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CENTRAL ADMINISTRATIVE TRIBUNAL
GUWAHATI BENCH
GUWAHATI-05

(DESTRUCTION OF RECORD RULES,1990)

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disposed date-29/4/02

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E.P/M.A No. 9/2002

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FORM No.4
(See Rule 42)

IN THE CENATRAL ADMINISTRATIVE TRIBUNAL
GUWAHATI BENCH:GUWAHATI.

ORDERS SHEET

APPLICATION NO. 419 /2001

Applicant (S) Smt. Anjana Goswami

Respondant(S) U.O.I (K.V.S)

Advocate for the Applicant: A.K.Bhattacharjee, G.K.Bhattacharjee, B.K.Singh, B.Chowdhury, K.K.Bhattacharjee, A.K.Chowdhury, R.Hazarika

Advocate for the Respondant: Case

Notes of the Registry	Date	Order of the Tribunal
This is application in form C.F. for Rs. 50/- diposited vide IPO/BD 667688089 Dated 12.10.2001 Dy. Registrar	16.10.01	Heard Mr.A.K.Bhattacharyya, learned counsel for the applicant and Mr.S. Sarma for the respondents. Issue notice on the respondents for admission, returnble by two weeks. Mr. B.C.Pathak, learned Addl.C.G.S.C xxx accepts notice on behlf of the responden No.1 and Mr.S.Sarma accepts notice for respondentx Nos.2 to 5. Issue notice on the respondents to show cause as to why interim order as prayed for in the application staying the operation of order dated 4.10.2001 should not be suspended. In the meanwhile the operation of order dated 4.10.2001, so far as the applicant is concerned is xx stayed till the next date. List on 12.11.2001 for admission.
		Member

ORDERS SHEET
APPLICATION NO.
Applicant (S)
Respondant(S)
Advocate for the Applicant:
Advocate for the Respondant:

Notice Served to Sri B.C. Pathak, Addl. CGSC for Respondent No.1

for Dibrugarh
19.10.01

nb

IN THE CENATRAL ADMINISTRATIVE TRIBUNAL
GUWAHATI BENCH:GUWAHATI.

(3)

12.11.01 Heard Mr.A.K.Bhattacharyya, learned Sr. counsel for the applicant. Mr.S. Sarma, learned counsel for the respondent stated that he will file written statement within 2 or 3 days.

Upon hearing learned counsel for the parties and considering the facts of the matter, we admit the application.

The respondents may file written statement within 2 weeks from today. List the matter for fixing the date of hearing on 27/11/01.

In the meanwhile, interim order dated 16.10.01 shall continue.

Member Vice-Chairman

mb

Steps received by S.Sarma Adv. for Respondent No. 2 to 5.

Order dtd 12/11/01 Communicated to the parties Counsel.

16/11/01.

20.11.2001 W/S submitted by the Respondents.

27.11.01 Written statement has been filed by the respondents. The learned counsel Mr.A.K.Choudhury, appearing for the applicant has received the copy of the same. and prays for time to examine and file rejoinder.

List on 22.1.02 for hearing.

Member Vice-Chairman

mb

Rejoinder has been filed by the applicant at p-324 — 349.

18/01/02

22.1.02 Prayer has been made on behalf of Sri A.K.Bhattacharyya by Sri B.K.Singh learned counsel for the applicant for adjournment of the case on the health ground. Sri S.Sarma, learned counsel for the respondents stated that the case need to be heard expeditiously. Considering the facts of the case the case is adjourned to 12.2.2002 for hearing. List the matter for hearing on 12.2.2002.

Member Vice-Chairman

mb

The case is ready for hearing.

11.2.02.

(3)

3

O.A. 419/2001

28.2.02 The matter was posted for hearing today. In course of hearing it appears that some of the relevant records are not made available. The respondents are granted time to produce those records leading to declaration of surplus vis a vis the vacancy position at the time of declaration of surplus.

List the matter on 21.3.2002 for further hearing.

Member Vice-Chairman

trd

21.3. Heard again on 10.4.2002 for hearing alongwith OA 420, 421 & 422/2002.

10.4.02 **Mr. S.Sarma, learned counsel for the Respondents has filed some documents. Hearing concluded. Judgment reserved.**

Member **Vice-Chairman**

mb

29.4.2002 Judgment pronounced in open court, kept in separate sheets. The application is allowed. No order as to costs.

Member Vice-Chairman

nkm

IN THE GAUHATI HIGH COURT

(THE GAUHATI HIGH COURT OF ASSAM, NAGALAND, MEGHALAYA, MANIPUR, TRIPURA, MIZORAM & ARUNACHAL PRADESH)

(CIVIL EXTRA ORDINARY WRIT JURISDICTION)

W.P.(C) Nos.3596, 7749, 7750 & 7751 OF 2002

From the judgment and order dtd. 29.4.2002 passed by the learned Central Administrative Tribunal, Guwahati Bench in OA Nos.246,248,249 and 250 of 1999.

1. The Commissioner, K.V.S., New Delhi
2. The Assistant Commissioner, K.V.S, Guwahati
3. The Principal, Kendriya Vidyalaya, C.R.P.F., Amerigog, Guwahati-23.

... PETITIONERS IN ALL THE WRIT PETITIONS.

- VERSUS

Smti.Anjana Goswami (Respondent in WP(C)3596/02)
Smti.Dipti Sinha (Respondent in WP(C) No.7749/02)
Smti.Saveeta Talukdar (Respondent in WP(C)7750/02)
Smti.Vijay Laxmi Sharma (Respondent in WP(C)7751/02)

BEFORE

THE HON'BLE THE CHIEF JUSTICE MR.PP NAOLEKAR.
THE HON'BLE MR.JUSTICE RANJAN GOGOI.

For the petitioners in all the petitions:

Mr.KN Chaudhury,
Ms. N.Okal,
Mr. A.Baruah, Advocates

For the respondents in all the writ petitions

Mr.AK Bhattacharyya,
Mr.S.Chaudhury,
Mr.BK Singh,
Mr.AK Chaudhury,
Mr.B.Chaudhury, Advocates.

DATE OF HEARING: 13.03.2003.

DATE OF JUDGMENT : The th day of March, 2003.

...judgment & order...

JUDGEMENT AND ORDER

RANJAN GOGOI, J.-

All the four writ petitions being directed against a common judgment and order dated 29.4.2002 passed by the learned Central Administrative Tribunal, Guwahati Bench and common questions of law having been raised on identical facts, were heard analogously and are being disposed of by the present judgment and order.

2. The facts as may be relevant for adjudication of the issues arising for determination in the present bunch of cases may be noted at the outset :

3. The Respondents in each of the writ petitions, who were the applicants before the learned Tribunal are confirmed primary teachers in the senior scale working in the Kendriya Vidyalaya, C.R.P.F., Amerigog. By order dated 12.07.1999, reduction of one section in each of the Classes from Class I to V in the said school was affected thereby declaring 7(seven) primary teachers to be surplus. In accordance with the policy in force circulated by Office Memorandum dated 23.7.1996 the aforesaid 7(seven) surplus teachers, which included the Respondents herein, were transferred from the Kendriya Vidyalaya,C.R.P.F., Amerigog to other schools in the North Eastern Region. Specifically the Respondents in W.P.© Nos. 3596, 7749 and 7750 of 2002 were transferred to Shillong whereas the Respondent in W.P.© No.7751 of 2002 was transferred to Tezpur. The aforesaid transfers were affected by order dated 11.8.1999. Aggrieved by the aforesaid transfers consequent upon reduction of one section in the concerned Classes of the School, the Respondents as Applicants instituted

O.A. Nos. 246, 248, 249 and 250 of 1999 before the learned Central Administrative Tribunal, Guwahati Bench. The aforesaid cases were disposed of by the learned Tribunal by its judgment and order dated 25.07.2001 with the direction that the grievances of the applicants before the Tribunal be reconsidered by the authority on representations to be filed by the said applicants before the competent authority. Pursuant to the said judgment, the applicants filed similar and identical representations dated 9.08.2001 which having been rejected by orders passed by the Commissioner, Kendriya Vidyalayas Sangathan on 4.10.2001, the applicants instituted the Original Applications before the learned Tribunal out of which the present Writ Petitions have arisen. The aforesaid Original Applications having been allowed by the learned Tribunal by judgment and order dated 29.04.2002 and the impugned transfer orders having been interfered with by the learned Tribunal, the authorities of the Kendriya Vidyalaya Sangathan are before this Court by means of the present writ petitions.

4. Two contentions in the main appear to have been agitated by the present Respondents as Applicants before the learned Tribunal. The Applicants contended that the impugned decision of the authority to reduce one section of each Class in the School in question as noted above, consequent upon which their services were declared to be surplus leading to the impugned transfer orders, was an arbitrary and unilateral act on the part ~~of the part of~~ the authority of the Kendriya Vidyalayas Sangathan . The said decision, it was contended, was made without consideration of the recommendations made by the Management Committee of the School and the decision impugned not having disclosed any reasonable basis was contended to be legally fragile. The second contention advanced on behalf of the Applicants before the learned Tribunal was that even on an assumption that the decision making process was founded on good grounds, the consequential decision that the senior most teachers would be declared surplus and made liable

for transfer, is absolutely arbitrary and irrational decision and furthermore the principle of 'First come last go' not having been adhered to, the impugned transfer orders were liable to be interdicted by the learned Tribunal in exercise of its powers vested by the Central Administrative Tribunal Act, 1985.

5. The learned Tribunal by the impugned judgment and orders dated 29.4.2002, after an elaborate consideration of the argument and counter arguments advanced on behalf of the parties, thought it proper to uphold the first objection taken by the applicants before it as against the impugned action. It may be noticed herein that the learned Tribunal while conceeding the authority and power of the Kendriya Vidyalayas Sangathan to decide questions pertaining to reduction of sectionsof a particular class as also the matters pertaining to staff strength, in the facts of the present case, held that no materials were adduced by the authority before it in support of the impugned decision and therefore the action challenged before it was an arbitrary action disclosing no reasonable basis therefor. Consequently, the learned Tribunal thought it proper to interfere with the decision in reducing the strength of one section of each Class (Classes I to V) and the declaration of surplus made on that basis. The learned Tribunal on that basis also interfered with the consequential orders of transfer. It may further be noticed at this stage that the learned Tribunal having decided the aforesaid question in favour of the Applicants could have had no occasion to go into the second question raised, i.e., whether the principle of 'First come last go' should have been made applicable to the impugned transfer.

6. We have heard Mr.KN Chaudhury, learned senior counsel appearing on behalf of the Writ Petitioners in all the cases and Mr.AK Bhattacharyya, learned Senior counsel appearing on behalf of the Respondents in all the Writ Petitions.

7. Mr. Chaudhury, learned senior counsel appearing on behalf of the Writ Petitioners, in course of his very elaborate arguments, has contended that the reduction of strength of each

class by one section and the declaration of the services of the Respondents herein as surplus, and their consequential transfers were a sequel to the constant monitoring of the staff pattern of the Kendriya Vidyalayas all over the country keeping in view the student demand and the existing infrastructure available. Learned counsel has contended that such exercises are undertaken by the Kendriya Vidyalayas Sangathan in the regular course as the Supervisory Body of all Kendriya Vidyalayas in the country and wherever teaching staff is found to be surplus, the norms laid down by the policy in force as circulated by the Office Memorandum dated 23.7.1996 are applied. According to the learned counsel, the impugned actions giving rise to the present litigation were made in course of one such on going process and the same being in the exigencies of service and the services of the Respondents having been identified as surplus in accordance with the prevailing norms and thereafter transferred, no case for interference was made out to justify the conclusion reached by the learned Tribunal below. Specifically, the learned counsel for the writ petitioners contends that the impugned decision to reduce the section strength in the classes in question was maintained by the authority, after considering the recommendations of the Managing Committee of the School as well as the communication addressed by the Additional Director of C.R.P.F. dated 31.7.1999 . It has been further contended by the learned counsel for the writ petitioners that the facts subsequent to the date of the decision as reflected in the order dated 4.10.2001 passed by the Commissioner, Kendriya Vidyalayas Sangathan showing the student demand in the classes in question from categories 1 and 2 students would justify the impugned decision. The demand raised by the respondents in their representations were considered fairly and objectively by the Commissioner and the same not being found to be tenable

were rejected by the order dated 4.10.2001. Lastly, it has been contended by Mr. Chaudhury, learned counsel for the writ petitioners that the principle of 'first come last go' would have no application to the decision by which the services of the Respondents were declared surplus and made liable for transfer. The said principle, it is contended, would apply only to cases of retrenchment.

8. Controverting the submissions advanced on behalf of the Writ Petitioners, Mr.AK Bhattacharyya, learned senior counsel appearing on behalf of the Respondents, has contended that there is an apparent contradictory stand reflected in the affidavit filed on behalf of the authorities. Learned counsel has pointed out that in the affidavit filed, the impugned decision is stated to have been taken pursuant to the resolution adopted in the 15th Meeting of the Academic Advisory Committee held on 16.3.1999. At the same time, the authorities of the Kendriya Vidyalayas Sangathan has sought to justify its impugned action by contending that the reduction of the section strength was made on the basis of students strength/physical facilities made available by the sponsoring authority. The learned counsel contends that reduction of section strength and consequential declaration of surplus staff on the basis of student strength/physical facilities is not contemplated in terms of the resolution adopted in the Meeting of the Academic Advisory Committee dated 16.3.1999. On the aforesaid basis, learned counsel contends that there is an inherent contradiction in the stand taken by the authority in justification of the actions impugned. Learned counsel for the Respondents has very elaborately taken us through the entire gamut of the materials on record to contend that the request of the Managing Committee of the School as well as of the Additional Director General of C.R.P.F. for ~~reduction~~ maintenance of the existing sections are very specific. The number of students seeking admission to the classes in

question were adequate to justify the continuance of the 3 sections in each of the Classes. In fact, there was a heavy demand for admission and therefore it is contended that the decision of the authority to reduce the section strength in each of the Classes, brushing aside the recommendation of the primary authority discloses absolute arbitrariness in the decision making process warranting interference . It has been further argued that no material had been laid before the learned Tribunal by the authorities in support of its decision; nor has any such material been placed before this Court to enable us to reach a contrary conclusion. Learned counsel for the Respondents further contends that even amongst the senior most teachers hostile discrimination has been practiced, inasmuch as, one Mrs. Chapa Das, who is admittedly senior to the present Respondents has not been declared surplus by the authority. Lastly, it has been contended by the learned counsel for the Respondents that the decision to declare the senior most teachers as surplus and to transfer them out of the school leaving the junior most teachers, some of whom are even not confirmed, is on the face of it, an irrational decision. The correct principle that should have been applied, in identifying who should be declared surplus, according to the learned counsel, is the principle of 'first come last go'. Seniors cannot be declared surplus and in support , two decisions of the Apex Court in the cases of Jawaharlal Nehru University –Vs.- K.S. Jawatkar, reported in AIR 1989 SC 1577 and Dharamvir Singh Tomar –Vs- The Administrator, Delhi Administration and others, reported in AIR 1991 SC 1924 have been pressed into service.

9. We have given our most anxious consideration to the submissions advanced by the learned counsel for the parties.

The transfer orders of the Respondents herein were sought to be challenged before the learned Tribunal by calling into question the decision of the authority to reduce the section strength of the Classes in question in the school, which was the foundation of the transfer orders. The complexion of the lis therefore assumes somewhat different proportion. At the same time what must be noticed is that the primary decision to reduce the section strength in the school had not been assailed by or on behalf of any person directly affected by such reduction. The challenge was by teachers, who have been sought to be transferred pursuant to the said decision.

10. The records in original were placed before us by the learned counsel for the writ petitioners. We have perused the said records and we find that the decision to reduce the strength of the sections in each of the Classes, i.e., Clases I to V from three sections to two sections was taken by the Commissioner, Kendriya Vidyalayas Sangathan on 16.6.1999 on the ground that the infrastructure and existing facilities in the school were conducive to maintenance of two sections of each Class. Though there appears to be some over anxiety on the part of the authority to correlate the said decision with the resolution adopted in the 15th Meeting of the Academic Advisory Committee held on 16.3.1999 as evident from the pleadings made on behalf of the said authorities, what cannot escape our notice is that the impugned decision making process in the instant case may not have any relation to the resolution adopted in the said meeting. The aforesaid resolution adopted in the meeting dated 16.3.199 pertains to the mode and manner in which the existing levels in the Kendriya Vidyalayas are to be maintained and any increase or decrease in the existing levels are to be affected. Such maintenance of the existing levels and the norms to be adopted for increase/decrease of the existing levels were in the context of the financial stringency faced by the government. But it cannot

be understood that the controlling Body of the Kendriya Vidyalayas would be denuded of its ordinary and routine powers to reduce the number of sections in a particular school and/or to reduce the staff strength and such powers have to be regulated by the terms of the resolution taken in the meeting of the Academic Advisory Committee. Such powers must be conceded to the authority in the normal discharge of its duties in efficiently supervising and monitoring the progress of the school in question. It is in the exercise of the latter power and dehors the resolution adopted in the Meeting of the Academic Advisory Committee that the impugned action of reducing the section strength of the school appears to have been taken.

11. A body constituted to supervise and monitor the functioning of the Kendriya Vidyalayas of the country must be given full power to run its affairs and perform its duty in the manner such body considers it appropriate subject to judicial control where powers have been exercised or duties have been performed arbitrarily and/or for oblique or collateral reasons. When power has been exercised in bad faith, judicial interference would be called for. But such judicial interference cannot extend to a forensic analysis of the decision making process. Whether the existing infrastructure in the school justifies two or three sections, ordinarily, must be left to the wisdom of the authority and the individual perception of the judge in such matters would not permit him to sit in appeal over the decision of the authority. In the instant case, the records in original placed before us would indicate that the decision to reduce one section of Classes I to V of the Kendriya Vidyalayas, C.R.P.F., Amerigog, was taken by the Commissioner, who would be the competent authority under the Regulations in force. We have also noticed that the learned Commissioner had before him a full picture of the demand for admission in the Classes in question ; the number of students

studying in each of the Classes and the existing infrastructure and facilities in the school premises made available by the sponsoring authority, i.e., C.R.P.F. On these facts, the decision was taken to reduce the section strength from 3 to 2 and thereafter applying the policy in force as circulated by Office memorandum dated 23,7,1996, the Respondents were declared as surplus and were consequently transferred. We find no fault with the decision taken. In fact the decision appears to have been vindicated by the subsequent facts as reflected in the order dated 4.10.2001 of the Commissioner, Kendriya Vidyalayas Sangathan particularly in paragraph 14 wherein it has been recited, inter alia, that for the academic year 2000-01 and 2001-02 only 97 and 94 candidates, respectively, belonging to the priority categories had requested for admission to Class I and the number of students admitted in the Class I for the academic year 1999-00, 2000-01 and 2001-02 have been 76, 67 and 75.

12. Having found no infirmity in the decision making process, we must now turn to the second limb of the argument advanced on behalf of the Respondents, i.e., that the declaration of the senior teachers as surplus and their consequential transfer is an irrational and unreasonable action warranting interference.

13. The natural consequence of reduction of the section strength of the classes in the school is bound to render some staff redundant. The identification of such redundant staff is really a matter of policy. Obviously such redundant staff cannot be handpicked. The other two alternatives that would be open are to declare either the seniors or the juniors as redundant or surplus. Declaration of seniors as surplus therefore is a policy decision. The aforesaid policy decision is sought to be assailed by contending that transfer of the seniors leaving the juniors in the school is not conducive to the well being of the school. However, tempting, we cannot go into the question raised on behalf of the Respondents in exercise of the powers of judicial review. The

decisions cited by the learned counsel for the Respondents, in our considered view, does not assist us to decide the question in favour of the Respondents. In Dharamvir (supra) the observation of the Apex Court that the senior should not have been declared surplus was made in the context of the stand taken by the authority in denying the senior the selection grade of pay. No law that a senior cannot be declared surplus was laid down by the Apex Court and it was held in Dharamvir (supra) that in any case the senior would not loose his seniority even on being declared surplus. We fail to see how the aforesaid decision can be of assistance to the Respondents. In Jawaharlal Nehru University (supra), a Centre for Post Graduate Studies was set up at Imphal by the Jawaharlal Nehru University and one K.S. Jawatkar was appointed as an Assistant Professor in the aforesaid Centre. The Centre of Post Graduate Studies was thereafter transferred to the Manipur University. The question therefore arose as to whether the aforesaid incumbent continued to be an employee of the Jawaharlal Nehru University. The Apex Court held that the incumbent could not have been transferred to the Manipur University without his consent and therefore he continued to be an employee of the Jawaharlal Nehru University. The transfer of the Centre of Post Graduate Studies to the Manipur University may have resulted in abolition of the post held by the incumbent and if the said post was one of a number of posts in a group, the principle of 'Last come first go' will apply. Having regard to the context in which the said observation was made, we fail to see how the said principle or the converse thereof , i.e., 'first come last go' could have any relevance to the declaration of surplus teachers and their consequential transfer.

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(12)

For the aforesaid reasons, this batch of Writ Petitions have to be allowed, which we accordingly do. Consequently, the impugned judgment and order dated 29.4.2002 passed by the learned Central Administrative Tribunal, Guwahati Bench in O.A. Nos. 419, 420, 421 and 422 of 1999 shall stand set aside and interfered with.

Sd/-RANJAN GOGOI **Sd/-PP NAOLEKAR**

JUDGE **CHIEF JUSTICE**

Memo No.HC.XXI. 5522-25 R.M. Dated 8/4/4

Copy forwarded for information and necessary action to :-

1. The Commissioner, K. V. S., New Delhi.
2. The Assistant Commissioner, K. V. S., Guwahati.
3. The Principal, Kendriya Vidyalaya, C. R. P. F., Amerigog, Guwahati-23.
4. The Deputy Registrar, Central Administrative Tribunal Guwahati Bench, Rajgarh Road, Bhangagarh, Guwahati-781005, Assam. He is requested to acknowledge the receipt of the following cases records. This has a reference to his letter No. CAT/GHY/68/Judl/502, Dated 27-06-2002.

Enclo:

1. OA 419/2001-A

By Order

Deputy Registrar
Gauhati High Court, Guwahati.

Central Administrative Tribunal
केन्द्रीय प्रशासनिक अधिकरण
353
18 APR 2011
Guwahati Bench.
गुवाहाटी न्यायपीठ

17

CENTRAL ADMINISTRATIVE TRIBUNAL
GUWAHATI BENCH

Original Application No. 419 of 2001
Original Application No.420 of 2001
Original Application No.421 of 2001
Original Application No.422 of 2001

Date of Decision. 29.4.2002

1. Smt Anjana Goswami (O.A.No.419/2001)
2. Smt Dipti Sinha (O.A.No.420/2001)
3. Smt Saveeta Talukdar (O.A.No.421/2001)
4. Smt Vijay Laxmi ~~Sharma~~ (O.A.No.422/2001) ---Petitioner(S)

Mr A.K. Bhattacharyya, Mr G.K. Bhattacharyya,
Mr Binod Kumar Singh, Mr K.K. Bhattacharyya,
Mr Ashim Kr Choudhury and Mr Ritu Purna Hazarika
---Advocate for the Petitioner(s)

-Versus-

The Union of India and others
---Respondent(s)

Mr B.C. Pathak, Addl. C.G.S.C. and
Mr S. Sarma, Standing Counsel, KVS.
---Advocate for the Respondent(s)

THE HON'BLE MR JUSTICE D.N. CHOWDHURY, VICE-CHAIRMAN

THE HON'BLE MR K.K. SHARMA, ADMINISTRATIVE MEMBER

1. Whether Reporters of local papers may be allowed to see the judgment ?
2. To be referred to the Reporter or not ?
3. Whether their Lordships wish to see the fair copy of the Judgment ? Yes
4. Whether the Judgment is to be circulated to the other Benches ? Yes

Judgment delivered by Hon'ble : Vice-Chairman

IN THE CENTRAL ADMINISTRATIVE TRIBUNAL
GUWAHATI BENCH

Original Application No.419 of 2001
Original Application No.420 of 2001
Original Application No.421 of 2001
And
Original Application No.422 of 2001

Date of decision : This the 29th day of April 2002

The Hon'ble Mr Justice D.N. Chowdhury, Vice-Chairman

The Hon'ble Mr K.K. Sharma, Administrative Member

1. O.A.No.419/2001
Smt Anjana Goswami,
Wife of Dr Indra Kumar Bhattacharyya,
Resident of Manik Nagar, Guwahati.

2. O.A.No.420/2001
Smt Dipti Sinha,
Wife of Shri T.D. Sinha,
Resident of Subhash Bhavan,
Lachit Nagar, Guwahati.

3. O.A.No.421/2001
Smt Saveeta Talukdar,
Wife of Shri Sailendra Kumar Das,
Resident of Hastinapur,
Japorigog Road, Ganeshguri, Guwahati.

4. O.A.No.422/2001
Smt Vijay Laxmi Sharma.
Wife of Shri Ravinder Kumar,
Resident of Janapath Lane,
Ulubari, Guwahati.

.....Applicants

By Advocates Mr A.K. Bhattacharyya,
Mr G.K. Bhattacharyya, Mr Binod Kumar Singh,
Mr K.K. Bhattacharyya, Mr Ashim Kr Choudhury
and Mr Ritu Purna Hazarika.

- Versus -

1. The Union of India, represented by the
Secretary to the Government of India,
Ministry of Human Rsources Development,
New Delhi.
2. Kendriya Vidyalaya Sangathan,
Represented by the Commissioner,
Kendriya Vidyalaya Sangathan,
New Delhi.
3. The Assistant Commissioner,
Kendriya Vidyalaya Sangathan,
Guwahati Region, Maligaon,
Guwahati.

4. The Chairman,
Vidyalaya Management Committee (VMC),
Kendriya Vidyalaya,
CRPF, Amerigog, Guwahati.

5. The Principal,
Kendriya Vidyalayam,
CRPF, Amerigog,
Guwahati. .....Respondents

By Advocates Mr B.C. Pathak, Addl. C.G.S.C. and
Mr S. Sarma, Standing Counsel, KVS.

.....

O R D E R

CHOWDHURY.J. (V.C.)

The issues involved are common and therefore, all the four applications were heard together for disposal.

2. This is the second bout. The four lady teachers also came earlier before the Tribunal assailing the order dated 12.7.1999 reducing the number of sections in the Central School, CRPF, Amerigog, Guwahati from three sections to two sections and the consequent act of the respondents in posting them out from the school by transferring them on the ground of surplus vide order dated 11.8.1999.

3. Consequent to declaration of surplus the applicant in O.A.No.419 of 2001 was transferred and posted from Kendriya Vidyalaya, CRPF, Guwahati to Kendriya Vidyalaya, Laitkor Peak. In O.A.No.420 of 2001 the applicant was transferred from Kendriya Vidyalaya, CRPF, Guwahati to Kendriya Vidyalaya, NEHU, Shillong, in O.A.No.421 of 2001 the applicant was transferred from Kendriya Vidyalaya, CRPF, Guwahati to Kendriya Vidyalaya, Upper Shillong and in O.A.No.422 of 2001 the applicant was transferred from Kendriya Vidyalaya, CRPF, Guwhatit to Kendriya Vidyalaya No.1, Tezpur. Being aggrieved by

the impugned action of the respondents these applicants preferred O.A.s before this Bench which were numbered and registered as O.A.Nos.246, 248, 249 and 250 of 1999. This Bench after hearing the respective parties and considering the respective pleas directed the applicants to make individual representations ventilating their grievances to enable the respondents to pass a reasoned order. The applicants submitted their representations before the authority. The competent authority, namely the Commissioner, Kendriya Vidyalaya Sangathan, New Delhi by order dated 4.10.2001 rejected their representations. Hence the present applications assailing the legality and validity of the order dated 4.10.2001.

4. The applicants in these applications challenged the action as well as the decision making process of the respondents in reducing the number of sections in the school and consequently declaring the teachers surplus as arbitrary, discriminatory and unlawful. The applicants also assailed the consequent order of transfer and posting as in contravention of the equality clause enshrined in Article 14 of the Constitution. The applicants lastly assailed the impugned order dated 4.10.2001 rejecting their representations as arbitrary, discriminatory and unlawful.

5. The respondents contested the claim of the applicants and contended that the order declaring the applicants as surplus pursuant to the reduction of the sections cannot again be reagitated in view of the earlier decision rendered by this Bench in O.A.Nos.246, 248, 249 and 250 of 1999. It was pleaded that the Bench on the earlier occasion declined to intervene in the matter regarding declaration of surplus. It was also contended

that.....

that the respondent authority took a decision bonafide and in the public interest reducing the number of sections and in the set of circumstances question of judicial review in the merits of the decision as to the declaration of surplus does not arise. Lastly, it was contended that the Commissioner, as the competent authority considered the matter, applied his mind and justly and fairly reached the decision which cannot be said to be unlawful. It was contended that respondent No.2 as the competent authority examined the matter afresh and thereafter disposed of the representations in terms of the direction issued by the Tribunal.

6. As referred to earlier as per direction of the Tribunal each of the applicants submitted in writing their representation narrating their grievance. Each of the applicants specifically assailed in writing the legality as well as the correctness of the decision making process of the respondents in reducing one section each in classes I to V in the school in question arbitrarily. In addition the applicants narrated their personal problems consequent to the order of transfer and posting out of their present place of posting. The Commissioner, Kendriya Vidyalaya Sangathan, while disposing of the representation on 4.10.2001 addressed himself to the representation in the following fashion while considering the case of the applicant in O.A.No.419 of 2001.

> "The submission made by the petitioner has been considered very carefully and sympathetically and she is informed that due to reduction in Primary sections to two sections in KV CRPF Amerigog Guwahati she had been identified excess to requirement over the sanctioned strength at KV Amerigog, Guwahati and was redeployed in KV Laitkor Peak, Shillong.
>
> With regards to the submission made by the petitioner from Para 1 to 5 of her representation it.....

it is stated that the commissioner being the competent authority had taken the decision to make KV CRPF Amerigog as two section school based on number of students available from priority category and physical facilities available in the school. Accordingly 12 Primary teachers posts were/are sanctioned and 7 primary teachers were rendered excess to requirement.

While making such exercise for KV CRPF Amerigog Guwahati due care had been taken to the local needs of the school as well as the difficulties faced by the teachers. Only 76 students belonging to category I and II were accommodated in these two sections. Regarding transfer of CRPF personnel to Guwahati station it is stated that some times the students strength may go up due to incoming of CRPF personnel and at the same time it cannot be denied that the students strength goes down due to transfer out of CRPF personnel from Guwahati station so it is vice-versa. At the time of making two sections schools the recommendation made by the Principal/Chairman and the Assistant Commissioner of the Region concerned has been considered by the Commissioner carefully but it could not be accepted in the year 1999.

As regards to her sincerity, deligance and personal problems as stated in para 6 of her representation, she is informed that as a sincere teacher she should have joined at the place of her initial deployment viz. KV Laitkor Peak in 1999 in the larger interest interest of the students community, after serving 15 yearrs in the same station namely Guwahati. Instead she had continued in the same Kendriya Vidyalaya against a zero vacancy amounts to pay without work. She is further informed that as per Article 49 k of the Education Code which states that an employee of Kendriya Vidyalaya Sangathan is liable to be transferred to any Kendriya Vidyalaya or office of the Kendriya Vidyalaya Sangathan by short notice. Hence the personal problems expressed by the applicant regarding the ailments and studies of the children and working of her husband at Guwahati station and father of the petitioner of 80 years etc. which are very common to every employee should not come in the way of discharging public service. Personal problems expressed by her has not little importance. Moreover her transfer had been effected within the Guwahati Region. It may not be possible to adjust her at Guwahati station.

With regards to para 7&8 of her representation it is stated that fixation of staff srength of every vidyalaya is an annual feature. During the course of such exercise some posts are withdrawn and some posts an sanctioned additionally due to which some teachers become excess to requirement.

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As per policy of Kendriya Vidyalaya Sangathan, the teacher in the cadre having longest period of stay in the Kendriya Vidyalaya has to be identified as surplus/excess to requirement in the event of reduction of sections/withdrawal of the post. Accordingly Mrs Anjana Goswami who had been working in KV CRPF Amerigog for 15 years, being a teacher having longest period of stay in the vidyalaya i.e. KV Amerigog had been identifed as surplus and was redeployed in KV Laitkorpeak."

.....

"As regards to para 10 & 11 of her representation she is informed that at the time of fixation of staff strength and subsequently while redeploying the surplus PRTs due care had been taken to adjust the petitioner in the region in the year 1999-2000. But the vacancies came later on is to be filled up by the employees who became excess to requirement in subsequent years and request transfers for which the applications are called for every year. However, the vacancies available at Guwahati station now should be filled up from the teachers who had been transferred out of Guwahati in public interest in terms of 10(1) of transfer guidelines and had requested for retention in Guwahati station citing junior/senior problems and these requests are under active consideration. Hence the petitioner cannot be accommodated in Guwahati station.

As regards to para 12 to 14 of her representation it is stated that in the year 2000-2001 only 97 candidates of priority category had requested for admission in Class-I which is much below for the continuance of third section. In 2000-2001 also only 94 candidates of priority category had registered for fresh admission. Out of these candidates even some candidates did not fulfil the eligible criteria. Thus there is no justification for continuance/retention of any additional section. Moreover Kendriya Vidyalaya Sangathan can't grant admission to all the candidates registered for admission as its main aim is to grant admission to the wards of the transferable Central Govt. employees and defence personnel, who will come in the priority category. The Commissioner being the competent authority could not accord permission due to the above cited facts. The fresh admission during 1999-2000, and 2000-2001 and 2001-2002, are 76, 67 and 75 respectively. So opening of additional sections just because to accomodate the petitioner at the cost of the Public exchequer cannot be considered."

7. The materials produced before us indicated that prior to the impugned decision in the primary level, i.e. classes I to V, of the school in question there were three sections each which were reduced to two sections each. Despite opportunity granted, the respondents failed

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to produce the decision making process as to why the sections were abruptly reduced. In the written statement the respondents stated that the issue involved in the O.A.s was already settled in the Judgment and Order of the Tribunal dated 25.7.2001 and therefore, the respondents did not submit their parawise reply. It was stated that the issue regarding decrease of sections was a purely administrative action and the Tribunal by Judgment and Order dated 25.7.2001 clearly spelt out the issue.

8. Admittedly, the applicants questioned the legitimacy of the decision making process in the reduction of the number of sections in their representations. The Commissioner referred to the contentions of the applicants, but held that the Commissioner being the competent authority had taken the decision to make Kendriya Vidyalaya, CRPF, Amerigog a two sections school based on the number of students available from priority category and physical facilities available in the school. What impelled the Commissioner to reduce the sections despite the objections of the local authority is not discernible. In the earlier written statement the respondents mentioned about the recommendations of the 14th meeting of the Academic Advisory Committee. We have looked to the recommendations of the aforementioned committee, but did not find any specific recommendations for reduction of sections in the school in question. The communication dated 12.7.1999 only speaks of staff sanctioning. The Government direction only pertained to the creation of new posts. The authority no doubt was conferred with the discretion to

take.....

take decision on the student teacher ratio including the number of sections, but that discretion is not unfettered. Powers entrusted to the authority is thus to act justly, reasonably and lawfully. Discretion means sound discretion according to law. According to Coke discretion is "scire per legem quod sit justum" - "a science or understanding to discern between falsity and truth, between right and wrong, between shadows and substance, between equity and colourable glosses and pretences, and not to do according to their wills and private affections". In Padfield Vs. Minister of Agriculture, Fisheries and Food, (1968) A.C. 997, the House of Lords held that the Minister's discretion was not unfettered and that the reasons that he had given for his refusal to appoint a committee showed that he had acted ultra vires by taking into account factors that were legally irrelevant and by using his power in a way calculated to frustrate the policy of the Act. It was also observed that it would be open to the court to infer that the Minister had acted unlawfully if he had declined to supply any justification at all for his decision. The said principle of law enunciated in the area of judicial review aptly applied in this case also. No discernible reasons are found as to why the number of sections were reduced abruptly in the existing school. The Government memorandum basically speaks of some form of restraint in introduction or increase of additional sections. The factors those were taken into consideration in reducing sections like lack of facilities in the school are not discernible from the materials on record.

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9. Mr S. Sarma, learned counsel for the respondents contended that the matter was finally concluded by the decision of the Tribunal dated 25.7.2001 in O.A.Nos.246, 248, 249 and 250 of 1999. A matter if finally adjudicated upon is not to be gone into as per the accepted principles of law.

