic behavioural instruction results in daily measures of achievement which is then recorded to determine the needed adaptations in instructions. Precision

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

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

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

- Deficits in social perception and social skills are common in such children for which specific intervention curricular are to be developed.

- The concept of multiple intelligences is a new addition in the area of alternative intervention.

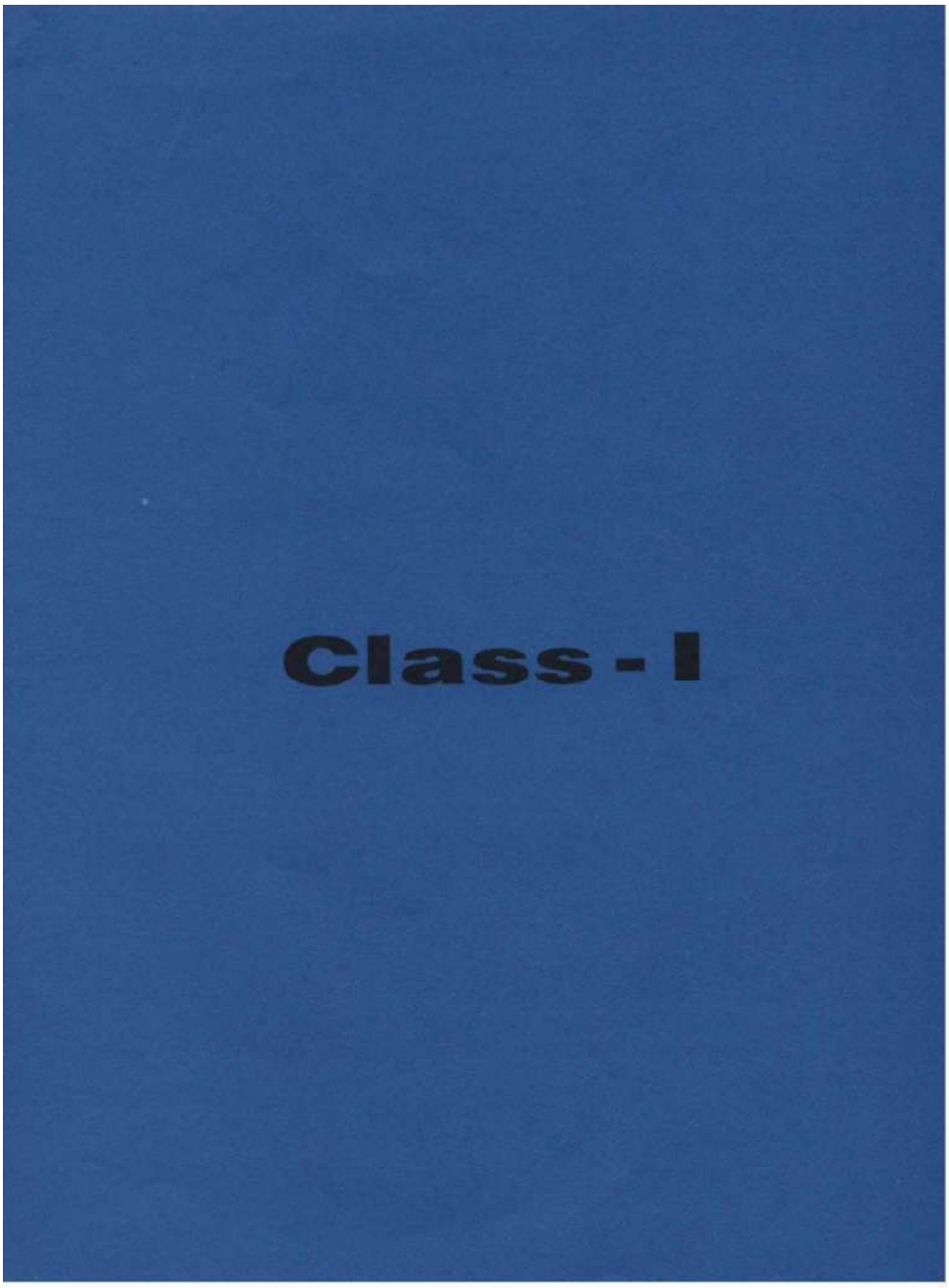
- Separate vocational preparation courses are recommended.

Programmes for learning disabled children in India

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

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

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


Class - I

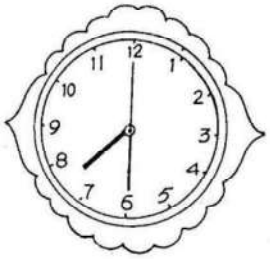
ENGLISH - 1

WORKSHEET

1.1.1
TS= (5x1=5)

1. Point to the picture when asked.

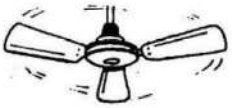
(a)



(b)

(c)

(d)



(e)

ENGLISH - 1

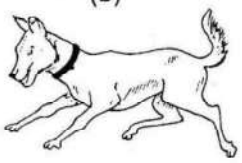
WORKSHEET

1.1.2
TS= (5x1=5)

1. Point to the picture when asked.

(a)

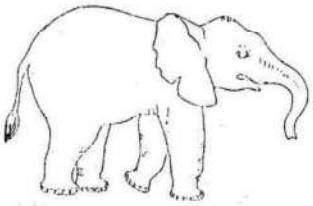
(b)



(c)

(d)

(e)



ENGLISH - 1

WORKSHEET

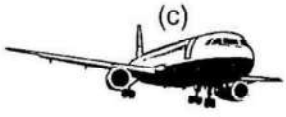
1.1.3
TS= (5x1=5)

1. Point to the picture when asked.

(a)

(b)

(c)



(d)

(e)

3

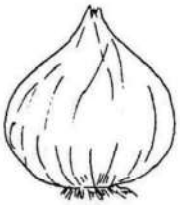
ENGLISH - 1
WORKSHEET

1.1.4
TS= (5x1=5)

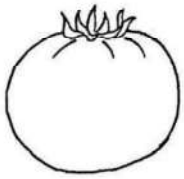
1. Point to the picture when asked.

