Date: 19/07/24

Assessment Policy: Middle stage - VI to VIII

As per NEP-2020, the middle stage consists of three years of schooling: Class-6, Class7- and Class-8. The **curricular areas** progress from the foundation stage and preparatory stage as follows:

FOUNDATION STAGE *(Nur-II)*	**PREPARATORY STAGE *(III-V)***	**MIDDLE STAGE *(VI-VIII)***
Language & Literacy Development	R1 (English)	R1(English)
	R2 (Hindi)	R2(Hindi)
	--	R3(French, German, Sanskrit)
Cognitive Development	Mathematics	Mathematics
	Computational Thinking	Computational Thinking
	World Around Us	Science
		Social Science
Seva	⇧ Vocational Education subsumed in World Around Us.	Vocational/Skill education (Annexure) ***Engaging with Life & Nature*** ->agriculture, animal husbandry, nursery, pest control, etc ***Engaging with Machine & Material*** ->mechanic shops, carpentry, tailoring etc ***Engaging with People*** ->hotels, restaurant, hospitals, gyms, old-age homes, beauty salons, etc)
Physical Development (including motor skills)	Physical Education Nested Learning standards (Level1 & Level2)	Physical Education Nested Learning standards (Level1 & Level2)
Aesthetic & Cultural development	Arts Education ->Nested Learning standards (Level1 & Level2) Visual Arts Theatre Music Dance & Movement	Arts Education ->Nested Learning standards (Level1 & Level2) Visual Arts Theatre Music Dance & Movement
Socio-Emotional-Ethical Learning and Positive Learning Habits	Values, inclusion, diversity, environmental sensitivity, rootedness in India	Values,inclusion,diversity, environmental sensitivity, rootedness in India

As per NEP2020 there needs to be a paradigm shift away from high-stakes one-shot summative assessments to low stakes, assessment for and as learning.

Therefore the assessment structure is now balanced with Formative Assessments throughout the year mapped to competencies from NCF_SE-Aug23 and Summative Assessments four times a year (PT1, PT2, PT3, Annual Exam) for reporting and standardised testing.

Click here for the HPC of middle stage http://tinyurl.com/IPS-MS-HPC-24-25

Note that curriculum bifurcation has been done in all subject areas. Every competency has been mapped with the tools for facilitation and with assessment tools. For example: http://tinyurl.com/Eng-VII-CURR-24-25.

Please follow these in every subject. As one transacts the curriculum, the FAs as planned will be taken in tandem with the facilitation and the results will be uploaded in the ERP as an ongoing process.
We will not be declaring any minimum number of FAs to be taken this year as we will be taking assessments with every competency being taught. For the purpose of monitoring, please refer to the curriculum bifurcation of that class-subject in the Teacher Toolkit.

Formative assessments will include:-

- **Open door relearning assessment** The best score out of learning & re-learning rounds should be considered for reporting for *Science* and *Mathematics*. If internal FAs have been taken on the same competency then the best score between internal FA, OD-L and OD-RL will be reported in HPC.

- ASL in Languages-click here for more information, Laboratory-hands on work in Science, Mathematics and Computational thinking-click here for a sample rubric, Project work in SSC (click here for steps in planning & rubrics) will be part of the bouquet of formative assessments.

- **Art integrated project** on the art form of the paired state – Arunachal Pradesh for schools in Uttar Pradesh and Madhya Pradesh for schools in Bihar has been planned and interweaved in the curriculum bifurcation documents, specifically in SST. More art integrated lessons have been planned across all subjects - details are here. More ideas can be found in this link AIL.

- **Portfolio** will have to be maintained by every student. Click here for details.

- **Self-assessment** (click here for sample), **peer-assessment** (click here for sample), will be used as techniques in the FAs.
- **Parent observation** will be part of the HPC.

- There will be **no standardised examinations** in FAs with prior information, schedule, and syllabus. The FAs must be taken **in parallel** with teaching learning activities to act as a feedback loop for teachers and learners. However, schools may choose to occasionally pre-announce FAs for the purposes of ensuring accountability from students.