10. We have perused the earlier decision of the Tribunal, more particularly paragraph five of the judgment. It was observed, inter alia that in its decision making process the Sangathan, however, is required to take into confidence the local authority. The materials on record did not indicate any such positive steps..... Though, the ultimate decision was to be taken by the Sangathan, one cannot also ignore the academic schedule and maintenance of continuity of education. The Tribunal, however, refrained to intervene in the decision making process as to the declaration of surplus. It did not delve further in view of the fact that the matter was remanded to the competent authority to consider the representations of the applicants on merit. The judgment did not uphold the decision of the respondents on the reduction of classes/sections. It was intentionally done to avoid embarrassment. In view of the existing vacancies we thought that the matter would be decided amiably and cordially, averting discomfiture and embitterment and that was the reason we refrained from delving into the matter and remanded the case back.

11. The correspondence, those were made available to us, between respondent Nos.2, 3 and 4 and 5 did not contain any whisper as to the lack of "physical facilities" as well as to the deficiency of students in

the.....

the school. The impugned act of the respondents in reducing to two sections from three sections on the facts situation and thereby holding seven teachers surplus in the Central School, CRPF, Guwahati is not sustainable in law, so also the consequent order of transfer on surplus ground. The impugned decisions including the order dated 11.8.1999 transferring the four applicants are thus set aside and quashed.

12. We have referred to some of the observations made by the Commissioner while rejecting the representations of the applicants. A decision maker is required to address itself to the issues involved objectively in the light of the fact situation. He is required to take into account relevant facts. He cannot pursue irrelevant and extraneous considerations. He is required to act justly, reasonably and fairly, not extravagantly nor improperly. Fair consideration means cogitation of the relevant facts candidly and impartially in an unbiased way. Such consideration must dispel prejudice and predisposition. The impugned order itself indicated that the Commissioner in upholding the decision of reduction to two sections from three sections refused even to consider the recommendations of the local authorities without assigning any reason. In rejecting the representations of the applicants he only considered as to the intake of admission in the school pursuant to the order of reduction of sections. The school was already running with three sections on the basis of sanctioned strength. No reasons as to why the student intake was reduced abruptly from three sections to two sections are ascribed. Even as per the policy of the authority in

accommodating.....

accommodating surplus persons care was to be taken to accommodate such persons in the neighbourhood as far as practicable. The applicants pointed out the vacancies in which they could have been taken, but their claims were brushed aside on grounds which were not relevant and germane. It seems that the authority while assessing the merit of the applicants failed to fairly and impartially consider the respective cases of the applicants. The concerned authority while considering the prayer for alteration of the place of posting expressed his dissatisfaction over the teachers for not joining their place of posting. In his view the continuance of the applicants on the strength of the order of the Tribunal amounted to loss of the Public exchequer. Obviously, the said authority failed to disabuse his mind and which affected his ultimate decision. The impugned decision dated 4.10.2001 is, therefore, liable to be set aside and accordingly the same is set aside.

13. The applications are accordingly allowed. There shall, however, be no order as to costs.

(K. K. SHARMA)
ADMINISTRATIVE MEMBER

(D. N. CHOWDHURY)
VICE-CHAIRMAN

nkm

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DISTRICT : KAMRUP

IN THE CENTRAL ADMINISTRATIVE TRIBUNAL

GUWAHATI BENCH

Original Application No. 419 OF 2001

Smti Anjana Goswami

.....APPLICANT

- Versus –

Union of India and others

.....RESPONDENTS

DATE : 16th ~~NOVEMBER~~ OCTOBER, 2001

PLACE : GUWAHATI

COUNSEL FOR APPLICANT

MR A. K. BHATTACHARYYA

MR G. K. BHATTACHARYYA

SENIOR ADVOCATES

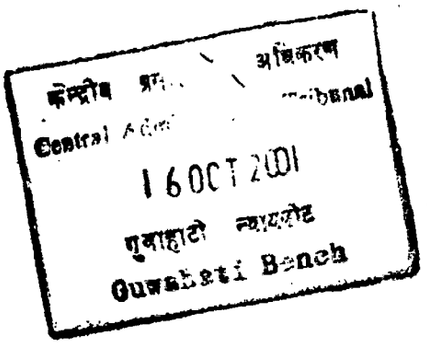
MR BINOD KUMAR SINGH

MR K. K. BHATTACHARYYA

MR ASHIM KR. CHOUDHURY

MR RITU PURNA HAZARIKA

ADVOCATES



Smti Anjana Goswami
FILED BY : 30
the Applicant
through
Ashim K. Chaudhury
Advocate
16/10/01

DISTRICT : KAMRUP

IN THE CENTRAL ADMINISTRATIVE TRIBUNAL

GUWAHATI BENCH

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.....RESPONDENTS

Subject Matter : Transfer

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केन्द्रीय प्रशासनिक न्यायाधिकरण
Central Administrative Tribunal
16 OCT 2001
गुवाहाटी न्यायपीठ
Guwahati Bench

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Goswami

Signature of Applicant

Smti Anjana Goswami

FILED BY:
Anjana Goswami
Applicant

through
Mrinal Kr. Chanda
Advocate
16/10/01

DISTRICT:KAMRUP

IN THE CENTRAL ADMINISTRATIVE TRIBUNAL : GUWAHATI BENCH

(An application U/s. 19 of the Administrative Tribunal Act, 1985)

ORIGINAL APPLICATION NO. OF 2001

Smti. Anjana Goswami,
wife of Dr.Indra Kumar Bhattacharyya,
Resident of Manik Nagar,
R.G.Baruah Road,
Guwahati-781005, Assam.

...APPLICANT

-VERSUS-

1. The Union of India,
(Represented by the Secretary to
the Government of India, Ministry of
Human Resources Development,
New Delhi.

2. Kendriya Vidyalaya Sangathan,
Represented by the Commissioner,
Kendriya Vidyalaya Sangathan 18,
Institutional Area,
New Delhi - 110016.

Ag.

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3. Assistant Commissioner,
Kendriya Vidyalaya Sangathan,
Guwahati Region, Maligaon,
Guwahati, Assam.

4. The Chairman,
Vidyalaya Management Committee(VMC),
Kendriya Vidyalaya,CRPF, Amerigog,
Guwahati-781023.

5. The Principal,
Kendriya Vidyalaya, CRPF, Amerigog,
Guwahati-781023.

... **RESPONDENTS**

DETAILS OF APPLICATION

I. **PARTICULARS OF THE ORDER AGAINST WHICH THE APPLICATION IS MADE.**

1. The instant application is directed against the validity of letter No. 11-8/94 KVS(D&M) dated 12.07.99 issued by the Section Officer, Organisation and Management Department, Kendriya Vidyalaya Sangathan, New Delhi decreasing one section each in Classes I to V in

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Kendriya Vidyalaya, CRPF and that of the office order No. F.10-4/99-KVS(GR)/5446-SL dated 11.08.99 transferring the applicant from Kendriya Vidyalaya, CRPF to Kendriya Vidyalaya, Laitkor Peak showing the applicant as surplus staff illegally and without authority of law.

2. Memorandum No.F.No.90-224(4)/99-KVS)L&C) dated 04.10.2001 passed by the Commissioner, Kendriya Vidyalaya Sangathan rejecting the representation filed by the applicant in pursuance to the order passed by the Hon'ble Tribunal and modifying the transfer order by transferring to K.V. Upper Shillong instead of KV Laitkor Peak, Shillong as the said post was filled up.

3. Circular No. F.1-1/96-KVS(Estt-III) dated 23.07.96 issued by the Deputy Commissioner of the Administration of the Sangathan relating to surplus adjustment and transfer of staff within the region.

II. JURISDICTION OF THE TRIBUNAL

The applicant declares that the subject matter of the order against which he wants redressal is within the jurisdiction of this Tribunal.

III. LIMITATION.

The applicant further declares that the

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application is within the limitation prescribed in Section 21 of the Administrative Tribunals Act, 1985.

IV. FACTS OF THE CASE

1. That your applicant is a citizen of India and permanent resident of Guwahati in the district of Kamrup, Assam and as such, she is entitled to all the rights and privileges guaranteed under the Constitution of India and other laws made thereunder.

2. That the applicant is at present serving as a primary teacher in the Kendriya Vidyalaya, CRPF, Group Centre, Amerigog, Guwahati-781023 and she has rendered about 15 years of faithful and loyal service to the Sangathan and she is being treated in a most arbitrary and malafide manner and as such, she is approaching this Hon'ble Tribunal for relief due to her.

3. That the applicant after passing the B.A. degree with Honours in Philosophy also obtained the M.A. degree in Philosophy from the Gauhati University in the 1980 session. The applicant has since obtained the Bachelor of Teaching (B.T.) degree.

4. That the applicant was initially appointed as an ad hoc primary teacher under the Kendriya Vidyalaya

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(hereinafter referred as "KV") on 11.10.82 and she had served the Sangathan on ad-hoc basis. Subsequently, in response to an advertisement issued by the Kendriya Vidyalaya Sangathan (KVS), Guwahati Region, the applicant who possessed the requisite eligibility criteria applied for the same. The applicant was called for an interview and on being selected, she was appointed as a primary teacher vide Order No. F.KVS/GR/1-7/85-86/1482-3 dated 10.08.85 and posted to the Kendriya Vidyalaya, Digaru vide Memorandum NO. F.1-11/KVS/GR/85-86/1892-3 dated 22.08.85. Subsequently, by transfer order No. 1/PFT/86 dated 12.08.96, the applicant was transferred and posted to the KV, CRPF, Amerigog in which school, she is at present serving. The applicant by order No. F.16-1/Esstt/KVS(GR)/94 dated 17.01.95 has been confirmed in the post of Primary Teacher with effect from 01.07.89. In appreciation of the service rendered by her, the Respondent No. 5 by letter dated 19.12.95 certified that the applicant was one of the best worker teacher of the Vidyalaya and the aforesaid certificate has been kept in her service record. On the recommendation of the Departmental Promotion Committee (DPC), the respondent No. 4 by his other order No. F.9-1/98-KVS(GR)/17966 dated 18.03.98 appointed the applicant to the Senior Scale with effect from 26.08.97.

Copies of the aforesaid order dated

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10.08.85, 22.08.85, 12.08.86, 13.01.95 certificate dated 19.12.95 and 18.03.98 are annexed herewith and marked as **ANNEXURES-1, 2, 3, 4, 5 & 6** respectively.

5. That the applicant begs to state that the Kendriya Vidyalaya in the CRPF Campus at Amerigog was started about 18 years back to cater to the needs of the CRPF personnel posted to this area and other students who are eligible according to the norms laid down by the Sangathan. The school is functioning in the accommodation provided by the CRPF authorities and the CRPF authorities have also allotted land for construction of the building of the school and the land has already been handed over to the Sangathan authorities and the construction is expected to start soon. The Vidyalaya is imparting education upto the 0+2 level and the CRPF camp being a Group Centre, a large number of students come for admission every year and there are waiting lists for admission.

There are three sections in each class from Class I to Class X and the strength of the teachers appointed is on the basis of the number of classes.

6. That the applicant begs to state that there are seven Kendriya Vidyalayas, namely, (1) Kendriya

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Vidyalaya, CRPF, Group Centre, Amerigog, Guwahati-23, (2) Kendriya Vidyalaya, Khanapara, (3) Kendriya Vidyalaya, Borjhar, (4) Kendriya Vidyalaya, Narengi, (5) Kendriya Vidyalaya, IOC, Noonmati, (6) Kendriya Vidyalaya, Maligaon, (7) Kendriya Vidyalaya, Digaru located in different parts of Greater Guwahati and in all these schools, the same pattern of having sections is being followed. However, for reasons best known to the authorities, the CRPF Vidyalaya has been singled out for arbitrary and malafide action since the later part of 1998. During the admission time in 1998, the Vidyalaya authorities suddenly decided to close down one section of Class I and though there were sufficient numbers of students waiting to be admitted, the authorities were refusing to admit them. However, many of the affected guardians approached the authorities and ultimately students were admitted for the third section of class I and at present, the school is functioning with three (3) sections in all classes upto class x and there are sufficient numbers of students as required under the norms of the school. It may be relevant to mention herein that the demand of admission into the primary section of the school is increasing every year for various reasons. The school authority has become incapable of meeting such demand of admission.

7. That as such, the applicant was surprised

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when she came to know that the Respondent No. 2 by his letter No. 11-8/94 KVS(D&M) dated 12.07.99 circulated the impugned memorandum for the CRPF school, Guwahati for the year 1999-2000 by the said memorandum,it was informed that there would be a decrease of one section from class I to class V as a result of which, there would be seven (7) surplus primary teaches. In the said memorandum, the staff were directed to submit representations relating to the amendment for taking action.

An English translation of the aforesaid memorandum dated 12.07.99 (original in Hindi) is annexed herewith and marked as **ANNEXURE-7.**

8. That the applicant on 30.07.99 duly submitted a representation pointing out the difficulties and requesting that the section be retained. On 31.07.99, the applicant and six other primary teachers submitted a joint representation to the Secretary, All India Kendriya Vidyalaya Teachers' Association, Guwahati Region to take necessary steps against the decision of the respondent no. 2 to decrease one section each in classes I to V and declaring seven local senior most lady teachers as surplus. The association has taken up the matter with the concerned authorities but to no avail.

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Copies of the aforesaid representation dated 30.07.99 and 31.07.99 are annexed herewith and marked as **ANNEXURES- 8 & 9** respectively.

9. That the applicant begs to state that a meeting was held with respondent No. 4 as Chairman with the Principal and other members of the Vidyalaya Management Committee and it was decided that the matter be taken up by the Respondent No. 4 with the Respondent No. 2. Accordingly, the Respondent no. 4 by his letter No. KV.1/22-GC-PA dated 31.07.99 strongly objected to the unilateral withdrawal of one section each from class I to class V whereby the strength of the teachers was reduced mainly from the primary section. In the said letter, it was stated that the Sangathan had taken the unilateral decision without knowing the factual position and without knowing the strength in all the classes. In the said letter, it was further stated that there were enough number of students to continue with the three sections and that it would not be practicable to adjust the students in two sections as then each section would have more than 50-60 students, which was not viable due to lack of space in the class rooms and as per the Sangathan's own norms of keeping the strength of a section limited to 35-40. In the said letter it was also stated that more CRPF personnel were coming on transfer to the Group Centre within a month and that

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their children who would come with transfer certificates would have to be given admission thereby raising the strength in each section to about 70 students. The Respondent No. 4 after discussing the various other practical difficulties to be faced by the reduction in strength requested Respondent No. 2 to withhold the impugned order dated 12.07.99 which would create serious repercussions in the school administration.

A copy of the aforesaid letter dated 31.07.99 is annexed herewith and marked as ANNEXURE-10.

10. That as stated above, by the impugned order dated 12.07.99, representation were called for and most of the teachers including the applicant had submitted representations. Moreover, the Respondent no. 4 in his capacity as the Chairman of the Vidyalaya Management Committee had objected to the unilateral decision taken by the authorities and by pointing out the factual difficulties had prayed for withholding and cancelling the impugned order dated 12.07.99.

11. That the applicant then came to know that the respondent no. 3 without waiting for the representation filed by the staff and also without consideration of the letter sent by the respondent No. 4 in this regard had

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issued office order No.F.10-4/99-KVS(GR)5446-81 dated 11.08.99 whereby the applicant along with some other teachers had been declared surplus staff and transferred with immediate effect. In the said order, the applicant's name has been reflected at serial No. 15 and she was sought to be transferred to the Kendriya Vidyalaya, Laitkor Peak, Shillong. From the said order, it will be apparent that seven (7) teachers from the CRPF Vidyalaya where one section from five classes were unilaterally reduced were transferred en bloc out of the school located in Greater Guwahati.

In the endorsement to the Principal, it was stated that the teachers should be relieved immediately and that even if a teacher was on leave/absent, he/she should be relieved in-absentia.

A copy of the aforesaid order dated 11.08.99 is annexed herewith and the same is marked as **ANNEXURE-11.**

12. That the applicant begs to state that from what is stated above and particularly from the letter dated 31.07.99 from the respondent no. 4, it will be apparent that there was no justification whatsoever in suddenly decreasing the number of sections in the present school and that too without consulting the respon-

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dent No. 4 or the Principal who know the actual state of affairs and also the requirement of the school. Moreover, representations were called for from the staff though most of the teachers including the applicant and submitted representation and the respondent No. 4 had specifically written for the withholding and cancelling the impugned order dated 12.07.99 the authorities have not considered and disposed of the representation and the respondent No. 3 in not haste has issued the impugned order transferring this applicant.

13. That the applicant begs to state that due to pressure and extraneous considerations, the wives and relations of political leaders and influential bureaucrats are accommodated in the Kendriya Vidyalayas and sometimes artificial and unjustified surplus teachers are shown on record and after the transfer order is effected and carried out, a fresh teacher is appointed or transferred to the resultant vacancy. Because of the manner in which the matter has been proceeded and in view of the pressure exerted by the guardians and Respondent No.4, after the applicant is made to carry out, the transfer order, the third section will again be made functional and someone else with right connection will be posted in her place.

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14. That the applicant begs to state that apart from the illegal and arbitrary manner in which she has been declared surplus and sought to be transferred out, the applicant had personal difficulties in suddenly proceeding to Shillong. The husband of the applicant who is a senior professor of Cotton College, Guwahati is suffering from hypertension and other physical ailment and he requires the applicant's care. The applicant had mentioned this in her representation against the impugned order dated 12.07.99 but the aforesaid representation has not yet been considered. It is further stated that two minor sons of the applicant are prosecuting their studies in the Don-Bosco School at Guwahati in Class IX and class V respectively.

15. That the applicant begs to state that for the current session as many as 132 students had registered themselves for admission into class I of the said school but because of the arbitrary and malafide directions of the authorities, the school has admitted only 70 students in class I and the guardians of the remaining students are also facing great difficulties. The applicant has come to know that in none of the other schools mentioned above within Greater Guwahati, there has been such reduction in sections and the CRPF school was singled out malafide and only to transfer the applicant. The applicant further states that in the other classes

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from class II to class V, though the selection has already been made and the three sections in each class are still functioning, the admissions have not yet been given only to justify that the applicant and others are surplus.

16. Being highly aggrieved by the impugned order, the applicant filed an application before the Hon'ble Tribunal challenging the transfer order and the same was numbered as O.A. 246 of 1999. This Hon'ble Tribunal by order dated 17.08.99 was pleased to issue a notice and meanwhile directed that the impugned orders dated 12.07.99 (Annexure-7) and order dated 11.08.99 (Annexure-11) shall remains suspended until further orders. The application was admitted subsequently and the interim order dated 17.08.99 was allowed to continue.

A copy of the order dated 17.08.99 and marked as **ANNEXURE-12.**

17. That the opposite parties entered appearance and submitted their written statement denying the statements made in the application and stating that the applicant and ~~orders~~ others were declared surplus and transferred according to existing guidelines. At the time of hearing of the case, the respondents relied upon the impugned Circular No.F.1-1/96-KVS(Estt-III dated

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23.07.96 issued by the Deputy Commisisoner, Administration of the Sangathan laying down the guidelines for surplus adjustment and transfer of staff within the region. In the aforesaid circular among others, a distinction was sought to be made within automatic surplus and created surplus and in case of automatic surplus, it was laid down that the teachers who had the longest stay should move out on transfer.

A cop of the said circular is annexed herewith and marked as **ANNEXURE-13.**

18. That the applicant begs to state after the interim order was passed by this Tribunal the Applicant continued to serve in the said school by imparting education in various classes. The Tribunal for the years 1999 to 2002 with respect to the applicant will show that she was entrusted with teaching duties and that she had actually served in the school after the interim orders were passed by the Hon'ble Tribunal. The applicant further states that a close perusal of her personal diary maintained after the interim orders passed by the Hon'ble Tribunal, the volume of works performed by the Applicant during the said period. The respondents utilised the applicants' full service during the said period and as such they are legally bound to pay the allowances which is her property and not the bounty

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showered upon her by the Respondents. Therefore, the Commissioner while issuing the aforesaid letter dated 04.10.2001 could not have legally observed at page No. 4 of the said letter as follows, which is most arbitrary, unfair and most unreasonable.

> "Instead she had continued in the same Kendriya Vidayalay against a zero vacancy for almost 2 years drawing her pay and allowances to the tune of R. 2.31 lacks causing loss to the Public exchequer as continuance of such excess staff against zero vacancy amounts to pay without work".

A copy of the time table for the years 1999 to 2002 and her personal diary maintained are annexed herewith and marked as ANNEXURE-14 & 14A respectively.

19. That the applicant begs to state that the Central Government has not framed any Rules for running the Administration of the school, inasmuch as, no Rule guiding the admission of students of the school has also been formulated. It may be stated that the Kendriya Vidyalayas are being run by Kendriya Vidyalaya Sangathan under the control and guidance of a Board of Governors. The Kendriya Vidyalaya Sangathan is a registered society

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under the Societies Registration act, 1860. Therefore, in absence of any Rules guiding the affairs of the Kendriya Vidyalayas, the Board of Governors issued certain guidelines under the name and style of "Education Code for Kendriya Vidyalayas" which are binding upon the authorities, staff and employees of the school. The Chapter X of the said Code deals with the Admission Rules. The Rules 87 and 88 have some bearing in the facts and circumstances of this case which are quoted hereinbelow.

" Admission.

Admission of new students to the various classes in all Kendriya Vidyalayas shall be made from the beginning of the academic session, Ist, May each year, upto the 31st July, but not beyond this date except as specified below.

(i) Admission on transfer from a Kendirya Vidyalaya any time during the academic year :

(ii) Admission on transfer from a school following the All India pattern of studies of Kendriya Vidyalayas at any time of the academic year subject to the approval of the CBSE where such permission is necessary ;

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(iii) Admission in exceptionally deserving cases on a reference to the Sangathan made by the concerned principal with full justification.

88. Priorities for Admission :

The eligible categories which receive priority in admission to Kendriya Vidyalayas will be as under :

I. Kendriya Vidyalaya in Defence and Civil Sector :

(i) Children of transferable Central Government employees including Defence /CRPF/BSF Personnel in uniform and employees of All India Services and Indian Foreign Service.

(ii) Children of transferable employees of autonomous bodies and public sector undertakings fully financed by Central Government.

(iii) Children of non-transferable Central Government employees including Defence/CRPF/BSF personnel.

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(iv) Children of other floating population which includes civilian population desirous of joining the pattern of studies adopted in the Kendriya Vidyalayas".

Keeping in view the priorities as mentioned in Rule 88 of the Code, the Kendriya Vidyalaya Sangathan,CRPF had admitted about 77 students in Class I of the school in 1999-2000 session in April, 1999. Thereafter, also quite a sizable number of students were admitted in class I of the school. It may be significant to mention herein that the admission into the class I of the school continued to be entertained from the students belonging to category I and II even after the aforesaid seven senior most teachers including the applicant were rendered surplus and transferred to different places outside Guwahati.

20. That the authorities concerned acted arbitrarily and unreasonably in reducing the sections in class I to class V in the school in question. This illegal, arbitrary and unreasonable action was taken by the Respondent Nos. 2 and 3 with a view to render seven senior most teachers of the school surplus. As a result of rendering seven senior most teachers of the school surplus, the Respondent Nos. 2 and 3 prepared a ground for transferring them out of Guwahati which smacks of punishment and malice in law.

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21. That the applicant begs to state that the recommendation of the 14th meeting of the Academic Advisory Committee does not appear to have been equally applied to all the Kendriya Vidyalayas of Guwahati Region, which infected the decision of the Authority by the vice of mischief of the Article 14 of the Constitution of India. Though, the applicant is not questioning the wisdom of the authorities to classify the schools pursuant to the said recommendation yet the authorities concerned are bound to keep in mind the mandate of the Articles 14 and 16 of the Constitution of India while making such classification of the schools. Considering the facts and circumstances of the present case, the authorities do not seem to have been guided by reasonable test of differentiation in making the aforesaid classification which resulted in rendering seven senior most teachers of the school surplus and thereby transferring them to other places out of Guwahati. It is pertinent to mention herein that the Respondents rendered seven senior most teachers including the applicant surplus while retaining six junior most and unconfirmed teachers in the school. This will not only affect the academic standard of the eighteen years old school but it also violates the mandate of Articles 14 and 16 of the Constitution of India.

In this connection that Rule 35 of the Educa-

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tion Code for Kendriya Vidyalaya prescribes the Functions and powers of the Management Committee of the school. Rule 35 (5) is relevant in the present context which is quoted hereinbelow:

> "35.(5) To make recommendations to the Sangathan about additional classes and sections, if any, to be formed in the Vidyalaya during the forthcoming academic year in order to accommodate children belonging to the eligible categories".

Though, the Managing Committee of the school recommended the retention of the all sections in all the Classes by adopting two resolutions in its meeting dated 02.07.99 and 10.08.99 yet the respondents did not pay any heed to the weighty recommendations of the Managing Committee. In fact, following the resolution dated 02.07.99, the Chairman of the Managing Committee of the school addressed the letter dated 31st July, 1999 (Annexure-10 to the original application) to the Respondent No. 2 informing him in details about the adverse effect of reduction of sections in the school. It is also learnt that the respondent No. 5 has also similarly written letters to respondent No. 2 and forwarded the aforesaid resolutions to him. However, the Respondent nos. 2 and 3 have not taken into account those factors

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as mentioned in the said letter while passing the impugned order of transfer.

Photo copies of the aforesaid two resolutions dated 02.07.99 and 10.08.99 are annexed hereto and marked as **ANNEXURES-15 & 16** respectively.

22. That the applicant begs to state that the Respondent no. 4 by his D.O. letter No. KV-1/99-PA dated 21.08.99 requested the Respondent no. 2 to approve the admission of about 15 students in various classes (ranging from I to X) as those students had to be accommodated in Kendriya Vidyalaya,CRPF, because their guardians have reported back on transfer to the Group Centre, CRPF, Guwahati.The respondent No. 4 further highlighted in that letter that the strength of each section had gone upto more than 40 students in each class because of the reduction of one section in each class. On the other hand, 26 students in various classes of the Primary section had to be again accommodated in the month of July and August, 1999 in order to meet the immediate emergent situation. It may be pointed out in this connection that these facts amply prove that there has been sufficient demand of students in all classes including Primary section in Kendriya Vidyalaya, CRPF. Therefore, in the facts and circumstances of the case,

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it is most arbitrary and unreasonable to reduce the number of sections of the classes into 2 sections only with a view ~~or~~ to render some of the senior most teachers surplus in the school.

Typed copy of the aforesaid D.O. letter dated 21.08.99 along with the photo copy and a typed copy of the list of students admitted in the months of July and August, 1999 are annexed hereto and marked as **ANNEXURES-17, 17A & 18** respectively.

23. That the applicant further begs to state that in this connection that before issuing the impugned order dated 12.07.99, the respondent no. 2 by his letter No. 1-1/99-KVS(JC-ACAD)/Admission dated 28.06.99 issued certain clarifications/modifications in admission guidelines for the year 1999-2000. A careful and close perusal of the aforesaid letter would clearly reveal that the order dated 12.07.99 has been passed by the Respondent No. 2 most inconsistently and in violation of his aforesaid guidelines.

A copy of the aforesaid letter dated 28.06.99 is annexed herewith and is marked as **ANNEXURE-19.**

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24. That the applicant begs to state that though her service can be transferred to any place in India by the appropriate authority yet the authorities concerned must not exercise the power of transfer arbitrarily, unreasonably and capriciously. The authority is under constitutional obligation to provide human condition of work and the maternity relief to the lady teachers of the School.The respondent No. 2 could not be legally oblivious about the fact that the applicant has two minor sons to be cared for and looked after apart from her husband's ailments, specially, hypertension. It is not humanly possible to leave her two minor sons all alone.The policy adopted by the Kendriya Vidyalaya Authorities in respect of transfer is that ordinarily a teacher is not transferred outside the place of posting unless the incumbent asks for voluntary transfer in accordance with the service condition. Therefore, I emphatically assert that if the impugned order of her transfer is tested in the touchstone of the "principle of Wednesbury unreasonableness", it would not stand the judicial scrutiny at all.Further, if the impugned order is tested in the background of the facts and circumstances as stated above, it betrays all logic and no prudent and sensible person could have passed the aforesaid order. Therefore, the same is liable to be set aside and quashed.

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25. That the applicant further begs to say that while admitting the legal position that the respondents have power to reduce the number of sections in a class, they cannot exercise the said power arbitrarily and unreasonably and in complete disregard to the Rules and guidelines issued from time to time. It is further emphasized that the respondents are constitutionally bound to meet the challenge of Articles 38, 39 and 42 of the Constitution of India as contained therein in part-IV (Directive Principles of State Policy). Moreover, the respondents have to take into account the mandate of Articles 14 and 16 of the Constitution of India while passing such unreasonable impugned orders which affects quite a sizable section of minor children and senior most teachers of the school. It is further stated in this connection that if it is a question of abolition of posts of seven senior most teachers in the Kendriya Vidyalaya, CRPF, the respondents are under legal ~~on~~ obligation to adhere to the Principle, namely "First come last go" or "last come first go" which further strengthens the fact that the services of seven senior most confirmed and permanent teachers in the said school cannot be transferred under the law on the ground of illegally rendering them surplus in their own school and that the "concept of surplus" in Government service is unknown to the service jurisprudence. Therefore, keeping in view the aforesaid principles, the Respondents are under

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legal obligation to accommodate the aforesaid seven senior most teachers including myself in the Kendriya Vidyalaya, CRPF itself by shunting out the junior most six teachers mentioned above. The Respondents not having done so, committed gross error of law which smacks of punishment meted out to those seven teachers including the applicant without any reasonable and probable cause and that the commission of malice in law in the present case is writ large on the face of the impugned orders. Because, it is apparent that the respondents wanted to transfer the aforesaid seven senior most teachers including the applicant out of Guwahati for the reasons best khown to them. This attempt had been made right for 1998. Therefore, the Respondents had to make a ground for their transfer by reducing the sections against the recommendation of the Management Committee. It appears that the Respondents have not acted bonafide in reducing the section of the Classes in view of the fact that 132 students have already registered themselves in Class I of the aforesaid school for the year 1999-2000. It may be relevant to mention herein that keeping in view the mandate of the Directive Principles of State Policy as contained in Part IV of the Constitution of India, the Respondents cannot legally refuse the admission to those 132 minor students who have hardly reached six years of age.

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26. That the applicant begs to state that it apposite to bring it to the kind notice of the Hon'ble Tribunal the respective seniority of the Nineteen (19) teaches in the Primary wing of the Kendriya Vidalaya, CRPF, in order to appreciate the point, namely, the permanent, confirmed and senior teaches should not have been rendered surplus after working for more than 13 to 15 years for the purpose of transferring them outside Guwahati, specially in view of the fact that the services of six Junior and unconfirmed teachers have been retained in the said School.

The applicant craves Your Lordships' leave to give hereinbelow a list of teachers in Kendriya Vidyalaya, CRPF, in order of seniority and confirmation, showing the dates of their appointments and dates of their confirmation in the service.

LIST OF TEACHERS IN THE PRIMARY SCHOOL WING OF THE KENDRIYA VIDYALAYA, C.R.P.F., AMERIGOG, GUWAHATI - 23 WITH DATES OF THEIR APPOINTMENTS AND CONFIRMATIONS INDICATING THE INTERSE-SENIORITY OF 19 TEACHERS MENTIONED BELOW :

PRIMARY WING

Sl. No.	Name of Teachers / Applicant	Case No.	Date of Appointment	Date of Confirmation
1.	Mrs.C. C. Mahanta	Transferred. But has not filed case	30.06.75	01.08.77
2.	Mrs. Sabita Talukdar *(Applicant)*	O.A. No. 248/99	26.07.84	22.12.88
3.	Mrs. Chapa Das Kar		29.08.84	22.12.88
4.	Mrs. Dipti Sinha *(Applicant)*	O.A. No. 249/99	24.09.84	22.12.88
5.	Mrs. Anjana Goswami *(Applicant)*	O.A. No. 246/99	26.08.85	01.07.89
6.	Mrs. V. L Sharma *(Applicant)*	O.A. No. 250/99	26.08.85	01.07.89
7.	Mrs. Deepali Sarma	Transferred. But has not filed case	26.08.85	01.07.89
8.	Mrs. Sujata Chakraborty		11.10.85	01.07.89
9.	Mrs. Naseem R. Muiz		12.09.86	01.07.89
10.	Mrs. Afifa Ahmed		30.09.86	01.07.89
11.	Mrs. Rashmi Srivastava		16.01.87	16.01.89
12.	Mr. Ranjeet Singh	Transferred. But has not filed case	09.03.87	01.07.89
13.	Mrs. Runi Borgohain		30.08.88	30.08.90
14.	Mrs. Seema Rekha Choudhury		10.08.93	Not Confirmed
15.	Mrs. Meera Gogoi		10.08.93	Not Confirmed
16.	Mrs. Iva Bordoloi		10.08.93	Not Confirmed
17.	Mrs. Deepika Devi		16.08.93	Not Confirmed
18.	Mrs. Sikha Das Baruah		11.08.93	Not Confirmed
19.	Mrs. Kabita Devi		13.08.93	Not Confirmed

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27. That the applicant begs to state in this connection that the respondents have not acted on any legally valid principle while transferring seven senior most teachers including the applicant. It may be pointed out that the teachers at Serial Nos. 1 to 7 in the aforesaid list, except the serial No. 3, were rendered surplus and transferred to different places. It is not know why the serial No. 3, namely, Smti. Chapa Das Kar was not rendered surplus and transferred to any other School. Her services have been retained in the same School. The aforesaid list will further show that persons at serial Nos. 8 to 11 were not rendered surplus and transferred to any other place. However, Mr. Ranjeet Singh, at serial No. 12 has been transferred to Shillong. But persons whose names are found at serial Nos. 13 to 19, out of which six are unconfirmed teachers have been retained in the Kendriya Vidyalaya, CRPF. This fact alone shows that the Respondents are treating me and other six senior most teachers differently and discriminatorily without having any reasonable basis and/or nexus with the objects sought to be achieved by transferring us to School outside Guwahati. Even discrimination made between the senior teachers is writ large on the face of the impugned order which is evident from the fact that Mrs. Chapa Das Kar has not been rendered surplus and her services has been retained in the CRPF School though her name stands at serial No. 3 of the aforesaid list.

28. That the applicant begs to state that in this connection that the respondents have followed the principle of pick and choose in rendering me and other six teachers surplus and thereby transferring us to Schools outside Guwahati. This is highly arbitrary and discriminatory which amounts to naked violation of Articles 14 and 16 of the Constitution of India. There-

fore, the impugned orders are liable to be set aside and quashed on this ground alone.

29. That the applicant begs to state that the Respondents have not evolved any fair and reasonable criteria in the matter of rendering teachers surplus and transferring them to different schools and of retaining the services of junior teachers in the same school. It is not only violative of the equality clauses of Article 14 of the Constitution of India but it would also adversely affect the academic standard of the school as seven senior most teachers of the school have been transferred en-bloc to the places outside Guwahati. This is neither fair nor just nor reasonable to justify it in the touchstone of Article 14 of the Constitution of India.

30. That the applicant begs to state that though the Respondents have reserved their power of rendering a teacher surplus and transferring him or her to a different place yet they have not laid down any guidelines and/or criteria on the basis of which the aforesaid power can be exercised reasonably, fairly and non-arbitrarily. The Respondents have retained this unbridled, unguided, uncanalised and arbitrary power with a view to exercise it at their sweet will to protect the favoured ones in prejudice to the interest of the schools and that of senior and confirmed teaches. There-

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fore, arbitrariness, unjustness, discrimination and naked violation of Articles 14 and 16 of the Constitution of India are writ large on the face of the impugned orders. Therefore, the impugned orders are liable to be set aside and quashed on that ground alone.

31. That the applicant begs to state that the recommendation of the local authority, namely, the Managing Committee of the Kendriya Vidyalaya, CRPF have been altogether ignored for the reasons best known to the respondents, inasmuch, as the Respondents not having considered and given due weight to the recommendations of the Managing Committee, Kendriya Vidyalaya, CRPF, have acted arbitrarily, unreasonably and unfairly in passing the impugned orders. The Respondents failed to take relevant factors, namely, the recommendations of the Managing Committee into consideration and took irrelevant factors into consideration while passing the impugned orders against the applicant and six others. Therefore, the same are liable to be set aside and quashed on the ground of same being infected by the vice of "Wednesbury Principle of Unreasonableness."

32. That the applicant begs to state that in this connection that the respondents have made a classification among Nineteen teachers of the Kendriya Vidyalaya,

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CRPF, giving undue and unreasonable advantage to the Junior most unconfirmed teachers. It need not be over emphasised that the Article 14 prohibits classification of citizens but it does not forbid reasonable classification for the purposes sought to be achieved by the said classification.But it must stand the scrutiny of following two acid tests:

(i) the classification must be founded on an intelligible differentia which distinguishes persons that are grouped together from others.