(a)

(b)



(c)



(d)

(e)

4

ENGLISH - 1

WORKSHEET

1.2.1
TS= (5x1=5)

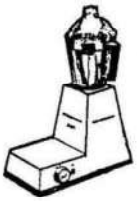
1. What is this?

(a)

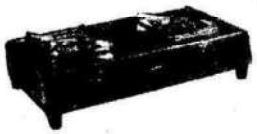
(b)

(c)

(d)



(e)



2 5

ENGLISH - 1
WORKSHEET

1.2.2
TS= (5x1=5)

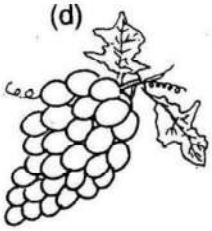
1. What is this?

(a)

(b)

(c)

(d)



(e)

6

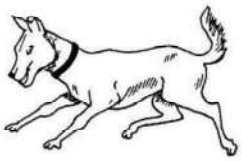
ENGLISH - 1

WORKSHEET

1.2.3
TS= (5x1=5)

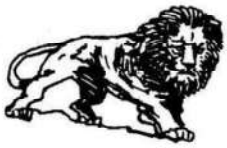
1. What is this?

(a)

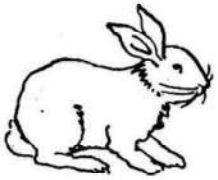


(b)

(c)



(d)



(e)

ENGLISH - 1

WORKSHEET

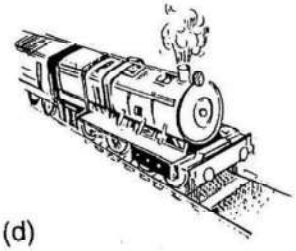
1.2.4
TS= (5x1=5)

1. What is this?

(a)

(b)

(c)



(d)

(e)

ENGLISH - 1

WORKSHEET

1.3
TS= (5x1=5)

1. What is happening in these pictures?

(a)

(b)

(c)

(d)

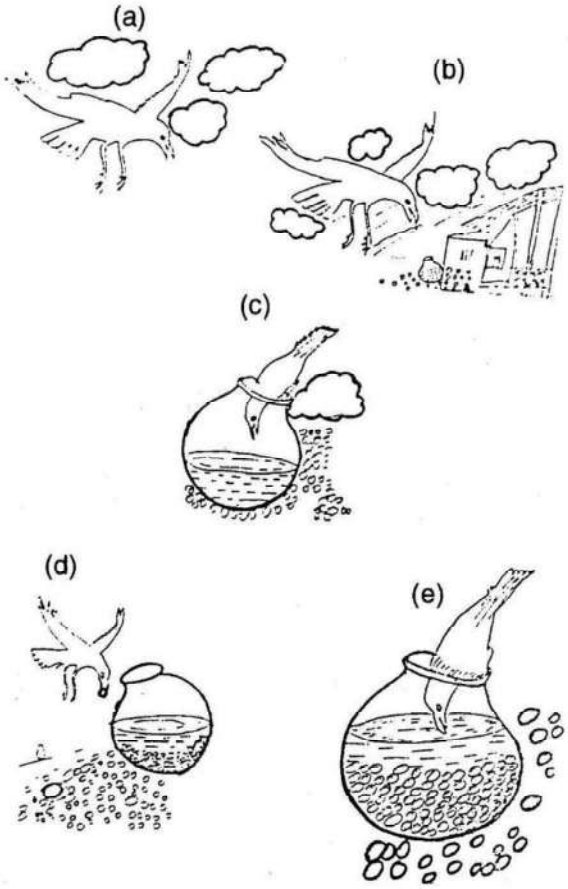
(e)

ENGLISH - 1

WORKSHEET

1.4
TS= (5x1=5)

1. What is happening in these pictures?



10

ENGLISH - 1
WORKSHEET

2.1
TS = (5x1=5)

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

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

ENGLISH - 1
WORKSHEET

2.2
TS = (5x1 = 5)

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

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

12

ENGLISH - 1
WORKSHEET

2.3
TS = (.25 x 4) 5 = 5

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

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

ENGLISH - 1
WORKSHEET

2.4
TS = (20x.5=10)

1. Read the following letters.

A	E	V	N
P	B	R	B
Q	O	C	G
H	T	F	I
M	N	V	W

ENGLISH - 1

WORKSHEET

2·5
TS= (20X.5=10)

1. Read the following letters.

a	e	o	c
b	p	d	g
g	q	y	j
m	n	u	h
f	t	l	r

15

ENGLISH - 1
WORKSHEET

2·6
TS=6(3x2=6)

1. Listen carefully. Then answer the questions.

Sita is sitting on a chair.

She is reading a book.

She went to school in the morning.

She will go out to play in the evening.

(a) Where is Sita sitting?

(b) When did she go to school?

(c) When will she go out to play?

ENGLISH - 1
WORKSHEET

2·7
TS = (5X1 = 5)

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

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

ENGLISH - 1
WORKSHEET

2·8
TS = (5X1 = 5)

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

Eg:j	**c**	**(j)**	**b**	**w**
(a)		**(b)**		
e	**c**	**e**	**o**	**a**
x	**c**	**e**	**x**	**o**
d	**p**	**g**	**d**	**b**
on	**om**	**an**	**no**	**on**
dpb	**bpp**	**dpb**	**bpd**	**dpd**

ENGLISH - 1
WORKSHEET

2·9
TS = (.25 x 4) 5 = 5

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

Eg:a	(a)s	d(a)n	se(a)	(a)lf(a)
(a)		(b)		
i	in	bite	uni	fright
z	zoo	cozy	jazz	dizzy
o	on	foe	go	pious
e	end	sea	see	never
u	under	put	you	daughter

ENGLISH - 1
WORKSHEET

3.1
TS= (10x1=10)

1. Copy the following alphabets.

A	D	M	N	H
-----	-----	-----	-----	-----
c	g	d	e	f
-----	-----	-----	-----	----

20

ENGLISH - 1
WORKSHEET

3.2
TS= (5x.5=2.5)

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

APPLE THREE HEAD

BAG THAT

ENGLISH - 1
WORKSHEET

3·3
TS= (5x.5=2.5)

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

finger	red	mother
tall	sitting	

ENGLISH - 1

WORKSHEET

3.4
TS= (.5x10=5)

1. Read the following words.

ten	bill	tongue	tin
bull	to	on	so
go	no		

ENGLISH - 1
WORKSHEET

3.5
TS = (.5x10=5)

1. Read the following words.

THAT	TAN	BALL	READING
THESE	IF	IN	IT
IN	OF		

ENGLISH - 1
WORKSHEET

3. 6
TS= (2X2=4)

1. Listen carefully. Then answer the questions.

There is a monkey.
It is on a mango tree.