- Formative assessment must be of **various types.** Refer to the following for ideas:
    - Teacher's Resource for ideas on assessments
    - TTKT-Assessments
    - TTKT-FA TOOLS (Will be progressively crowd populated)

- **Full marks for FAs** can be out of 5/10/15/20/25 marks- but filling in ERP should be out of 10 marks only. So teachers will calculate out of 10 and fill in the ERP.
- In case a competency is tested more than once in a FA cycle, then the best score will be taken by the teacher and then uploaded in ERP.

- Human Values and global perspectives (**HVGP**) to be subsumed in "socio-emotional & ethical learning".Grades to be given by the teacher teaching Awakened Citizen Program or HVGP.

- **Games, yoga, martial arts and health education** will be subsumed in "physical education".

- The curriculum and the study material for **Vocational/Skill** Electives is available on this link-visit CBSE skill education site for books and curriculum.

- It is expected that all facilitators will **share the rubric with the learners** before every assessment. Learners will also co-create rubrics. We will be crowd populating our drive for rubrics this year to have a ready-made bank of rubrics for standard assessment types.

TERM-I			TERM-II		
ASSESSMENTS	**MAX MARKS**	**TIME ALLOTTED**	**ASSESSMENTS**	**MAX MARKS**	**TIME ALLOTTED**
PT-1	30	65mins	PT-3	30	65mins
PT-2/HYE COMMON EXAM	80	3hours	ANNUAL	80	3hours
Computational thinking will have 30marks theory and 50marks practical in PT2 and Annual Exams. Full marks in PT1 and PT3 will be 30marks theory. Voc-subjects will have FM=50 and have 30% theory and 70% practical in PT2 & Annual; NO COMMON EXAM for vocational subjects in VI-VIII					

SUMMATIVE ASSESSMENT: MARKS DISTRIBUTION, TIME (VI TO VIII): Click here for a sample blueprint for setting a question paper in Summative Assessments.

For all Periodic Tests and Annual Examinations, there will be a declared schedule, Time Table, Syllabus and blue prints. Periodic Test-2(HY) will be common for Grades VI to VIII.

Assessment Schedule - VI to VIII		
ASSESSMENT	**STARTS**	**ENDS**
FORMATIVE ASSESSMENT CYCLE-1	Dates as per Almanac	
PERIODIC TEST-1		
FORMATIVE ASSESSMENT CYCLE-2		
PERIODIC TEST-2		
FORMATIVE ASSESSMENT CYCLE-3		
PERIODIC TEST-3		
FORMATIVE ASSESSMENT CYCLE-4.		
Annual Examination		

FOR REPORTING IN HOLISTIC PROGRESS CARD (HPC) (VI-VIII):

- The grading scale will be like this:

LEVEL	Symbol to be used in HPC	Marks equivalence in %	INTERPRETATION: Student is...
Beginner-LEVEL-1	L1	0-40	at the beginning stage of the target competency and needs a great deal of support.
Progressing LEVEL-2	L2	41-60	able to meet some part of target competency independently but needs occasional support.
Proficient LEVEL-3	L3	61-80	able to meet the target competency independently without any support
Advanced LEVEL-4	L4	81-100	able achieve the target competency independently. Helps & supports others to achieve LO. Requires more challenging tasks.

- Here is an example of how assessment data may be recorded in the ERP:

Enter subject : Language R1

Enter class and section: VIII-A

Enter Assessment: FA-C1

Enter Competency number: C2.1

Enter Total Marks: 10

Enter marks obtained: 9

Visible in HPC: L4

PROMOTION POLICY

(1) ACTION TO BE TAKEN FOR STUDENTS NOT FULFILLING GRADE LEVEL EXPECTATIONS	(2) PASSING CRITERIA	(3) DETENTION CRITERIA
Schools to track students getting L1 in FAs and/or SAs. ACTION to be taken throughout the year: • warning (parent signature in PTM register or any other record) • support for improvement (remedial classes, curated video links, practice worksheets, topic tests, question bank, etc) • re-assessment (discretion of HOI) wherever necessary. • Detailed records to be kept for such students.	Promoted with undertaking if student fails to achieve grade level expectations	Only if parents and students opt to repeat a year. Here is the form.