(ii) while making any reasonable classification between the citizens, the differences made between the citizens must have rational nexus to the objects sought to be achieved by such classification.

It is pertinent to point out that the respondents have made unjustified and unreasonable classification in the present case among the Nineteen Primary school teachers of the Kendriya Vidyalaya, CRPF by singling out seven confirmed, permanent and senior teachers by rendering them surplus in the said school and thereby, transferring them to different schools at places outside Guwahati, while retaining the services of

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the junior most and unconfirmed teachers in the same school without assigning any reasons. If this classification is tested in the touchstone of the aforesaid two principles, it would not withstand the judicial scrutiny.Therefore, the impugned orders are liable to be set aside and quashed.

33. That the applicant begs to state that the "concept of surplus" is unknown to Government service Jurisprudence and the said concept is only applicable in the Labour Jurisprudence. Therefore, while applying the said concept to the Government servants, the respondents must act in conformity with the equality clauses as enshrined in article 14 of the Constitution of India. The applicant further state that if the strength of the staff in the primary wing of the Kendriya Vidyalaya, CRPF, is rendered surplus by any eventuality then the Principle of "last come first go" and/or "first come last go" has to be applied in order to meet the challenge of the fundamental rights as ingrained in articles 14 and 16 of the Constitution of India. In the background of this, the respondents ought to have rendered the six unconfirmed junior teachers surplus and transferred them to other schools in order to act in conformity with the aforesaid principle,namely, "Last Come First Go" and/or "First Come Last Go". The respondents not having adhered to the aforesaid equitable and reasonable principle, the impugned orders are liable to be set aside and quashed.

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34. That the applicant begs to state that keeping in view the seniority and the confirmed position of the applicant and that of the other six senior teachers in the service and the availability of services of six junior unconfirmed teachers, the applicant and the other six senior teachers should not have been declared surplus with a view to transfer them to schools outside Guwahati. The respondents having given undue advantage and priority to the junior unconfirmed teachers in discrimination of permanent, confirmed and senior teachers, committed gross illegality and naked violation of the Articles 14 and 16 of the Constitution of India.Therefore, the impugned orders are liable to be set aside and quashed.

35. That the applicant's appointment to the Kendriya Vidyalaya under the Kendriya Vidayalaya Sangathan is not guided by any contract of service. On appointment to the Government Service, the Government Servant acquires a status and his rights and obligations are no longer determined by the consent of both parties but by statute or Statutory Rules which may be framed from time to time. Their conditions of service are also regulated by Statutes or Rules. Therefore, the Respondents could not have made the applicant a surplus with a view to transfer her outside Guwahati. Moreover, she was never told at the time of her appointment that she

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was likely to be rendered surplus after working in a school for about 15 years and that she may be transferred to another school on the ground of being surplus in the original school where she is working presently. Therefore, the impugned orders cannot stand the judicial scrutiny on this ground alone.

36. That the applicants case along with the three other cases filed by three other teachers namely O.A. No. 248 of 1999, O.A. 249 of 1999 and O.A. 250 of 1999 were taken up for hearing together and this Hon'ble Tribunal by common Judgement and order dated 25.07.2001 after considering the entire matter held that ends of justice would be met if a direction was issued to the applicants to make individual representations ventilating their grievances against the order of transfer and posting in addition to the representations already made within three weeks form the receipt of the said order.The Tribunal further directed that on receipt of such representation, the respondents would take note of the grievances and thereafter pass appropriate order allaying their grievances justly and fairly as expeditiously as possible and to pass a speaking order and communicate the same to the applicants. This Hon'ble Tribunal further directed that the interim order passed by the Tribunal on 17.08.99 would remain inoperative till expire of weeks from the date of communication of the reasoned order directed to be passed.

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A copy of the said Judgement is annexed herewith and marked as **ANNEXURE-20**

37. That in pursuance to the said Judgement passed by the said Tribunal, the applicant on 09.08.2001 submitted a detailed representation stating the above facts and also the fact that there were vacancies within Greater Guwahati and prayed that the three sections be restored or to transfer the applicant to any school within Guwahati. Thereafter, again another representation was filed on 25.08.2001 whereby Respondents were informed that 4 vacancies are available in Greater Guwahati.

Copies of the said representations dated 09.08.2001 and 25.08.2001 are annexed herewith and marked as **ANNEXURES-21 & 21A.**

38. That the applicant on 09.10.2001 received the impugned Memorandum F.No.19-224(4)/99 -KVS (L&C) dated 04.10.2001 whereby the respondent no. 2 on a wrong appreciation of the facts and law has rejected the representation filed by the applicant. However, the initial order of transfer was modified and the applicant has now been transferred to K.V. Upper Shillong instead of K.V. Laitkor Peak, Shillong on the ground that the vacancy at K.V. Laitkor Peak was filled up and

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the applicant has been directed to report for duty to the Principal, K.V. Upper Shillong. In the endorsement to the Principal, K.V. CRFP, Amerigog, Guwahati has been directed to relieve the applicant after two weeks from the date of issue of the order.

A copy of the said memorandum is annexed herewith and marked as **ANNEXURE-22**

39. That the applicant begs to state that to the best of applicant's knowledge there are as many as 4 vacancies within Greater Guwahati in which the applicant can be accommodated. The vacancies exist in K.V. Digaru, K.V., C.R.P.F. Amerigog, K.V. IOC, Noonmati and ~~(Digaru)~~ K.V.Maligaon. The applicant is ready to work in any of the aforesaid four KVS.

40. That the applicant begs to state that she is still serving in the said school as per the orders passed by the said Tribunal and orders of the Commissioner, the applicant is to be released only two weeks and as such it is essential that some interim orders be passed so that the applicant is not disturbed during the pendency of the present application.

41. That the applicant begs to state that the aforesaid memorandum dated 04.10.2001 clearly mentioned

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that the applicant would be relieved after 2 weeks from the date of the issue of the order i.e., 04.10.2001. Accordingly, applicant cannot be relieved from her present posting before 18.10.2001. Moreover, this Hon'ble Tribunal while disposing of the Applicant's application on 25.07.2001 clearly mentioned that the interim order passed by the Tribunal on 17.08.99 shall remain operative till expiry of weeks from the date of communication of the reasoned order to be passed by the respondents in compliance of the Hon'ble Tribunal's direction dated 25.07.2001, but unfortunately, the Respondent No. 5 refused to allow the applicant to work in the school on and from 10.10.2001 and he kept himself absent from the school on that day. The Respondent No. 5 wrote on the Attendance Register as follows:-

> "Relieved from the duties in the forenoon of 09.10.2001 vide KVS, Head quarter Letter No. (Verbal information from competent authority) 19-22/1(4)-99-KVS (E IV)".

Accordingly, the applicant could not sign the Attendance Register on 10.10.2001.Therefore, the Applicant had sent a registered letter on 10.10.2001 informing him that she cannot legally relieved the applicant from forenoon of

09.10.2001 in view of the Hon'ble Tribunal's aforesaid order and the order of the Commissioner dated 04.10.2001. Having received the said letter, the applicant was allowed to work on and from 11.10.2001. But surprisingly, respondent No. 5 started erasing the aforequoted endorsement made in the Attendance Register with the help of white eraser fluid. This applicant further states that the aforesaid illegal and arbitrary action of the Respondent No. 5 clearly reveals the malice of Respondent No. 5 against the applicant.

A copy of the aforesaid registered letter dated 10.10.2001 is annexed thereto and marked as **ANNEXURE-23.**

42. That the applicant begs to state that the respondents though adhered to the guidelines issued on 23.7.96 while transferring the applicant to Shillong, yet they have not followed said guidelines in respect of the applicant. The paragraph 3 of the said guidelines clearly mentions about the adjustment of surplus teachers in the vacancies existing at this station which is as follows:-

"The employees who have been rendered surplus may be identified in terms of the clarification given in

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-/...pnoJ

12

paragraph 1 above. Therefore, efforts may be made to adjust them against one of the vacancies existing at this station. This will be applicable to automatic as well as created surplus".

Therefore, impugned order dated 04.10.2001 is liable to be set aside and quashed on the ground of violating the paragraph 3 of the aforesaid guidelines.

43. That though the respondents claimed that longest stay incumbent should move first on transfer, yet they have not strictly followed the said principles also and thereby they indulge in naked discrimination between the teachers. Moreover, according to the avowed policy of the Respondents that senior incumbent in the station should make way to the junior incumbent in the matters of transfer. This aspect of the matter would closely be established from the below quoted names of the teachers who are senior to the applicant and staying more than 15 years in the Guwahati Station.

1. Protima Baruah
2. Masoom Ahmed,
3. Indira Sen
4. Arunima Choudhury
5. Lila Deka

Contd.../-

6. Usha Chakera
7. Mamoni Borthakur
8. Mita Kar
9. Sandhya Chakraborty
10. Lilly Das
11. Kusum Talukdar
12. Manju Rajkhowa
13. Mrs. T.Begum
14. Parbati Goswami
15. Kalpana Adhikari
16. Mrs. Cheni Champa Mahanta
17. Tripti Buragohain
18. Karunamayee Bora
19. Meena Devi

Therefore, from the facts and circumstances as stated above, it is crystal clear that the Respondents follows the "pick and choose" principle while transferring the teachers of the KVS, in violation of Articles 14 and 16 of the Constitution of India. Further, the Respondents reserve for themselves a unguided, unbridled and uncanalised power in the matter of transferring the teachers of the KVS, which cannot be allowed under the law.

44. That the applicant begs to state that the guidelines dated 23.07.96 (annexure-13) issued under Memo

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No. F.1-2/96-KVS(Estt-III), is ultra vires, unconstitutional, illegal and invalid and as such it cannot be enforced against the applicant. The Annexure-13 does not meet the challenge of the Article 14 and 16 of the Constitution of India and of the principles laid down by the Hon'ble Supreme Court in its various decisions rendered in connection with the adjustment of surplus employee in the employment.

45. That the applicant begs to state that the definitions of "automatic surplus" and "created surplus" are absolutely vague, unspecific, unguided and incapable of giving any definite meaning. Moreover, the 2 (two) classes created by the said memo are violative of Article 14 of the Constitution of India. This two definitions do not provide any guideline for the purpose of finding out the purpose for which they have been defined. On the other hand, there is ample scope to misuse the aforesaid 2 (two) definitions to the disadvantage of the teachers and to the advantage of the favored ones. Therefore, they are liable to be struck down on the ground of being vague and violative of Article 14 and 16 of the Constitution of India.

46. That the applicant begs to state that the close perusal of paragraph 3 and 4 of the Annexure-13 clearly shows that both cannot stand together. The con-

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tents of the paragraph 3 and 4 are inconsistent and contradictory to each other. The applicant further states that on the face of Article 14 of the Constitution of India, the 2 (two) categories of teachers namely (a) "Surplus Teachers" and (b) Transferee teachers on request" could not have been mixed up and mingled with as both the aforesaid categories are two district and separate categories of teachers having no nexus to each other. As a result, it has given rise to sufficient scope to discriminate between the teachers and to follows the pick and choose policy which is anathema to Article 14 of the Constitution of India. Therefore, it is liable to be set aside and quashed and on the ground of being violative of the Constitution of India.

47. That the applicant begs to state that while making the aforesaid guidelines as contained in Annexure-13, the Respondents did not take into account the principles as laid down in cases namely, (a) Jawaharlal Nehru University Vs. Dr. K.S. Jawatkar and others (Reported ~~Respondent~~ in AIR 1989 SC 1577) and (b) Dharambir Singh Tomar Vs. The Administrator, Delhi Administration and others (Reported in AIR 1991 SC 1924). The applicant further states that the Hon'ble Apex Court clearly ruled that a senior person can never be declared surplus. It is the junior who is to legally give way to the senior in the matter of surplus on the basis of the principle "last come first go".

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However, a perusal of the aforesaid guidelines shows that those principles have been contained in the guidelines and thereby giving rise to scope of the discriminate among the teachers and to exercise power arbitrarily, unreasonably and unfairly to the detriment to the concerned teachers. Therefore, it is liable to be set aside and quashed on the ground of being discriminatory.

48. That your applicant begs to state that the aforesaid guidelines in Annexue-13 do not provide any guidelines to the authority as to which are the teachers would be rendered surplus. Though legally junior teachers should be rendered surplus yet the guideline is absolutely silent in that matter. As a result authorities resort to pick and choose policy in the matters of transferring the teachers which lead to discrimination, injustice and prejudice to the concerned teacher. In other words the Annexure-13 conferred unguided, unbridled and uncanalised power in the matter of transferring the KVS teachers in the way they like and conferment of such power is not contemplated in the scheme of Article 14 of the Constitution of India. Therefore, it is liable to be set aside and quashed on the grounds as stated above.

49. That your applicant begs to state that the transfer of the applicant and other 3 (three) senior teachers of the KVS, CRPF has created chaos and uncontrol-

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lable situation in the school. There are 19 teachers in the primary classes of the school, who teachers in Class I to V. Ordinarily they are not required to teach in class VI to X.There are number of vacancies of teachers arising out of arbitrary and capricious transfer policy of the Respondents, in classes VI to X. The respondents are not fulfilling those vacancies from a long time to the detriment of the students. In fact quite a good number of teachers out of those 19 numbers of teachers including the applicant are very ~~after~~ often asked to teach in the Class VI, VII and VIII. As the respondents do not care to fulfill the vacancies of teachers who teaches in Class VI to X. It is needless to mention that the Respondents are running the school in their own way without any avowed principles, which resulted grave injustice and prejudice to both student and teachers.

V. **GROUNDS FOR RELIEF WITH LEGAL PROVISIONS:**

(a) For that the decision to decrease the number of sections as conveyed by the impugned order dated 12.07.99 (Annexure-7) was taken unilaterally by the Respondent No. 2 without consulting the Vidyalaya authorities and without knowing the factual position and the strength of the students and as such,the impugned order is bad in law and is liable to be quashed.

(b) For that from the facts of the case and par-

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ticularly from letter dated 31.07.99 (Annexure-11) from the respondent No. 4 to Respondent No. 2, it will be apparent that there was no justification whatsoever warranting the sudden decrease of one section each from class I to class V and that too, without knowing the factual position and as such, the impugned order is bad in law and is liable to be set aside.

(c) For that but for the arbitrary and unilateral decision to decrease the number of sections, the applicant and others could not be treated as surplus and as such, the impugned order dated 12.07.99 decreasing the number of sections amounts to malice in law and as such, the impugned order is bad in law and is liable to be quashed.

(d) For that from the facts stated in this application, it is apparent that the impugned order dated 12.07.99 was passed malafide only to accommodate some influential candidates and as such, the impugned order is bad in law and is liable to be quashed.

(e) For that from the letter dated 31.07.99 (Annexure-9) it will be apparent that there are sufficient number of students and that more students were coming on transfer and as such, there was no justification in decreasing the sections and declaring senior teachers as

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surplus and as such, the impugned order is bad in law and is liable to be quashed.

(f) For that representations were called for from the staff against the decrease in sections and the staff members submitted representations individually and jointly and the respondent No. 4 who is the best person had also wrote to the Respondent no.2 stating the difficulties that would be faced by him with the prayer that the impugned order be withheld and cancelled and the authorities have not yet disposed of the representations and as such the respondent No. 3 committed an illegality in issuing the impugned orders of transfer and as such, the impugned order of transfer is bad in law and is liable to be quashed.

(g) For that the Respondent No. 3 was aware that the staff members including the applicant and also respondent No. 4 had submitted objections/representation against the sudden unilateral decrease and the Respondent No. 3 ought to have waited till the representation were disposed of and that not having been done, the impugned order dated 11.08.99 is bad in law and is liable to be set aside and quashed.

(h) For that the action of the respondent No. 2 in unilaterally decreasing one section each in class I to V

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has been taken without taking into account relevant factors and consideration with a view to transfer some senior teachers including the applicant declaring them as surplus in order to accommodate some influential persona and as such, the aforesaid motivated action of the authorities is infected by the vice of arbitrariness, unreasonableness and illegality. As such, the impugned orders dated 12.07.99, and dated 11.08.99 are liable to be set aside and quashed being violative of Articles 14 and 16 of the Constitution of India.

(i) For that the action of the school authorities in not giving admission to students even after issuing application forms and holding selection test only with a view to justify their stand of reducing one section each in classes I to V and consequently declaring some senior teachers as surplus in order to transfer them is actuated by the extraneous consideration of accommodating some influential persons and as such is liable to be declared as illegal and set aside and quashed.

(j) For that the decision of the respondent No. 2 to suddenly decrease the number of sections in mid-term in classes I to V without considering the number of students in each class and the difficulty of accommodating the existing students in two section is against the own norm of the Sangthan of not having more than 30-35 students in

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Ay.

~~open~~ one section. The aforesaid action being against the interest of the student community of having quality education and denying them admission is also against the directive principles of state policy of providing free and compulsory education for all children until they complete the age of fourteen years. As such, the aforesaid order dated ~~12-07-99~~ 4-10-2001 is liable to be set aside and quashed.

(k) For that the decision of the respondent no. 2 in singling out only the Kendriya Vidyalaya, CRPF to decrease the number of section in class I to V without there being any reasonable ~~un~~justifiable cause or reason amounts to hostile discrimination violative of Article 14 of the Constitution of India in order to transfer some senior teachers and to accommodate some others in the resultant vacancies and as such, the impugned action is liable to be declared as illegal and set aside and quashed.

(l) For that the pre-planned action of the authorities of first reducing one section each in classes I to V inspite of actual need and necessity and then transferring some senior teachers including the applicant declaring them to the surplus shows that the entire exercise of the authorities is based on extraneous consideration and ~~malafide~~ malafide. The aforesaid fact is fortified from the fact that the applicant and others were transferred with unholy haste to different places without even considering the

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letter dated 31.07.99 of the Chairman, Vidyalaya Management Committee. As such, the impugned orders dated 12.07.99 ~~and~~ 11.08.99 and 4-10-2001 are liable to be set aside and quashed.

(m) For that the action of the authorities in reducing the sections and transferring the applicant as aforesaid has denied the applicant of equality before law in matters of public employment as guaranteed under Articles 14 and 16 of the Constitution of India and as such, the impugned orders dated 12.07.99 ~~and~~ 11.08.99 and 4-10-2001 are liable to be set aside and quashed.

(n) For that the respondent Nos. 1, 2 and 3 have been trying since last two years to create a situation whereby the applicant may be rendered surplus in the aforesaid school and thereby transferring her to a remote place where even no accommodation is available for her stay which is clearly evident from the facts stated above, inasmuch as, her services has been rendered surplus in the said school by illegally reducing the number of students in various sections of class I to V which amply prove the malafide of the aforesaid respondents. Therefore, the impugned orders dated 12.07.99 ~~and~~ 11.08.99 and 4-10-2001 are liable to be set aside and quashed.

(o) For that the impugned order of transfer on

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the face of it is illegal and without authority of law on the ground that the applicant's minor children are in the midst of their educational schedule as such, their study cannot be diverted and interfered with by taking them out from the school in which they are presently studying and readmitting them in a new school in Laitkor Peak. Therefore, the impugned order dated 11.08.99 is liable to be set aside and quashed.

(p) For that the facts and circumstances as stated above would clearly show that the impugned transfer order has been passed against the applicant not in public interest but to give effect to the malafide purpose, inasmuch as, as many as eleven teachers of which six are ladies have been transferred from Guwahati to various Kendriya Vidyalaya at Shillong and Tezpur by the same order which clearly established that the said impugned order of transfer has been passed by way of penal measure without giving any opportunity of representing their case before the authorities. Therefore, the impugned transfer order dated 11.08.99 is liable to be set aside and quashed.

(q) For that the aforesaid seven teachers including the applicant are teaching the student in classes I to V wherein sections have been ordered to be reduced with a view not to admit fresh students in those classes and

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thereby rendered the services of those teachers in the said school surplus. The very fact that the section in the classes I to V were ordered to be reduced with a view to decrease the strength of students in those classes and that thereafter the impugned transfer order was issued clearly speaks of motivated and unauthorized purpose for which the impugned transfer order is passed.Therefore, the same is liable to be set aside and quashed.

(r) For that the impugned Memorandum dated 23.07.96 (Annexure-13) laying down the yardstick to be adopted for adjustment of surplus teaches is vague and does not cover the applicant's case and as such the aforesaid circular is not applicable to the applicant.

(s) For that the applicant and others have not been rendered surplus due to modification in staff strength but because of the arbitrary decision of the authorities to reduce the number of sections and as such the applicant cannot be termed as automatic surplus and as such the impugned orders are bad in law and are liable to be set aside.

(t) For that the applicant was rendered surplus due to arbitrary decision to reduce the sections and as such her being surplus is a created surplus and she can be transferred only after obtaining her consent and that not

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having been done, the impugned order is bad in law and is liable to be set aside.

(u) For that since the applicant's surplus was a created surplus, the yardstick adopted for transferring automatic surplus teachers cannot be applied to her and as such the impugned orders are bad in law and are liable to be set aside.

(v) For that since in the impugned memorandum it has been laid down that in cases of automatic surplus the teacher of the particular category who had the longest stay in the Vidyalaya should move out on transfer, it is against the legal principle of "first come last to go" or "last come first to go" and as such the impugned memorandum itself is bad in law and is liable to be set aside and quashed.

(w) For that the impugned order dated 04.10.2001 the Respondent No.2 has not given any reason whatsoever as to why the recommendations made by the local authority who are the best Judge of the situation, with regard to the retention of the sections was rejected and as such the impugned order is bad in law and is liable to be set aside.

(x) For that the respondent No. 2 while rejecting

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the representation filed by the applicant has held that the applicant was drawing her pay and allowances without any work and this is apparently incorrect. The applicant, after passing of the interim orders by this Hon'ble Tribunal has been regularly attending classes and imparting education which will be apparent from the time table (Annexure-14) and since the impugned order ~~was ascertaining the~~ Warned-backed by facts, the impugned order is bad in law and is liable to be set aside.

(y) For that since the applicant and others were rendered surplus due to arbitrary reduction of sections, she cannot be termed as automatic surplus requiring her transfer on the ground that she had the longest stay and as such the impugned order passed by the Respondent No. 2 rejecting her representation is bad in law.

z. For that the primary school teachers of the KVS being in the lowest rung of the cadre and they having drawn comparatively smaller pay and allowances, ought not to be transferred arbitrarily and capriciously as ruled by the Hon'ble Apex Court.

z(i) For that the guidelines given in the Annexure-13 dated 23.07.96 are illegal, ultra-vires the Constitution of India, invalid and void on the ground of

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suffering from the vice of Article 14 and 16 of the Constitution of India. Therefore, it is liable to be set aside and quashed.

z(ii) For that the definitions of automatic surplus and created surplus contained in the Annexure-13 are vague, unspecific, unguided and not capable of providing any clear meaning to serve the purpose for which they are defined. Therefore, those definitions are liable to be set aside and quashed.

z(iii) For that the Annexure-13 not having provided any guidelines in respect of teachers as to which category of teachers would be rendered surplus. And under the law only the junior teachers can be declared to be surplus and the aforesaid guidelines not having mentioned that, is liable to set aside and quashed.

z(iv) For that the Annexure-13 suffers from the vice of reserving to the respondents unguided, un-canalised and unbridled power in exercising power of transfer of the KVS teachers. Therefore, the same is liable to be set aside and quashed.

z(v) For that the guidelines contained in Annexure-13 is vague, arbitrary, discriminatory and violative of Article 14 and 16 of the Constitution of India.

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VI. **DETAILS OF REMEDY EXHAUSTED**

The applicant declares that she has no other speedy, alternative and efficacious remedy other than to approach this Hon'ble Tribunal to redress her grievances. The applicant further states that authorities have not taken any effective steps in respect of the representations filed by the applicant.

VII. **MATTERS NOT PREVIOUSLY FILED OR PENDING WITH ANY OTHER COURT**

That applicant further declares that he has not previously filed any application/writ petition or suit regarding the matter in respect of which this application has been made before any court of law or any other authority or any other Bench of this Hon'ble Tribunal and no such application/writ application or suit is pending.

VIII. **RELIEFS SOUGHT**

In the premises aforesaid, it is prayed that the Hon'ble Tribunal would be graciously pleased to admit this application, call for the records and upon hearing the parties and the cause or causes shown

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be pleased to declare that the decision of the authorities in reducing the number of sections in classes I to V vide order dated 12.07.99 (Annexure-7) is illegal and bad in law and set aside and quash the same; to issue a direction to refrain from refusing admission to the students in class I to V and further be pleased to set aside and quash the transfer order dated 11.08.99 (Annexure- 11) with a direction to utilize the service of the applicant in the Kendriya Vidalaya, CRPF, Group Centre, Amerigog at Guwahati and to set aside the memorandum No. F.No. 19-224(4) / 99-KVS (I&C) dated 04.10.2001 (Annexure-22) passed by the Respondent No.2 disposing of the representation filed by the applicant and to declare, adujudge and hold the Annexure-13 namely, Memo No. F.1-1/96-KVS(Estt-III) dated 23.07.96 to be ultra vires the Constitution of India, illegal, invalid, void and constitutionally unenforceable and/or pass such further or other order/orders as your Hon'ble Tribunal may deem fit and proper.

IX. INTERIM ORDER PRAYED FOR

Pending final disposal of the application, true applicant seeks the following order/directions in the interim.

(i) to stay the operation of the order dated 12.07.99 (Annexure-7) and to direct the authorities to give admission to the registered students who have qualified in the selection test ;

(ii) to stay the operation of the impugned order of transfer dated 11.08.99 (Annexure-11) and to maintain status-quo in respect of the service of the applicant allowing her to continue her service in the aforesaid school.

(iii) to stay the operation of the impugned order dated 04.10.2001 communicated under F. No. 19-224(4)/99 - KVS (L & C) (Annexure-23)

X. The application is filed through advocate engaged by the applicant.

XI. PARTICULARS OF INDIAN POSTAL ORDER

(i) I.P.O. No. 6G 788089 Dated 12.10.01

(ii) Payable at Guwahati, G.P.O.

XII. LIST OF ENCLOSURES:-

As stated in the index.

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VERIFICATION

I, Smti. Anjana Goswami, wife of Dr. Indra Kumar Bhattacharyya, aged about 40 years, presently working as primary teacher in Kendriya Vidyalaya,CRPF Group Centre, Amerigog, Guwahati-781023 in the district of Kamrup, Assam do hereby verify that the contents of paragraphs 1 to 43 are true to my personal knowledge and those made in paragraphs 44 to 49 are true to my information which I believe to be true and those in paragraphs V(a) to Z(V) are my humble submission before this Hon'ble Tribunal which I believe to be true on legal advice and I have not suppressed any material fact.

Place : Guwahati
Date : 16.10.2001

Smti. Anjana Goswami
Signature of the applicant

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ANNEXURE - 1

KENDRIYA VIDYALAYA SANGATHAN
Guwahati Region

No. F. KVS/GR/ 1-7/85-86/ 1482-3 Pub-Sarania, Gauhati—781003
Dated 10-8-85

MEMORANDUM

Sub : Offer of appointment to the post of PRIMARY TEACHER

With reference to his/her application dated .....Shri/Smt/Km... ANJANA GOSWAMI ..... is hereby informed that he/she has been selected for appointment against a temporary post of ..... PRIMARY TEACHER ..... in Kendriya Vidyalaya Sangathan on initial pay of Rs. 330/- ..... in the Scale of Rs. 330-10-350-EB-380-15-500-EB-15-560 ..... /-. He/She will draw allowances and other benefits in addition to pay at the rates as admissible to the Kendriya Vidyalaya employees. This offer of appointment is subject to the candidate being declared fit for the post of PRT ..... by a Civil Surgeon.

2. If the candidate is a woman, she should certify that she is not in the family way at the time of acceptance of the appointment. If, however, she is pregnant of 12 weeks standing or over at the time of acceptance of appointment as a result of medical tests, she will be declared temporarily unfit and the offer would be treated as withdrawn for the present. However, her appointment would be held in abeyance until her confinement is over. She would be re-examined for a fitness certificate six weeks after the date of confinement and her appointment would be subject to production of medical Certificate from a "Registered Medical Practitioner/Authorised Medical Attendant." She should indicate when her delivery is expected and also should indicate the date of confinement soon after it is over. In case, the candidate fails to comply with these instructions her candidature would not be considered and no further correspondance will be entertained thereto from her.

3. No T. A. will be admissible for first joining the Sangathan as PRT .....

4. He/She will be on probation for a period of two years which may be extended. Upon successful completion of probation he/she will be confirmed in his/her turn according to the availability permanent vacancies.

5. During probation and thereafter, until he/she is confirmed the services of the appointee are terminable by one month's notice on either side without any reason being assigned therefor. The appointing authority, however, reserves the right to terminate the services of the appointee before expiry of the stipulated period of notice by making payment of a sum equivalent to the pay and allowances for the period of notice or the un-expired portion thereof.

6. Other terms and conditions of service governing the appointment are as laid down in the Education Code for Kendriya Vidyalayas as amended from time to time. He/She will be liable for transfer anywhere in India. This condition has already been accepted by the candidate. Initially he/she is posted as ...PRT..... to Kendriya Vidyalaya .TEZPUR NO. 2*

Attested to be a
true copy.

7. In case of any dispute or claim against the Kendriya Vidyalaya Sangathan, in respect of service or any contract arising out of or flowing from this offer of appointment, the courts at Delhi alone shall have jurisdiction.

8. If he/she accepts the offer on the terms and conditions stipulated, he/she should send his/her acceptance immidiately on receipt of this Memorandum in the form attached and join the Kendriya Vidyalaya mentioned above. This acceptance should reach the undersigned in any case by .....20-8-85..... If the offer is not accepted by the said date or after acceptance, if the appointee does not report for duty at the above named Kendriya Vidyalaya by ...26-8-85 this offer of appointment will be treated as cancelled and no further correspondence will be entertained from him/her.

9. He/She should not request for a transfer outside the state within three years of initial or the first posting.

10. He/She shall be admitted to the K. V. S. (Employees) Group Insurance Scheme with effect from the date he/she joins the service under the Sangathan.

Assistant Commissioner

To, Miss Anjana Goswami
C/O Sjt.Sudhangshu dev Goswami
P.o.Bharalu Mukh
Pin-781009

Copy forwarded for information to :

1. The Principal, Kendriya Vidyalaya, TEZPUR NO.2 The date of joining of the teacher may be intimated to this office immediately after the candidate has reported for duties. In case he/she does not join by the stipulated date, this office should be informed telegraphically. This appointment is further subject to production of certificates etc. as per article 49 (I) of Education Code for Kendriya Vidyalayas. The candidate will be alowed to join his duties only after verification of original certificates, etc.

Encl : as above

Assistant Commissioner

ANNEXURE - 2

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KENDRIYA VIDYALAYA SANGATHAN
GAUHATI REGION

Ref.No.F 1-11 KVS/GR/85-86/1892-3 Pub-Sarania, Gauhati-3
Dated: 22/8/85

MEMORANDUM

In partial modification of the orders contained in para (6) of memorandum No. F.KVS/GR/1-7/85-86/1482-3 dated 10/8/85 issued by this office, ~~Shri/Smt~~/Km. Anjana Goswami is initially posted as PRT to Kendriya Vidyalaya Digaru so as to join duties in that Vidyalaya by not later than 2/9/85.

Other terms and conditions governing the appointment shall remain unchanged.

Assistant Commissioner

To

~~Shri/Smt~~/Km. Anjana Goswami,
C/O Sjt. Sudhangshu Dev Goswami,
P.O.Bharalumukh,
PIN-781009.

Copy to (i) The Principal, Kendriya Vidyalaya, Digaru
The date on which the appointee joins duty may be intimated. If the appointee does not join by the stipulated date the fact may be reported immediately to this office.

(ii) The Principak, Kendriya Vidyalaya, Tezpur No.II with a request to send the copy of offer of appointment to the Principal, Kendriya Vidyalaya, Digaru.

Assistant Commissioner

Attested to be a true copy.

ANNEXURE - 3

KENDRIYA VIDYALAYA SANGATTHAN
GAUHATI REGION

Ref.No.F.9-1/KVS/GR/86-87/1929-32 Pub-Sarania, Gauhati-3.
Dated : 12.8.86

TRANSFER ORDER No.1/PRT/86

The following transfers of Primary Teachers are hereby ordered:-

Sl.No.	Name of the teacher	From Kendriya Vidyalaya which transferred	To
REQUEST			
1.	Smt. Dalmi Das Seal	Borjhar	Noonmati
2.	Smt. Gayatri Saikia	Borjhar	Noonmati
3.	Smt. Abhilash Jain	Bongaigaon	Noonmati
4.	Smt. Arunima Choudhury	CRPF Gauhati	Borjhar
5.	Smt. Kalpana Adhikari	CRPF Gauhati	Borjhar
6.	Smt. Anjana Goswami	Digaru	CRPF Gauhati
7.	Smt. Vijayalakshmi Sharma	Digaru	CRPF Gauhati
8.	Smt. Deepali Sarma	Digaru	CRPF Gauhati
9.	Shri S.C. Mishra	Tura	Bongaigaon
10.	Shri V.K. Sharma	Tura	Bongaigaon
11.	Shri A.K.D.Bhowmick	Khaprail	Kokrajhar
12.	Shri John Basumatary	Tura	Missamari
13.	Shri C.P.Pathak	Chabua	Binnaguri-I
14.	Shri Bansidhar Dey	Chabua	Sevoke Road
PUBLIC INTEREST:-			
1.	Shri O.P. Singh	CRPF Gauhati	Misa Cantt

(S.P. Pandey)
Assistant Commissioner

Copy to:-

1. Individuals concerned.
2. The Principal, Kendriya Vidyalaya concerned.
3. The Deputy Commissioner(Pers), KVS New Delhi-67.
4. The Accounts-Cum-Inspecting Officer, KVS Gauhati.

P.T.O.

Attested to be a true copy.

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INSTRUCTIONS REGARDING TRANSFER

1. An employee who has been transferred on request will not be entitled to travelling allowance, joining time, etc. for joining Kendriya Vidyalayas to which he/she has been transferred. He/she will also not be granted leave prior to joining the new posting. However an employee who has been transferred after minimum of five years stay at a station on the date of issue of transfer order shall be granted transfer benefits even if she/he has been transferred on his/her own request.

2. An employee who has been transferred in Public Interest is entitled to travelling allowance, joining time for joining the Kendriya Vidyalaya to which he/she has been transferred. He/she will not however, be granted leave in addition to joining time.

3. The employee concerned should be relieved from the Vidyalaya immediately but not later than one week of receipt of these orders.

4. Copies of the relieving order should be sent to thisoffice. Intimation should also be sent to this office if the transferred teacher does not join the new school of posting within a week after the date indicated in their relieving order.

5. The employee transferred from a Vidyalaya will cease to be borne on the strength of the Vidyalaya from the date he/she is relieved. In no case, however, will the date of his/her relieving be later than the date on which the employee posted in his place, if any reports for duty at the Vidyalaya. The relieving of the employee should not be postponed on the ground that his substitute, if any has not joined. The Principal should make arrangements for the taking over of any school records or property entrusted to the transferred employee immediately on receipt of the transfer order.

6. Service book and personal file of the employee transferred to other Kendriya Vidyalayas will be sent to the Kendriya Vidyalaya to which he/she has been posted by registered post within one week of his/her relieving. Pay and allowances for the period upto the date of relieving will be paid by the Vidyalaya from where the transfer is made and a copy of LPC handed over to the employee on the date of his/her relieving.

7. Receipt of this transfer order should be acknowledged at once and action taken should be intimated as and when the orders are given effect to.

Assistant Commissioner

ANNEXURE - 4

Kendriya Vidyalaya Sangathan
Regional Office
Maligaon Chariali
Guwahati - 12.