There is a mango.
It is in the monkey's left hand.

(a) What is on the tree?

(b) Where is the mango?

ENGLISH - 1
WORKSHEET

3. 7
TS= (5X2=10)

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

This is tea.
This is coffee.
Tea is in the cup.
Coffee is in the glass.
That is milk. It is in the jug.
The jug is on the table.
The spoons are on the floor.

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

ENGLISH - 1
WORKSHEET

3.8
TS= (10x1=10)

1. DICTATION: Write the words when dictated.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ENGLISH - 1

WORKSHEET

3.9
TS= (10x1=10)

1. DICTATION: Write the words when dictated.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

ENGLISH - 1

WORKSHEET

4.1
TS= (5x2=10)

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

There are some women.
They are sitting in that room on chairs.
Women are knitting.
There are five men sitting on the floor.
They are playing a game.
Men are wearing black caps.

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

ENGLISH - 1
WORDLIST
FOR DICTATION

'or Item Number (3.8)

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

›r Item Number (3.9)

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

ENGLISH - 1

SCORING-SHEET

Name of the child:
Class attending :

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

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

Time of Starting :
Time of Finishing :

Class I: Language (English)

R 1.1.1 (1)
(Watch) _____
(Telephone) _____
(Chair) _____
(Fan) _____
(Cup) _____
1.1.2 (1)
(Lion _____
(Dog) _____
(Cat) _____
(Rat) _____
(Elephant) _____
1.1.3 (1)
(Scooter) _____
(Cycle) _____
(Aeroplane) _____
(Bus) _____
(Car) _____
1.1.4 (1)
(Rose) _____
(Onion) _____
(Tomato) _____
(Apple) _____
(Grapes) _____
1.2.1 (1)
(Bed) _____
(Umbrella) _____
(Television) _____
(Mixie) _____
(Gas stove) _____
1.2.2 (1)
(Apple) _____
(Mango) _____
(Banana) _____
(Grapes) _____
(Pineapple) _____

1.2.3 (1)
(Dog) _____
(Cat) _____
(Lion) _____
(Rabbit) _____
(Giraffe) _____
1.2.4 (1)
(Cycle) _____
(Scooter) _____
(Train) _____
(Bus) _____
(Auto) _____
1.3 (1)
(Playing) _____
(Dancing) _____
(Sleeping) _____
(Brushing) _____
(Eating) _____
1.4 (1)
(a) _____
(b) _____
(c) _____
(d) _____
(e) _____
2.1 (1)
(A) _____
(N) _____
(O) _____
(H) _____
(P) _____
2.2 (1)
(C) _____
(W) _____
(J) _____
(Z) _____
(K) _____

2.3 (.25)
(b) _____
(l) _____
(m) _____
(f) _____
(h) _____
2.4 (.5)
(A) _____
(E) _____
(V) _____
(N) _____
(P) _____
(B) _____
(R) _____
(B) _____
(Q) _____
(O) _____
(C) _____
(G) _____
(H) _____
(T) _____
(F) _____
(I) _____
(M) _____
(N) _____
(V) _____
(W) _____
2.5 (.5)
(a) _____
(e) _____
(o) _____
(c) _____
(b) _____
(p) _____
(d) _____
(g) _____

(g)_____
(q)_____
(y)_____
(j)_____
(m)_____
(n)_____
(u)_____
(h)_____
(f)_____
(t)_____
(l)_____
(r)_____

2.6 (2)
(a)_____
(b)_____
(c)_____

W 2.7 (1)
(a)_____
(b)_____
(n)_____
(wn)_____
(szc)_____

2.8 (1)
(e)_____
(x)_____
(d)_____
(on)_____
(dpb)_____

2.9 (.25)
(i)_____
(z)_____
(o)_____
(e)_____
(u)_____

3.1 (1)
(A)_____
(D)_____
(M)_____
(N)_____
(H)_____
(c)_____
(g)_____
(d)_____
(e)_____
(f)_____

3.2 (.5)
(APPLE)_____
(THREE)_____
(HEAD)_____
(BAG)_____
(THAT)_____

ENGLISH - 1

3.3 (.5)
(finger)_____
(red)_____
(mother)_____
(tall)_____
(sitting)_____

3.4 (.5)
(ten)_____
(bill)_____
(tongue)_____
(tin)_____
(bull)_____
(to)_____
(on)_____
(so)_____
(go)_____
(no)_____

3.5 (.5)
(THAT)_____
(TAN)_____
(BALL)_____
(READING)_____
(THESE)_____
(IF)_____
(IN)_____
(IT)_____
(IN)_____
(OF)_____

3.6 (2)
(a)_____
(b)_____

3.7 (2)
(a)_____
(b)_____
(c)_____
(d)_____
(e)_____

3.8 (1)
(1)_____
(2)_____
(3)_____
(4)_____
(5)_____
(6)_____
(7)_____
(8)_____
(9)_____
(10)_____

3.9 (1)
(1)_____
(2)_____
(3)_____
(4)_____
(5)_____
(6)_____
(7)_____
(8)_____
(9)_____
(10)_____

4.1 (2)
(a)_____
(b)_____
(c)_____
(d)_____
(e)_____

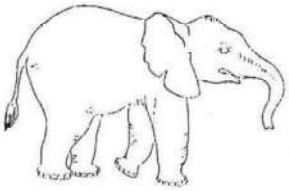
Maximum Marks :
Marks Obtained :
Percentage :