TABLE 6: LEAVE POLICY

Minimum eligibility criteria for appearing in SAs (PTs & Annual)	ABSENCE & SUBSEQUENT ACTION	ABSENCE WITHOUT VALID DOCUMENTS
School will inform parents about low attendance (less than 75%) in writing, at regular intervals (at least after every FA-cycle). Written explanation from parents for absence is expected.	• In case of absence because of a medical emergency or infectious diseases of self or close family member, a medical certificate has to be submitted within three working days of the date of absence at the exam. • In case of absence because of an event of significance (sports, music, competitions or otherwise) at district/ state/ national/ international level, a valid document has to be submitted within three working days of the date of absence at the exam. In both the above cases, • Teachers are expected to retake FA wherever possible in case of valid reasons, or use an appropriate code while entering marks in ERP or use the marks from another FA that tests the same competency. • No re-exam will be conducted for PTs or Annual. In rare cases HOI discretion may be exercised if the student is representing school and has missed SA.	• Teachers will not retake any exam. • In case of summative exams (PTs/Annual) the overall % will be calculated including that of the absent exam and the student will be considered as having obtained zero in the exam.

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Annexure 1: *Portfolio*

Portfolios to be maintained by the student to track the progress of the declared competency. Points to remember:

- Include *personal details*: Name of the child, school, class, date of birth
- Include *health details*: height, weight, periodic health check-up details *(optional if school has separate arrangement for health card)*
- Include *pgs 2 and 3 of HPC* in Portfolio (to be done twice a year)
- Teachers to take *declare the competency being tracked* for the next time period (to be vetted by HODs). Competency being tracked will be declared in April, September, December in 24-25.
- *File separators* (coloured page) to be used to mark different subject sections
- *Index page* of portfolio to have the following:
  - ☑ S.NO
  - ☑ Page no of sample of work
  - ☑ Description of sample
  - ☑ Date of the sample chosen
  - ☑ Date of reflection
  - ☑ Competency being tracked
- *Sample of work* can be
  - ☑ student *artwork*
  - ☑ student's *writing samples*: worksheets, assignments, FAs, project report, lab records, summary after group discussion or role play, etc
  - ☑ *Photographs* of child's work or learning journey
  - ☑ *Link* to a video of the student's work
- Every sample must have *annotations* with student reflections:-
  - ☑ what I did well (eg. I used appropriate vocabulary)
  - ☑ what I did not do well (eg. I need practice in sentence construction)
  - ☑ what I did not understand (I do not understand how to calculate LCM)
  - ☑ what I need help with (I need help with subject-verb agreement)
  - ☑ progress made or not from last sample in the portfolio with reasons and examples (I am able to comprehend questions better, I need to work on my presentation of information)
  - ☑ action plan or solution to challenge areas (I will take help from my peer Sujata, to understand LCM and attempt all problems from NCERT)
- *Peer-assessment* can be included mapped with the competency being tracked (choice is with the student whether to include or not)
- *Anecdotal* observation records of the teacher can be included mapped with the competency being tracked (choice is with the student whether to include or not)
- *Periodic summary* by learner and teacher at the end of the tracking time of the competency.
- *Assessment* of portfolio should not be on the sample chosen (which may or may not be good) but should be based strictly on student reflection and annotation. Comments by the teacher should be on bettering the reflections and annotation.

Rubric for **assessing portfolio** must be shared with students. Here is an example: =