No.F.16-1/ESSTT/KVS(GR)/94-

Dated : 13/1/95

OFFICE ORDER

The following teachers of KV CRPF Amerigog are hereby appointed in substantive capacity in the post, Scale of pay and date mentioned against each :-

S/No.	Sr.No.	Name	Post in which confirmed	Scale of pay	Date of Apptt.	Date of Confirm
1.	2.	3.	4.	5.	6.	7.
1.	-	Sh. SK Tiwari	TGT (Eng)	1400-2600	8.9.86	1.7.89
2.	-	Sh. Shiva Sarma	TGT (SST)	1400-2600	5.9.86	1.7.89
3.	-	Sh. SK Tiwari	TGT (Hin)	1400-2600	24.10.88	24.10.90
4.	-	Sh. JP Mishra	TGT (Hin)	1400-2600	10.9.84	22.12.88
5.	-	E. Emmanuvel	TGT (PCM)	1400-2600	26.8.85	1.7.89
6.	-	Sh. SS Debas	PET	1400-2600	27.3.87	1.7.89
7.	-	Manjula Devi	TGT (Bio)	1400-2600	12.8.85	1.7.89
8.	-	Ranjeet Singh	PRT	1200-2040	9.3.87	1.7.89
9.	-	Savita Talukder	PRT	1200-2040	26.7.84	22.12.88
10.	-	Dipti Sinha	PRT	1200-2040	24.9.84	22.12.88
11.	-	Chapa Das Kar	PRT	1200-2040	29.8.84	22.12.88
12.	-	Anjana Goswami	PRT	1200-2040	26.8.85	1.7.89
13.	-	Vijay L. Sharma	PRT	1200-2040	26.8.85	1.7.89
14.	-	Dipali Sarma	PRT	1200-2040	26.8.85	1.7.89
15.	-	Rumi Borgohain	PRT	1200-2040	30.8.88	30.8.90
16.	-	Naseem R. Muiz	PRT	1200-2040	12.9.86	1.7.89
17.	-	Sujata Chakraborty	PRT	1200-2040	11.10.85	1.7.89
18.	-	Afifa Ahmed	PRT	1200-2040	30.9.86	1.7.89
19.	-	Biraj Kr. Sarma	Music Tr.	1200-2040	3.1.87	1.7.89.

(M. K. RAO)
ASSISTANT COMMISSIONER.

to :-

1. Individual concerned(through the principal).
2. The Principal, KV CRPF Amerigog with 19 spare copies. Necessary entries relating to confirmation may be made in the service books of the employees concerned, spare copies of the office orders are meant for keeping in the respective personal file.
3. The Asstt. Commissioner(Pers), KVS(Hqrs), New Delhi-16 for information.

ASSISTANT COMMISSIONER

SD/

***

Attested to be a true copy.

ANNEXURE-5

केन्द्रीय विद्यालय, के० रि० यु० बल०

KENDRIYA VIDYALAYA C.R.P.F.

C R P F (G. C.) 9th Mile
P. O. Amerigaon, Guwahati-23

Ref.....

Date 19.12.95

TO WHOM IT MAY CONCERN

I do certify that Shri/Smt. Anjana Goswami PRT is found to be very sincere and hardworking teacher in this Vidyalaya and has knack of efficiency in all works alloted to him/her. So considering and assessing all his/her works during 1995-96, I do certify him/her as one of the few best worker teachers of this Vidyalaya and this incentive certificate is being awarded him/her which will be kept in his/her service record.

(N.D. BHUYAN)
PRINCIPAL
KENDRIYA VIDYALAYA
CRPF
AMERIGOG[illegible]

****

Attested to be a
true copy.

99

ANNEXURE - 6

Kendriya Vidyalaya Sangathan
Regional Office : Guwahati

No.F.9-1/98-KVS(GR)/7966 Dated : 18/3/98

OFFICE ORDER

On the recommendation of the Departmental Promotion Committee, the following teachers whose particulars are given below are hereby appointed in the Senior Scale of pay as admissible with effect from the date mentioned against their name at Column 6 subject to reverification of the following :

1. Qualifying service from the service records (excluding period of diesnon and break in service, if any).
2. Re-verification of basic pay on the date of eligibility for senior scale.
3. Effective date for eligibility of Sr. Scale i.e. exact 12 years from the date of appointment on the present post.

Sl. No.	Ser. No.	Name & designation.	K.V. where working.	Date of apptt. in the post.	Date of apptt. in the Sr. Scale.
(1)	(2)	(3)	(4)	(5)	(6)
PGT : Senior Scale : Rs. 2000-60-2300-75-2375-EB-75-2825-EB-75-3200-100-3300-EB-100-3500/- (Pre-Revised scale) (Revised scale:Rs. 7500-250-12,000)					
01.	418	Mrs.Deepali Bordoloi, PGT(Chem)	Jorhat ONGC	19.9.84	19.9.96
02.	-	Mr.RS Mishra, PGT (Hindi)	Tezpur.2	20.10.84	20.10.96
03.	-	Mr.AK Katiyar, PGT(Bio)	Itanagar.1	20.9.84	20.9.96
04.	-	Mr.KK Pandey, PGT(Eco).	Itanagar.1	19.11.84	19.11.96
5.	2815	Sh. DK Jha, PGT(Hin)	Khanapara	8.8.85	8.8.97
6.	3821	Mrs.BP Goswami, PGT(Eco).	-do-	13.9.84	13.9.96
		TGTs/Lib/ Dr.Trs/PGTs. : Sr.Scale (Pre-revised)	: Rs.1640-60-2000-EB-60-2360-EB-60-2600-75-2750-EB-75-2900/-.		
		Revised scale : Rs. 6500-200-10,500/-			
07.	4506(A)	Sh.PN Dubey, TGT(Hin)	Tezpur.2	1.7.84	1.7.96
08.	-	Sh.SC Guha, TGT(Maths)	Tezpur.2	22.8.85	22.8.97
09.	-	Smt. K.Pal, TGT(Maths)	Itanagar.1	7.10.85	7.10.97
10.	4094(A)	Smt.LR Gogoi, TGT(Bio)	AFS Jorhat	22.8.84	22.8.96
11.	4236	Mrs.A.Hendique, TGT(Eng)	- do -	24.8.84	24.8.96
12.	4013	Mrs.Jeuti Boro, TGT(Eng)	Khanapara	29.8.84	29.8.96
13.	4006	Mrs.M.Talukdar, TGT(Hin)	"	23.8.84	23.8.96

page..2/-

Attested to be a true copy.

(1)	(2)	(3)	(4)	(5)	(6)
14.	4968	Mrs.Q.Sharma,TGT(Sc)	Khanapara	22.8.85	28.8.97
15.	-	Mrs.Menaka(Pathak) Kalita,	-do-	30.8.84	30.8.96
16.	4844	Mrs.Kamini Devi,TGT(SKT)	-do-	24.8.85	24.8.97
17.	-	Sh. JP Mishra,TGT	CRPF Amerigog	10.9.84	10.9.96
18.	5123	Mrs.G.Mahanta,TGT(Bio)	BRPL BONG.	9.8.85	9.8.97
19.	3713	Mrs. R.Das,TGT(SST)	-do-	30.7.83	30.7.95
20.	-	Mrs.Arati Kalita,TGT(Eng)	Maligaon	8.8.85	8.8.97
21.	-	Mrs.S.Choudhury,TGT	Khanapara	17.8.84	17.8.96
22.	-	Mrs.P.Nath,Librarian	Narangi	23.3.85	23.3.97
23.	-	Sh.S.Bhattacharjee,Libn.	Lokra	26.4.85	26.4.97
24.	-	Sh.PR Laskar,Dr. Tr.	Missamari.1	12.4.85	12.4.97
25.	-	Mrs.Chandana Saikia,Drg.Tr.	Digaru	4.4.85	4.4.97
26.	-	Mrs.Aruna Sarma, PET	Missamari.1	12.4.85	12.4.97
		PRTs & Music Trs. : Rs.1400-40-1600-50-1650-EB-50-1950-EB-50-2250-EB-50-2300-60-2600/- (Pre-revised scale) Revised scale : Rs.5000-150-8000/-			
27.	-	Mrs.Gitanjali Das,PRT	U/Shillong.	4.8.84	4.8.96
28.	-	Mrs.Sabita Chakraborty,PRT	-do-	27.8.84	27.8.96
29.	-	Mrs.Gopa Chakraborty,PRT	-do-	6.9.84	6.9.96
30.	-	Mrs.Ranjula Goswami,PRT	Tezpur.2	31.7.84	31.7.96
31.	7944	Sh. PC Yadav,PRT	Itanagar.1	24.7.84	24.7.96
32.	9195	Smt.KK Swaroop, PRT	-do-	19.8.85	19.8.97
33.	8493	Sh. KK Kalita, PRT	Borjhar	21.8.85	21.8.97
34.	9119	Mrs.Kalpana Adhikari, PRT	-do-	20.8.85	20.8.97
35.	8970	Ms. Manu Ghosh, PRT	Kokrajhar	22.8.85	22.8.97
36.	6528	Mrs. M. Saikia, PRT	ICC, Noonmati	1.1.82	1.1.94
37.	-	Mrs.M.Borthakur, PRT	-do-	15.2.85	15.2.97
38.	-	Mrs. M.Roychoudhury, PRT	-do-	24.8.85	24.8.97
39.	8649	Mrs. DD Sharma, PRT	-do-	10.10.85	10.10.97
40.	-	Mrs.Arunima Kalita, PRT	Khanapara	8.8.84	8.8.96
41.	-	Mrs. B. Deka, PRT	-do-	26.8.85	26.8.97
42.	-	Mrs. A.Das Neog, PRT	-do-	26.7.84	26.7.96
43.	-	Mrs. Archana Bhuyan PRT	-do-	1.9.84	1.9.96
44.	-	Mrs. M. Rahoman, PRT	-do-	4.8.84	4.8.96
45.	-	Mrs.Gayatri Saikia, PRT	Missamari.2	27.8.84	27.8.96
46.	-	Mrs. Manideepa Bora, PRT	Misso Cantt	1.8.84	1.8.96
47.	-	Mrs.Anjalo Agrawal,PRT	Tezpur.1	27.6.83	27.6.95
48.	-	Mrs.Gayatri Dubey, PRT	Narangi	30.7.84	30.7.96
49.	-	Mrs. Chana Daskar, PRT	CRPF Amerigog	29.8.84	29.8.96
50.	-	Mrs. S.Talukdar, PRT	-do-	26.7.84	26.7.96

page...3/-

(3)

(1)	(2)	(3)	(4)	(5)	(6)
51.	-	Mrs.Dipti Sinha, PRT	CRPF Amerigog	26.7.84	26.7.96
52.	-	Mrs.Meena Gogoi, PRT	ONGC Jorhat	30.8.84	30.8.96
53.	3568	Mrs.Krishna Devi, PRT	- do -	11.10.85	11.10.97
54.	-	Mrs. B.Sen, PRT	Maligaon	28.8.85	28.8.97
55.	-	Mrs. A.Goswami, PRT	CRPF Amerigog	26.8.85	26.8.97
56.	-	Mrs.S.Chakraborty, PRT	- do -	11.10.85	11.10.97
57.	-	Mrs.D.Sharma, PRT	- do -	26.8.85	26.8.97
58.	-	Mrs, VL Sarma, PRT	- do -	26.8.85	26.8.97
59.	-	Mrs. AM Kalita, Music Tr.	Maligaon	1.4.85	1.4.97
60.	-	Sh.Ramen Sharma, Mus.Tr.	Tezpur.3	15.4.85	15.4.97
61.	-	Sh. D. Das, Music Tr.	Itanagar.1	10.4.85	10.04.97
62.	-	Mrs.JB Gogoi, Music Tr.	Tezpur.2	8.4.85	8.4.97.

(DR. M. M. SWAMI)
ASSISTANT COMMISSIONER.

Distribution :-

1. The Individual concerned.
2. The Principal, Kendriya Vidyalaya concerned. The pay of the teacher may please be fixed in the Senior Scale under normal rules which should be got approved by the A.I.O., KVS(GR). Necessary entries for the same may please be made in their respective service books under proper attestation. The payment accuring to them on account of grant to senior scale from the respective effect may also please be made to them under intimation to this office.
3. The Deputy Commissioner(Admn), KVS, New Delhi-16.
4. The Assistant Commissioner, All Regional office, KVS.
5. The Senior Audit Officer, KVS, New Delhi - 16.
6. The A.I.O., KVS(GR).

ASSISTANT COMMISSIONER.

DKD/
18.3.98

Received
26/3/98

ANNEXURE - 7

102

Letter No. -11-8 / 94 KVS (O & M)
Organisation and Management Department

Add (there are Others)
18, Institutional Road.
Dated : 12.07.99

Permission is hereby given by the Commissioner for the appointment of below mentioned teaching and non-teaching staff and opening of Classes / Sections for the year, 1999 - 2000 in the Central School, C.R.P.F., Guwahati :.

Class	No. of Section during the last year	Present	Increase	Decrease
I	3	2	—	1
II	3	2	—	1
III	3	2	—	1
IV	3	2	—	1
V	3	2	—	1
Teachers	19 (Total)	(12 Teachers required)		(7 - Surplus)

Copy to :-

1. Assistant Commissioner, Central School, C.R.P.F., Guwahati.
2. Principal, Central School.
3. Gaurd File.

Sd /-
Umasankar Sarma
Section Officer

Staff are requested to submit representation relating to amendment in the numbers fixed at present through the Assistant Commissioner, otherwise, no action shall be taken.

Ritu

Attested to be a true copy.

23-70-

ANNEXURE - 8

103

To

The Assistant Commissioner,
K. V. S., Guwahati Region.

Through the Principal K. V. C.R.P.F., Amerigog, Guwahati - 23.

Dated 30.7.99

Sub : **Prayer to retain at greater Guwahati.**

Sir,

It is learnt from the K. V. S. letter No.F.10-4/99-KVS(GR)/ 3993-4031 dated-12.7.99 that the "C" section of the Class I to V (the primary Section) in the K. V. C.R.P.F. has been abolished with immediate effect. As such it is apprehended that some of the senior most teaches of the School will have to be transferred and posted elsewhere. I as, a senior member of the teaching staff of the school do apprehend very much that I may be one of the unlucky teachers who may be transferred from the school and posted elsewhere.

In this regard, I beg to state that I am not in a position to move out of the greater Guwahati. as

(1) I am living with my two school going little sons who are reading in Don Bosco School, Guwahati (under SEBA) who also participated in games conducted by the Assam Sports Association.

(2) That Sir, my husband Dr. Indra Kumar Bhattacharyya is a senior professor of the Cotton College, Guwahati whose post is not transferable. Moreover, he is a hypertension patient needing immediate care at any moment.

(3) That Sir, my father is a retd. Central Government Employee aged about 80 years having a pace maker for the last 15 years and I am the only person to look after him.

(4) That sir, we have recently come to reside in our own residence just few months back and many things are yet to be arranged.

(5) That Sir, it is also to be noted that after rendering meritorious service for the last 15 years in the K.V.S., if I am to be transferred out of station (greater Guwahati) I shall consider it to be a kind of punishment.

Under the circumstances mentioned above, I do cordially request your goodself to consider my case sympathetically and retain me at all cost in any school at greater Guwahati or if possible to retain in the same institution.

Hope your honour would be kind enough to do the justice to the humble servant and for this act of your kindness I shall remain ever grateful to you.

Thanking you,

Yours faithfully,

9/8/99
30.7.99.

(Mrs. Anjana Goswami)
PRT

Ritu

Attested to be a true copy.

KVA/CRPF/99-2000/332.
30/7/99.

Forwarded.
4/8/99
3/7/99

प्राचार्य/Principal
केन्द्रीय विद्यालय/Kendriya Vidyalaya
सी.आर.पी.एफ. सी./C.R.P.F. Centre
अमेरीगोग/Amerigog,
गुवाहाटी/Guwahati—23

ANNEXURE - 9

104

The Secretary,
A.I.K.V.T.A. Ghy Region : Ghy.

Dated 31.7.99

Subject : **Surplus of seven senior teachers in K.V. CRPF at a time**

Sir,

It is learnt from letter No. 55 11-8/94-KVS(O&M) that all the "C" sections in primary classes from I to V has been detained in K.V. CRPF. According to the authority there is no seat for category 3rd and 4th for which the strength is comming less. As such seven senior most lady teachers who are local here have been declared as surplus. Last year also there was a target to close section "C" in class I. This year simultaneously and abruptly seven sections and also 2 sec. in secondary wing have been cut down which is a record in K.V.S. The strength in class V and class VIII although shown the same (113) but the teachers of that concern secondary sections are not affected like us. Moreover, the registration and admission test for the new scholastic year have been held timely. The three sections are still running in primary wing at present but only the admission has been closed. As a result the strength of the student in school is comming down and we teachers are victimised.

Therefore we request you to look into the matter immediately. So that we can get rid of from this great punishment.

Thanking you in anticipation.

1.	Mrs. Dipti Sinha	Sd/- Mrs. Dipti Sinha
2.	Mrs. Cheni Champa Mahanta	
3.	Mrs. Sabita Talukdar	Sd/- Mrs. Sabita Talukdar
4.	Mrs. Vijay Laxmi Sharma	Sd/- Mrs. Vijay Laxmi Sharma
5.	Mrs. Anjana Goswami	Sd/- Mrs. Anjana Goswami
6.	Mrs. Deepali Sharma	Sd/- Mrs. Deepali Sharma
7.	Mr. Ranjit Singh.	Sd/- Mr. Ranjit Singh.

Ritu

Attested to be a true copy.

-72-

Special post

KV.1 /22-GC-PA

105

PUJHERAT CAMP

ANNEXURE - 10

31st July 97

Kindly refer to your Office memo No. 1-1/99-KVS(JS-ACAD)/Admission dated 28/6/99, clarifying guidelines from the year 1999-2000.

2. I assure you all help to the K.V.School at this place for smooth functioning of administration. Let me first inform you the building part of the K.V. School at Amerigog, Guwahati. Though this K.V.in this campus is functioning since last 18 years with 3 sections in each class i.e. from Ist to 10 class, but this school continues to run its classes in the accommodation provided by CRPF. These CRPF accommodations are simply in a small room where 40 students can hardly be accommodated. Therefore, I request you to kindly take necessary steps to arrange construction of building for this K.V. School in the land allotted for this School. This land has already been handed over to the Vidyalaya. This aspect of construction needs TOP PRIORITY, since it is basically the students who are suffering due to lack of space and other basic amenities.

3. During the current academic session it has been informed to me that KV Sangathan vide their order No. 11-8/94-KVS(O&M) dated 12/7/99 has withdrawn one section each from class one to class 5 and class IX and accordingly the strength of the teachers has been reduced specially seven from primary section and three from various subjects. I would like to bring the following to your kind notice where unilaterally decision has been taken by your sangathan without knowing the factual position on the ground, consulting this Vidyalaya and without knowing the strength in all classes. The following are the strength of each section in each class :-

Class/Section	I	II	III	IV	V	IX
A	23	27	29	32	34	39
B	31	28	33	34	30	36
C	22	28	34	41	38	37
TOTAL	76	83	96	107	102	112

4. From the above, you may kindly see that by reducing the section, the strength of withdrawn sections has to be adjusted in other 2 sections which is not practicable due to lack of space and secondly a teacher cannot look after have control over the class of more than 40 students. If you go through the above data, each section will have more than 50 to 60 students in a class which is not viable due to lack of space and as per your own norms keeping the strength of a section 35 to 40. Besides this the CRPF personnel are still coming on transfer and will take another one month to join this GC CRPF and children will come along with TC of KV schools from their previous stations. Since they have to be given admission in the different classes as per their T.C. from the KV schools. Thus each section of every class has to be increased in strength and probably it may reach up to 70 in one section.

Contd.... P/2

Peter

Attested to be a true copy.

5. It is quite possible that this decision of your sangathan might have been taken on the policy decisions of your sangathan but it should be implemented where it is practicable and not unilaterally. In case your sangathan is sincere in reducing the section in each class it would be better if the section in class one is reduced before registration of the application so that the management and Principal of the school is aware of redution of one section and accordingly 35 each students in each section are only admitted in class one. This section will continue to go in upper classes and automatically the section in each class will reduce yearly. Even TCs of class one from the other K V Schools are expected during this session. Since many transferees are expected to join on transfer in the end of this year due to Lok Sabha elections.

6. During this current year in the instant case, all admission of class one in this school nearly 40 students in each class in 2 section have been given in category 1 and 2 and in category 2,3,4 the parents of children are awaiting their admission which has been stopped by this school due to your OM under reference. I am told even few parents are likely to go to court where many writ petitions may come up, which may consume unnecessary time of the school teaching staff in defending the case. Few affected teachers of this school have also adopted the agitational path, creating unpleasant atmosphere in the school, which may affect overall atmosphere of the students in this KV school.

7. Therefore I request you to kindly withhold your order No. 11-8/94-KVS(O&M) dated 12/7/99 which may create repercussion as mentioned above to the school administration. In case your Sangathan is still want to decrease section as per the policy, this may be done next year much before the application for registration are sought in class one only which will ensure the reduction of one each section in each class in the coming years. I am sure your good self will agree with my logical point raised above and its repercussion and oblige me and this Vidyalaya to cancel your kind order No. 11-8/94-KVS(O&M) dated 12/7/99 for time being.

8. I may also bring to your notice that there are 15 children of this GC CRPF who are awaiting their admission in KV CRPF GC Amerigog Guwahati from class I to IX. The parents of all children have represented to me for their admissions since the KV CRPF at GC Guwahati has been established just to facilitate the bonafide children of CRPF who are posted/who have come on posting at Guwahati. In view of your order of cancellation of sections vide your OM dated 12/7/99, the principal is not in a position to give admissions to above children. It is a very sorry state of affairs that CRPF has given all the infrastructures to run the KV School in CRPF campus including Buildings and we are not in a position to give admissions to the CRPF wards. I am sure you will realise this and the position of this management/school and oblige by cancelling your aforesaid OM to facilitate admissions of above CRPF Wards.

9. An early action in this matter and a line of confirmation to the undersigned would be appreciated.

10. With

Yours

(Pushkar Singh)

Contd....P/3

Shri H.M. Caira IAS
Commissioner, KVS,
18, Institutional Area,
Shaheed Jeet Singh Marg,
New Delhi.

Talked to Commr

ANNEXURE - 11

Kendriya Vidyalaya Sangathan
Regional Office : Guwahati

No. F.10-4/99-KVS(GR)/5446-8L Dated 11/8/99

OFFICE ORDER

The transfer of the following surplus staff are hereby ordered with immediate effect on Public interest.

Sl. No.	Name of the teacher with designation.	Transferred	
		From	To
01.	Sh. D.N. Ram, PGT(Eng)	Borjhar	Maligaon
02.	Smt. M. Pandey, TGT(Hindi)	Borjhar	Tezpur-II
03.	Sh. V.K. Shahi, TGT(SST)	Itanagar-1	Tezpur-II
04.	Sh. M. Pandey, TGT(SST)	Chabua	AFS Jorhat
05.	Smt. Kamala Pal, TGT(Maths)	Itanagar-1	Tezpur-1
06.	Smt. L. Deka, PRT	Narangi	Maligaon
07.	Sh. S. Baruah, PRT	Borjhar	Upper Shillong
08.	Sh. S. Nath, PRT	Borjhar	Upper Shillong
09.	Mrs. Dipti Sinha, PRT	CRPF, Ghy.	NEHU, Shillong
10.	Mrs. C.C. Mahanta, PRT	CRPF, Ghy.	NEHU, Shillong
11.	Md. S. Zaman, PRT	BRPL, Bongaigaon	Kokrajhar
12.	Mrs. S. Talukdar, PRT	CRPF, Ghy.	Upper Shillong
13.	Mrs. D. Sharma, PRT	CRPF, Ghy.	Upper Shillong
14.	V. L. Sharma, PRT	CRPF, Ghy.	Tezpur-1
15.	Mrs. A. Goswami, PRT	CRPF, Ghy.	Laitkor Peak
16.	Mrs. M. Chakraborty, PRT	Jagiroad	Laitkor Peak
17.	Mr. Ranjeet Singh, PRT	CRPF, Ghy	Laitkor Peak
18.	Mr. S. Bora, Group"D"	Maligaon	Nagaon

Sd /-
(Dr. Lalit Kishore)
Assistant Commissioner

Copy to :-

1. Individual concerned with the direction to get himself/herself relieved immediately.

2. The Principal, KV, where teacher is presently working with the direction to relieve the concerned teacher immediately under intimation to this office. The incumbent is eligible to draw TA/DA as per KVS rules. In case teachers on leave/absent he/she should be relieved in absentia with immediate effect. On no account his/her relieving should be delayed. No pay and allowances should be drawn in respect of the transferred teacher with effect from the date he is relieved/deemed to have been relieved.

3. The Principal, KV, where teacher has been posted on transfer with the direction to intimate the date of joining in respect of the teacher concerned to the undersigned immediately.

4. Dy. Commissioner (Admn) KVS(Hqrs), New Delhi w.r.t. his letter No.1-3/99-KVS(Esstt.III) dated 4.8.99 for information. The details of surplus teachers who could not be adjusted within the region is being sent separately.

Sd/- Lalit Kishore
Asstt. Commissioner.

Attested to be a true copy.

ANNEXURE 12

FORM NO. 4
(See Rule 42)

In The Central Administrative Tribunal
GUWAHATI BENCH : GUWAHATI

ORDER SHEET
APPLICATION NO. 246/99 OF 199

Applicant(s) Shri Anjana Goswami
-Vs-
Respondent(s) Union of India & Ors

Advocate for Applicant(s) M. A.K. Bhattacharyya, M. G.K. Bhattacharyya, M. A. Kalita, M. A. Bhattacharyya

Advocate for Respondent(s) M. A. Deb Roy, Sr. CGSC, M. K.N. Choudhury,

Notes of the Registry	Date	Order of the Tribunal
	17.8.99	Present : Hon'ble Mr Justice D.N.Baruah, Vice-Chairman Hon'ble Sri G.L.Sanglyine, Administrative Member. Heard Mr A.K.Bhattacharyya, learned Sr.counsel on behalf of the applicant. Mr K.N.Choudhury, learned standing couns for Kendriya Vidyalaya receives notice on behalf of respondents No.2 to 5 and Mr A.Deb Roy, learned Sr.C.G.S.C also receives notice on behalf of respondent No.1. No formal notice need be sent. Issue notice to show cause as to why this application shall not be admitted. Notice is returnable by 2.9.1999. List on 2.9.99 for filing reply to the show cause and admission. Meanwhile the Annexure-7 letter dated 12.7.99 and Annexure-11 office order dated 11.8.99 shall remain suspended until further orders.

Attested to be a true copy.

contd..

O.A. 246/99

Notes of the Registry	Date	Order of the Tribunal
	17.8.99	Registry to furnish the copies of the application to Mr K.N.Choudhury and Mr A.Deb Roy, during the course of the day. Sd/- Vice-Chairman Sd/- Member(A)
	pg	

Certified to be true Copy
प्रमाणित प्रतिलिपि

17/8/99

Deputy Registrar (J)
Central Administrative Tribunal
Guwahati Bench

17/8/99

ANNEXURE - 13

KENDRIYA VIDYALAYA SANGATHAN

18, Institutional Area,
Shaheed Jeet Singh Marg,
New Delhi – 110 016

F.1-1/96-KVS(Estt-III)

Date : 23-07-96

The Assistant Commissioner,
Kendriya Vidyalaya Sangathan,
Regional Office,
All Regional Offices-19

Sub : Surplus adjustment and transfers of staff within the region.

Sir/Madam,

The proposals for adjustment of teachers within the region received in response to the telegram of even number dated 30-5-96 have been examined in detail in this office. It is observed that in many cases delineation of persons who have been rendered surplus has not been done in accordance with the decision taken in the meeting of Assistant Commissioners held on 13-5-96 to 15-5-96. According to the decision in the Assistant Commissioners' meeting the yardstick to be adopted for adjustment of surplus teachers were as enumerated below :

A. AUTOMATIC SURPLUS : Teachers who have been rendered surplus automatically due to the modifications in staff strength are the ones referred to as automatic surplus. In such cases the teacher of the particular category who had the longest stay in the Vidyalaya should move out on transfer.

B. CREATED SURPLUS : The few created surplus connotes posting of a Teacher when no vacancy existed in that Vidyalaya. In such cases adjustment by transfer should be resorted to only after obtaining the consent of one of the existing incumbents in the cadre.

2. Very genuine cases of inter regional transfers have been held back in view of the surplus position as is evident from the computerised priority lists. This is so because the Sangathan attaches as lot of importance for adjustment of surplus teachers within the region. Academic, Administative and Financial implications of the existence of surplus teachers need not be emphasised. Concerted efforts by the Assistant Commissioners are necessary to wipe out

Attested to be a true copy.

the surplus position so that it does not continue to be a drain on our financial resources. Same time no departure from the guidelines framed by the Board of Governors for request transfer is permissible at all.

3. A comparison of the surplus position and the Inter regional transfer priority list shows that the position/surplus can be reduced by a proper admixture of surplus adjustment/request transfer. It has therefore been decided that surplus adjustment and transfers on request should be taken up simultaneously. The employees who have been rendered surplus may be identified in terms of the clarification given in para 1 above. Thereafter efforts may be made to adjust them against one of the vacancies existing at the station. This will be applicable to automatic as well as created surplus. Then the transfers on request may be taken up strictly according to the guidelines. The vacancies occurring on account of the transfers on request at a station where surplus exists may be utilised for the adjustment of surplus. Wherever it is not feasible to accommodate them within the station, transfer to a place nearby essentially in respect of automatic surplus and by option in respect of caused surplus may be resorted. All transfers of surplus should be made in Public Interest. No transfer in departure of the guidelines or out of turn should be done in the name of adjustment of surpluses.

4. It is again reiterated, like last year, that no transfer on request/posting on direct recruitment should be made to a station where there are surplus teachers in a particular category.

5. Separate communication will follows individually by name giving clearance for inter regional transfer of staff other than PGTs, to such regions from where confirmation relating to circulation of intra regional transfer computerised priority list has been received. The transfers on request within the region is expected to be done within the limits prescribed therein, both of number and time.

Yours faithfully,

Sd/-
(Dr. T. N. Goswami)
Deputy Commissioner(Admn.)

ANNEXURE - 14

Teacher's Name - Mrs. Anjana Goswami PRT

School - Kendriya Vidyalaya CRPF Amerigog
Guwahati - 23 112

Teacher's Time Table for the year 1999-2000.

Days	1st pd	2nd pd	3rd pd	4 Th pd	5th Pd	6th Pd	7th Pd	8 Th pd.
Mon	—	Social Studies IV A	Social studies IV B	Hindi I A	—	Social Studies IV B	Hindi III A	Social Studies IV A
Tues	—	Social Studies IV A	Social Studies IV B	Hindi I A	—	Social Studies IV B	Hindi III A	—
Wed	—	Social Studies IV A	Social Studies IV B	Hindi I A	Hindi I A	Art edu. III B	Hindi II A	Hindi III A
Thurs	—	Social studies IV A	Social Studies IV B	Hindi I A	Hindi I A	games III C	Hindi II A	—
Fri	—	Social Studies IV A	Social Studies IV B	Hindi I A	—	Social Studies IV A	Hindi III A	Hindi III-A
Sat	MPT	Social Studies IV A	Social Studies IV B	Hindi I A	—	Hindi III A	Co-Curricular Activities.	

Time Table For the year of 2000-2001, with effect from 6/7/2000

Days	9·10-9·55	9·55-10·35	10·35-11·15	11·15-11·55	12·15-1	1-1·40	1·40-2·20	2·20-3 P.M.
Mon	Hindi I A	—	Mathematics I A	Environmental Science I-A	Social Studies IV A	—	Games I A	Socially useful productive Works I A
Tue	Hindi I A	—	Mathematics I-A	Env. Science I A	Social Studies IV A	—	Games I A	—
wed	Hindi I-A	—	Mathematics I-A	ENV. Science I A	Social studies IV A	—	Hindi I A	games I A
THURS	Hindi I-A	—	Mathematics I A	Env. Science I A	—	Social studies IV A	Hindi I A	games I-A
FRI	Hindi I-A	—	Mathematics I-A	ENV. Science I A	Social Studies IV A	Mathematics I A	Art education I A	—
SAT	Hindi I-A	—	Mathematics I-A	Env. Science I A	Social studies IV A	Mathematics I A	Co-Curricular activities	

Time Table for the year of 2001-2002.

Mon	—	Hindi II B	English III-B	games II B	Social studies IV A	—	Socially useful Productive Works I A	Social studies IV B
Tue	—	Hindi II B	English III B	—	Social studies IV A	Social studies IV B	games III A	Hindi IV B II B
wed	—	Hindi II B	English III B	games I B	Social studies IV A	Social studies IV-B	—	English III B
THURS	—	Hindi II B	English III B	Socially useful productive Works III A	Social studies IV A	Social studies IV B	—	English III B
FRI	—	Hindi II B	English III B	Library II B	Social studies IV A	Social studies IV B	—	Hindi II B
SAT	—	Hindi II B	English III B	—	Social studies IV-A	Social studies	Co-Curricular activities	

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ANNEXURE 14A

TEACHER'S DIARY

MRS ANJANA GOSWAMI

1999 - 2000

K.V. CRPF

Gr IV - 23

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true copy.

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समय-सारिणी/TIME-TABLE

दिन/Days	1	2	3	4	5	6	7	8	9	10
सोमवार MON	—	S.ST IV A	S.S.T V-B	Hindi I A	—	S.S.T IV-B	Hindi III A	S.ST V A		
मंगलवार TUE	—	"	"	"	—	"	"	—		
बुधवार WED	—	"	"	"	Hindi I A	games III-B	"	Hindi III A		
बृहस्पतिवार THU	—	"	"	"	"	games III-C	"	—		
शुक्रवार FRI	—	"	"	"	—	S.ST V-A	"	Hindi III A		
शनिवार SAT	MPT	"	"	"	—	Hindi III A	C.	C.A		

सारांश/SUMMARY

कक्षा/Class	IV-A	IV-B	III-A	I
विषय/Subject	Social Studies	Social Studies	Hindi	Hindi
घण्टे की संख्या. No. of Period	8	7	7	8

समय-सारिणी/TIME-TABLE 9.9.99

दिन/Days	1	2	3	4	5	6	7	8	9	10
सोमवार MON	—	En. S.St IV A	Evst. IV B	Hindi I A	gms V B	Hindi II A	gms IV A	Hindi III A		
मंगलवार TUE	—	"	"	"	—	"	Env.St IV A	—		
बुधवार WED	—	"	"	"	—	"	—	Hindi I A		
बृहस्पतिवार THU	—	"	"	"	—	"	Evst IV-B	Hindi I A		
शुक्रवार FRI	—	"	"	"	AEd. V B	"	C.	C.A		
शनिवार SAT	M.P.T	"	"	"	—	"	—	Hindi III A		

सारांश/SUMMARY

कक्षा/Class —				
विषय/Subject				
घण्टे की संख्या No. of Period				

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व्यक्तिगत परिचय/BIO DATA

पूरा नाम Full Name MRS ANJANA Goswami.

माता का नाम Mother's Name .....

पिता/पति का नाम Father's/Husband's Name Dr. Indra Kumar Bhattacharyya

पदनाम Designation PRT पता Office address K.V. CRPF Gby-23 Phone.....

वर्तमान के०वि० में कार्य ग्रहण करने की तिथि Date of joining present K.V. 1.9.1986

घर का पता Local Res. address Manik Nagar, Zoo Road. दूरभाष Phone 54203

जन्म-तिथि Date of Birth 01.01.1958 वरिष्ठता क्रमांक Seniority Number.....

रुचि व अभिरुचि/Hobbies and General Interests

प्रशिक्षण संबंधी विवरण/Courses Attended

1 10 days Induction course 1985 at K.V. Toc.

2 21 days Inservice course 1992 at K.V. Toc

3 3 days workshop of SPE at K.V. CRPF and K.V. Toc.

जिन के०वि० में आपने कार्य किया, उनका उल्लेख करें/Kendriya Vidyalaya's you have served

केन्वि० का नाम Name of the K.V.	से/तक From/To	पता Address	शिक्षण के अतिरिक्त सौंपे गए कार्य Work Assig. other then class teacher
K. V. Digaru	1985-1986	K. V. Digaru	
K. V. CRPF	Since 1986	K. V. CRPF	House master, escort duty and others given by the authority

विषयानुरुप दक्षतायें/Subject-wise Competencies

भाषायें Languages :

अंग्रेजी, हिन्दी संस्कृत/English, Hindi & Sanskrit

- R – (वाचन) Reading
- W – (लेखन) Writing
- C – (विषय वस्तु) Comprehensive
- HW – (सुलेख)
- Sp – (वर्तनी) Spelling

गणित/Mathematics :

- NR – (अंक विन्यास) Forming Number Correctly
- BC – (मूलभूम अवधारणा) Basic Concept
- AC – (संगणना की योग्यता) Ability in Computation
- PS – (समस्या समाधान योग्यता) Problem Solving Ability

पर्यावरण अध्ययन/Environmental Studies (E.V.S.)