हिन्दी-1

कार्यपुस्तिका

1.1.1
कुलअंक = (5x1=5)

पूछे गये चित्र को दिखाओ :

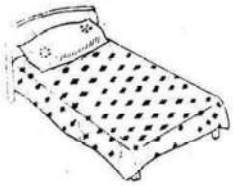


हिन्दी-1

कार्यपुस्तिका

1.1.2
कुलअंक = (5x1=5)

पूछे गये चित्र को दिखाओ :

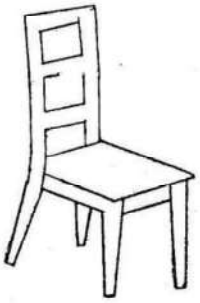


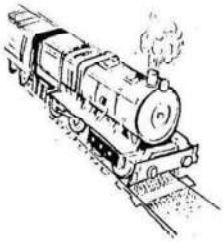
हिन्दी-1

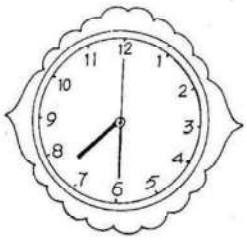
कार्यपुस्तिका

1.1.3
कुलअंक = (5x1=5)

पूछे गये चित्र को दिखाओ :





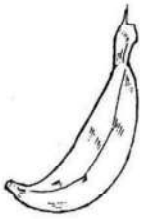


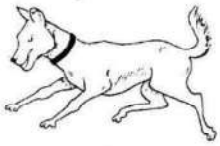
हिन्दी-1

कार्यपुस्तिका

1.1.4
कुलअंक = (5x1=5)

यह क्या है?



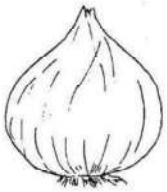


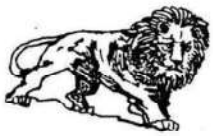
हिन्दी-1

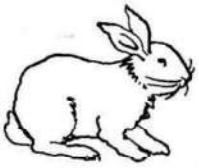
कार्यपुस्तिका

1.1.5
कुलअंक = (5x1=5)

यह क्या है?





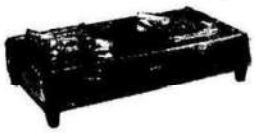


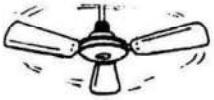
हिन्दी-1

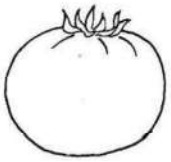
कार्यपुस्तिका

1.1.6
कुलअंक = (5x1=5)

यह क्या है?







हिन्दी-1

कार्यपुस्तिका

2.1
कुलअंक = (5x1=5)

यहाँ क्या हो रहा है?

हिन्दी-1

कार्यपुस्तिका

3.1
कुलअंक = (10x1=10)

पढ़ो :

सेब	खेत	जेब	केला
मेला	बाजा	सवेरा	करेला
खाना	अनार		

हिन्दी-1

कार्यपुस्तिका

3.2
कुलअंक = (10x1=10)

पढ़ो :

बस	नल	घास	बोल
कलम	माला	तबला	कान
कमरा	बारात		

हिन्दी-1

कार्यपुस्तिका

4.1
कुलअंक = (5x10=5)

नीचे लिखे शब्दों में रेखांकित अक्षरों को दिखाओ।

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

हिन्दी-1

कार्यपुस्तिका

4.2
कुलअंक = (5x10=5)

नीचे लिखे शब्दों में रेखांकित अक्षरों को दिखाओ।

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

हिन्दी-1

कार्यपुस्तिका

4.3
कुलअंक = (5x1=5)

पढ़ो :

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

जवाब दो।

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

हिन्दी-1

कार्यपुस्तिका

5.1
कुलअंक = (10x1=10)

रेखांकित वर्ण को ○ करो

जैसे	ब	ष	ⓑ	व	ज्ञ
	अ	उ	आ	औ	अ
	य	थ	य	प	भ
	प	ष	प्र	प	पृ
	ई	ड	ड	ई	इ
	घ	छ	ध	घ	थ
	ज	च	ण	ज	ञ
	क	फ	व	क	व
	र	श	स	ख	र
	म	म	ग	भ	झ
	ट	द	ढ	ठ	ट

हिन्दी-1

कार्यपुस्तिका

5.2
कुलअंक = (10x1=10)

रेखांकित वर्ण को ◯ करो

जैसे	उ	ऊ	(उ)	अ	अं
	व	प	न	व	ष
	ऐ	ऐ	ओ	ए	ई
	फ	झ	म	फ	ञ
	न	त	न	च	ज
	ध	छ	घ	ध	थ
	ख	श	ख	झ	फ
	त	त्र	ट	प	त
	ओ	औ	आ	अं	ओ
	ऋ	ऊ	ज्ञ	ऋ	क्ष
	ढ	द	ठ	ड	ढ

हिन्दी-1

कार्यपुस्तिका

5.3
कुलअंक = (10x1=10)

लिखो :

ण	ञ	छ	झ	त
—	—	—	—	—
ह	ज्ञ	ष	ठ	क्ष
—	—	—	—	—

हिन्दी-1

कार्यपुस्तिका

5.4
कुलअंक = (20x1=20)

लिखो :

कम	रथ	फल	थन	मत
___	___	___	___	___
सड़क	कमल	बहन	पवन	इंजन
___	___	___	___	___
मृग	घड़ी	खेलो	सोना	तोता
___	___	___	___	___
चक्का	पालना	सहेली	बन्दर	जलेबी
___	___	___	___	___

हिन्दी-1

कार्यपुस्तिका

6.1
कुलअंक = (10x1=10)

सुनो और लिखो :

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

हिन्दी-1

कार्यपुस्तिका

6.2
कुलअंक = (10x1=10)

सुनो और लिखो :

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

हिन्दी-1

कार्यपुस्तिका

7.1
कुलअंक = (5x1=5)

पढो :