RUBRIC FOR PORTFOLIO - (INDICATOR OF METACOGNITION) MIDDLE STAGE-CLASS VI-VII-VIII					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		VI-A			
ASSESSMENT DATE:		11.05.23			
SL. No.	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Selection of samples (MM 2)	Chooses irrelevant samples. (0)	Chooses relevant samples some of the time. Tends to choose only good work. (.5)	Chooses relevant samples always. Understands the need to connect from one sample to the next. (1)	Chooses relevant samples always. Samples show evidence of a specific competency. Is able to tutor peer group. (2)
2	Organisation (MM 3)	No labels. No index page. No separation of samples according to competency. No sequencing. (0)	Some labels visible. Index page is there, but not organised well. Separation of samples has been done according to competency. Some sequencing is visible. (1)	Clear and appropriate labels. Index page well organised. Separation of samples according to competency. Sequencing is visible.(2)	Appropriate and technically correct labels. Clarity visiblt in index page. Samples grouped to show proficiency in a target competency. Sequencing visible. (3)
3	Reflection (MM 3)	Irrelevant statements. Unable to reflect on one's work.(0)	Some relevant statements about one's work - not grouped under relevant headings.(1)	Relevant and technically appropriate annotations grouped under relevant headings.(2)	Relevant, technically appropriate annotations that have clear directions for growth.(3)
4	Growth (MM 2)	Shows no change in quality of output after self-reflection(0)	Shows minor cosmetic changes in quality of output - has less linkages to reflection(1)	Shows deep, visible changes in quality of output over time -linkages to reflection are apparent and formative. (2)	Visible growth in quality of output over time. Is able to help peer-group in metacognition.(2)

Annexure 2: *Self-assessment*

RUBRIC FOR SELF ASSESSMENT (can be used with any competency)									
NAME OF CHILD : ANISH DAS								***CLASS & SEC: VIIIA***	
SL. NO	DATE	AGE: _YRS _MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	Everyone could hear me - my voice was loud and clear	I clearly stated my position (For/ Against)	My speech was relevant (I did not stray from the topic)	I finished on time	I made at least three relevant arguments to support my stand
1	09-04-2023	11yrs 3mths	C1.1: Expresses opinions orally with a convincing argument	Short speech on: "We should not be secular"					

Annexure 3: *Peer-assessment*

RUBRIC FOR PEER ASSESSMENT								
NAME OF CHILD : ANISH DAS								***CLASS& SEC:VIA***
SL. NO.	DATE	AGE _YRS _MTHS	COMPETENCY	DESCRIPTION OF ACTIVITY	My teammate….			
					chose the right variables and constants	could frame the equation	mapped the real life situation accurately	could explain the approach
1	10-04-2023	11yrs 3 months	C-2.3: Solves linear equations	Express a real life situation in the form of a simple linear equation				

Annexure 4: *Blueprint for setting question paper in Summative Assessments*

Click here for details of question paper design. A sample blueprint format is given below.

Sl. No	Concept	Competency (refer to doughnut chart)	Level of Bloom's Taxonomy (any one of remembering, understanding, applying, analysing, evaluating, creating)	Difficulty level (Easy/ Medium/ Difficult)	Item format (SR/ CR)	Marks allotted
			Total remembering= Total understanding=	Total Easy= Total Medium=	Total SR=	Total=

			Total applying= Total analysing= Total evaluating= Total creating=	Total Difficult=	Total CR=	

SR=> Selected Response
CR=> Constructed Response
The two major item or response formats are Constructed Response and Selected Response. Constructed response items require students to supply their own responses. They include short answers, essay, and performance assessments.

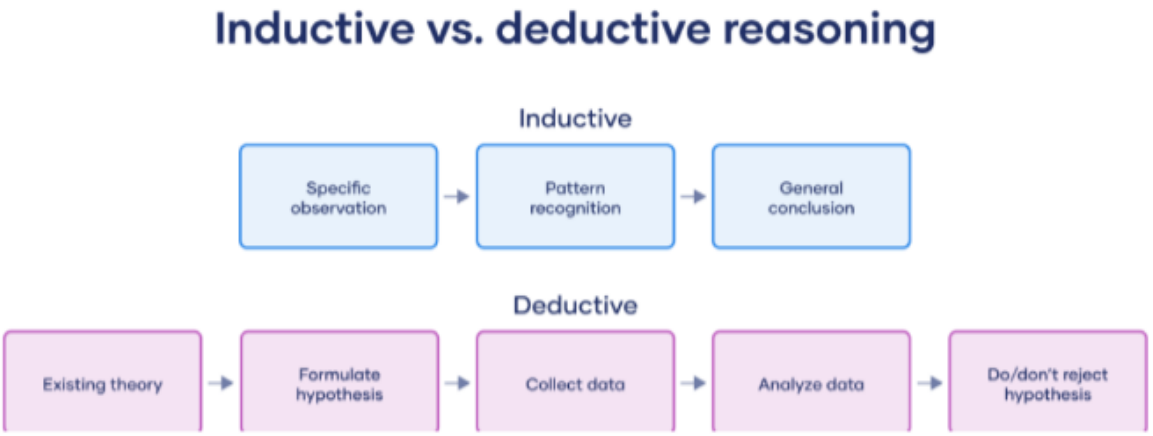
Selected response items require the students to choose an answer from a set of two or more options. Common types of selected response items include multiple choice items, true/false items and matching items.