- O – (निरीक्षण) Observation
- I – (पहचान/तथ्यों की खोज) Identification/Discovering fects by oneself
- GA – (सामूहिक क्रियाकलाप) Group Activity

Note : The teacher can write the unit were and subject were, competencies to be developed.

class III A Hindi

1. कबूतर और मधुमक्खियां
2. अपना काम स्वंय करो
3. स्वच्छता

} April to July 2000

June and July -

4. कोयल (कविता) 5. ईश्वर चन्द्र विद्यासागर 6. मलेरिया 7. तूफान की सूचना 8. रक्षाबन्धन

August. 1st Term 2nd 2nd Term August to Sept.

9. एक किरण (कविता) 10. लालच का फल 11. नीम 12. बीरबल की खिचड़ी।

Sept. and October -

13. चिड़िया घर की सैर 14. कुत्ते की सूझ बूझ 15. चिड़िया का गीत 16. ऊंडीसन

November — Revision and half yearly.

December -

17. पहेलियाँ और चुटकुले 18. चतुर गीदड़ 19. बूढ़े चली (कविता) 2nd Term

January - 20. ईदु 21. परिश्रम का फल, 22. छब्बीस जनवरी की परेड 23. किसान (कविता) 24. रास्ते का पत्थर। 3rd Term — Oct. to December. Half yearly - Nov.

February -

25. जंगल का राजा 26. जादू का तुश 27. अर्जुन का निशाना 28 देश हमारा (कविता)

March - Revision and session Ending Exam. February - Revision Annual Exam.

Class - IV A and B

Unit 1 - भारत भूमि और उसकी जलवायु

पाठ - 1. उत्तर की पर्वतमाला
2. उत्तर का विशाल मैदान
3. पश्चिम का मरुस्थल
4. दक्षिण का पठार
5. समुद्र तटीय मैदान और द्वीप-समूह
6. हमारे देश की जलवायु

April to Last week of July

Unit - 2

1. संसाधन और उनका उपयोग
2. मिट्टी
2. वन First Term
3. जल
4. खनिज
5. पशु
6. ~~खनिज~~ मानव संसाधन
7. कृषि और उद्योग में संसाधनों का उपयोग

Last week of July to Sept.

unit - 3. यातायात और संसार के साधन

1. देश में यातायात के साधन — October
2. देश में संचार साधन

November - Revision and Half yearly.

Unit - 4 हमारे देश का जनजीवन

पाठ - 1. उत्तर के पर्वतीय क्षेत्र का जनजीवन
2nd term 2. " " मैदान " " "
3. भारत " मरुस्थल " " — December and January.
4. " " मध्यभाग का जनजीवन
5. " " दक्षिण " " "
6. द्वीप समूहों का जनजीवन

unit - 5 -

हमारे जनजीवन की सुन्दर बातें

1. हमारे रहन सहन की परंपराएं
2. हमारे देश में आचार - विचार की परंपराएँ

unit - 6 - हम और हमारा शासन

1. हमारे राष्ट्रीय उद्देश्य, मूल अधिकार और कर्तव्य — February
3rd term 2. हमारी सरकार
3. हमारे राष्ट्र के प्रतीक

March - Revision and Session Ending Exam.

For class I

"SCHOOL READINESS PROGRAMME"

It means creation of a formal educational enviranment and creating a link between the home and school, so that the learning could be joyfull and effective.

First week:— ① Children are taken to respective classes. ② Class rooms are well decorated. ③ Children are escorted from the class room to prayer ground. ④ Music activities are organised, in the class. Children are taken out to acquaint with the vidyalaya facilities and Staff rooms, office rooms etc. ⑤ Introduction of children is necessary. ⑥ Children are taken to literary, toilets H.M's room.

⑦ When the children become familiar with the enviranment, teacher may begin with the concept of tall/short, More/less etc.

Second Week:— ① Introduction about means of transport, areas, colours, Shapes and conversation with them ② They are taken to a nearby park and observe their interests. Notes their observation about familiar things. ③ New words/concepts are introduced. Story telling playing games, Singing songs, Putting

(21)

शिक्षक द्वारा किए गए प्रयोग सम्बन्धी नोट
NOTES ON EXPERIMENT/INNOVATION UNDERTAKEN BY THE TEACHER

project for class I हिंदी -

1) अलग अलग वर्ण से शब्द बनवाना।
2) चित्र बनवाना और रंग भराना।

class III हिंदी -

① विराम चिह्न - अल्पविराम , (,) - गुरुजी पशोपकरी है।
② अर्द्ध विराम (;)
③ प्रश्नवाचक (?) किसने कहा? क्यों कहा?
④ अवतरण - (" ") नेहरू ने कहा, "आराम हराम है"।
⑤ संयुक्ताक्षरों से शब्द निर्माण -

ष्ट्र = ष + ट + र = राष्ट्रपति , राष्ट्र
च्छ = च + छ = सच्छता , मच्छर
द्य = द् + य = विद्या , विद्यालय।

रचनात्मक अभिव्यक्ति - चित्र बनाना, रंग भरना

Social Studies project class IV.

1. Map Reading. 2. Map drawing.
3. Identify the Rivers, hills, mountains etc. Its exact location.
4. chart making
5. Model of Radio, T.V. Computer etc.
6. Fix photograph of domestic and wild animal in copies.
7. अपने घर की वस्तुओं की सूची जो लकड़ी से बनी है
8. Collecting leaves of trees and labelled their names.

and pasting the pictures are done in small groups. ④ The concepts of measurements, directions, right-left, Tick-Thin-Thinnest, Thickest, Biggest and smallest are also given.

Third Week :— ① Games, stories, Songs, poems have to be continued in this week. Introduce the words like "please/Sorry/Thank you etc. Tell them the value of politeness. ② Develop langue. Capability. Use rhyming words, words ending with same sound and those ending with different sounds. A lot of joy is created in the class while teaching these things. ③ Loud reading, rapid reading ~~and~~ are practiced in groups.

Fourth Week :— ① In respect of conversation, ~~never~~ topics are introduced like name of festivals, means of transport, traffic light, Signals, Community helpers like postman, cleaner, telephone line men. ② The concepts of art drawing are introduced. They will use papers, gums etc for the purpose. They will play with blocks and use trial-error method.

Fifth Week :— ① The concepts of direction North-South, East-West, time, Seen, moon, stars and natural resources like Water, air, forest etc are introduced. ② Writing Skill is developed by drawing patterns & designs. ③ Children will prepare animal masks, designs with toffee papers. Memory games and construction of figures

by joining dots should be introduced.

Sixth Week :— ① Recognition of letters of alphabets, words, starting with same letters and figures are created by joining dots. ② Match the objects with figures.

Last two days :— Recognition of numerical symbols and alphabets. Free conversation with classmats & Teachers to develop writing skill.

Assessment :—

At the end of the prog. the Teacher should be able to know if the desired behavioural out come has been achieved through.

Projects for Students

project for class I A Hindi.

(1) अलग अलग वर्ण से शब्द बनोवाना।
(2) चित्र बनोवाना और रंग भराना।

class III A Hindi

① विराम चिह्न - । अल्पविराम , (,) - गुरुजी परोपकारी है।
② अर्द्धविराम (;)
③ प्रश्नवाचक (?) किसने कहा? क्यों कहा?
④ अवतरण - (" ") नेहरू ने कहा, "आराम हराम है"।
⑤ संयुक्ताक्षरों से शब्द निर्माण —
प्र, च्छ, द्य, त्त्व, त्र आदि।

⑥ रचनात्मक अभिव्यक्ति - चित्र बनाना, रंग भराना।

Social Studies project class IV A & B

1. Map drawing ② Map Reading
3. Identify the Rivers, hills, mountains etc. Exact location of the place.
4. Chart making.
5. Model of Radio, T.V. Computer etc.
6. ~~Fix~~ Pasting of photograph in their copies.
7. Collecting leaves of trees and labelled their names.
8. अपने घर की वस्तुओं की सूची जो लकड़ी से बनी है।

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विषय समिति की बैठक का रिकार्ड
RECORD OF THE SUBJECT COMMITTEE MEETINGS

बैठक की तिथि Date of Meeting	विचार विमर्श का सारांश जिस पर कार्यवाही की जानी है List of discussion to be followed	की गई कार्यवाही Action taken
31.8.99	A meeting was held on 31.8.99 at 12.20 in Staff room for Subject committee Meeting. The following matters/points by the Subject Teachers are to be discussed. They are.	
	1. Break up of Syllabus, courses (term-wise)	
	2. Conduct of U.T.	
	3. Term wise projects	
	4. Assignments of the subjects	
	5. Course of Mid-year Test and Annual Exam.	
	6. Model question papers of U.T. Mid year test and Annual Exam.	
	7. Competency based teaching in primary classes.	
	8. Writing of Teacher's diaries	
	9. Demonstration of lessons etc	
	Ajoni 31.8.99	

प्रतिभाशाली विद्यार्थियों के नाम
NAME OF GIFTED / TELENTED CHILDREN

नाम Name	क्षेत्र Field/Area	प्रतिभाशाली विद्यार्थियों की दक्षता को बढ़ाने हेतु किए गए प्रयास Efforts made to add to the Quality/Potential of gifted children
Class IV A		1. कक्षा में नेतृत्व के अवसर प्रदान करना।
1. Pallabi Baishya		
2. Unmona Dhar		
3. Bipul Deb	सामाजिक अध्ययन	② सदा उनको extra work देना। क्योंकि उनकी दक्षता का और भी विकास होता है।
4. Amrita Priyadarshini		
5. Rajnomita Barua		
	हिन्दी	③ उन्हें प्रेरित करना की वे कमजोर छात्रों की मदद करें।
Class IV B	और Co-curricular activities.	4. उन्हें पुरस्कृत करना, विद्यालय की प्रतियोगिताओं में उन्हें ज्यादा अवसर देना।
1. Anupam		
2. Anuleka		
3. Rita Jaram		5. Extra book reading के लिए प्रेरित करना।
4. Partha Bora		
5. Gagan Km.		6. उन्हें हर प्रकार की सुविधा तथा उनपर व्यक्तिगत ध्यान देना।
Class III A		
1. Baki Limbu		7. कक्षा के लिए विभिन्न चार्ट बनवाना।
2. B. G. Vidyarani		
3. Malabika Nath		
4. Julein Alia		
5. Nila Baruah		
6. Nitumoni Kashyap		
7. Ranjit		
8. Jamila		
9. Pinky		

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उन विद्यार्थियों के नाम जिन्हें मार्गदर्शन की आवश्यकता है
NAME OF CHILDREN WHO NEED GUIDANCE (Slow learners)

नाम Name	क्षेत्र Field/Area	सुधार हेतु किए गए प्रयास Efforts made to and observations regarding improvement
Class - III A		
1. S. R. Rajee	हिन्दी	1. बच्चे को पहले शिक्षा ग्रहण करने के लिए तैयार करना चाहिए।
2. Tasif Sahid		
Class IV A		
1. Ganesh km.		2. ज्यादा से ज्यादा group participation के अवसर देना।
2. Hemant Rabha		
3. Himangshu		3) विषय वस्तु को रोचक बनाकर पुनरावृत्ति करवाना।
4. Pooja Kmi.		
5. Sony Mishra		
6. Thom Thom		4. Co-curricular activities के लिए प्रेरित कर मार्ग दर्शन करना।
IV - B		
1. Bahulang		
2. Divya Akash		5) कक्षा में उनपर Invidual attention देना।
3. Kharewar		
4. Rajesh Manar		
5. Roshan Kumar.		(6) Regular Parents को inform करना।
Class I A		
1. Sandeep Sony.		(7) कहानी, कविता, nature study, जीवन, यात्रा कथाओं के माध्यम से पाठ को रोचक बनाना।
2. Vijoy km. Pandey.		
3. Jarie Kamda		
4. Jyoti Dhawam		
5. Deepak Das.		
6. Sruty Pandey.		

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(निरन्तर बोधगम्यता संबंधी मूल्यांकन) CONTINUOUS COMPREHENSIVE EVALUATION

(कक्षा I, II को छोड़कर) Other than classes I & II

Class & Section..... Session 19 ___ 19 ___

S.No.	Name	Unit test						Assignment			Project			Cum. Exam	Ses. end. exam.	Over all grading
		I	II	III	IV	V	VI	I	II	III	I	II	III			
	Schedule of Exam 1999-2000															
	1st is already over.															
	2nd test — 16.8.99 to 22.8.99															
	3rd " 20.9.99 to 26.9.99															
	Mid year Test — 2/11/99 to 9/11/99															
	Session ending — 1st/3/2000 to 21/3/2000															

(निरन्तर बोधगम्यता संबंधी मूल्यांकन) .CONTINUOUS COMPREHENSIVE EVALUATION

(कक्षा I, II को छोड़कर) Other than classes I & II

Class & Section..... Session 19 —19

S.No.	Name	Unit test						Assignment			Project			Cum. Exam	Ses. end. exam.	Over all grading
		I	II	III	IV	V	VI	I	II	III	I	II	III			

कविता —

अच्छे बच्चे रहते साफ
गंदी करते नहीं किताब।
हरदम रहते हैं मुस्काते,
कभी नहीं रोते चिल्लाते

हंसते-हंसते पढ़ने जाते
पढ़ लिखकर सीधे घर आते।
नहीं पढ़ाई से घबराते,
वे अच्छे बच्चे कहलाते।

अच्छे बच्चे - - - - - - - -
सुंदर-सुंदर फूल लगाते,
रोज उन्हें पानी दे जाते
वातावरण को शुद्ध बनाते
जीवन में हरियाली लाते।

पौधों से है जीवन हमारा,
नहीं करें नुकसान उन्हीं का
अच्छे बच्चे - - - - -

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ACTIVITY PLAN

दक्षता Competency..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
Poems for class I		
रानी का छाता छप-छप-छप-छप छाता लेकर निकली रानी एक हवा का झोका आया उसने छाता दूर उड़ाया पीछे-पीछे भागी रानी छप-छप बरसे पानी।		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class..IV A.B. विषय Subject....सामाजिक अध्ययन

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
पहली इकाई में देश के प्राकृतिक भागों का वर्णन किया गया है। यह इकाई देश की जलवायु की परिस्थितियों की व्याख्या भी करती है। इस इकाई के शिक्षण का मूल उद्देश्य यह है कि बच्चे अपने देश की प्राकृतिक और जलवायु संबंधीत परिस्थितियों को समझ सके।	① मानचित्र में दिखाइ — हिमालय कहा से कहा तक फैला हुआ है। ② भारत के दक्षिण सिरे पर कौन सा जगह क्या है। ③ नदियों के स्थिति दिखाइ जैसे गंगा, ब्रह्मपुत्र, गोदावरी, नर्मदा आदि। ④ विशाल मैदान पर — हरिद्वार, कानपुर इलाहाबाद, गुवाहाटी, बाराणसी, पटना, कलकत्ता। ⑤ मरुस्थलीय प्रदेश भारत में कहा से कहा तक विस्तार है ⑥ इंदिरा गांधी नहर। ⑥ पठारी प्रदेश के उत्तरी, पश्चिम तथा पूर्वी, दक्षिण सिरे पर स्थित पहाड़ि तथा उनके नाम। चित्र बनोवाना — मरुद्यान, दुर्ग, नहर। शिक्षण सामग्री — बोर्ड, मानचित्र, chart, Atlas.

Part-B
(गृह कार्य) Home Assignments... मानचित्र पर पर्वत, नदियाँ और प्रसिद्ध जगह को अंकित करो।

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

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ACTIVITY PLAN

दक्षता इकाई-1 अवधि April to end of last wk. July.
Competency ..... Duration .....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
हिमालय से संबंधित कविताएँ। पाठ पढ़ने के समय भारत के विभिन्न भागों के खान पान, रहन सहन, बोली के बारे में चर्चा की जाएगी। किसी भी भाग के जनजीवन को भली-भांति जानने का प्रयास	① मानचित्र में दिखाना है - 1. हिमालय, अरुणाचल की पहाड़ियाँ 2. सिंधु, गंगा सतलुज, ब्रह्मपुत्र 3. उत्तर का विशाल मैदान। 4. हरिद्वार, कानपुर, गुवाहाटी, पटना, कलकत्ता। 5. बंगाल की खाड़ी और अरब सागर, भारतीय द्वीप समूह। 6. प्रश्नोत्तर के द्वारा दक्षता मूल्यांकन किया जाएगा।	① प्रश्नोत्तर के द्वारा निर्णय कर सकते है। ② कक्षा कार्य के द्वारा निर्णय।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

4/7/19

Part–A
कक्षा Class..I–G...विषय Subject..हिन्दी.....

क्रिया-कलाप योजना

विषयानुरूप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
दक्षता/उपदक्षता (1) सुनना – सरल बालगीतों 1.1.1. कहानियों को सुनता तथा समझता है। 1.1.2. परिचित परिस्थितियों में किए गए वार्तालाप संवाद समझता है। 1.1.3. परिचित परिस्थितियों में दिए गए मौखिक आदेशों को समझता है।	सामग्री :– फ्लैश कार्ड, चार्ट्स, पुस्तकें। 1. कविता, कहानियों के द्वारा पशु, पक्षियों, फूल, फल, फूलों का ज्ञान कराया जाएगा। ② फ्लैश कार्डस दिखाकर ③ पक्षियों के पंख, पेड़ो की पत्तियाँ एकत्रित करवाकर ④ बच्चों को हाथी तथा दरजी बनाकर, संवाद बुलवाकर। ⑤ बच्चों से व्यक्तिगत एवं सामूहिक रूप से कविताएँ, कहानियाँ सुनकर ⑥ व्यवहार के द्वारा 1.1.3. दक्षता का विकास करवाना। जैसे– बैठ जाओ, धन्यवाद, कृपया क्षमा करें, कमरा ठीक करो, सावधान में खड़े रहो।
② बोलना :– सरल वाक्यों को सही सही दोहराता है। 2.1.2. सरल गीत, कविता, कहानियों की हाव भाव के साथ बोलता है।	1. अध्यापक द्वारा बोली गई कविता को सही सही दोहराता है। 2. व्यक्तिगत रूप से हर छात्र कविता/कहानी सुनाएगी। 3. चित्र देखकर कहानी का विकास करवाया जाएगा। 4. चित्र देखकर पूछे गए प्रश्नों के उत्तर देता है।

Part–B
(गृह कार्य) Home Assignments.....

Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(हo अध्यापक) Sign. Teacher

ACTIVITY PLAN

① सुनना
② बोलना

दक्षता Competency पढ़ना Duration 15 days 1.34

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
नाचना, गाना, कहानियाँ आदि।	① व्यक्तिगत एवं सामूहिक रूप से प्रश्न पूछकर ② बालकों की सक्रियता का पता लगाना। ③ चित्र के द्वारा प्रश्न पूछना। ④ लय तथा हाव भाव के साथ कविता + कहानी सुनना। ⑤ फ्लैश कार्डस दिखाकर कहानी का विकास करवाकर दक्षता का मूल्यांकन करना।	① शिक्षिका द्वारा सुनाए गए गीतों, कविताओं की छात्रगण सुनाएँगी। फ्लैश कार्ड दिखाकर पूछे गए प्रश्नों के उत्तर देते है।
२.१.३ हाँ/नहीं तथा सही/गलत वाले प्रश्नों उत्तर देता है। २.१.५ सरल प्रश्न पूछता है।	⑥ हाँ, नहीं / सही गलत वाले प्रश्नों का उत्तर देता है।	

P.T.O.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

27/9

Part–A
कक्षा Class..I-E....विषय Subject..Hindi.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
③ पढ़ना — वर्णमाला के अक्षरों को अलग से अथवा मिले जुले रूप में पहचानता है।	सामग्री — खिलौने, चार्ट, चित्र, वस्तुएं दो, तीन बार तक फ्लैश कार्ड दिखाने पर अक्षर पहचानता है। बार-बार अक्षरों को जाएगा। जब बच्चे शुद्ध उच्चारण अक्षरों के कार्ड मिलाकर पढ़ने के
आक्षर ज्ञान —	बच्चे को बस, नल, कलम आदि जाएँगा। फिर कार्ड में अक्षरों को जाएगा — जैसे — घर इसी प्रकार फ्लैश कार्ड को मिलाकर जाएगा। जैसे — बन, बल, कमल,
शब्द भण्डार :— सरल शब्द को सही सही दोहराता है। वर्णमाला के अक्षरों को अलग से और मिले जुले रूप में पहचानता है।	बोर्ड पर लिखे सरल शब्दों को पढ़ लेता है।

Part–B
(गृह कार्य) Home Assignments..वर्ण को लिखना। जैसे — ब, स, क,

Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

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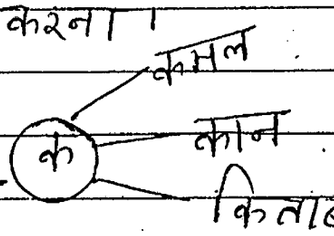
Lesson 1 से 8 तक।

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration..20.th...July.

1st July to

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
खिलौने वाली बस, घर, नल, कलम आदि।	① समूह में फिर अलग अलग रूप में फ्लैश कार्ड मिलाकर उसमे से अक्षर ढूँढने को दिया जाएगा।	① बच्चें कुछ वर्ण के ज्ञान प्राप्त करेंगे। उस वर्ण से सम्बंधित वस्तुओ के बारे में भी ज्ञान प्राप्त करेंगे।
का फ्लैश का दिखाया बार बार करेंगे तब इन लिए कहा जाएगा।	② कार्ड मिलाकर बच्चों से शब्द बनाने को कहेंगे।	
के चित्र दिखाकर पूछा मिलाकर पढ़ना सिखाया नल	③ चित्रों के नीचे अक्षरों के कार्ड को व्यवस्थित करके उस चित्र का नाम बनाकर दिखाने को कहेंगे।	② रंगो के बारे में भी परिचित होंगे।
अन्य शब्दों भी पढ़वाया कलम, रस, सम।	④ वर्ण को खाली जगह में भरकर शब्द बनवाना।	③ चित्र बनाना नल, घर, कलम, कमल।
प्रश्न पूछते है — ① हम घर में क्या करते है? ② चिड़िया के घर को क्या कहते है? ③ हमें पीने का पानी कहा से मिलते है? ④ हम कलम से क्या करते है?	⑤ एक ही वर्ण से पाँच चित्र एकत्रित करना।	



ल। दिए गए वर्ण द्वारा शब्दों को लिखना।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

4/7/19

Part–A
कक्षा Class: III..A..विषय Subject.....हिन्दी.....

क्रिया-कलाप योजना

विषयानुरूप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
पाठ – ईश्वरचन्द्र	विद्यासागर , मलेरिया –
① सुनना – वर्णन, विवरण, शब्द, खेल, एवं पहेलियों को सुनकर समझते है।	बोर्ड, लेकस कार्ड, पुस्तक।
	बहुवचन – मिठाई – मिठाइयाँ दवाई – दवाइयाँ सब्जी – सब्जियाँ
अपरिचित परिस्थितियों में हुए बार्तालाप, संवाद को समझते है।	संयुक्ताक्षरों से शब्द निर्माण – द+य= द्य प+र = प्र क+क= क्क
② बोलना – कहानियों स्वाभाविक रूप से बोलता है।	– कहानियों स्वाभाविक रूप में बोलता है।
③ पढ़ना –	रास्ते पर चलते संकेत, विज्ञापन, एवं सूचना पर सरल सूचनाओं को पढ़ता है। बच्चे सरल कहानियाँ पढ़ सकते है।
④ लिखना –	श्रुतलेखन, शब्दों के सही आकार से लिखता है। सरल अनुच्छेद अथवा
⑤ विचारों का बोधन –	निबन्ध लिखता है। पाठ सुनने या पढ़ने के पश्चात् क्यों वाले प्रश्न के उत्तर देता है।

Part–B
(गृह कार्य) Home Assignments.....समान अर्थ वाला शब्द लिखो।

Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration 17th 7.99

अन्य विषयों से सम्बन्ध Correlation with other subject.	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
अलग अलग बीमारियों का कारण बीमारियों से सतर्क रहने की व्यवस्था। सहज व्यक्ति के जीवन सम्बधित कहानी।	① किसने कहा ? क्यो कहा ? ① शब्द - अर्थ जबाब - उत्तर शिक्षा - सीख संकेत - इशारा भय - डर ② प्रश्न उत्तर लिखना - class work copy में। वाक्य बनाओ - लालटेन, संकोच, पालन, विश्वास आदि। ③ खाली जगह भरो - मलेरिया एक ——— रोग है। नाली में ——— के कारण बंद हो गया।	कक्षा में की गई गतिविधियों के आधार पर मूल्यांकन किया जाएगा। प्रश्न के आधार पर मूल्यांकन किया जाएगा।

वाक्य बनाओ।

With the children, and oneself :

Sig. of Principal/Vice-Principal/Headmaster

26/7/99

Part–A
कक्षा Class....1...A विषय Subject....हिन्दी....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
पढ़ना —	① खिलौना, बस, घर, नाव, दवात दिखाकर पूछा जाएगा। यह क्या है? इससे क्या काम होता है।
	② बोर्ड पर लिखा हुआ अक्षरों को दिखाकर बार बार ~~उच्चा~~ उच्चारण करवाया जाएगा।
बोलना —	
अक्षर ज्ञान और शब्द भण्डार — ब	बच्चे वर्ण को पहचानेंगे और कुछ नए शब्द भी अपने से बोलेंगे। जैसे — क से — कमल, कलम, केला, करेला, कौवा आदि
लिखना —	बच्चें कार्ड देखकर अक्षर को लिखेंगे। ब स न त बस नल, सब, कलम, कमल। खाली स्थान को वर्ण के द्वारा भरेंगें। जैसे — न — । ब — । क — म । — मल ।

Part–B
(गृह कार्य) Home Assignments.....कापी में अक्षर और शब्दों

Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....कक्षा में नाव,

2. (सुधारात्मक उपाय) Remedical Measures.....आदि

(हo अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration: 15 days

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
चित्र बनाना। चित्र पर रंग भरना। अभ्यास पुस्तिका के सहायता से - हाथी, घोड़ा, तोता, मोर आदि चित्र पर रंग भरेंगे।	① समूह में फिर अलग अलग रूप से फ्लैश कार्ड मिलाकर उसमें से अक्षर ढूँढने को दिया जाएँगा। ② कार्ड मिलाकर बच्चों से शब्द बनाने को कहेंगे। ③ चित्र के नीचे अक्षरों के कार्ड को व्यवस्थित करके उस चित्र का नाम बनाकर दिखाने को कहेंगे।	बच्चे कुछ वर्ण के ज्ञान प्राप्त करेंगें। उस वर्ण से सम्बंधित वस्तुओं के बारे में भी ज्ञान प्राप्त करेंगे। बच्चे विभिन्न रंगों के बारे में भी परिचित होंगे।

सेब कमल

ताला

नाव

को लिखेंगे। सही उच्चारण से पाठ पढ़ेंगे।

With the children and oneself :

दवात बनाएँगे।

Sig. of Principal/Vice-Principal/Headmaster

20/7/15

Part-A
कक्षा Class... 11 A विषय Subject... हिन्दी...

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	पाठ - तूफान की सूचना
दक्षताएँ - ① सुनना - वर्णन, विवरण, शब्दु, खेल एवं पहेलियो को सुनकर समझता है।	कहानी का वर्णन। इस कहानी का नाम तूफान की सूचना क्यों हुआ
② अपरिचित परिस्थितियों में हुए वार्तालाप एवं संवाद को समझता।	समुद्र के बारे में बताया जाएगा। हमारे देश के तीनों ओर पर स्थित समुद्र के नाम - ① बंगाल की खाड़ी ② अरब सागर समुद्र के पास रहने ③ हिन्द महासागर वाले लोगो के जीवन धारा चर्चा करना
अपरिचित वस्तुओं के विषय में वर्णन करना →	मच्छुओं को तूफान की सूचना कैसे दी जाती है ?
③ पढ़ना -	मच्छुओ लाल कपड़ा देखकर क्या
④ लिखना -	समझा ?
⑤ विचारो का बोधन -	क्यों वाले प्रश्न से उत्तर पूछना

Part-B
(गृह कार्य) Home Assignments.....

Part-C
1. वच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration..... 26/7/97 142

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
→ तूफान, सूचना, समुद्र, आदि शब्दों के अर्थ का जानकारी प्राप्त करना	① प्रश्नो उत्तर लिखवाना।	दिए गए कार्य के द्वारा मूल्यांकन की जाएगी
	② संयुक्ताक्षरों का ज्ञान।	
	③ वाक्य प्रयोग - सीपियाँ, तूफान, वृक्ष, समुद्र, सूचना	
- बच्चों के द्वारा शँख इकट्ठा करोवाना। समुद्र के नाम लिखोवाना।		रचनात्मक अभिवक्ति के लिए चित्र बनोवाना।
	④ शब्द-समूह में वर्गीकरण। जैसे नाव, डोंगी जहाज तट	
	सुबह, शाम रात चाँद	
	⑤ शब्द निर्माण - भूख - भूखा मैल - मैला गंद - गंदा	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

26/7/97

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Part-A
कक्षा Class..III..A..विषय Subject.....हिन्दी.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	पाठ - रक्षाबन्धन
दक्षताएँ -	
सुनना - वर्णन विवरण, शब्द, खेल कहानी सुनकर समझता है।	त्योहारों के वर्णन। त्योहारों का क्या महत्व है। हम क्यों त्योहार मनाते है। हिन्दु लोगों का त्योहार।
② अपरिचित परिस्थितियों में दुइ वार्तालाप एंव संवाद को समझता।	कठिन शब्द - अर्थ। ईद, क्रीसमस, दूर्गापूजा के बारे में बात चित करना। असम के जाती त्योहार बिहु के बारे में बताना।
③ अपरिचित बस्तुओं के विषय में वर्णन करना।	
	पाठ को बार बार घढ़ोवाना।
④ पढ़ना ——	
⑤ लिखना ——	पुस्तक में दिइ हुइ प्रश्न तथा अपनी मन से छोटे छोटे प्रश्न का उत्तर लिखोवाना।
⑥ विचार का बोध-	① शब्द - ज्ञान बढ़ाना। ② क्रिया के रुपों का सही प्रयोग। ③ शब्द लिखोवाना।

Part-B
(गृह कार्य) Home Assignments. (1) रक्षा बन्धन के बारे में पाँच वाक्य

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration 10/8/99 to 14/8/99

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
① बच्चे हिन्दु मुसलमान ईशाइ अपनी अपनी त्योहार के बारे में बताएगें।	① त्योहार के सम्बन्ध में बात चीत करेंगे। ② प्रश्न और उत्तर के द्वारा भी भाव बता सकते है।	कक्षा कार्य के द्वारा मूल्यांकन की जाएगी
② कठिन शब्दु का अर्थ लिखेंगे।	③ रानी कर्मवती ने राखी भेजकर हुमायूँ को क्यों बुलताया।	
③ पाठ पढ़ने का अभ्यास।	④ पाठ से सम्बंधित अभ्यास करोवाया जाएगा।	
④ रक्षाबन्धन के त्योहार पर पाँच वाक्य लिखोवाना।		
⑤ राखी की चित्र बनोवाना।		

लिखो। विद्दू के बारे में कुछ चर्चा करो।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

26/7/99.

Part–A
कक्षा Class IV ...A... विषय Subject ...सामाजिक अध्ययन...

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
दूसरी इकाई में देश के संसाधन और उनके उपयोग का वर्णन है। इस इकाई का उद्देश्य यह है कि बच्चों को देश के प्राकृतिक संसाधनों की तथा उनके विस्तार की जानकारी हो। प्राकृतिक संसाधनों के सही उपयोग एवं संरक्षण पर भी बल दिया गया है। इस इकाई में मानव संसाधनो की उपयोगी जानकारी भी दी गई है। बढ़ती जनसंख्या की समस्या छोटे परिवार की जरुरत और जनसंख्या में गुणात्मक सुधार पर भी	जोर दिया गया है। Teaching aids :– मिट्टी, खेती से मिलने वाली वस्तु कलकारखानाओं से मिलने वाली वस्तुऐं। अपने दैनिक जीवन में काम आने वाली वस्तुओं की सूची। ② अपने आसपास पाए जाने वाली वृक्षों की पत्तियों का संग्रह और उन्हें कागज पर चिपकाना। नीचे उन नाम भी लिखना। ③ भारत के रेखाचित्र में नदि पर बांधों की स्थिति – बांधों की नाम और नदियों की सुची –

Part–B
(गृह कार्य) Home Assignment ① अपने आसपास पाए जाने वाले वृक्षों के
Part–C पत्तियों का संग्रह कीजिए और उन्हें कागज पर
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव चिपकाइए। उसके नीचे
Experience of Adopting the activity bassed appreach..... नाम भी लिखें।
2. (सुधारात्मक उपाय) Remedical Measures.....

(हo अध्यापक) Sign. Teacher

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Middle of July to Sept. last.

ACTIVITY PLAN

दक्षता इकाई 2 अवधि
Competency.....Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
① बातचीत के द्वारा घरों में किस प्रकार के ईंधन का इस्तेमाल किया जाता है इसकी एक सूची बनवाना। ② लोहे से बनी वस्तुएं हमारे क्या क्या काम आते है। लोहे का आविष्कार कैसे हुआ? ③ भारत में पाए जाने वाली खनिज पदार्थ के एक सूची और कहाँ पाए जाते है? भारत के मुख्य पशुओं के चित्रों का संग्रह करके – जनजीवन पर उनका क्या प्रभाव है लिखो।	प्रश्न ① मिटटी के कटाव कैसे रोका जा सकता है? ② 'वन महोत्सव' क्या है? ③ 'चिपको' आन्दोलन क्या होते है? ④ पंडित नेहरू ने बांधों को हमारे देश के 'तीर्थस्थान' क्यों कहा?	कक्षा कार्य और गृह कार्य के द्वारा मूल्यांकन किया जाएगा।

② मानचित्र पर भारत में स्थित अभयारण्यों को दिखाइए और जनवरों का चित्र बनाए।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

16/7/99

Part–A
कक्षा Class...III A..विषय Subject...हिन्दी.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
विषय :– रक्षाबन्धन	
सुनना :–	इस दक्षता के विकास के लिए बाल-पत्र, पत्रिकाएँ, त्योहारों के विषय पर बच्चे को सुनाया जाएँगा। सुनने के बाद शिक्षिका कुछ कब "क्यों" वाले प्रश्न पुछेंगें।
बोलना :–	शिक्षिका से सुनने का बाद बच्चें उचित हाव-भाव तथा सरल परिचित कहानी की वर्णन करेंगे। वक्ता की आवश्यकतानुसार विभिन्न भागों में बातकर वाक्य पूरा करने बोलेंगे। फ्लैश-कार्डस पर कहानी के अधूरे वाक्य पूरा करने के लिए दिए जाएँगें। समान ध्वनि वाले शब्द बोलना दिया जाएँगा। जैसे – युद्ध, बुद्ध। दैनिक जीवन से सम्बधित विषय जैसे– भोजन, धर्म आदि के बारे में बोलेंगे।
पढ़ना :–	पाठ्य पुस्तक पढ़ने के बाद कठिन शब्द का अर्थ समझता है और पूछे गए प्रश्नों के उत्तर देते है। एक शब्द पढ़कर दूसरे शब्द को मिलाएंगें

Part–B
(गृह कार्य) Home Assignments... रक्षाबन्धन के बारे में पाच वाक्य लिखो

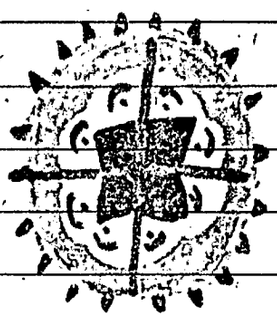
Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration... 10/8/99 to 20/8/99.

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
त्योहारों से सम्बंधित सामाजिक अध्ययन के विषय में बात करेंगे।	प्रश्न - उत्तर Activity ① हमारे देश में कौन कौन से त्योहार मनाए जाते है ? ② बिहु कब मनाते है? ③ वैशाखी क्यों मनाते है ?	प्रश्नों के आधार पर मूल्यांकन किया जाएँगा।
कहानी से सम्बंधित अधूरे चित्र को पूरा करेंगे और रंग भरेंगे।	कहानी में आए हुए नवीन शब्दों के अर्थ शब्द-कोश में से ढूढ़कर लिखेंगे।	
राखी		
बच्चे इतिहास से सम्बंधित कहानी जैसे-आकबर, हुमायूँ आदि बताएँगे।	~~कि~~ ईद, क्रीसमस आदि त्योहारों के बारे में बोलने दिया जाएँगा।	कक्षा में दी गई गतिविधियों के आधार पर मूल्यांकन किया जाएगा।
जैसे - रक्षा + बन्धन वन + वास सेना + पति	 रंगोली	

② राखी और रंगोली के चित्र बनाओ।

With the children and oneself :

P.T.O.