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

उत्तर लिखो :

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

हिन्दी-1

शब्द सूची

मद सं 6.1 के लिए :

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

मद सं 6.2 के लिए :

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

SCORING- SHEET

Name of the child :
Class Attending :

Sl.No:
Date of testing:

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

Time of Starting :
Time of Finishing :

Class I: Hindi:

प 1.1.1 (1)
(गुलाब)_____
(जिराफ)_____
(हाथी)_____
(स्कूटर)_____
(अंगूर)_____

1.1.2 (1)
(पलंग)_____
(कार)_____
(छाता)_____
(कप)_____
(टेलीफोन)_____

1.1.3 (1)
(मिक्सी)_____
(कुर्सी)_____
(रेलगाडी)_____
(अनन्नास)_____
(घड़ी)_____

1.1.4 (1)
(चूहा)_____
(आम)_____
(केला)_____
(साइकिल)_____
(कुत्ता)_____

1.1.5 (1)
(बिल्ली)_____
(ऑटो)_____
(प्याज)_____
(सिंह)_____
(खरगोश)_____

1.1.6 (1)
(सेब)_____
(गैस स्टोव)_____
(पंखा)_____
(टमाटर)_____
(टेलीविजन)_____

2.1 (1)
(नहाना)_____
(पीना)_____
(पढना)_____
(स्किपिंग)_____
(नमस्ते)_____

3.1 (1)
(सेब)_____
(खेत)_____
(जेब)_____
(केला)_____
(मेला)_____
(बाजा)_____
(सवेरा)_____
(करेला)_____
(खाना)_____
(अनार)_____

3.2 (1)
(बस)_____
(नल)_____
(घास)_____
(बोल)_____
(कलम)_____
(माला)_____
(तबला)_____
(कान)_____
(कमरा)_____
(बारात)_____

4.1 (.5)
(म)_____
(प)_____
(च)_____
(र)_____
(ग)_____
(पे)_____
(खे)_____
(ल)_____
(स)_____
(थ)_____

4.2 (.5)
(क)_____
(ह)_____
(उ)_____
(ज)_____
(प)_____
(व)_____
(द)_____
(य)_____
(अ)_____
(ब)_____

4.3 (1)
(1)_____
(2)_____
(3)_____
(4)_____
(5)_____

ल 5.1 (1)
(अ)_____
(य)_____

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

5.2 (1)

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

5.3 (i)

(ण)_____
(ञ)_____
(छ)_____
(झ)_____
(त)_____
(ह)_____
(ज्ञ)_____
(प)_____
(ठ)_____
(क्ष)_____

5.4 (1)

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

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

6.1 (1)

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

6.2 (1)

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

7.1 (1)

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

Maximum Marks :
Marks Obtained :
Percentage :

MATHEMATICS-1

WORKSHEET

1.1
TS= (5x1=5)

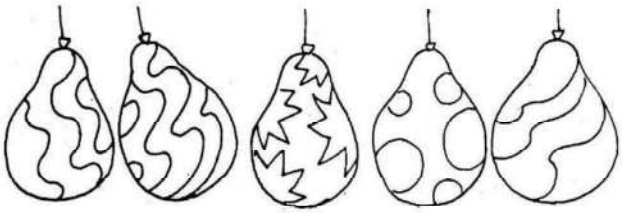
1. Count and say.

(a) 

(b) 

(c) 

(d) 

(e) 

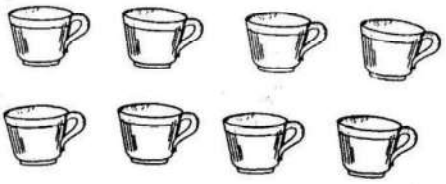
55

MATHEMATICS-1

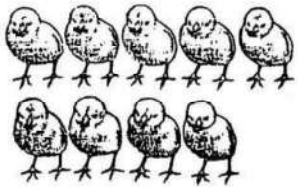
WORKSHEET

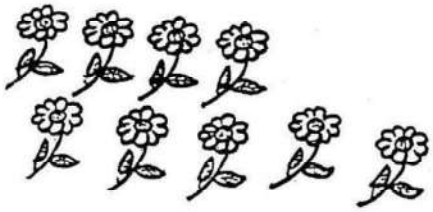
1.2
TS= (5x1=5)

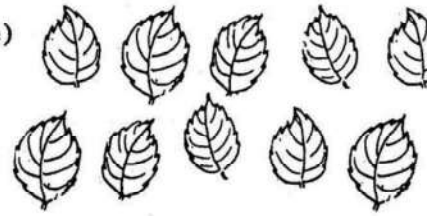
1. Count and say.

(a) 

(b) 

(c) 

(d) 

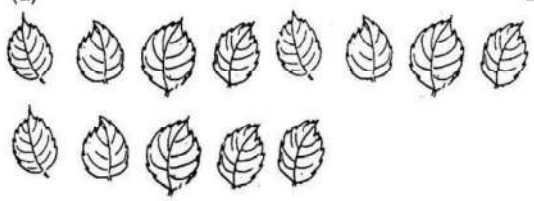
(e) 

MATHEMATICS-1
WORKSHEET

1. Count and say.

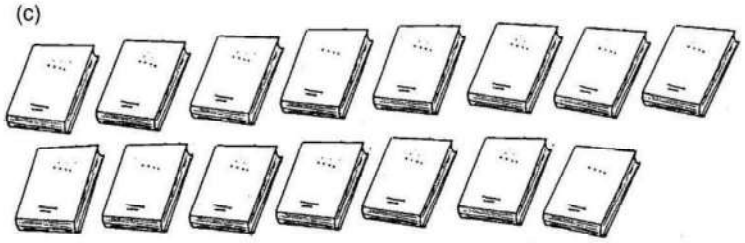
1.3
TS= (5x1=5)

(a)

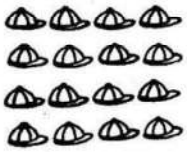


(b)

(c)



(d)



(e)

MATHEMATICS-1
WORKSHEET

2.1
TS= (5x1 = 5)

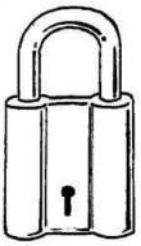
1. Point to the coin when asked.