Remembering	" What do I expect the learner to know?"
Understanding	" Can learners interpret what they know?" " Can they extrapolate from what they know?"
Applying	" Can learners see the relevance of this idea to that situation ?"
Analysing	" Can learners analyse elements of the subject field?" " Can they analyse relationships in the field?" "Can they analyse organizational principles?"
Evaluating	" Can the learners make judgements based on internal evidence?" " Can they make judgments based on external evidence?"
Creating	" Can the learners produce unique communication in the field ?" " Can they develop a plan or a proposed set of operations?" " Can they derive a set of abstract relationships?"

Level	Level attributes	Action verbs	Question	Expected Learning outcomes
Remem-bering	Memorization, recognition or recall of facts.	List, recite, define, name, match, quote, recall, identify, recognize, label	What is…? How is..? Where is…? When did happen? List three… Who was…?	By the end of the year the students will be able to… *recite the poem or state the formulae or state historical facts*
Under-stating	Demonstrating an understanding of ideas by organising, giving description and organising main ideas.	Compare, contrast, demonstrate, outline, rephrase, translate, summarize	How would you classify the type of…? How would you compare…? State in your own words…?	By the end of the year the students will be able to... *explain the poem or formulae or historical events in own words*
Creating	Combining parts to make a new whole. Combining elements in a new pattern or proposing alternative solutions.	Design, formulate, build, invent, create, compose, generate, derive, modify, develop	How would you improve…? What would happen if…? How could you change (modify) the plot (plan)…? What could be done to minimize (maximize)…? What way would you design…?	By the end of the year the student will be able to *create a new poem.*
Applying	Correct use of facts, rules, or idea.	Calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model	How would you use…? What examples can you find…? Solve_____ using what you have learned…? How would you organise_____ to show…? How would you show your understanding?	By the end of the year the students will be able to… *derive meaning from or of the poem or the formulae or historical events.*
Analysing	Breaking down information into component parts. Making inferences and finding evidence to support generalisation.	Classify, outline break down, categorise, analyse, diagram, illustrate	Why do you think? What is the theme..? What motive is there…? List the parts… What inference can you make…?	By the end of the year the student will be able to… *differentiate between the different aspects/ content of the poem, or formulae or historical events.*
Evaluating	Judging the value or worth of information or ideas. Presenting and defending opinions about information, validity of ideas etc.	Choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, influence, deduct	What is your opinion…? How would you prove…? Disprove…? Would it be better if…? Why did they (the character) choose…? What would you recommend…? How would you rate…?	By the end of the year the student will be able to… *differentiate between which part of the poem is more valuable/ applicable.*

Annexure 5: *ASL*
(1)What is ASL? *(2)*Ideas on ASL

Annexure 6: *Laboratory work:* should follow either inductive or deductive reasoning – like this:



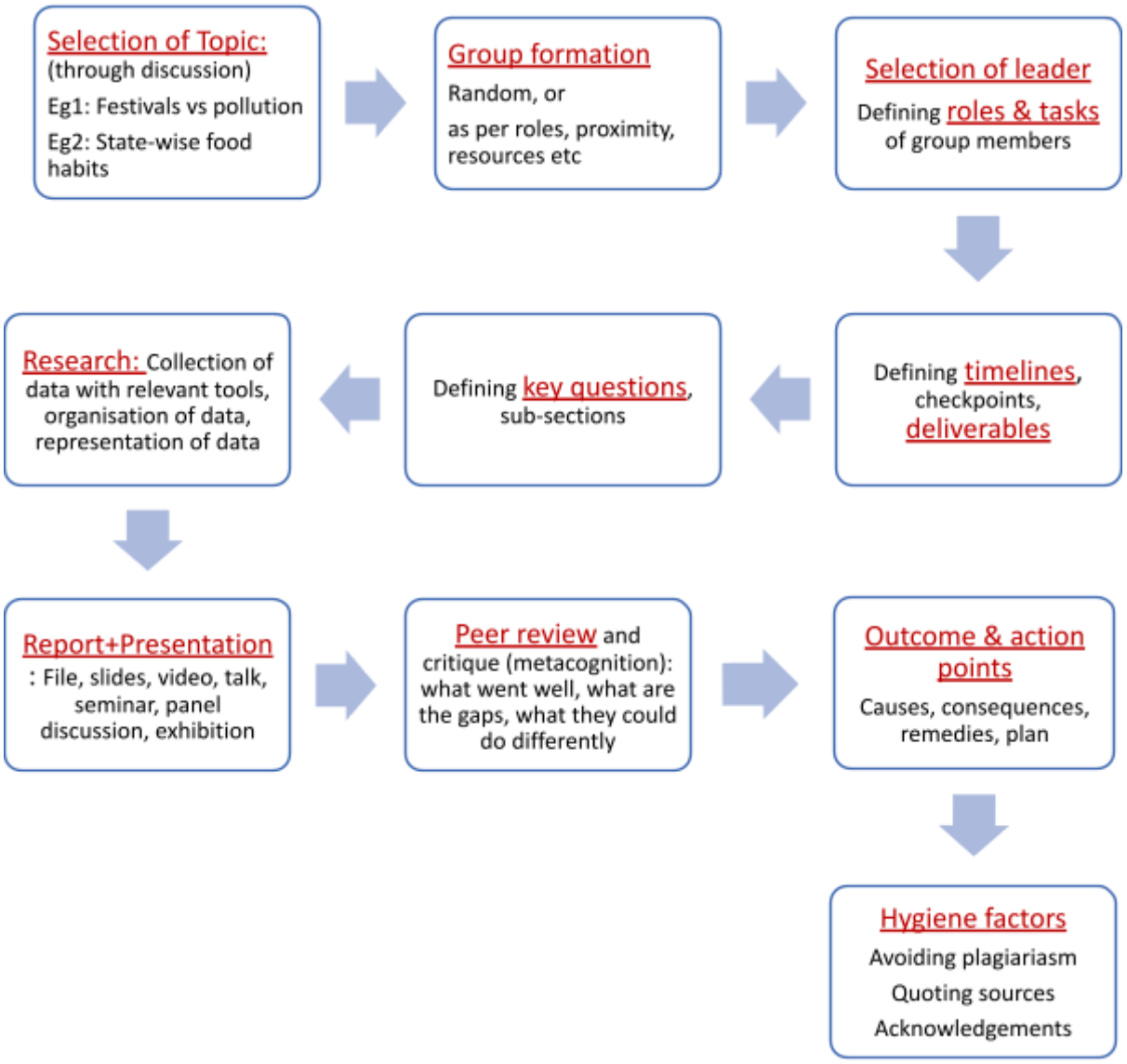
Suggested rubric for assessing laboratory work:

RUBRIC FOR LABORATORY (INDUCTIVE) - MIDDLE STAGE-CLASS VI-VIII					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		VII-A			
DATE OF ASSESSMENT (DD/MM/YY):		11.05.23			
Sl No	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Experiment	Is unable to understand the features of the experiment	Is able to understand the features of the experiment, but is unable to set it up.	Is able to understand features of the experiment and is able to set it up.	Is able to understand features of the experiment and is able to set it up. Is able to articulate and describe the markers of the experiment.
2	Recording observations	irrelevant observations	relevant but incomplete observations	relevant and comprehensive observations	relevant and comprehensive observations in technically correct language
3	Analysis of data	Raw data not organised	Raw data organised into a form where patterns are visible	Pattern recognition from processed data.	Data visualisation from processed data. Multiple inferences from processed data
4	Evaluation leading to generalisation. Arrive at a mathematical or scientific fact/ law/ theory.	Unable to extrapolate pattern to theory	Is able to extrapolate pattern to form a generalisation	Is able to extrapolate pattern to form a generalisation. Uses technical language.	Is able to extrapolate pattern to form a generalisation. Uses technical language. Is able to draw and explain flow diagram from experiment to generalisation.