Sig. of Principal/Vice-Principal/Headmaster

3/9/99

Part-A
कक्षा Class III A विषय Subject हिन्दी

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
लिखना :-	① अभ्यास से सम्बन्धित कठिन शब्द लिखना। जैसे — चित्तौड़, रक्षाबंधन, युद्ध संकट। ② मुहावरों के अर्थ लिखें और वाक्य बनाएँगे। ③ किरण अनुच्छेद या निबन्ध लिखेंगे
एक किरण :— कविता	
सुनना :—	① बच्चें पुस्तक में दिए गए कविता को ठीक से सुनेंगे। शिक्षिका सूरज सम्बधित कविताएं सुनाएँगी।
बोलना :—	पहले सामूहिक क्रिया से सभी कविता बोलेंगे। शिक्षिका उच्चारण पर ध्यान देंगे। बाद में व्यक्तिगत रूप से भी कविता बोलेंगे।
पढ़ना :—	कविता याद करेंगे।
लिखना :—	सही अंश सुनकर वाक्य पूरे करेंगे किरण — हंस रही थी। चिड़िया — गा रही थी। दिन — मुसकरा रहा था।

Part-B
(गृह कार्य) Home Assignments..... सूर्य और चाँद सम्बधित

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(हo अध्यापक) Sign: Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	संयुक्ताक्षर और शब्दों को सुधारेंगे।	हस्तलेखन पर मूल्यांकन किया जाएगा।
शिक्षिका बच्चें को से प्रश्न पूछेंगे।		
1) सूरज कब निकलता है ? 2) सूरज कहा अस्त होते है ?	कविता को याद करके बच्चें सुनाएँगें।	
	अधूरे पंक्तियों को पूरा करेंगे।	
चित्र बनाएँगे — सूरज, चाँद आदि।	रेशम जैसी - - - - - - - - - लाई एक किरन।	

चित्र बनाओं। कविता याद करें।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

7/9/19

मात्राओं का ज्ञान – आ, ई

Part–A
कक्षा Class...I.A....विषय Subject.....हिन्दी.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
2, 3, 4.	① फ्लेश कार्ड की सहायता से पहले बिना मात्रा का अक्षर दिखाया जाएगा फिर उसपर ा की मात्रा लगाकर पढ़कर शुद्ध उच्चारण कक्षा के बच्चों से करवाया जाएगा।
वर्णमाला के अक्षरों को अलग से और मिले जुले रूपमें पहचानता है।	जब बच्चों को आ(ा) की मात्रा लगाकर अच्छी तरह से पढ़ना व लिखना आ जाता तो क्रमशः पहले (े) फिर (ि) की मात्रा लगाकर शुद्ध उच्चारण करता तथा मात्राएँ लगाकर शब्द बनाना बताया जाएगा।
2. श्यामपट्ट पर	
हस्तलेखन सामग्री, flash card आदि	
पढ़ लेता है।	
3. सरल परिचित	
शब्दों का सस्वरपाठ	
करता है।	
4. मात्राओं को समझ	
कर लिखता है।	
5. सरल प्रश्नों के	
उत्तर हाँ/नहीं में	
देता हैं।	

① आ → ा

क + ा → का

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⑤ गिलास

→ गिलास

Part–B
(गृह कार्य) Home Assignments.....

Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

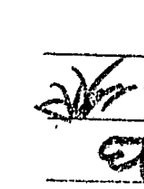
(ह० अध्यापक) Sign. Teacher

उ, इ (T, I, F)

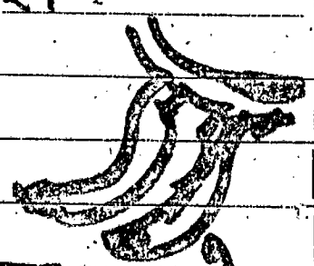
ACTIVITY PLAN

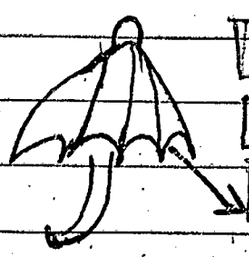
दक्षता Competency 2.3.4 अवधि Duration 20 days

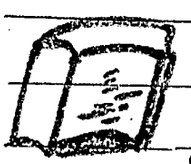
अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
② कुछ चित्र दिखाकर उनके नाम पूछे जाएंगे और नाम लिखना फ्लेश कार्ड की सहायता से सिखाया जाएगा।	कुछ चित्रों के फ्लेश कार्ड और दूसरे फ्लेश कार्डों में उनके नाम लिखकर रखा जाएगा और उन्हें मिला दिया जाएगा। अब एक चित्र निकालकर अलग अलग बच्चों को बुलाकर उस चित्र के नीचे का कार्ड निकालने को कहेंगे।	मात्रा लगाकर शब्द रचना।

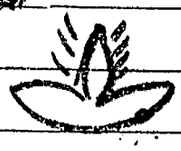


जैसे —









इसप्रकार जो छात्र धातु कला कार्ड निकाल कर दिखा देगा — उसे पढ़ना आ गया है — ऐसे मान्य जाएगा। यह क्रिया प्रत्येक मात्रा के लिए की जाएगी।

With the children and oneself :

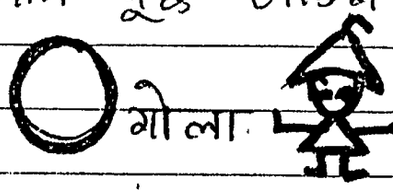
Sig. of Principal/Vice-Principal/Headmaster

31/5/23

मात्राओं के ज्ञान ओ

Part–A

कक्षा Class..I.A.....विषय Subject..हिन्दी..... **क्रिया-कलाप योजना**

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
२, ३, ४ वर्णमाला के अक्षरों को अलग से और मिले जुले रूप में पहचानता है। ② श्याम पट्ट पर हस्तलिखित सामग्री, छपाई के मोटे अक्षरों वाले flash card आदि पढ़ लेता है। ③ सरल परिचित शब्दों का सस्वर पाठन करता है। ④ मात्राओं को समझकर लिखता है। ⑤ सरल प्रश्नों के उत्तर हाँ/नहीं में देता है।	i ओ → े ① फ्लैश कार्ड की सहायता से पहले बिना मात्रा के अक्षर दिखाए जाएंगे फिर उनमें क्रमशः ा, ि और े की मात्रा लगवाकर उच्चारण दोहराया जाएगा। ② अब इसी क्रम में फ्लैश कार्ड की सहायता से कुछ चित्र दिखाकर उसके नाम पूछे जाएंगे।  गोला जोकर बोतल, तोता, ढोलक, मोर ③ अब अलग अलग अक्षरों पर पहले आ फिर ो की मात्रा लगाकर पढ़वाएंगे। दोनों मात्राओं को मिलाकर ओ की मात्रा बनाई जाएगी। क–का, के → को इसी तरह → बो, जो, गो, सो, लो फिर इनसे शब्द बताएंगे – बोतल, जोकर, गोला, सोना, लोटा। ④ ई → ी जब बच्चों को े की मात्रा पढ़ना, लिखना अच्छी तरह से आ जाएगा तो हमें ई की मात्रा बताने के लिए पहले कुछ चित्र दिखाकर

Part–B

(गृह कार्य) Home Assignments.....

Part–C

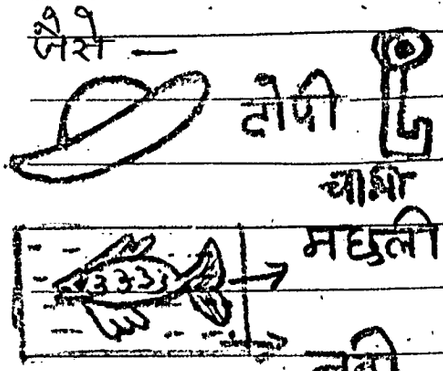
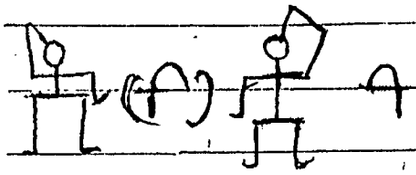
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

और ई (ी, ी)

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration..... 15 days

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
→ उनके नाम पूछे जाएंगे। जैसे —  पुनः मात्रा के चिह्नों के फ्लैश कार्ड की सहायता से 'ी' की मात्रा लगाकर लिखना, पढ़ना सिखाया जाएगा — ⑤ अध्यापिका कक्षा में संकेतों द्वारा इ (ि) व ई (ी) की मात्रा लगाने के तरीके में अन्तर स्पष्ट करेंगी →  उच्चारण के अभ्यास द्वारा उनमें भी अन्तर स्पष्ट किया जाएगा।	① फ्लैश में लिखे वाक्य पढ़वाकर → ① मेरी सहेली कमला आ गई। ② नदी, मछली का घर। ③ टोपी पहनो घर चलो। ④ सब लोग खीर खाओ। ⑤ तितली उड़ जाएगी। ② मिली जुली मात्राओं के शब्द पढ़वाकर — टोकरी, गिनती, ओखली। ③ शब्दों में मात्राएँ लगवाकर → ति त ल, क ताब; ब त ख, बा ल ट ख श, ज क र ④ श्रुतलेखन (शब्दों का) ⑤ पाठ पढ़वाकर	मात्रा लगाकर पढ़ना, लिखना।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part–A

कक्षा Class...III.....विषय Subject...हिन्दी.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	नीम –
सुनना — बच्चें पेड़ के बारे में सुनेंगे। पेड़ हमें क्या देती है।	सुनने के साथ साथ बच्चें कुछ पेड़ों के नाम बताएगें। जैसे – आम, जामुन, पीपल आदि।
बोलना —	बच्चे पेड़ो के बारे में बोलेंगे। जैसे नीम के पेड़ से हमें दातुन, साबुन मिलते है। दवा मिलते है। दूध पेड़ मिलते है।
	समान ध्वनि वाले शब्दोंको उच्चारण करते है। जैसे– भरना, फैलना, पीसना, घिसना, फेंकना आदि।
पढ़ना —	बच्चें पाठ को पढ़ेंगे और साथ साथ वृक्ष सम्बंधित विज्ञापनों को भी पढ़ेंगे। जैसे – पेड़ लगाओ, भूमि बचाओ।
लिखना —	पुस्तक में दिए गए प्रश्न तथा अपनी मन से छोटे छोटे प्रश्नों का उत्तर लिखवाना।
विचार बोध –	① शब्द–ज्ञान बढ़ाना। ② बहुवचन लिखवाना। ③ वाक्यांश के लिए एक शब्द – जैसे – जो नीम का फल हो = निबौरी।

Part–B

(गृह कार्य) Home Assignments.....

Part–C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teadher

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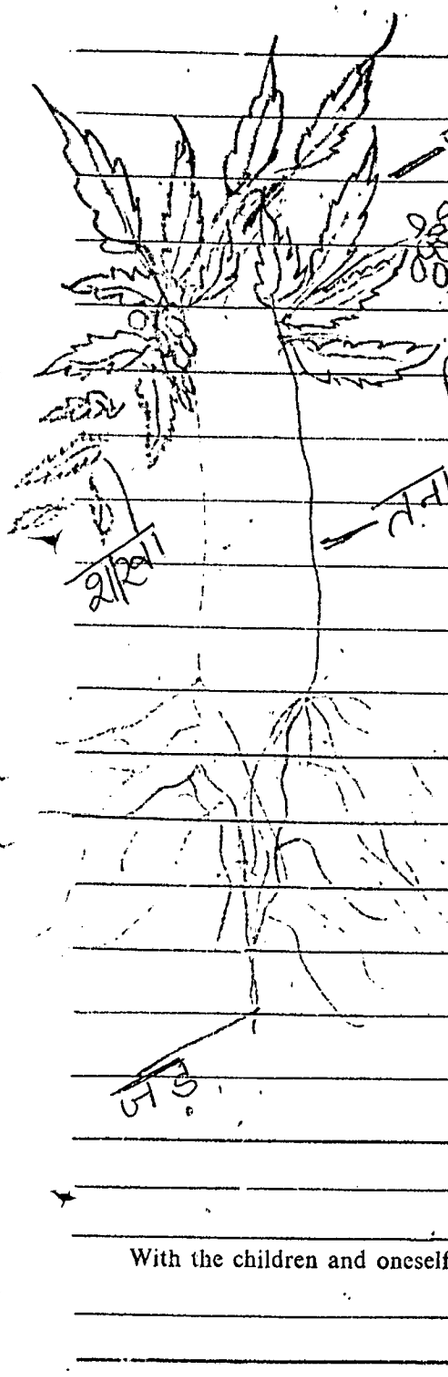
ACTIVITY PLAN

दक्षता Competency..8..9..99..Duration..30.8.99 to अवधि

① सुनना
② बोलना
③ पढ़ना
④ लिखना

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
चित्र बनाकर नीम के पेड़ के भागों के नाम बताओ (लिखो).	① प्रश्न उत्तर — क) नीम की पत्तियाँ किस काम आती हैं? — ख) नीम के तेल से क्या-क्या लाभ हैं? ग) नीम के पेड़ को बीमारियाँ भगानेवाला पेड़ क्यों कहते हैं?	कक्षा कार्य के द्वारा मूल्यांकन की जाएगी।
	② Spellings — कुल्हाड़ी, निबौरी, पत्तियाँ, रक्षा, आश्चर्य मच्छर, फुंसियाँ, सूर्य, धुआँ।	
	③ वाक्यांश के लिए एक शब्द लिखो — क) जो नीम के फल दो — ख) जो खेती करे — ग) जिससे बहुत खतरा हो —	



With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

पाठ 15 / 16

Part-A
कक्षा Class. I.A. ....विषय Subject... हिन्दी .....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
चित्रों वाली सरल शब्द सूची का प्रयोग कर सकता है।	— ① छात्रगण छोटे सरल शब्द-कोष देखने में समर्थ होंगे। ② चित्र देखकर वस्तुओं के नाम लिखेंगे।
भाषा प्रयोग- शब्दों की सहायता से वाक्य बोलता है।	③ विनम्रता तथा आदर भाव सिखाया जाएगा। वाक्य बोलने की कहा जाएगा।
शब्द भण्डार-	कहानी, पाठ्य पुस्तक, लघु सरल कथाएँ पढ़ने के लिए प्रेरित किया जाएँगा।

Part-B
(गृह कार्य) Home Assignments.... ऊन, पेड़, धागा, तराजू के चित्र बनाओ।

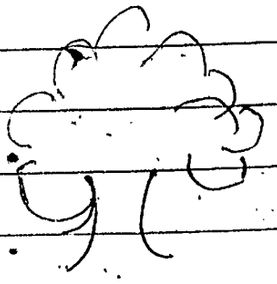
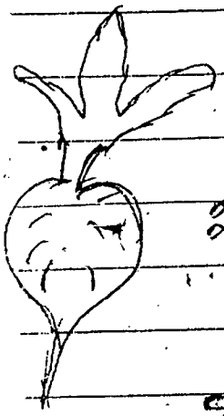
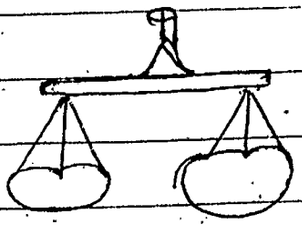
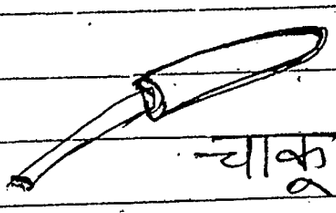
Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration... 10 days.

अन्य विषयों से सम्बन्ध Correlation with other subject.	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
 पेड़	① शब्द प्रयोग द्वारा।	कक्षाकार्य के द्वारा मूल्यांकन की जाएगी।
ऊन	② सचित्र शब्दकोष बनवाया जाएगा।	
 शलगम	① प्रतिदिन के व्यवहार को देखकर	
	① कठिन शब्दों के अर्थ बताकर।	
 चाकू	② नए सीखे गए शब्दों से वाक्य बनवाकर।	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

पाठ- शब्द - निर्माण

Part-A
कक्षा Class..I.A....विषय Subject...हिन्दी.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
① सुनना - कविता, वार्तालाप, संवाद को सुनकर समझता है। सरल आदेशों को समझता है। ② बोलना :- सरल प्रश्न पूछता है। हाँ/नहीं उत्तर वाले प्रश्नों के उत्तर देता है। ③ पढ़ना - वर्णमाला के अक्षरों को अलग तथा मिले जुले रूप में पहचानता है। शब्दों का सस्वर वाचन करता है। ④ लिखना - सरल एवं परिचित शब्द लिख सकता है। मात्रा लगाकर शब्द बना सकता है तथा लिखता है।	① नियमित कक्षा अध्ययन के समय शिक्षिका ने छात्रगण को निम्न लिखित अक्षरों से परिचित करवा दिया है। जैसे-> घ र क म न त बि ल ट्ट च द ख ज प फ ष छ ट य श ड़ ② क्रमशः पाठ 4 से लेकर 24 तक छात्रागण को मात्राओं जैसे- आ ा इ ि ई ी ु ू े ै ो ौ ं ः ँ का ज्ञान भी दिया जा चुका है। अतः छात्रगण में शब्द-निर्माण की क्षमता का विकास करने के लिए निम्नलिखित क्रियाएँ की जाएँगी। क) छात्रगण को परिचित अक्षरों की कटिंग और साथ साथ विभिन्न मात्राओं की कटिंग जैसे- ा, ि, ी, ु, ू, े, ै, ो, ौ दिखाया जाएगा। बोर्ड पर कुछ परिचित वस्तुओं से संबंधित चित्र बनाया जाएगा। छात्रगण एक-एक चित्र को सामने रखेंगे तथा उससे सम्बन्धित शब्द बनाते जाएँगे।

Part-B
(गृह कार्य) Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

(मात्राओं का ज्ञान) (Revision)

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration... 2 days

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
कविता बोलना — मात्रा से सम्बधित। जैसे —	① जिस समय छात्र गण विभिन्न अक्षरों को जोड़ कर शब्दों का निर्माण करेंगे, उसी समय साथ-साथ शिक्षिका मूल्यांकन करती रहेगी।	कक्षा कार्य के द्वारा मूल्यांकन की जाएगी।
एक, दो, तीन, रहो न मलिन। दो, तीन, चार सीखो सदाचार। तीन, चार, पाँच, बोलो सदा सच। चार, पाँच छे, सब से मिलकर रहे।	② यदि बच्चे गलत मात्राओं का प्रयोग करेंगे तो शिक्षिका उन्हें सुधारती रहेगी। इस प्रकार बच्चे मिल जुल कर शब्दों का निर्माण कर सकेंगे।	
	③ शिक्षिका, इस बात का भी मूल्यांकन करेगी कि उचित चित्र के सामने उचित तथा सही शब्द लिखा होना चाहिए।	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part–A

कक्षा Class.....विषय Subject.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
⑥ व्यावहारिक व्याकरण :- शब्दों को अन्तिम ध्वनि की आधार पर उनकी समानता की समझता है। ⑦ स्वअधिगम :- चित्रों वाली सरल शब्द सूची का प्रयोग कर सकता है। शब्द - निर्माण की क्षमता का विकास	शिक्षिका मात्रा लगाने में बच्चों की मदद करेगी। शब्द निर्माण - ट न प टमाटर ताला पालना टहनी तबला पान टोपी तितली पुल टोकरी तोता शिक्षिका इन शब्दों को श्यामपट्ट पर लिखेंगी तथा इनकी सहायता से कविता की रचना करेगी जिसे भाव भंगिमाओं के साथ छात्रगण भी बोलेंगे। "गुड़िया की बारात चली, राजकुमार के कार में बैठा राजकुमार, रेल में बैठे बाराती बनकर साथ चले बकरी और खाते मिलकर सारे सेब, खाली करते चूहा तबला बजाएगा, भालू नाच

Part–B

(गृह कार्य) Home Assignments.....

Part–C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

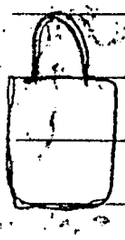
(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

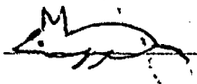
दक्षता Competency:..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
जोड़े बनाओ —	जिस समय शब्दों से कविता बनाकर कक्षा में सुनाई तथा बोलवाई जाएगी, उस समय भी इस बात का मूल्यांकन किया जाएगा कि प्रत्येक छात्र इस मनोरंजक गतिविधि में समान रूप से भाग लेता है अथवा नहीं।	

पेड़


चूहा

थैला


बोतल

साथ चली।
साथी।
साथी।
अपनी जेब।
दिखाऊँगा।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

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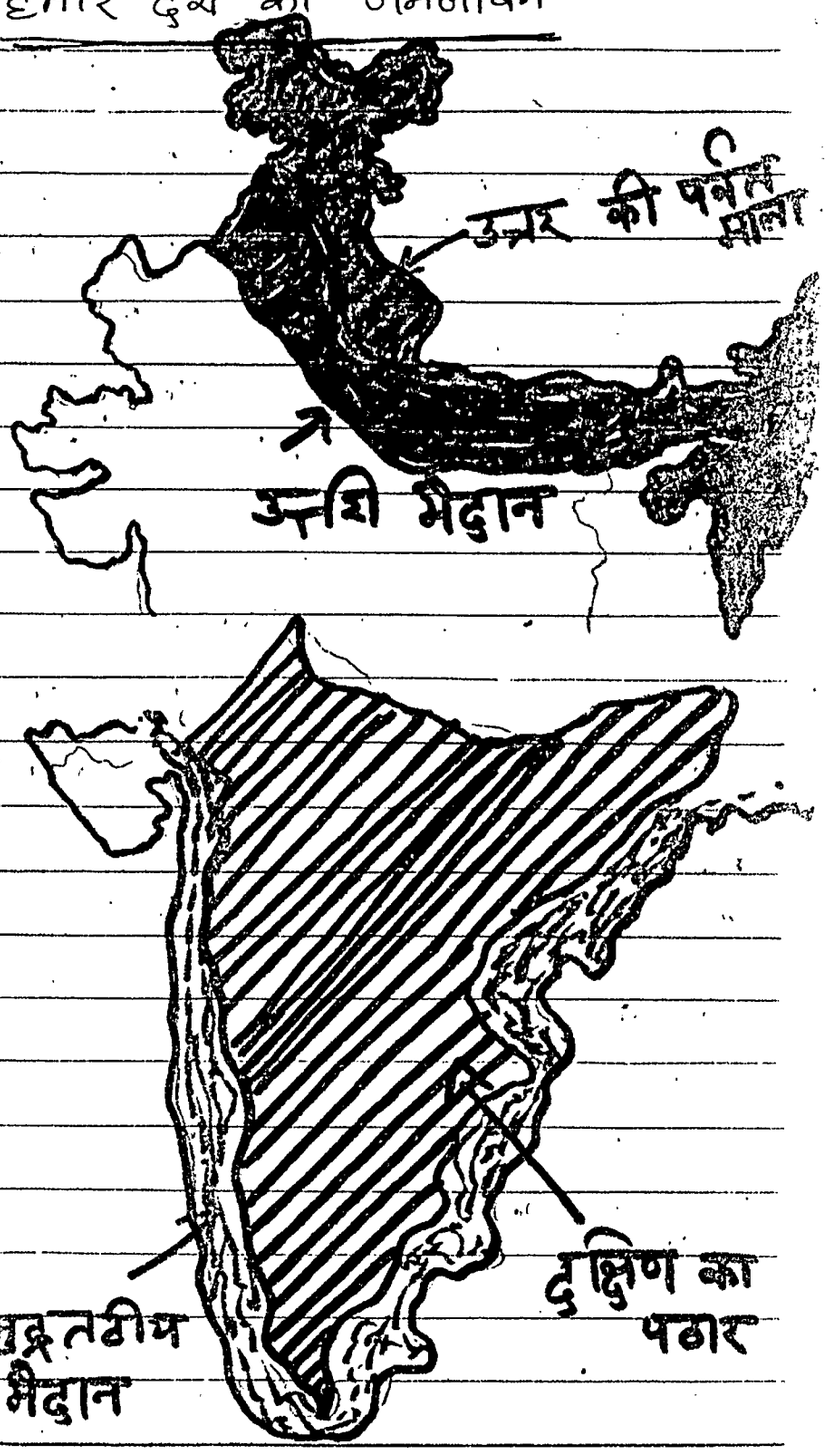
Part–A
कक्षा Class IV A, B विषय Subject सामाजिक अध्ययन

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
इकाई 4	हमारे देश का जनजीवन

चौथी इकाई में अपने देश के विभिन्न भागो के जनजीवन को दर्शाया गया है। हमारी पोशाक, खान-पान, आवास, व्यवसाय और त्यौहारों पर भौगोलिक परिस्थितियों के प्रभाव की व्याख्या की गई है। इसमें इस बात पर भी बल दिया गया है कि किस प्रकार से लोग अपनी मेहनत से जीवन स्तर को ऊँचा बनाने का प्रयास कर रहे हैं। इस इकाई में राष्ट्रीय एकता पर बल है, विशेष रूप से विभिन्नता



Part–B
(गृह कार्य) Home Assignments.....

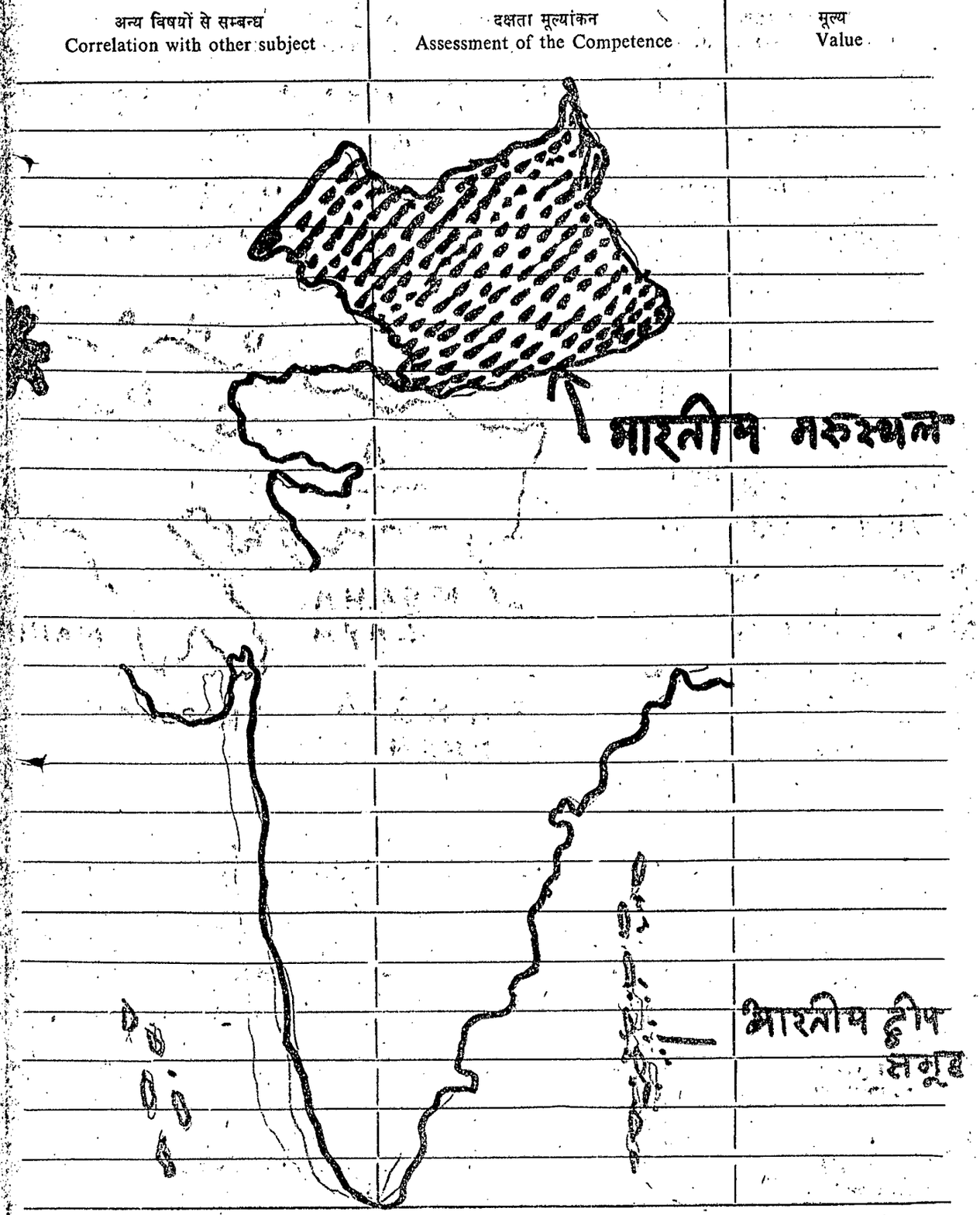
Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(हo अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value

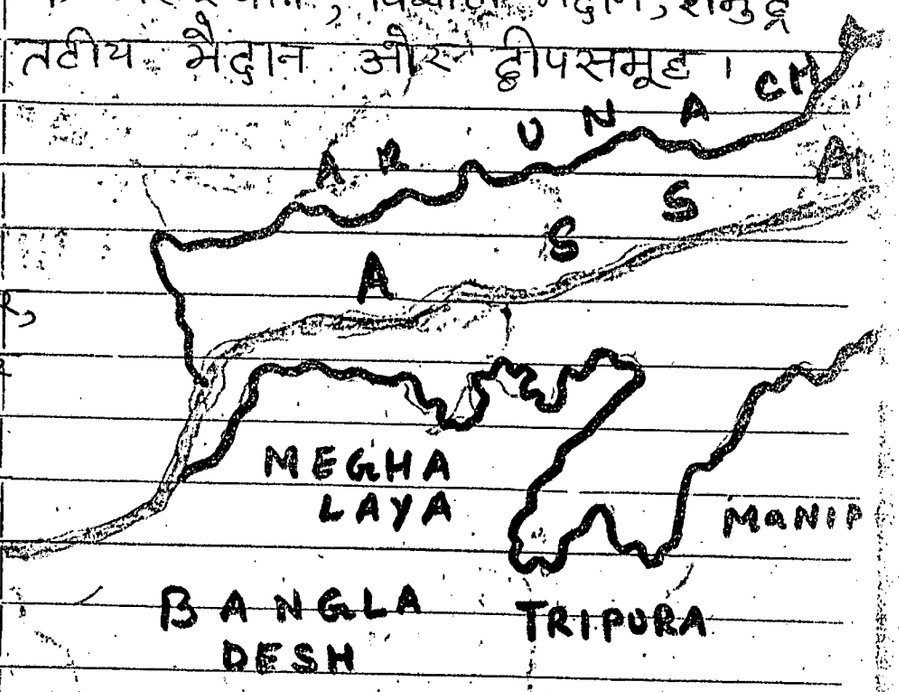


With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class.....विषय Subject.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
में एकता को विचार को उभारा गया है।	① बोर्ड पर भारत का मानचित्र बनाकर विभिन्न भागो को दिखाया जाएँगा। जैसे – उत्तर के पर्वतीय क्षेत्र, पश्चिम के मरुस्थल, विशाल मैदान, समुद्र तटीय मैदान और द्वीपसमूह।
① उत्तर के पर्वतीय क्षेत्र में जम्मू कश्मीर, हिमाचल प्रदेश, उत्तर प्रदेश का पहाड़ी क्षेत्र, सिक्किम, उत्तर पूर्व का पहाड़ी भाग शामिल है।	
	उत्तर पूर्व के पहाड़ी क्षेत्र के जनजीवन–
① भोजन	असम, अरुणाचल, मेघालय, नागालैंड, मणिपुर इन क्षेत्र के लोगो के जीवन की मिलती जुलती मुख्य भोजन में चावल है। जनजातिया है।
② पहनावा –	असम और त्रिपुरा के लोग धोती, कुर्ती

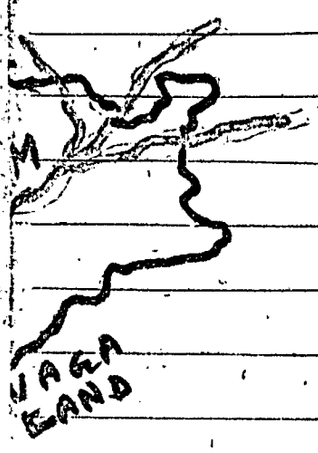
Part-B
(गृह कार्य) Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration 12.10.99 4 days

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
हिमालय से सम्बंधित कविता।	① मानचित्र में दिखाइए :-	कक्षा कार्य और गृहकार्य द्वारा मुल्यांकन की जाएगी।
	दिसपुर, शिलंग, आयजल, अगरतला आदि।	
	ब्रह्मपुत्र घाटी।	
	② विभिन्न राज्यों के बच्चे के द्वारा लोगों की पहनावे के तस्वीरों का संग्रह करवाया जाएगा।	
इस पहाड़ी राज्य सात राज्यों में फैला हुआ है— मिजोराम और त्रिपुरा। बातें। बहुत बड़ी संख्या में रबड़ी पहनते हैं। असम की	③ प्राकृतिक सुन्दरता वाले पर्वतीय क्षेत्र के दृश्य को के चित्रों का संग्रह करवाया जाएगा।	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A IV A सामाजिक अध्ययन **क्रिया-कलाप योजना**
कक्षा Class.....B...विषय Subject.....

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	स्त्रिया सीट्टा पहनते है। अन्य राज्य मे धारीदार कपडे और स्कर्ट पहनती है। धारियो का मजबूत सूती या ऊनी शाल
③ जीवन में बांस का प्रयोग —	बांस से गावों में मकान बनाती है।
④ मुख्य पेशा —	मुख्य पेशा खेती है। पहाड़ी क्षेत्र के खेती करते है। असम के लोग चाय काम करते है।
⑤ नृत्य - गीत —	इस क्षेत्र के लोगों के जीवन में नाच असम का 'बिहु' मणिपुर, का नृत्य नागा और मिजो लोगो के बांस का नृत्य
⑥ भाषा —	असम में असमीया, त्रिपुरा में बंगला भाषाएँ बोली जाती है। अन्य राज्यों में जाती है।

Part-B

(गृह कार्य) Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(हo अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता ..... अवधि .....
Competency.....Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
जनजातियों के स्त्रियाँ पुरुष लाल, काली, सफेद पहनते है।	प्रश्न उत्तर के द्वारा क) किन राज्यों को सात बहिनें कहा जाता है ?	
लोग झूम पद्धति से के बड़े-बड़े बगानों में गाने बहुत लोकप्रिय है। देशभर में प्रसिद्ध है। भी प्रसिद्ध है।	ख) असम में चाय की बगान और खनिज तेल किन किन क्षेत्र में पाए जाते है।	
मणिपुर में मणिपुरी स्थानीय भाषा बोली	ग) असम का तेल शोधक कारखानों के नाम लिखिए।	
	जोड़े बनाओ	
	① पहनावा ① मिथुन ② त्योहार ② बीहू ③ जनजाति ③ फिरन ④ एक प्रकार की खेती ④ झूम ⑤ एक पशु ⑤ भोटिया	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class III A विषय Subject हिन्दी

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	पाठ – एडीसन
① सुनना – वर्णन, विवरण, शब्द, सरल कविता को सुनकर समझता है।	श्यामपट्ट, कार्ड, पुस्तक, फलेश-कार्डस। इस दक्षता के विकास के लिए, पुस्तक कविता एवं पृथ्वी के कुछ प्रमुख व्यक्ति जैसे – रोनाल्ड रोस, माईकल फाराडे, जन गुटेनबर्ग के जीवन कहानियां चुनी जाएगी।
	विद्यार्थी उसे ध्यान पूर्वक सुनेंगे। इसे समाप्ति पर शिक्षिका कहानी से सम्बन्धित 'क्या', 'क्यों', कौन वाले प्रश्न पूछकर पता लगाएगी की क्या उन्होंने कहानी को ठीक से समझा या नहीं।
अपरिचित परिस्थितियों में हुए वार्तालाप एवं संवाद को समझता है।	शिक्षण सामग्री – अपनी अपनी पुस्तक पाठ – एडीसन। कठिन शब्दों और उच्चारण पर ध्यान शब्द, अर्थ। प्रकाश, बुद्धिमान, महान प्रयोग, उत्साह, प्रतिदिन आदि। संयुक्ताक्षरों से शब्द निर्माण करने पर ध्यान दिया जाएगा।

Part-B
(गृह कार्य) Home Assignments टेलिफोन, रेडियो, हवाई जहाज,
Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

पाठ- छडीसन

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration 15/12/22 to

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
पृथ्वी के विभिन्न देशों के बारे में वार्तालाप- अमरिका, युरोप। इस पृथ्वी में हमारे लिए कुछ महत्त्वपुर्ण साधन खोजने वाले व्यक्ति के बारे में वार्तालाप करेंगे।	बच्चों के लिए प्रश्न- हमारे देश के वैज्ञानिकों के नाम बताओ। जैस- चि-भि- रमण, जगदीशचन्द्र बोस, ड. भावा आदि। इन भारतीयने हमारे लिए कौन कौन से चीजें खोज की?	इस पाठ के द्वारा बच्चों के मनमें विभिन्न खोज के बारे में जानने के लिए इच्छा होगी।
अमेरिका और युरोप में जन्म होने वाले महान व्यक्ति और उनलोगो के जीवन सम्बंधित बाते।	शिक्षिका से सुनकर बच्चे शब्द उच्चारण करेगी। साथ में इनका अर्थ को भी समझेंगे।	शब्दों के सही उच्चारण बोलेंगे।
वैज्ञानिको के चित्र एकत्रित करेंगे।		
जैसे- प्र= प्रकाश, प्रनाम बु- बुद्धिमान, युद्ध आदि।	नूत्न= ऊत्साह।	

P.T.O.