MATHEMATICS-1

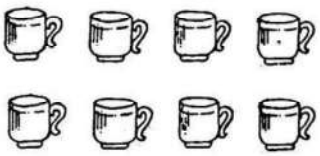
WORKSHEET

2.2
TS= (5x1=5)

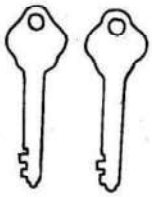
1. Count and write.



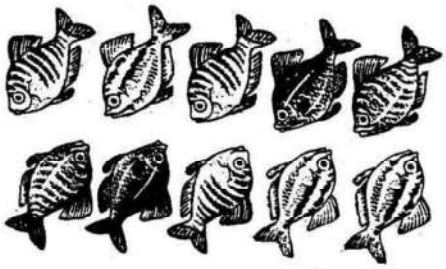
_____



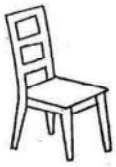
_____



_____



_____



_____

MATHEMATICS-1

WORKSHEET

2.3
TS= (1x5 = 5)

1. Circle the number when told.

(a) 3 7 5 6

(b) 3 2 4 7

(c) 12 18 11 21

(d) 27 17 70 72

(e) 100 10 101 110

MATHEMATICS-1

WORKSHEET

2.4

TS= (5x1=5)

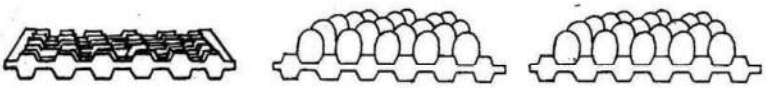
1. Point to :

(a) The book with zero label.

(b) The tank with zero fish.

(c) The shirt with zero buttons.

(d) The tray with zero eggs.



(e) The stalk with zero leaves.

MATHEMATICS-1
WORKSHEET

2.5
TS= (10x1=10)

1. Say numbers backward from 10-1.

2. Say numbers backward from 20-1.

2.6
TS= (20x1=20)

MATHEMATICS-1

WORKSHEET

2.7
TS=5(5x1=5)

1. When asked tell the answer.

(a) 4 + 5 =

(b) 2 + 3 =

(c) 2 + 7 =

(d) 6 + 4 =

(e) 8 + 3 =

MATHEMATICS-1

WORKSHEET

2.8
TS= (7x1=7)

1. Point to the amount when asked.

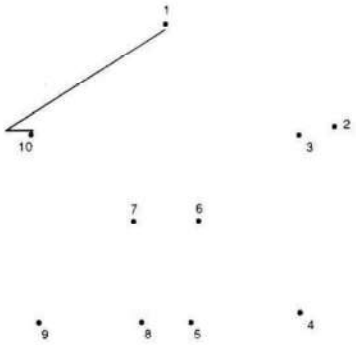
64

MATHEMATICS-1

WORKSHEET

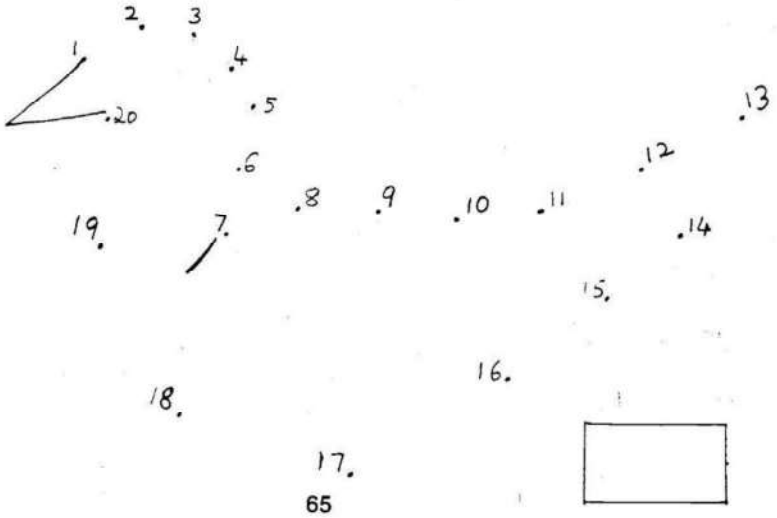
2.9
TS= (.5x10=5)

1. Join the dots.



3.1
TS= (20x1=20)

2. Join the dots.

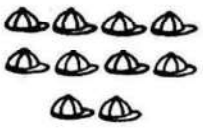


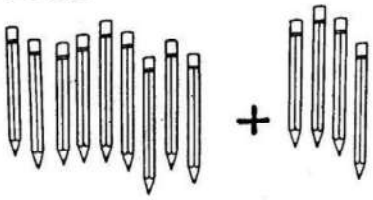
MATHEMATICS-1

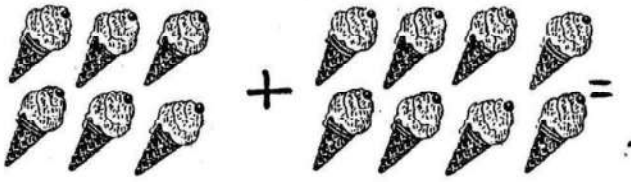
WORKSHEET

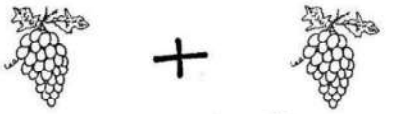
3.2
TS= (5x1 =5)

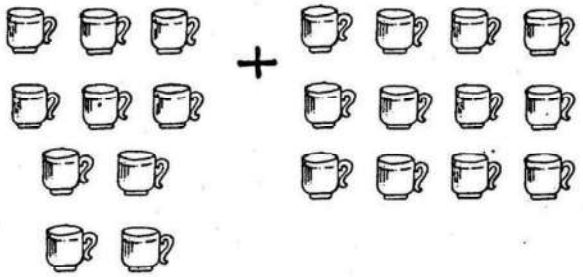
1. Write how many are there together?