RUBRIC FOR LABORATORY (DEDUCTIVE) -MIDDLE STAGE-CLASS VI-VIII					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		VII-A			
DATE OF ASSESSMENT (DD/MM/YY):		11.05.23			
SL. NO	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Formulate hypothesis	Irrelevant hypothesis statement	Hypothesis relevant but does not have clarity	Relevant hypothesis in clear technically appropriate language.	Relevant hypothesis in clear technically appropriate language. Clearly states the conditions under which the hypothesis holds.
2	Recording observations	irrelevant observations	relevant but incomplete observations	relevant and comprehensive observations	relevant and comprehensive observations in technically correct language
3	Analysis of data	Raw data not organised	Raw data organised into a form where patterns are visible	Pattern recognition from processed data.	Data visualisation from processed data. Multiple inferences from processed data
4	Evaluation leading to rejection or acceptance of initial hypothesis	Unable to connect pattern to initial hypothesis	Able to connect pattern to initial hypothesis.	Able to connect pattern to initial hypothesis and draw conclusion whether the data corroborates the hypothesis or not	Able to connect pattern to initial hypothesis and draw conclusion whether the data corroborates the hypothesis or not. Is able to draw and explain flow diagram from hypothesis to evaluation of data.

Annexure 7: *Projects*

Here are the steps to be followed for planning, executing and leading student projects.



RUBRIC FOR ASSESSING PROJECT - MIDDLE STAGE-CLASS VI-VIII					
NAME OF CHILD:		MANJIR GUPTA			
CLASS:		VII-A			
DATE OF ASSESSMENT (DD/MM/YY):		11.05.23			
SL NO	COMPETENCIES	Level-I (BEGINNER)	Level-II (PROGRESSING)	Level-III (PROFICIENT)	Level-IV (ADVANCED)
1	Topics, sub-sections, key questions	Topic not relevant. Sub-sections and key questions are not connected and do not flow into the topic.	Topic chosen is relevant. Sub-sections are not sequenced. Questions do not have clarity.	Topic chosen is relevant. Sub-sections are sequenced. Questions have clarity.	Topic chosen is relevant. Sub-sections are sequenced. Questions have clarity. Mindmap is attached.
2	Research	Unplanned research - irrelevant data collection.	Planned research through relevant websites/ books. Data collected is relevant. Data not in organised form.	Planned research. Relevant data collection linked to key questions. Data organised into tables.	Planned research. Relevant data collection linked to key questions. Data organised into tables. Data visualisation (charts and graphs) has been done to understand key takeaways.
3	Presentation & peer review	Lack of clarity in presentation. Could not answer queries of peers. Could not ask other teams any relevant questions.	Presentation has clarity, is sequenced logically. Could not satisfactorily answer queries of peers. Could not frame relevant questions for other teams.	Presentation has clarity, is sequenced logically, addresses key questions. Could answer queries of peers. Could frame relevant questions for other teams.	Presentation has clarity, is sequenced logically, addresses key questions. Could answer queries of peers. Had a logical conclusion with a clear response to SO WHAT? Was able to ask other teams questions mapped to critical thinking.
4	Team interactions	Team members do not have clarity regarding roles and expectations.	Team members know roles and expectations but have worked in silos.	Team members have clarity of role and expectations. Team members discuss & ideate together.	Team members have clarity in role and expectations. They offer supportive feedback to each other, have documented checkpoint discussions, can offer anecdotal records of teamwork. The team has common vision and focus.
5	Adherance to timelines	Incomplete project.	Project partially completed. Data collection complete. Data organisation and interpretation incomplete.	Project completed on time. All parts of the project organised and presented as expected.	Project completed on time. All parts of the project organised and presented as expected. Records of checkpoint interactions are included.
6	Clear outcomes	No conclusion reached.	Conclusion drawn is not linked to key questions.	Conclusion is relevant and is linked to key questions.	Conclusion is relevant and is linked to key questions. Action plan is clearly articulated.
7	Sources & originality	Sources not quoted. Plagiarism visible. No original thought or effort.	Sources are listed. No original thought or effort. Mainly copied from various websites.	Sources are listed. Original thought and effort visible. Data from various resources have been interpreted by the team.	Sources are listed. Original thought and effort visible. Data from various resources have been used to establish point of view and paint a cohesive picture of findings.
8	Viva-voce	Could not answer any question.	Could answer questions which are mapped to "remembering". Did not give relevant answers to all questions.	Could answer questions mapped to higher levels of Bloom's taxonomy.	Could answer questions mapped to higher levels of Bloom's taxonomy. Capable of metacognition - could self-assess and identify areas of improvement.