इंजन का चित्र बनवाना।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class.....विषय Subject.....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
② बोलना — सही उच्चारण का साथ बोलता है। सरल परिस्थित और स्वाभाविक स्थिति का वर्णन।	उचित हाव-भाव और सही उच्चारण के साथ सामूहिक पाठ पढ़वाऊँगें। बच्चें उस कहानी को उसी प्रकार कक्षा में सुनाऊँगे। बच्चें अपनी स्कूल में घटे घटना को भी अलग अलग से बोलेंगे।
③ पढ़ना — पाठ्य पुस्तक से सम्बधित अध्याय के कठिन शब्द पढ़कर और अनुच्छेद पढ़ने के बाद पूछे गए प्रश्नों के उत्तर देते है।	① पुस्तक के अलावा समाचारपत्र एनसाइक्लोपीडिया, बालकोष पढ़ेंगें। ② विद्यार्थी कहानी में आए हुए नवीन शब्द - को पढ़ेंगे और शिक्षिका उनके उच्चारण पर ध्यान देते हुए अशुद्ध उच्चारण को शुद्ध कराऊगी।
④ लिखना — अध्याय से सम्बन्धित कठिन शब्द और अर्थ लिखवाया जाऊँगें।	सही उच्चारण करने के बाद लिखी वाया जाऊँगा। शब्द अर्थ शब्द। जैसे — प्रकाश - रोशनी बुद्धिमान - चतुर परिश्रमी - मेहनती

Part-B
(गृह कार्य) Home Assignments.....पृथ्वी के प्रमुख आविष्कारक.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(हo अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency 4.12.99 अवधि Duration 8.12.99

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
पाठ से सम्बंधित चित्र संग्रह करने को कहेंगे।	व्यक्तिगत कार्य — बच्चे द्वारा बोलना — हवाई जहाज, मलेरिया रोग, बिजली, बल्ब रेडियो, टी, भी आदि।	इस प्रश्न उत्तर के द्वारा परिस्थितियों का वर्णन करता है। वार्तालाप में भाग लेता है।
इसी दक्षता के आधार पर पाठ्य पुस्तक के अध्यायों के प्रश्न का उत्तर बच्चों को आ जाएगा और सामग्री को ठीक ढंग से पढ़ना आएगा।	प्रश्न — ① एडीसन कौन थे? ② एडीसन कहां के रहने वाले थे? ③ एडीसन ने किन चीज की खोज की?	कविता, कहानी पढ़ सकेंगे।
उल्टा अर्थ वाला कठिन प्रकाश — अंधेरा बुद्धिमान — मूर्ख परिश्रमी — आलसी।	निर्देशानुसार सरल अनुच्छेद, निबन्ध लिखता है। प्रश्न उत्तर लिखता है। शब्दों का अर्थ लिखते है। लिंग का ज्ञान भी होते है।	बच्चे सही लिख सकते है।
के चित्र एकत्रित करके चार्ट बनवाना।		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A

कक्षा Class IV A & B विषय Subject: Social Studies

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
इकाई: 4	हमारे देश का जनजीवन —
विभिन्न भागो का जनजीवन दर्शाया गया है। इस इकाई पर विशेष रूप से विभिन्नता में एकता के विचार किया गया है	पर्वतीय क्षेत्र का जनजीवन ⟶
	② भारत के मरुस्थल का जनजीवन —
	मरुस्थल के लोगो का पोशाक, खानपान, व्यवसाय और घोंटारों पर भौगोलिक परिस्थितियों के प्रभाव की व्याख्या की गई है। ⟶
	① मरुस्थलीय प्रदेश अरावली की किस दिशा में है?
	③ भारत के मध्य भाग का जनजीवन —
	① भारत के मध्य भाग में कौन से राज्य स्थित है?
	② बंबई नगर की विशेषता।
	समूह बनाइए

राज्य	नृत्य तथा नाटक
① महाराष्ट्र	तमाशा
② गुजरात	गरबा
③ उड़ीसा	ओड़िसी

Part-B

(गृह कार्य) Home Assignments: Match the followings from the book.

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

Anjana

(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency 6/12/99 अवधि Duration 15 days

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	C.W.	①
कागड़ी, मिट्टी का एक बरतन है, जिसमें कोयला जलाया जाता है।	① राज्यों के राजधानी — हिमाचल प्रदेश — जम्मु और कश्मीर — उत्तर प्रदेश — असम, अरुणाचल, मेघालय, मणिपुर, नागालैंड।	भोटिया लोगों के बारे में बोलेंगे।
हाउस बोट, सीढ़ीनुमा खेती।	② कश्मीर घाटी से होकर कौन सी नदी बहती है?	② मानचित्र में दिखाइए — श्रीनगर, शिमला, बदरीनाथ, कुल्लू आदि।
काफिला, गाड़िया लोहार, संगमरमर।	③ सेब कहां-कहां खूब पैदा होते हैं?	
	④ ऊँट को मरुस्थल का जहाज क्यों कहा जाता है?	③ बीदरी का काम
	⑤ राजस्थान की पहाड़ियों से कौन से पत्थर निकाले जाते हैं?	④ कुचीपुड़ी नृत्य।
दर्शनीय स्थान बंबई सोमनाथ कोणार्क	⑥ गाड़िया लोहार के जीवन का वर्णन कीजिए।	
	⑦ Fill in the blanks —	
	⑧ दर्शनीय स्थानों के चित्र एकत्र करके लगवाना।	

objective type questions.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part–A
कक्षा Class IV A+B विषय Subject. Social Studies

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	भारत के दक्षिणी भाग का जनजीवन —
	राज्य :— आंध्र प्रदेश, कर्नाटक, तमिलनाडु, केरल राज्य, पांडिचेरी (केन्द्र शासित प्रदेश)
	② केरल के मसाले —
	③ बीदरी का काम —
	④ कांचीपुरम की चित्र —
	Tamil is the oldest language of ou
⑥ हमारे द्वीप समूहों का जनजीवन —	
	अंदमान और निकोबर द्वीपसमूह — राजधानी — यहां के लोग रबड के पेड़, काफी, अनन्नास, पपीता और सब्जियाँ भी उगाते हैं।
	लक्षद्वीप समूह — राजधानी - कावारत्ती। पेशा — नारियल के रेशों से चटाई, रस्सी आदि बनाई जाती है।

Part–B
(गृह कार्य) Home Assignments.... Chart ..... making ....., ... Models ... Use

Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव,
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(ह० अध्यापक) Sign. Teacher

ACTIVITY PLAN

दक्षता Competency:..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
नृत्य आंध्रप्रदेश — कुचीपुड़ी कर्नाटक — यक्षगान तामिलनाडु — भारत नाट्यम केरल — कथकली मीनाक्षी मंदिर — मादुराई। Country. पोर्टब्लेयर। स्वतंत्रता के पहले कालापानी नाम से जाना जाते थे। भाषा — हिन्दी। नारियल की खेत। भाषा — मलायालम। ईद मुख्य त्योहार।	① तालिका को भरिए — राज्य — राजधानी — बंदरगाह — भाषा ② वृन्दावन उद्यान कहां स्थित है और किसलिए प्रसिद्ध है। उत्तर लिखो — ① अंडमान तथा निकोबार में कौन-कौन से फसल उगते है? ② लक्षद्वीप में कौन सी भाषा बोली जाती है? ③ लक्षद्वीप के लोगो का मुख्य पेशा क्या है? ④ लक्षद्वीप पर कौन सी भाषा बोली जाती है।?	Make a list — ① Name of States ② Capital ③ DANCES ④ Languages

following. Draw pictures.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

पाठ - चतुर गीदड़, ईदू, पश्चिम का फल

Part–A
कक्षा Class III A ....विषय Subject हिन्दी .....

क्रिया-कलाप योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
सुनना —	बच्चे पाठ को कहानी के आकार पर सुनते है। कद्दूआ, गीदड़, ईदू गाड़, किसान के कहानी को सुनते है। बच्चे साथ में नाटक भी करते है।
अभिनय करके नाटक को समझते है।	सुनने के बाद बच्चे समान ध्वनि वाले शब्द बोलता है। कहानी को सरल, परिचित वाक्य-भाग में वर्णन करेंगे। बच्चे ईदू के बारे में बोलेंगे। उच्चारण पर भी ध्यान दिया जाएगा।
पढ़ना —	अपनी पुस्तक पढ़कर कठिन शब्दों का अर्थ समझेंगे और प्रश्नों के उत्तर देता है। फ्लैश कार्ड पर दिखाए गए चित्र के बारे में बात करेंगे। सही शब्द से वाक्य पूरा करेंगे।
लिखना —	अपरिचित शब्दों का श्रुतलेख करते है। निर्देशानुसार सरल वाक्य लिखेंगे। अध्याय से सम्बंधित कठिन शब्दों लिखेंगे। सरल प्रश्न के उत्तर लिखेंगे। निर्देशानुसार सरल अनुच्छेद या निबन्ध लिखेंगे।

Principal/Headmaster

Par
(गृह का
Part–C
1. बच्चों के दृष्टिकोण अपनाने के अनुभव
Experienc tivity bassed appreach.....
2. (सुधारात्मक उप Measures.....

(ह० अध्यापक) Sign. Teacher

कविता (बढ़े चलो)

ACTIVITY PLAN

दक्षता Competency..... अवधि Duration 5.12.99 to 20/12/99

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
जंगल में रहने वाले जानवरों के बारे में बात करेंगे।	① किसने कहा? क्यों कहा? प्रश्न पुछेंगे।	प्रश्नों के आधार पर मूल्यांकन किया जाएँगा।
→ विद्यालय, युद्ध, दुख अकुल, ईदुलफ़ितर, त्योहार आवश्यकता, व्यापार, परिवार।	② संयुक्ताक्षरों द्वारा शब्द लिखेंगे और साथ साथ इसका अर्थ समझेंगे।	
पूजा के स्थान के बारे में बात चीत करेंगे। जैसे—मंदिर गीर्जा, गुरूद्वारा, मस्जिद आदि।	③ मुहावरों का अर्थ लिखेंगे और वाक्य बनाऐंगे जैसे— स्वर्ग सिधारना हाथ बटाना, आसू आना।	कक्षा में की गई गतिविधियों के आधार पर मूल्यांकन किया जाऐगा।
	एक शब्द में लिखो ① जो खेती करे = किसान	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Selected questions from unit

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Part–A
कक्षा Class IV. A.+B. विषय Subject.... Social Studies

क्रिया-कलाप योजना

विषयानुरूप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
Write answers —	
1. What are the Gir forest famous for. गीर अरण्य क्यों प्रसिद्ध है ?	
2. What are the uses of coconut tree ? लक्षद्वीप समूह में नारियल का क्या महत्त्व है ?	
(3) which states leads in education ? शिक्षा के क्षेत्र में कौन सा राज्य आगे है ?	
(4) What are the common items of the diet of south of India ? दक्षिण के लोगों के भोजन वर्णन कीजिए ?	
(5) which state produces most of our tobacco ? तंबाकू देश में सबसे अधिक कहां पैदा होती है ?	
(6) What is 'Bidari art' ? what state is known for 'बीदरी का क्या होता है ? और कहाँ होता है ?	
7. Why Kanchipuram is famous for ? कांचीपुरम क्यों प्रसिद्ध है ? यह किस राज्य में स्थित है ?	
8. Which Indian Spot is Situated on three Seas ? Name the seas ? वह कौन सा स्थान है जहां पर तीन समुद्र मिलते है ? समुद्र का नाम लिखो	
9. What is Bhubaneswar known for ? भुवनेश्वर क्यों प्रसिद्ध है ?	
10. What are the main products of the Andaman and Nicobar islands ? अंदमान और निकोबार में कौन से फसल उगते है ?	
(11) What is the language of Lakshadeep ? लक्षद्वीप में कौन से भाषा बोली जाती है ?	

Part–B
(गृह कार्य) Home Assignments.... / ... Winter ..... Break ..... Home ... work

Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. (सुधारात्मक उपाय) Remedical Measures.....

(हo अध्यापक) Sign. Teacher

ACTIVITY PLAN

Dated 21.12.99

दक्षता Competency..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
(12) Why Pandicherry	is famous for? पांडिचेरी क्यों मशहूर है?	
H.W		
(1) State — capital — language		
Andhra pradesh		
Tamil Nadu		
Karnataka		
Kerela		
Pandicherry		
Andaman and Nicobar island		
Lakshadweep Island		
Orissa		
Maharastra		
Madhya pradesh		
(2) Pairs —		
a) Tamasa — Andhra pradesh		
b) Yakshagana — Tamil Nadu		
c) Kuchipudi — Maharastra		
d) Bharat natyam — Karnataka		
e) Odissi — Orissa		
f) Kathakali — Kerala		
(3) Match the followings —		
(i) Vrindavan Garden — Tamil Nadu		
(ii) Charminar — Maharastra		
(iii) Meenakshi Temple — Andhra pradesh		
(iv) Ganesh Festival — Karnataka		

P.T.O

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A (IV A+B) Social Studies क्रिया-कलाप योजना
कक्षा Class.....विषय Subject.....

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
(4) Nagpur	— Madhya pradesh
Banglore	— Andhra pradesh
Madurai	— Maharastra
Hyderabad	— Karnataka
Bilaspur	— Tamil Nadu.
Project —	
(1) Collect	Pictures of different classical
dances of	in India
(2) picture	of historical monuments of South
India 2,	

Part-B
(गृह कार्य) Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....
2. (सुधारात्मक उपाय) Remedical Measures.....

(हo अध्यापक) Sign. Teacher

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ANNEXURE 14 A

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TEACHER'S DIARY

MRS ANJANA GOSWAMI

K.V. CRPF
2000-2001

Attested to be a
true copy.

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समय-सारिणी/TIME-TABLE

	1	2	3	4	5	6	7	8	9	10
	—	Ev.sst IV A	Ev.sst IV B	Hindi I A	games V B	Hindi III A	games IV A	Hindi III A		
	—	"	"	"	—	"	Ev.sst IV A	—		
	—	"	"	"	—	"	—	Hindi I A		
वार	—	"	"	"	—	"	Ev.sst IV-B	Hindi I A		
	—	"	"	"	Artedu V B	"	Hindi III A	—		
	MPT	"	"	"	—	"	A.edu IV A	Hindi III A	—	36 periods

सारांश/SUMMARY

lass	I A	IV A	IV B	III A
ubject	Hindi	Env. Sst	Env. S.St.	Hindi
संख्या Period	8	7	7	9

समय-सारिणी/TIME-TABLE W.e.f. 6.7.2000

	1	2	3	4	5	6	7	8	9	10
	9.10-9.55 Hindi I A	— 10.35	— 11.15 Maths I A	— 11.55 S.Sc I A	12.15-1 S.Sc IV A	— 1.40 —	— 2.20 Gms I A	— 3.00 S.U.P.W I A	P.M.	Hindi IA — 8P.
	"	—	"	"	"	—	"	—		Maths-8P IV A S.ST-6
	"	—	"	"	"	—	Hindi	gms I A		IAS.ST-6
वार	"	—	"	"	—	S.Sc IV A	"	gms I A		
	"	—	"	"	"	Maths I A	A.edu I A	—		
	"	—	"	"	"	"	C.	C.A.		

सारांश/SUMMARY

lass	II A	IA	I A IV A	IV A
ubject	Hindi	Maths	S. St Ev.S.ST	
संख्या Period	— 36 periods			

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व्यक्तिगत परिचय/BIO DATA

पूरा नाम Full Name ..MRS. ANJANA GOSWAMI.....

माता का नाम Mother's Name .....

पिता/पति का नाम Father's/Husband's Name .....

पदनाम Designation.....P.R.T.....पता Office address.....K.V. CRPF.....Phone.....

वर्तमान के०वि० में कार्य ग्रहण करने की तिथि Date of joining present K.V.....

घर का पता Local Res. address..Zoo Road....Manik Nagar....Ghy.....दूरभाष Phone 54203

जन्म-तिथि Date of Birth..... वरिष्ठता क्रमांक Seniority Number.....

रुचि व अभिरुचि/Hobbies and General Interests

प्रशिक्षण संबंधी विवरण/Courses Attended

1 Induction Course (10 days) 1985 at K.V. IOC

2 Inservice Course (21 days) 1992 at K.V. IOC

3 Strengthening of ~~RR~~ Primary Edn., Activity method of Teac... at K.V. CRPF and K.V. IOC

जिन के०वि० में आपने कार्य किया, उनका उल्लेख करें/Kendriya Vidyalaya's you have served

केन्द्रिय का नाम Name of the K.V.	से/तक From/To	पता Address	शिक्षण के अतिरिक्त सौंपे गए कार्य Work Assig. other then classteac...
Digaru	K.V. Digaru		
	K.V. CRPF		

विषयानुरुप दक्षतायें/Subject-wise Competencies

भाषायें Languages :

अंग्रेजी, हिन्दी संस्कृत/English, Hindi & Sanskrit

- R – (वाचन) Reading
- W – (लेखन) Writing
- C – (विषय वस्तु) Comprehensive
- HW – (सुलेख)
- Sp – (व्रतनी) Spelling

गणित/Mathematics :

- NR – (अंक विन्यास) Forming Number Correctly
- BC – (मूलभूम अवधारणा) Basic Concept
- AC – (संगणना की योग्यता) Ability in Computation
- PS – (समस्या समाधान योग्यता) Problem Solving Ability

पर्यावरण अध्ययन/Environmental Studies (E.V.S.)

- O. – (निरीक्षण) Observation
- I – (पहचान/तथ्यों की खोज) Identification/Discovering fects by oneself
- GA – (सामूहिक क्रियाकलाप) Group Activity

Note : The teacher can write the unit were and subject were, competencies to be developed.

Class IV A and B

Unit 1. भारत, भूमि और उसकी जलवायु

पाठ – 1. उत्तर की पर्वतमाला
2. उत्तर का विशाल मैदान
3. पश्चिम का मरुस्थल
4. दक्षिण का पठार
5. समुद्रतटीय मैदान और द्वीप-समूह
6. हमारे देश की जलवायु

FIRST TERM

Unit – 2 1. संसाधन और उनका उपयोग
① मिटटी ② वन
3. जल 4. खनिज 5. पशु
6. मानव संसाधन
7. कृषि और उद्योग में संसाधनो का उपयोग

P.T.O.

Unit 3. यातायात और संसार के साधन

1. देश में यातायात के साधन
2. देश में संचार साधन

SECOND TERM

November – Revision and Half yearly

Unit 4. हमारे देश का जनजीवन

पाठ – 1. उत्तर के पर्वतीय क्षेत्र का जनजीवन
2. " " मैदान " " "

3. भारत का मरुस्थल
4 " " मध्यभाग का जनजीवन
5 " " दक्षिण " " "
6. द्वीप समूहों का जनजीवन

Unit 5. हमारे जनजीवन की सुन्दर बातें

1. हमारे सहन सहन की परंपराएं
2. हमारे देश में आचार-विचार की परंपराएं

Unit 6. हम और हमारा शासन

THIRD TERM

1. हमारे राष्ट्रीय उद्देश्य, मूल अधिकार और कर्तव्य
2. हमारी सरकार
3. हमारे राष्ट्र के प्रतीक

February — Revision
March — Session Ending Exam

Class III A Hindi

1. कबूतर और मधुमक्खियाँ
2. अपना काम स्वंय करो — FIRST TERM
3. स्वच्छता
4. कोयल (कविता) 5. ईश्वर चन्द्र विद्यासागर 6. मलेरिया
7. तूफान की सूचना 8. रक्षाबन्धन 9. एक किसन (कविता)

10. लालच का फल
11. नीम 12. बीरबल की खिचड़ी — SECOND TERM
13. चिड़िया घर की सैर
14. कुं
15. चिड़िया का गीत 16. एडीसन
17. पटेलिया और चुटकुले
18. चतुर गीदुड़ 19. लड़े चलो (कविता)

20. ईद 21. परिश्रम का फल
22. छब्बीस जनवरी की परेड — THIRD TERM
23. किसान (कविता)
24. रास्ते का पत्थर
25. जंगल का राजा
26. जादू का ब्रुश
27. अर्जुन का निशाना
28. देश हमारा (कविता)

1st unit test — IIIrd week of July 2000
2nd unit test — IIIrd week of September
Half yearly IIIrd week of November
3rd unit test — IIIrd week of January
Session ending Exam — IIIrd week of March

अध्यापक द्वारा किसी उपयोगी व्यवसायिक पाठक के सम्बन्ध में सूचना
RECORD OF ANY USEFUL PROFESSIONAL READING DONE BY THE TEACHER

Poem for class I

① चीं चीं चीं चीं चिड़िया चहकी
रंग बिरंगे दुनिया महकी
घूम रहा है एक शिकारी
बच के रहना चिड़िया प्यारी।

×

② अच्छे बच्चे रहते साफ
गंदी करते नहीं किताब।
हरदम रहते हैं मुस्काते,
कभी नहीं रोते चिल्लाते।

हसते हसते पढ़ने जाते
पढ़ लिखकर सीधे घर जाते।
नहीं पढ़ाई से घबराते,
वे अच्छे बच्चे कहलाते।

अच्छे-बच्चे - - - - - - - - -
सुन्दर-सुन्दर फूल लगाते,
रोज उन्हें पानी दे जाते
वातावरण को शुद्ध बनाते,
जीवन में हरियाली लाते।

पौधों से है जीवन हमारा,
नहीं करें नुकसान उन्हीं का
अच्छे-बच्चे - - - - - - - - -।

×

③ चिड़िया चीं चीं करती है
पास जाओ तो डरती है
दिन में दाना खाती है
रात पड़े तो सो जाती है।

cc "School Readiness Programme For class I

It means creation of a formal educational Environment and creating a link between the home and school, so that the learning could be joyfull and effective.

First Week:— (1) Children are taken to respective classes. (2) Class rooms are well decorated. (3) Music activities are organised in the class. Children are taken out to acquaint with the vidyalay facilities and staff rooms, office rooms etc.
(4) Introduction of children is necessary.
(5) Children are taken to library, H.M.'s room.

When the children become familiar with the environment, teacher may begin with the concept of tall / short, More / less etc.

Second week:— (1) Introduction about Colour, means of transport, shapes with conversation.
(2) ~~If possible~~ observation of their interests by various activities and familiar things. (3) New words / concepts are introduced. Story telling, playing games, singing songs, cutting and pasting pictures are done in small groups. (4) The concept of measurements, direction, - right - left, thick thin, big small, tall short are also given.

Third Week:— (1) Games, stories, songs, poems have to be continued in this week. Introduce the word like please / sorry / thank you etc. (2) Develop language Capability. use rhyming words, words ending with same sound and those ending with different sounds. A lot of joy is created in the class while teaching these things.

शिक्षक द्वारा किए गए प्रयोग सम्बन्धी नोट
NOTES ON EXPERIMENT/INNOVATION UNDERTAKEN BY THE TEACHER

③ Loud Reading and rapid reading are practices in ~~the~~ groups.

Fourth Week :— In respect of Conversation, topics are introduced like name of festivals, means of transport, traffic light, signals Community helpers like postman, cleaner, telephoneliemen etc. ② The concept of Art, drawing are introduced. They will use papers, guns, etc. for the purpose. The will play with blocks and use trial-error method.

Fifth week :— ① The concept of direction North-south, east-west, time, moon, stars and natural resources like water, air, forest are introduced. ② Writing skill is developed by drawing, patterns and designs. ③ Children will prepare animal masks, design with toffee papers. Memory games and construction of figures by joining dots should be introduced.

Sixth Week :— ① Recognition of alphabets, Words starting with same letters and figures are ted by joining dots. ② Match the objects wit

tee days :— Recognition of numerical Symbols and ~~dots~~ alphabets. Fre ~~th~~ class mates and teachers to Skill.

the end of the prog. the tea to know if the desired Come has been achieved throu

For class I

गनी का छाता

छप - छप - छप - छप बरसे पानी
छाता लेकर निकली रानी
एक हवा का झोका आया
उसने छाता दूर उड़ाया
पीछे - पीछे भागी रानी
छप - छप - छप - छप बरसे पानी।

कविता सामाजिक पर्यावरण अध्ययन

विद्यालय में लिखना पढ़ना
और खेलना काम,
अपने मित्रों के संग मिलकर
हम न करें आराम।
अस्पताल में जाते है हम
जब होते बीमार,
सूई लगाना, दवा देना
डाक्टर नर्स का काम।
डाक घर में मिलता है
क्या सारा सामान,
लिफाफा, पोस्टकार्ड, आदि बेचना
उन लोगों का काम।
बैंक वाले मदद करते
पैसा जमा रखकर,
जमा करो धन बढ़ता जाए
बच्चो यह तो काम आए।

विद्यार्थी के लिए सुझाई गई पाठ्य-सामग्री/प्रोजेक्ट
SUGGESTED READING MATERIAL AND PROJECTS FOR STUDENTS

Project for class I (हिंदी)

1) अलग अलग वर्ण से शब्द बनवाना।
2) चित्र बनवाना और रंग भरवाना।
3) कविता के माध्यम से सही उच्चारण।

class III (हिंदी

① विराम चिह्न - अल्पविराम, (,) - गुरुजी परोपकारी,
2) अर्द्धविराम (;)
3) प्रश्न वाचक (?) किसने कहा? क्यों कहा?
4) अवतरण - (" ") नेहरू ने कहा, "आराम हराम है"।

⑤ संयुक्ताक्षरों से शब्द निर्माण —
ष्ट्र = ष + ट + र = राष्ट्रपति, राष्ट्र
च्छ = च + छ = सच्छता, मच्छर
द्य = द् + य = विद्या, विद्यालय
रचनात्मक अभिव्यक्ति — चित्र बनवाना, रंग भरना।

Env. Social Studies project for class IV
① Map Reading, ② Map drawing.
3) Rivers, Mountains, Valleys and its locatio
4. Chart making.
5. Models — Radio, T.V. Computer etc.
6. Photograph of domestic and wild animals in Copies.
7. अपने घर की वस्तुओं की सूची जो लकड़ी से बनी हैं।
8. Pasting of leaves and tabelled their names

Class - I B Subject :- Hindi

April to June :- प्रवेशिका निर्माण कार्यक्रम।

July to August :- पाठ 1-8

अक्षरज्ञान — ब, स, न, ल, ध, र, क, म, त, ट, च, द, व, ख, ज, अ, प, थ

मात्राएँ :- आ, ऽ, ओ।

September :- पाठ (9-15)

अक्षर — आ, ऽ, ग, ट, य, ओ, ई, इ, उ, ऊ, श, घ, ड़।

मात्राएँ — इ एवं ई, उ एवं ऊ।

अक्टूबर :- पाठ (16-18)

अक्षर- भ, झ तथा पुनरावृत्ति।

मात्राएँ - ऽ, एवं ऐ पुनरावृत्ति।

(अर्धवार्षिक परीक्षा — मौखिक एवं लिखित।)

November

December :- पाठ (19-22)

अक्षर — फ, ढ, ढ़, ड, ड़ (-)

मात्राएँ — औ

January - पाठ (23-27)

अक्षर :- ठ, ष (ँ) ण, क्ष, त्र, ज्ञ

हिन्दी वर्णमाला (क्रम बद्ध)

मात्राएँ - ी, ु, ू, े, ै

February - पाठ (28-31)

संयुक्ताक्षर — क्य, च्च, च्छ, ट्ट,

Feb - पुनरावृत्ति

March - वार्षिक परीक्षा।

CLASS 1, ENV. & Sc.

MONTHS	COMPETENCIES
APRIL	READYNESS PROGRAMME.
JUNE To July	Shelters including Birds animals and insects. (awarness about ones well beeng in the context of social & natural environment)
AUG To OCT.	Our Family and Neighbours. Parents and other members of family At Work. (Important aspects of Socio-Civic environment and comprehends their working and knows about people at work.)
NOV	REVISION / HALF YEARLY.
DEC. To 15th Feb	OUR LOCALITY (The pupil understands and interprets the Spatial and interactive relationship beetween man and his environment.)
16th Feb to 15th March	LOCAL FESTIVALS The pupils beegins to see relationship between past and Present.
	REVISION / ANNUAL EXAM.

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विषय समिति की बैठक का रिकार्ड
RECORD OF THE SUBJECT COMMITTEE MEETINGS

बैठक की तिथि Date of Meeting	विचार विमर्श का सारांश जिस पर कार्यवाही की जानी है List of discussion to be followed	की गई कार्यवाही Action taken
	Class I Subject – MATHS	
TOPICS	COMPETENCY	TIME
1. Counts FROM 1–9	UNDERSTANDING Whole NUMBERS and numerals. 1.1.1. Will be able to Count 1-9 using objects & pictures. 1.1.2. Recognize numbers from (1–20)	1 MONTH
2. UNDERSTANDING Whole numbers (21–50)	will be able to recognize 21–100. 1.1.3. Identify zero as the number representing nothing.	1 MONTH
3. PLACE VALUE	1.1.4. Will understand place value by expanding numbers 10–20 into tens and ones and expressed the expanded form as two digits numbers.	1 MONTH
4. Arrange NUMBERS FROM 1–20.	1.1.6 Will be able to arrange numbers from 11 to 20 in ascending and descending order. 1.1.7. Numerals before, after and between 11–20 1.1.8. Will be able to compare numbers from 11 to 20.	
5. ADDITION	1.1.9. Will be able to write (1–100) 2.1.1. Adds numbers 0–18 with sum not exceeding 18. Interprets and write the sym bol + =	1 month DECEMBER
6. SubTRACTION	2.1.3. Will be able to subtract numbers from 1 to 18. To able to interpret and write the symbols – and =	1 MONTH

विषय समिति की बैठक का रिकार्ड
RECORD OF THE SUBJECT COMMITTEE MEETINGS

बैठक की तिथि Date of Meeting	विचार विमर्श का सारांश जिस पर कार्यवाही की जानी है List of discussion to be followed	की गई कार्यवाही Action taken
30.4.2000	Social Studies meeting held on 30th April 2000.	
	① It was stated that the coverage of syllabus pertaineng to the split up has been on progress.	of syllabus
	② It was appriciated that the relevant and required teaching aids. and material are beeing used adequately for strengthening of primary education.	
	③ Teachers are finding difficulties with prescribed books. Because these are not leased on competency method.	
	4. Categorization of Students will be made on the performance and position of students in class. Remedial measures Viz. Supervision Study, Group Study and Special attention have been planned for implementation.	

प्रतिभाशाली विद्यार्थियों के नाम
NAME OF GIFTED / TELENTED CHILDREN

नाम Name	क्षेत्र Field/Area	प्रतिभाशाली विद्यार्थियों की दक्षता को बढ़ाने हेतु किए गए प्रयास Efforts made to add to the Quality/Potential of gifted children
		RECORD OF THE Subject COMMITTEE MEETINGS
हिन्दी विषय समिति —		31.10.2000 को आयोजित दूसरी बैठक में निम्न बिन्दुओं पर विचार-विमर्श किया गया :—
		(1) सुलेख — अभ्यास करवाना। गृहकार्य में यह करवाया जाएगा।
		(2) पठन - पाठन —
		(3) शब्द निर्माण, शब्द संग्रह।
		(4) संवाद - वाचन एवं कथन।
		(5) कहानी प्रतियोगिता।
		(6) वर्तनी सुधार।
		(7) उच्चारण पर बल।
		(8) मौखिक एवं लिखित अभिव्यक्ति की दक्षता का विकास।
		(9) सामाजिक संस्कृतिक और राष्ट्रीय विकास के साथ भाषायी कौशल का विकास करना।
		(10) व्याकरण और रचना कौशल की शुद्ध एवं उपयोगी शिक्षा प्रदान करना।
		(11) उच्चारण की शुद्धता हेतु किताब के अलावा केसेट्स की व्यवस्था की जाए।

प्रतिभाशाली विद्यार्थियों के नाम
NAME OF GIFTED / TELENTED CHILDREN

नाम Name	क्षेत्र Field/Area	प्रतिभाशाली विद्यार्थियों की दक्षता को बढ़ाने हेतु किए गए प्रयास Efforts made to add to the Quality/Potential of gifted children
Class IV A –		कक्षा में नेतृत्व का अवसर प्रदान करना।
1. Ranjit Singh	C	
2. Anjali Gogoi		
3. Mamon Ali		② सदा उनको extra work देना। क्योंकि उनकी दक्षता का और भी विकास होता है।
4. Barsha		
5. Jharna Mukhia		
Class I A		③ उन्हें प्रेरित करना की वे कमजो छात्रों की मदद करे।
1. Sishir priya-darshi		④ उन्हें पुरस्कृत करना, विद्यालय की प्रतियोगिताओ में उन्हें ज्यादा अवसर देना।
2. Karalei Kumar		
3. Rakina Kmi		
4. Arnav Roy		⑤ Extra book Reading के लिए प्रेरित करना।
5. Anannya Mahanty		
6. Anusuya Sarma		6. उनके सुविधा तथा उनपर ध्यान देना।
		7. कक्षा के लिए विभिन्न चार्ट बनवाना।

उन विद्यार्थियों के नाम जिन्हें मार्गदर्शन की आवश्यकता है
NAME OF CHILDREN WHO NEED GUIDANCE (Slow learners)

नाम Name	क्षेत्र Field/Area	सुधार हेतु किए गए प्रयास Efforts made to and observations regarding improvement
Class I A		1) बच्चे को पहले शिक्षा ग्रहण करने के लिए तैयार करना चाहिए।
① Dinesh Kumar		
② Prem Kamal		2) ज्यादा से ज्यादा Group participation के अवसर देना।
③ Pinky Kumari		
④ Kushal Sahu		③ विषय वस्तु को रोचक बनाकर पुनरावृत्ति करवाना।
⑤ Preet Pal.		
⑥ Emily Sangh Vaipai (हिन्दी)		4. Co-curricular activities के लिए प्रेरित कर मार्ग दर्शन करना।
Class IV A		5) कक्षा में उनपर individual attention देना।
1. S. R. Raju		⑥ Parents को inform करना।
2. Ananta Nayzary		
3. Razia		⑦ कहानी, कविता nature study जीवन यात्राओं के माध्यम से पाठ को रोचक बनाना।
4. Misha Dele	Very irregular in the class.	
5. Mridusmita }	Slow in Writing.	
6. Vidyawati }		

2000 – 2001

(निरन्तर बोधगम्यता संबंधी मूल्यांकन) .CONTINUOUS COMPREHENSIVE EVALUATION

(कक्षा I, II को छोड़कर) Other than classes I & II

Class & Section:..... ..Session 19 .—19

S.No.	Name	Unit test						Assignment			Project			Cum. Exam	Ses. end. exam.	Over all grading
		I	II	III	IV	V	VI	I	II	III	I	II	III			
	1st unit test – 3rd Week of July.															
1	2nd U.T. — 3rd Week of September.															
	3rd U.T. — 3rd Week of January.															
(2)	Half yearly – 3rd Week of November 2000															
(3)	Session ending – 3rd Week of March.															
(4)	Annual day of the School — April 2001.															
5)	School Sports Day – August 2000															
6.	Publication of patrika July 2000.															
7.	Students health check up – Aug 2000 & Feb 2001.															
8.	Associated School Project –; Science exhibition and General Science Congress															
	a) R.O. level — July 2000															
	b) K.V.S. level – Nov. 2000															
9.	Inter K.V. games and K.V.S National level 1st and 3rd Week of October.															
10.	Teacher's Day ——															
11.	K.V.S. Training Programme — May & June 2000															
12.	Principal's Conference — II & III Week of July, Dec 2000.															
13.	Seemmer Workshop —— May and June. 2000															
14.	Mathematics Olympiad															
	a) 1st Phase — 4th Week of Oct. 2000															
	b) 2nd phase — April.															