(a)  +  = _____

(b)  = _____

(c)  = _____

(d)  = _____

(e)  = _____

MATHEMATICS-1

WORKSHEET

3.3
TS= (.25x20)=5

1. Fill up the blanks.

(a) 1 _____ 3

(b) 0 _____ 2

(c) 4 _____ 6

(d) 9 _____ 11

(e) 20 _____ 22

(f) 34 ___ ___ 37

(g) 22 ___ ___ ___ 26

(h) 55 ___ ___ ___ 59

(i) 60 ___ ___ ___ 64

(j) 72 ___ ___ ___ ___ 77

MATHEMATICS-1

WORKSHEET

3.4
TS= (14x1=14)

1. Add and Write:

(A)

(a) 2 + 3 = _____

(b) 6 + 3 = _____

(c) 4 + 5 = _____

(d) 8 + 9 = _____

(e) 5 + 5 = _____

(f) 6 + 7 = _____

(g) 10 + 2 = _____

(h) 10 + 10 = _____

(B)

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

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

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

MATHEMATICS-1

WORKSHEET

3.5
TS= (5x1=5)

1. Listen carefully and answer the question.

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

_____

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

_____

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

_____

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

_____

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

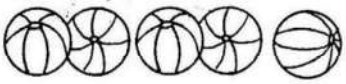
_____

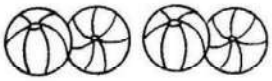
MATHEMATICS-1

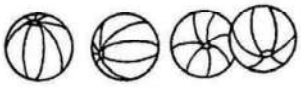
WORKSHEET

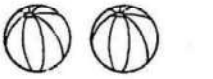
3.6
TS= (5x1=5)

1. Write > or < wherever applicable.









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MATHEMATICS-1

WORKSHEET

3.7
TS= (5x1=5)

1. Add and Write:

(a) 39
+ 40
_____
_____

(b) 42
+ 22
_____
_____

(c) 46
+ 21
_____
_____

(d) 71
+ 68
_____
_____

(e) 72
+ 96
_____
_____

MATHEMATICS-1

WORKSHEET

3.8
TS= (10x1=10)

1. Subtract and Write:

(A)

(a) 4
− 2
_____
_____

(b) 6
− 3
_____
_____

(c) 7
− 4
_____

(d) 8
− 2
_____
_____

(e) 9
− 0
_____
_____

(B)

(a) 3 - 2 = _____

(b) 4 - 0 = _____

(c) 5 - 4 = _____

(d) 6 - 5 = _____

(e) 7 - 3 = _____

MATHEMATICS-1

WORKSHEET

3.9
TS= (5x1=5)

1. Find the value and Write:

(a) 1 6
− 3
_____
_____

(b) 1 4
− 1 3
_____
_____

(c) 1 8
− 1 1
_____
_____

(d) 1 2
− 1 0
_____
_____

(e) 1 9
− 0
_____
_____

MATHEMATICS - 1
SCORING-SHEET

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

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

Time of Starting :
Time of Finishing :

Class I: Mathematics:

1.1 (1)
(a) 1
(b) 3
(c) 5
(d) 4
(e) 5

1.2 (1)
(a) 8
(b) 4
(c) 9
(d) 9
(e) 10

1.3 (1)
(a) 13
(b) 7
(c) 15
(d) 16
(e) 12

2.1 (1)
(Rs 2) _____
(Rs 5) _____
(0.50 Ps) _____
(0.25 Ps) _____
(Re 1) _____

2.2 (1)
(1) _____
(8) _____
(2) _____
(10) _____
(1) _____

2.3 (1)
(a) _____
(b) _____
(c) _____
(d) _____
(e) _____

2.4 (1)
(a) _____
(b) _____
(c) _____
(d) _____
(e) _____

2.5 (1)
(10) _____
(9) _____
(8) _____
(7) _____
(6) _____
(5) _____
(4) _____
(3) _____
(2) _____
(1) _____

2.6 (1)
(20) _____
(19) _____
(18) _____
(17) _____
(16) _____
(15) _____
(14) _____
(13) _____
(12) _____
(11) _____
(10) _____
(9) _____
(8) _____
(7) _____
(6) _____
(5) _____
(4) _____
(3) _____
(2) _____
(1) _____

2.7 (1)
(9) _____
(5) _____
(9) _____
(10) _____
(11) _____

2.8 (1)
(Re.1) _____
(Rs.10) _____
(Rs.50) _____
(Rs.5) _____
(Rs.2) _____
(Rs.100) _____
(Rs.20) _____

2.9 (.5)
(1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____
(7) _____
(8) _____
(9) _____
(10) _____

3.1 (1)
(1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____
(7) _____
(8) _____
(9) _____
(10) _____
(11) _____
(12) _____
(13) _____

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

3.2 (1)
(a) 11
(b) 13
(c) 14
(d) 2
(e) 22

3.3 (.25)
(2)_____
(1)_____
(5)_____
(10)_____
(21)_____
(35,36)_____
(23,24,25)_____
(56,57,58)_____
(61,62,63)_____
(73,74,75,76)_____

3.4 (1)
A (5)_____
(9)_____
(9)_____
(11)_____
(10)_____
(13)_____
(12)_____
(20)_____
B (5)_____
(7)_____
(9)_____
(9)_____
(15)_____
(14)_____