SKILL MODULES BEING OFFERED BY CBSE IN MIDDLE SCHOOL

Key->

I: Engaging with life and nature

II: Engaging with machines and materials

III: Engaging with people

S. No.	CODE	SKILL MODULES	KEYS
1	901	Artificial Intelligence	II
2	902	Beauty & Wellness	III
3	903	Design Thinking & Innovation	II
4	904	Financial Literacy	III
5	905	Handicrafts	II
6	906	Information Technology	II
7	907	Marketing/ Commercial Application	III
8	908	Mass Media - Being Media Literate	III
9	909	Travel & Tourism	III
10	910	Coding	II
11	911	Data Science (Class VIII only)	II
12	912	Augmented Reality / Virtual Reality	II
13	913	Digital Citizenship	II
14	914	Life Cycle of Medicine & Vaccine	I

15	915	Things you should know about keeping Medicines at home	III
16	916	What to do when Doctor is not around	III
17	917	Humanity & Covid-19	III
18	918	Blue Pottery	II
19	919	Pottery	II
20	920	Block Printing	II
21	921	Food	I
22	922	Food Preservation	III
23	923	Baking	III
24	924	Herbal Heritage	I
25	925	Khadi	II
26	926	Mask making	II
27	927	Mass Media	III
28	928	Making of a Graphic Novel	II
29	929	Kashmiri Embroidery	II
30	930	Embroidery	II
31	931	Rockets	II
32	932	Satellites	II
33	933	Application of Satellites	II

Undertaking format for repeating a grade

Principal Date:

_____
[insert Name of School]

Subject: **Letter of Undertaking for repeating a class**

Dear Sir/Madam,
I, *[insert name of guardian in full]*, guardian of *[insert full name of student]* of class *[insert class & section]* request you to kindly allow my ward to repeat class *[insert class]* in session *[insert the next academic session]* to enable him/her to acquire grade-level competencies.

This decision has been taken by me after careful consideration, without any coercion or pressure from the school and I will not change my decision in future.

Yours Sincerely,

[Signature of guardian]

[Name of guardian]
Mobile No. of Guardian: _____
Email address of Guardian:_____
ID proof provided by guardian:_____
==========
Undertaking format for promotion with warning

Principal Date:

_____
[insert Name of School]

Subject: **Letter of Undertaking for promotion to the next class**

Dear Sir/Madam,
I, *[insert name of guardian in full]*, guardian of *[insert full name of student]* of class *[insert class & section]* hereby declare that I have been given complete information by the school, of my ward's challenges in meeting the expected grade levels standards.
I hereby commit that I will support & monitor my ward in session *[insert the next academic session]* in order to bridge the gap and enable him/her to acquire grade-level competencies in class *[insert class]*. I am aware that promotion to the next class requires strict adherence to the educational plan agreed by me so that my ward is able to cope with the academic expectations.

Yours Sincerely,
[Signature of guardian]
[Name of guardian]
Mobile No. of Guardian: _____
Email address of Guardian:_____
ID proof provided by guardian:_____