3.5 (1)
(2)_____
(11)_____
(9)_____
(5)_____
(12)_____

3.6 (1)
(<)_____
(>)_____
(>)_____
(<)_____
(>)_____

3.7 (1)
(79)_____
(64)_____
(67)_____

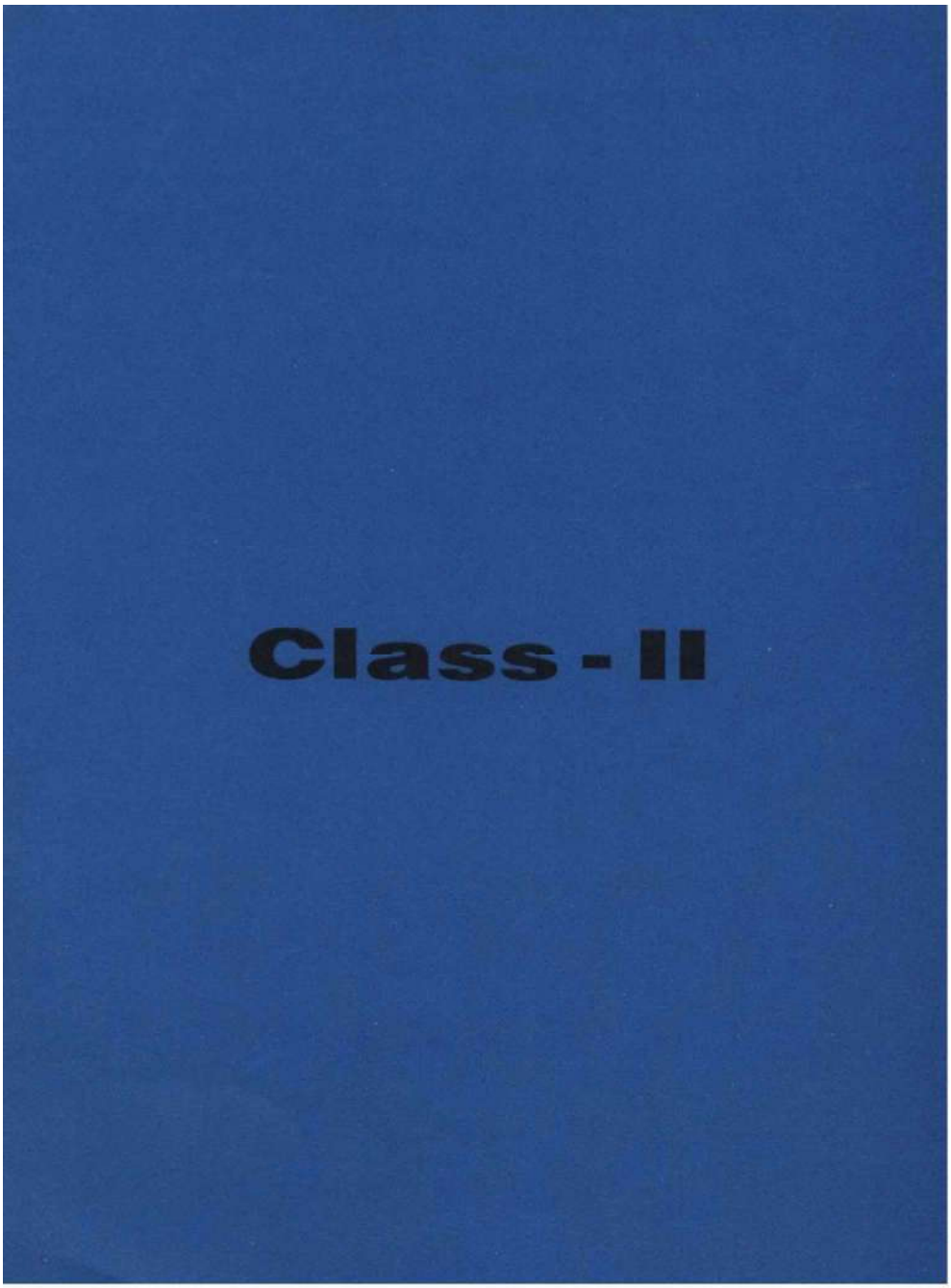
MATHEMATICS - 1

(139)_____
(168)_____

3.8 (1)
A (2)_____
(3)_____
(3)_____
(6)_____
(9)_____
B (1)_____
(4)_____
(1)_____
(1)_____
(4)_____

3.9 (1)
(13)_____
(1)_____
(7)_____
(2)_____
(19)_____

Maximum Marks :
Marks Obtained :
Percentage :


Class - II

ENGLISH - 2
WORKSHEET

1
TS=(10x1=10)

1. Read the following.

x w k q h

j m v z i

77

ENGLISH - 2
WORKSHEET

2
TS= (5x2=10)

1. Read the following.

1. A dog has a tail. A cat has a tail too. Cats and dogs have tails.

2. I have some silk shirts. Here is one. Please look at it. It is a good shirt.

3. There is a big well in the village. The women go to the well and bring water for their homes. The villagers wash their clothes and bathe in the river.

4. Once there lived an old saint. He was very kind to all birds and animals. A mouse lived near his cottage. The saint gave it something to eat daily.

5. This is India. It is the land of great men and women. It is the land of high mountains and deep valleys. It is the land of big rivers and fertile plains.

ENGLISH - 2
WORKSHEET

3
TS=(10x1=10)

1. Spell the following words.

(1) Behind

(2) Together

(3) Village

(4) Listen

(5) Breakfast

(6) Morning

(7) Coffee

(8) Hungry

(9) Ground

(10) Standing

ENGLISH - 2
WORKSHEET

1. Listen carefully :

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

Old man	**: What are you doing my little girl? Where are you going?**
Sita	**: I am going home. I don't know the way.**
Old man	**: Don't cry, where do you live?**
Sita	**: In our house. It is near a big tree.**
Old man	**: What tree is it? And where?**
Sita	**: I don't know. It is a big tree near our house.**
Old man	**: Do you know your father's name? Where does he work?**
Sita	**: His name is Shamu. He works in fields,he digs there.**
Old man	**: I don't know him. There are some men in the field there. Come, Let's ask them the way.**
Sita	**: Yes, thank you. Look, there is the butterfly. It is near the big stone. Let us try and catch it. Sita ran after the butterfly. Then she saw her house and reached home.**

ENGLISH - 2
WORKSHEET

(4 Continued)
TS = 5x1 = 5

1. Tell answers:

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

_____

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

_____

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

_____

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

_____

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

_____

ENGLISH - 2

WORKSHEET

5
TS= (5x1=5)

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

reading opening cooking running

drinking

1. She is _____ a box.

2. He is _____ tea.

3. They are _____ on the track.

4. She is _____ news.

5. She is _____ food.