(निरन्तर बोधगम्यता संबंधी मूल्यांकन) CONTINUOUS COMPREHENSIVE EVALUATION

(कक्षा I, II को छोड़कर) Other than classes I & II

Class & Section.....

Session 19 —19

S.No.	Name	Unit test						Assignment			Project			Cum. Exam	Ses. end. exam.	Over all grading
		I	II	III	IV	V	VI	I	II	III	I	II	III			
	(15) Youth parliament															
	a) R.O. level — 1st & 2nd week of July 2000															
	b) Zonal level — 4th week of Sept and 2nd week of October.															
(16)	Adventure and cultural Activities — May and June 2000.															
(17)	Scouting and guiding — Aug. 2000.															
	a) R.O. level — Dec. 2000															
	b) K.V.S. level — April 2000															
	c) H.Q.															
	Bridge course.															

Part-A
कक्षा/Class ..I.A...विषय/Subject....Hindi....

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
दक्षता / उपदक्षता ① सुनना— सरल बालगीत तथा कहानियों को सुनता तथा समझता है। I.I.2 and I.I.3. — परिचित परिस्थितियों में किए गए वार्तालाप और मौखिक आदेशों को समझता है।	सामग्री :— फ्रेश कार्ड, चार्ट्स, पुस्तकें। ① कविता, कहानियों के द्वारा पशु, पक्षियों, फूल, फलोंका ज्ञान कराया जाएगा। ② फ्रेश कार्ड, पक्षियों के पंख, पेड़ो की पत्तियाँ एकत्रित करवाकर। ③ बच्चों से व्यक्तिगत तथा सामूहिक रूप से कविताएँ, कहानियाँ सुनकर ④ व्यवहार के द्वारा I.I.3 दक्षता का विकास करवाना। जैसे— बैठ जाओ, धन्यवाद, सावधान में खड़े रहो।
② बोलना :— सरल वाक्य को सही दोहराता है। गीत, कहानियाँ को टोन, भाव के साथ बोलता है।	① अध्यापक द्वारा बोली गई कविता को सही सही दोहराता है। ② व्यक्तिगत रुप से हर छात्र कविता/कहानी सुनाएगी। ③ चित्र देखकर प्रश्न के उत्तर देता है।
③ पढ़ना — वर्णमाला के अक्षरों को अलग से अथवा मिले जुले रूप में पहचानता है। आधार ज्ञान—	सामग्री — चार्ट, खिलौने, चित्र, वस्तु फ्रेश कार्ड पर अक्षर दिखाता है। तब अक्षरों के कार्ड मिलाकर पढ़ने के कार्ड में अक्षरों को मिलाकर पढ़वाया ब न ब स क म ल स

Part-B
(गृह कार्य) Home Assignments... वर्ण को लिखना। जैसे— ब

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

LESSON 1 – 8

170

Activity Plan

दक्षता Competency..... अवधि Duration July to 20 August

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
नाच, गाना, कहानियां, कविता आदि।	व्यक्तिगत एवं सामुहिक रूप से प्रश्न पूछकर। ② बालको की सक्रियता का पता लगाना। ③ चित्र द्वारा प्रश्न पूछना।	① शिक्षिका द्वारा सुनाए गए गीतों, कविताओं की छात्रगण सुनाएँगी।
हा/नही तथा सही/ गलत वाले प्रश्नों उत्तर देता है। सरल प्रश्न पूछताहै।	④ लय तथा हाव भाव के साथ कविता, कहानी सुनना। ⑤ हा/नही सही गलत वाले प्रश्नो का उत्तर देता है।	फ्लेश कार्ड दिखाकर पूछे गए प्रश्नों के उत्तर देते है।
खिलौने वाली बस, घर, नल, कलम आदि। बच्चे शुद्ध उच्चारण करेंगे तब कहा जाएगा। जैसे– घ र र स	प्रश्न–① हम घर में क्या करते है? ② चिड़िया के घर को क्या कहते है? ③ पीने का पानी कहा से मिलते है? ④ हम कलम से क्या करते है?	बच्चे कुछ वर्ण के ज्ञान प्राप्त करेंगे। उस वर्ण से सम्बंधित वस्तुओ के बारे में भी ज्ञान प्राप्त करेंगे। रंग के बारे में जानकारी।

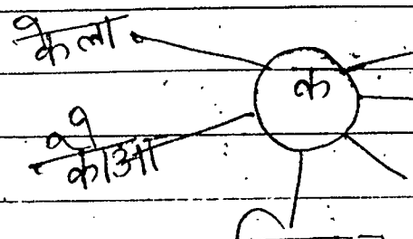
स, न, म। द्वि शब्द वर्ण द्वारा शब्द लिखना।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class I.A.....विषय/Subject...Hindi.....

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
बोलना — अक्षर ज्ञान और शब्द भण्डार —	 बच्चे वर्ण को पहचानेंगे और कुछ सरल शब्द भी अपने से बोलेंगे। जैसे — क से — कमल, कलम, केला, कान, करेला, कौवा आदि।
लिखना :—	बच्चे कार्ड या बोर्ड से देखकर अक्षर लिखेंगे। ब स न ल क बस, नल, सब, कलम, कमल खाली स्थान को वर्ण के द्वारा भरेंगे। जैसे — क — म। क — ला। न — क। र — । ब — स।

Part-B
(गृह कार्य) Home Assignments... कापी में अक्षर और शब्द को लि...

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... कक्षा में नाव...

2. सुधारात्मक उपाय Remedical Measures.....

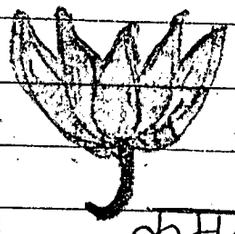
ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
चित्र बनाना। रंग भरना। अभ्यास पुस्तिका के सहायता से हाथी, घोड़ा, तोता, मोर आदि चित्र पर रंग भरेंगें।	① समूह में, फिर अलग अलग रूप से फ्लैश कार्ड मिलाकर उसमे से अक्षर ढूँढने को दिया जाएँगा। ② कार्ड मिलाकर बच्चों से शब्द बनाने को कहेंगे। ③ चित्र के नीचे अक्षरों के कार्ड को व्यवस्थित करके उस चित्र का नाम बनाकर दिखाने को कहेंगे।	चित्र बनाना। नल, घर, कलम, कमल। बच्चे कुछ वर्ण के ज्ञान प्राप्त करेंगे। उस वर्ण से सम्बंधित वस्तुओं के बारे में भी ज्ञान प्राप्त करेंगें। रंग परिचय।

सेब



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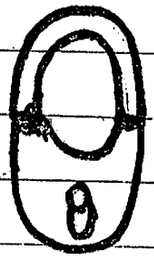

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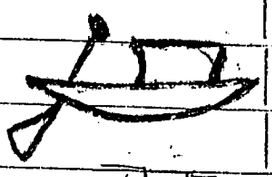


नाव

सही उच्चारण से पाठ पढ़ेंगें।

With the children and oneself :

दुकान, घर बनाएँगें।

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class I.A.....विषय/Subject..Maths..

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
1.1.1 Will lee able to Count 1-9 using Objects and pictures.	① Introduce Concept of Nos. with the help of ② Co-relates numbers with their respective objects by showing flash cards and writing the same on the black board. Materials required seeds of tamarind, caps of bottles, sticks, chalks etc. ① The seeds to lee distributed to the learners and they will lee asked to count and hand over the number of items asked by the teacher. e.g. 5 → ● ● ● ● ●
1.1.2. Recognize numerals and match numbers to numerals from (1 to 20)	Flash cards of Numerals, number Strips (10-20) oral work, Speaking the sequence to twenty. The teacher can point the name and ask the children to teacher may simply point a number whole class to say the name.

Part-B
(गृह कार्य) Home Assignments... Write numbers from 1 to 10

Part-C

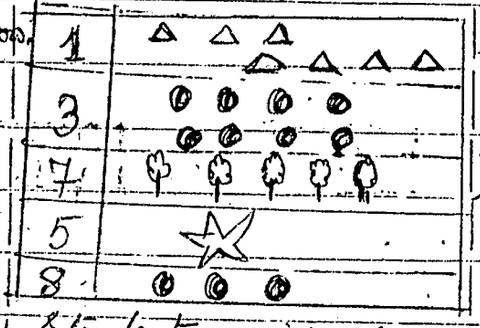
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures.....

Ajeswari
ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration..1 MONTH July to August 2nd

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
of Rhymes. —	(1)	Evaluation would will lee done sicle ley sicle at the time of actinities.
(1) One, Two, Buckle my shoe.		
(2) एक, दो, तीन रहो न मलीन। दो, तीन, चार सीखो सदाचार, etc.	Students will lee asked to match the numerals with objects	
	(2) Learners will lee given some numbers or numerals ~~in picture~~ and they will lee asked to represent those no. in picture form in their note books. →	2 3 4 7 8
ce of number names to each numeral, say do like This. The ask a child or the	(3) Black board Writing. 9 3 15 11 7 8 12 18 4 when the number touch by the teacher they will say - This is 8 or 11 or etc.	Identification of numbers ley individual students.

10 to 20 etc.

Number names eg. 1 = One , 2 = Two etc. P.T.O.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class I.A....विषय/Subject..MATHS..

क्रिया कलाप-योजना

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विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
Number Comes Aftar or before Numbers Names.	Activity- One numeral in the Sequence and the children asked to name it. 11 12 [illegible] 14 15 [illegible] (2) A Set of numerals cards spreadat at the random could lee assembled into a row showing the correct sequence. when the task is completed the child might lee asked once more to read out all the numbers starting from 1. 'One'. 3 17 8 1 2 3 4 5 6 7 8 9 10 11 12 → 20 (3) Marbles, empty match boxes, Seeds etc. For matching the numbers with numerals, ask them to pick up objects and matching flash card such as

Part–B
(गृह कार्य) Home Assignments... .....

Part–C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

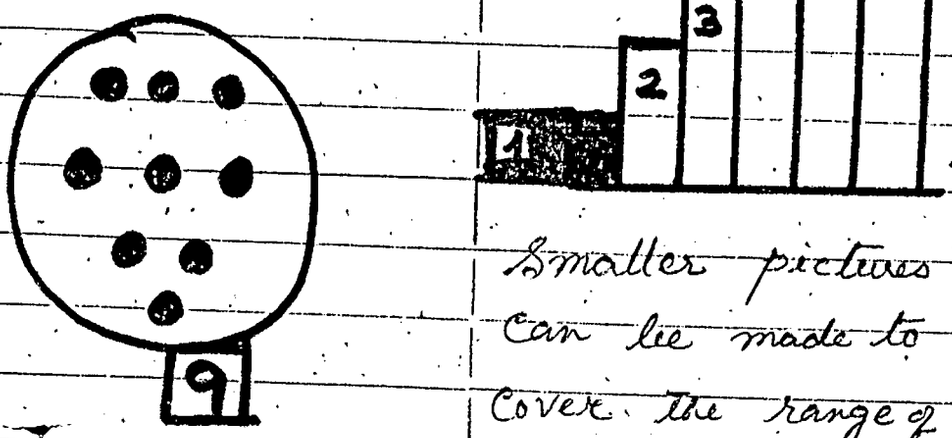
2. सुधारात्मक उपाय Remedical Measures..... .....

J. Goswami
ह अध्यापक Sign. Teacher

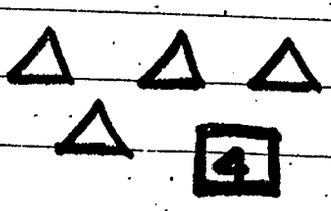
Activity Plan

दक्षता Competency..... अवधि Duration..... Aug not last to Sept ember

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
could lee covered up	Drew picture to the correct numeral order.	The teacher should go around to each group or child and evaluate whether the group has picked up the right number.



Smaller pictures can lee made to cover the range of 10 — 20.



With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

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Part-A
कक्षा/Class I.A....विषय/Subject....Ev. Sc....

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
The pupil acquires awareness about One's well being in the Context of social and natural environment.	Model of house — permanent temporeary, movable, etc. Conversation regarding, the importance of a house. Why the house is an essential need? Roof — Round, Flat, sloping roof.
Subcompetency — Observe and Compares various kinds of shelter including those of animals, birds and insects.	The children will be made aware of environment such as — bird animals. observation of common animals as far as possible like Cow, dog, goat, horse etc. picture cards of animals, birds and insects. classification of animal is very useful for evaluation of each child. Animals and their uses be made. Name of Shelters of animals be made.

Part–B
(गृह कार्य) Home Assignments... .....Collect.....pictures.....of.....house

Part–C

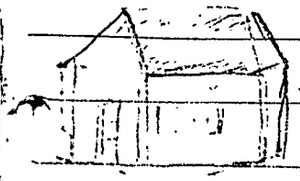
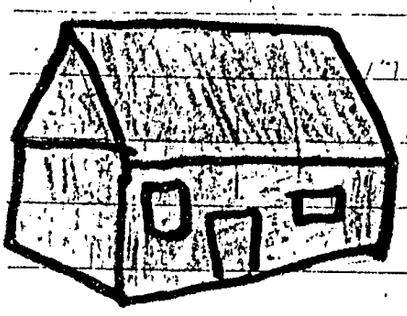
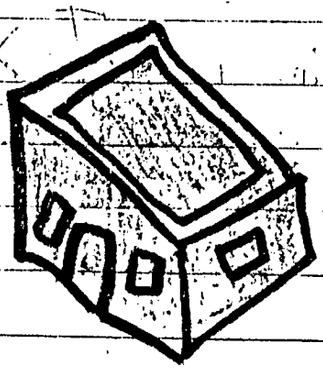
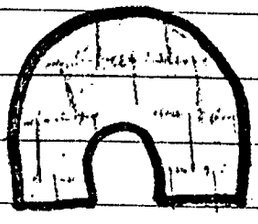
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures.....

Afroz Wani
ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration 1st July to .....

अन्य विषयों से सम्बन्ध Correlation with other subject. HOUSE WE LIVE IN.	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	① Be able to understand why house is essential for us?	The evaluation will be done with the activities are going on.
	② Be able to identify and differentiate between wild, domestic and pet animals.	
	③ Be able to name some common birds and insects. ④ Be familiar with their shelters.	
	⑤ Be familiar with the kind of help common animals render to human beings and how human beings should care for and nature these animals and animals.	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

OUR FAMILY AND NEIGHBOUR 2/10

Part-A
कक्षा/Class I.A.....विषय/Subject..Ev..Sc;.... क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
1. The pupils explores important aspects of One's Socio-civic environment and Comprehends their Working.	pictures, Drawings etc. ① Identifies relationship of the different members of the family with himself and among themselves. Relationship of the family members will be explained with the help of family chart. children can make a family chart of their family by pasting photographs. ② shows due courtesy to elders etc in the family and among the Relatives and neighbours :—

Part-B
(गृह कार्य) Home Assignments ① Draw ..... picture ..... of ..... your ..... family.

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures.....

A. Goswami
ह अध्यापक Sign. Teacher

OUR

Activity Plan

दक्षता Competency..... अवधि Duration... September 11 to October

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
The teacher will sing along ~~the~~ with the children — "This is the father well and kind This is the mother gentle mind This is the sister playing with the doll This is the baby still to grow Here's the whole family standing in a row."		Activities through questions and answers regarding relationship between different members of family.
① How do you welcome your teacher? ② How do you wish your friends and guests?		② Stimulate thinking and imagination. ③ Developed capacity to use language properly. ④ Learns rhymes, poems etc.

Oral questions regarding family.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class IV A विषय/Subject E.V.S.C.

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
पहली इकाई में देश के प्राकृतिक भागों का वर्णन किया गया है। यह इकाई देश की जलवायु की परिस्थितियों की व्याख्या भी करती है। इस इकाई के शिक्षण का मूल उद्देश्य यह है कि बच्चे अपने देश की प्राकृतिक और जलवायु संबंधित परिस्थितियों को समझ सके।	मानचित्र में दिखाओ—हिमालय कहा से कहा तक फैला हुआ है? ② भारत के दक्षिण सिरे पर कौन से स्थान स्थित है? ③ मानचित्र पर— ब्रह्मपुत्र, गंगा, सतलुज, महानदी, गोदावरी दिखाइए। ④ विशाल मैदान पर— कलकत्ता, वाराणसी, हरिद्वार, इलाहाबाद, गुनाहाटी, पटना आदि ⑤ मरुस्थलीय प्रदेश का विस्तार। इंदिरा गांधी नहर। ⑥ पठारी प्रदेश के तीनों कोने पर स्थित पहाड़ियों के नाम। चित्र बनवाना— मरुद्यान, दुर्ग, नहर शिक्षण सामग्री— बोर्ड, मानचित्र, chart and Atlas.

Part-B
(गृह कार्य) Home Assignments... मानचित्र पर पर्वत, नदियां और प्रमुख जगह को अंकित करो

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक/Sign. Teacher

Activity Plan

दक्षता Competency इकाई 1 अवधि Duration First Term

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
हिमालय से संबंधित कविताएँ। पाठ पढ़ने के समय भारत के विभिन्न भागों के खान पान, रहन-सहन बोली के बारे में चर्चा की जाएगी। किसी भी भाग के जनजीवन को भली भांति जानने का प्रयास।	① मानचित्र में दिखाइये- हिमालय, हिमालय से निकलने वाली नदियाँ। ② उत्तर का विशाल मैदान। ③ बंगाल की खाड़ी, अरब सागर और भारतीय द्वीप समूह। प्रश्नोत्तर के द्वारा दक्षता मूल्यांकन किया जाएगा।	① प्रश्नोत्तर के द्वारा निर्णय कर सकते हैं। ② कक्षा कार्य के द्वारा निर्णय।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class IV A ...विषय/Subject... सामाजिक अध्ययन

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities,& Teaching Aids
unit- 2 दूसरी इकाई में देश के संसाधन और उनके उपयोग का वर्णन है। इस इकाई का उद्देश्य यह है कि बच्चों को देश के प्राकृतिक संसाधनों की तथा उनके विस्तार की जानकारी हो। प्राकृतिक संसाधनके सही उपयोग एवं संरक्षण पर भी बल दिया गया है। इस इकाई में मानव संसाधनों की उपयोगी जानकारी भी दी गई है। बढ़ती जनसंख्या की समस्या, छोटे परिवार की जरुरत और जनतामें गुणात्मक सुधार पर	भी जोर दिया गया है। Teaching aids :— मिट्टी, खेती से मिलने वाली वस्तुएँ, कलकारखानों से मिलने वाली वस्तुएँ। अपने दैनिक जीवन में काम आने वाली वस्तुओं की सूची। अपने आस पास पाए जाने वाली वृक्षों की पत्तियों का संग्रह और उन्हें कागजपर चिपकाना। नीचे उनका नाम भी लिखना। ③ भारत के रेखाचित्र में नदियोंपर बांधों की स्थिति। बांधों की नाम और नदियों की सूची। राज्य और अभयारण्य के नाम। नदी — बांध सतलुज — भाखड़ा कृष्णा - नागार्जुन राज्य — अभयारण्य — पशु असम — काजीरंगा। सागर गुजरात - गीर। धाना राजस्थान — धाना

Part-B
(गृह कार्य) Home Assignments... अपने आसपास में पाए जाने वाले वृक्ष की पत्ती का संग्रह कीजिए और उन्हें कागज पर चिपकाए उसके नीचे नाम भी लिखो

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency इकाई 2 अवधि Duration Last week of July to Sept. last

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
① घरों में इस्तेमाल किए जाने ईंधन का सूची बनवाना।	प्रश्न – ① मिट्टी के कटाव कैसे रोका जा सकता है?	कक्षा कार्य और गृह कार्य के द्वारा मूल्यांकन किया जाएगा।
② लोहे से बनी वस्तुएं हमारे क्या क्या काम आते है है। लोहे का आविष्कार कैसे हुआ?	② 'वन महोत्सव' क्या है?	
③ भारत में पाए जाने वाली खनिज पदार्थ के एक सूची और कहाँ पाए जाते है? पशुओं का चित्र संग्रह करना – जनजीवन पर उनका क्या प्रभाव है लिखो।	③ 'चिपको' आन्दोलन क्या होते है?	
	④ पंडित नेहरू ने बाघों को हमारे देश के 'तीर्थस्थान' क्यों कहा?	

② मानचित्र पर भारत में स्थित अभयारण्यों को दिखाइए और जनवरों का चित्र बनाए।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

पाठ 9 — 15

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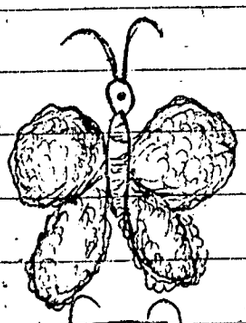
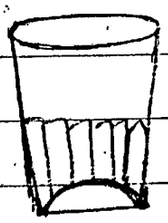
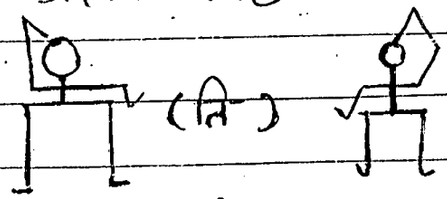
Part-A
कक्षा/Class I A ....विषय/Subject... हिन्दी .....

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids.
पढ़ना —	वर्णमाला - (आ, उ, ग, ट, च, ओ, ई वर्णमाला के अक्षरों को फ्लैश कार्ड पर दिखाए जाएंगे। फिर उनमें क्रमशः ई और ई की मात्रा लगाकर उच्चारण दोहराया जाएगा।
② श्यामपट्ट पर हस्तलिखित सामग्री छपाई के मोटे अक्षरों वाले फ्लैश कार्ड आदि पर दिखाया जाएगा।	फ्लैश कार्ड की सहायता से चित्र दिखाकर उसके नाम पूछे जाएं।
③ सरल ~~परिचित~~ परिचित शब्दों का सस्वर पाठन करता है।	 तितली  ग्लास मछली
④ मात्राओं को समझकर लिखता है।	अध्यापिका कक्षा में संकेतों द्वारा ई (ि) व ई (ी) की मात्रा लगाने के तरीके में अन्तर स्पष्ट करेगी।
⑤ सरल प्रश्नों के उत्तर हाँ/नहीं में देता है।	 (ि) (ी)
	उच्चारण के अभ्यास द्वारा उनमें अन्तर स्पष्ट किया जाएगा।
	① मीरा की सहेली कौन थे? ② गीता ने

Part-B
(गृह कार्य) Home Assignments... .....

Part-C

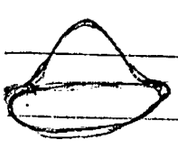
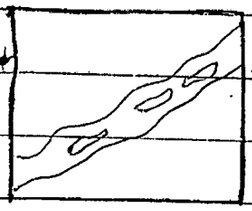
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration.. September 2nd week onto

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
इ, उ, ऊ, ऊ, श, ध, ड़)	①	
मात्राएँ– इ एवं ई और	पत्लेख में लिखे	
उ एवं ऊ ।	वाक्य पढ़वाकर —	उद्देश्यों का
	① मेरी सहेली कमला	ज्ञान ।
	आ गई ।	
	② नदी, मछली का घर।	मात्रा लगाकर
	③ टोपी पहनो घर चलो।	पढ़ना, लिखना ।
	④ सब लोग खीर खाओ।	
	⑤ तितली उड़ जाएगी।	
	⑥ मिली जुली मात्राओं	
	के शब्द पढ़वाकर —	
	६ टोकरी, गिनती,	
टोपी ~~मछली~~ चाभी	ओखली ।	
	⑦ शब्दों में मात्राएँ	
	लगाकर —	
	तितल, कतार,	
नदी	गिलास, बालटी,	
	खरा, लोकर ।	
	⑧ श्रुतलेखन (शब्दों का)	
	⑨ पाठ पढ़वाकर	
किया क्या ?		Continued.

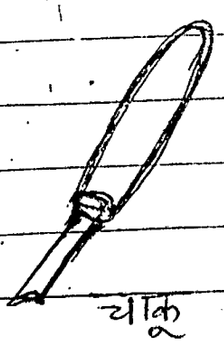
With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

क्रिया कलाप-योजना

Part-A
कक्षा/Class I.A.....विषय/Subject.....हिन्दी.....

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
चित्रोवाली सरल शब्दु सूची का प्रयोगकर सकता है।	① छात्रगण छोटे सरल शब्दु कोष देखने में समर्थ होंगे। ② चित्र देखकर वस्तुओ के नाम लिखेंगे।
भाषा प्रयोग— शब्दों की सहायता से वाक्य बोलता है।	③ विनम्रता तथा आदर भाव सिखाया जाऊगा। वाक्य बोलने की कहा जाऊगा।
शब्दु भण्डार—	कहानी, पाठ्यपुस्तक, लघु सरल कथाऊँ पढ़ने के लिऊ प्रेरित किया जाऊँगा।
शब्दु बनाओ— ड, इ, श, प, ध	
डाकिया डाकघर डंडा डोरी, डलिया।	शलगम शरबत शाम शेर शेर
	धागा धान धोबी धरती धूप, गधा आदि।



Part-B
(गृह कार्य) Home Assignments... ऊन, पेड़, धागा, तराजू के चित्र बनाओ।

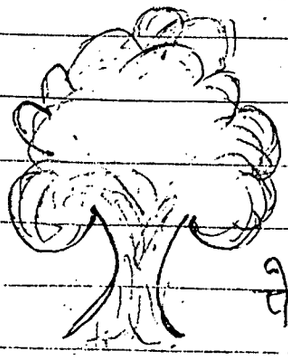
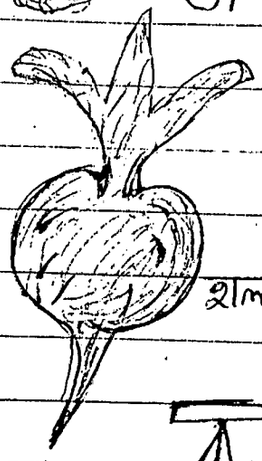
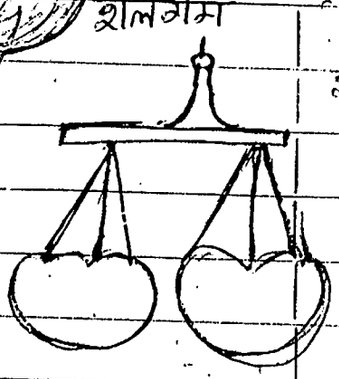
Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration...Sept to Dec

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
 पेड़	① शब्द प्रयोग द्वारा	
	② सचित्र शब्दकोष बनवाया जाएगा।	कथाकार्य के द्वारा मूल्यांकन की जाएगी।
ऊन	③ प्रतिदिन के व्यवहार को देखकर।	लिखो — 5 lines
	④ कठिन शब्दों के अर्थ बताकर।	सड़क पर देखकर चलो।
 शलगम	⑤ नए सीखे गए शब्दों से वाक्य बनवाकर।	खाना चबा-चबाकर खाओ।
	'र' की मात्रा से शब्द — तराजू, चाकू, कबूतर, चूहा, दूध, सूरज।	
 तराजू		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class IV ..... विषय/Subject... E.V. ~~Social Science~~ Studies

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
unit 3:—	
तीसरी इकाई में यातायात एवं संचार के साधनों की उन्नति की चर्चा की गई है। इस उन्नति का प्रभाव हमारे रहन-सहन के ढंग और व्यापार पर पड़ा है।	यातायात और संचार के साधन यातायात के साधन तीन प्रकार के होते हैं जैसे— ① जो जमीन पर चलते हैं— बस, मोटरकार, रेलगाड़ी आदि। ② पानी पर चलने वाले — नाव, स्टीमर ③ आकाश में उड़ते हैं — हवाई जहाज
रेलगाड़ी तथा हवाई जहाज के आविष्कार की कहानियाँ —	④ भारत के प्रमुख बंदरगाह — ⑤ मेट्रो रेलवे — यह जमीन के नीचे रेलगाड़ी चलती है। (कलकत्ता शहर में चलती है, जो 'मेट्रो' के नाम से जानी जाती है। ⑥ भारत के हवाई अड्डे वाले चार प्रमुख नगर — दिल्ली, बंबई, कलक तेज गति के यातायात की सुविधा — ⑦ दुर्गम स्थल को देख सकते हैं। फलों, सब्जियों को दूसरे भागों में पहुं

Part-B
(गृह कार्य) Home Assignments... Draw different means of

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक-Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration 24/9/2000 to 5th of October

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	प्रक्रिया मूल्य Value
~~देश में सं~~ charts and models of means of transport and sending and receiving messages	प्रश्न उत्तर के द्वारा ① राष्ट्रीय राजमार्ग किन्हे कहते हैं? ② हमारी किन नदियों स्टीमर द्वारा माल ढोने की अच्छी सुविधा है? ③ Fill in the blanks - From book page - 63	① यातायात के साधनों का चित्र बनवाना। ② संचार साधनों का ~~चि~~ model बनवाना। ③ यातायात के विभिन्न साधनों के चित्र एकत्र कीजिए।
कोचीन, कांडला, मद्रास, कलकत्ता, विशाखापट्टनम मद्रास। के विभिन्न लोगों से मिलने जुलने में सुविधा हुई है। के वस्तुओं जैसे- अनाजों जा सकता है।		

transport.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class IV A ....विषय/Subject..सामाजिक अध्ययन

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	देश मे संचार साधन
संचार के साधन —	डाक-तार, टेलिफोन, समाचार पत्र, दूरदर्शन आदि शामिल है।
	डाकघरों से क्या क्या लाभ —
	टिकट आदि खरीदते है। मनीआर्डर
	जन संचार साधन — रेडियो, अखबार आदि।
	आकाशवाणी का मुख्य कार्यालय अपने राज्य में आकाशवाणी के केन्द्र
संचार की नई-नई सुविधाओं से महत्वपूर्ण लाभ —	

Part-B
(गृह कार्य) Home Assignments... Models of Sending and reci

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
डाक और तार में अंतर — तार और टेलिफोन में अंतर। पोस्टकार्ड, अंतर्देशीय पत्र, लिफाफा, डाक-भेज सकते है। टेलिवीजन, किताब, दिल्ली। Full Form Meaning of PIN — Postal Index Neemblies S.T.D, T S D Etc.	(1) विभिन्न प्रकार के डाक टिकटों को इकट्ठा कीजिए। (2) उत्तर लिखो — a) रेडियो और टेलिविजन में क्या अंतर है? b) समाचार पत्र का क्या उपयोग है?	Making charts and models by the children.

messages. (Picture collection)

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class IV A विषय/Subject सामाजिक अध्ययन

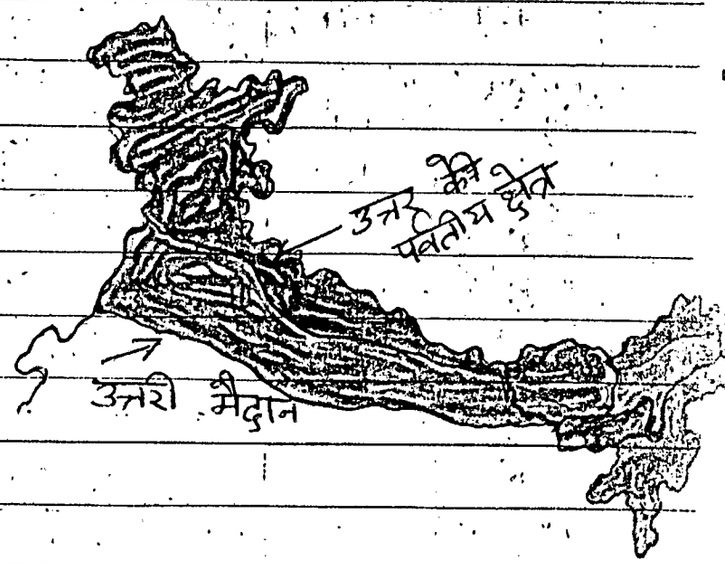
क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency, Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
इकाई - 4	हमारे देश का जनजीवन

चौथी इकाई में अपने देश के विभिन्न भागों के जनजीवन को दर्शाया गया है। हमारी पोशाक, खान पान, आवास, व्यवसाय और त्यौहारों पर भौगोलिक परिस्थितियों के प्रभाव की व्याख्या की गई है। इसमें इस बात पर भी बल दिया गया है कि किसप्रकार से लोग अपनी मेहनत से जीवन स्तर को ऊँचा बनाने का प्रयास कर रहे हैं। इस इकाई में राष्ट्रीय एकता पर बल है, विशेष रूप से विभिन्नता में एकता को विचार को उभारा गया है।

① उत्तर के पर्वतीय क्षेत्र में जम्मू कश्मीर हिमाचल प्रदेश, उत्तर प्रदेश का पहाड़ी क्षेत्र सिक्किम, उत्तर पूर्व का पहाड़ी भाग शामिल है।

बोर्ड पर भारत का मानचित्र बनाकर विभिन्न भागों को दिखाया जाएँगा। जैसे — उत्तर के पर्वतीय क्षेत्र
पश्चिम के मरुस्थल
विशाल मैदान
समुद्र तटीय मैदान और द्वीप समूह



Part-B
(गृह कार्य) Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... 3/10/2000 अवधि Duration..... to 1st week of November

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
हिमालय से सम्बंधित कविता।	① मानचित्र में दिखाइए:- दिसपुर, शिलंग, आयजल, अगर तला आदि। ब्रह्मपुत्र घाटी।	कक्षाकार्य और गृहकार्य द्वारा मूल्यांकन की जाएगी।
भारतीय मरुस्थल	② विभिन्न राज्यों के बच्चे के द्वारा लोगो की पहनावे के तस्वीरें का संग्रह करवाया जाएगा।	
समुद्रतटीय मैदान दक्षिण का पठार	③ प्राकृतिक सुन्दरतावाले पर्वतीय क्षेत्र के दृश्य के चित्रों का संग्रह करवाया जाएगा।	इस पाठ के द्वारा बच्चे उत्तर के पर्वतीय क्षेत्र

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class IV A ....विषय/Subject E.V.S.S.C.

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
उत्तर पूर्व के पहाड़ी क्षेत्र के जनजीवन	पाठ — उत्तर पूर्व के पहाड़ी क्षेत्र का जनजीवन उत्तर पूर्व के पहाड़ी क्षेत्र के जनजीवन — इस पूरा राज्य सात राज्यों में फैला हुआ है — असम, अरुणाचल, मेघालय, नागालैंड, मणिपुर मिजोरम और त्रिपुरा। इन क्षेत्र के लोगों के जीवन की मिलती जुलती बातें
(1) भोजन —	मुख्य भोजन में चावल है। जनजातियां बहुत बड़ी संख्या में रहती है।
(2) पहनावा —	असम और त्रिपुरा के लोग धोती कुरता पहनते है। असम की स्त्रियां मेखला, चादर के साथ रीहा पहनती है। अन्य राज्य में घाघरीदार कपड़े भी कई पहनती है। जनजातियों के स्त्रियाँ पुरुष लाल, काली, सफेद धारियों का मजबूत सूती या ऊनी शाल पहनते है।
(3) जीवन में बांस का प्रयोग —	बांस से गांवों में मकान बनाती है।
(4) मुख्य पेशा —	मुख्य पेशा खेती है। पहाड़ी क्षेत्र में करते है। असम के लोग चाय के बड़े
(5) नृत्य गीत —	इन क्षेत्र के लोगों के जीवन में नाचने असम का बिहू, मणिपुर का नृत्य दुनिया लोगों के बांस का नृत्य भी प्रसि
(6) भाषा —	असम में असमीया, त्रिपुरा में बंगला, बोली जाती है। अन्य राज्यों में स्थानीय

Part-B
(गृह कार्य) Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experience of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration..... 4th november to 7th Nov.

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	उत्तर लिखो—	
	(1) किन राज्यों को सात बहिनें कहा जाता है?	सभी राज्यों के मुख्य मंत्रीओं का नाम।
	(2) असम मे चाय की बगान और सनिज तेल किन किन क्षेत्रों मे पाए जाते है।	
	(3) असम का तेल शोधक कारखानों के नाम लिखिए।	
	जोड़े बनाओ—	
	(1) पटनावा	(1) मिशुन
	(2) त्योहार	(2) बीहू
	(3) जनजाति	(3) फिरन
	(4) एक प्रकार की खेती	(4) झूम
	(5) एक पशु	(5) मोटिया।

लोग झूम पद्धति से खेती बगानों मे काम करते है। गाने बहुत लोकप्रिय है। प्रसिद्ध है। नागा और मे मणिपुरी, चाय बोली जाती है।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

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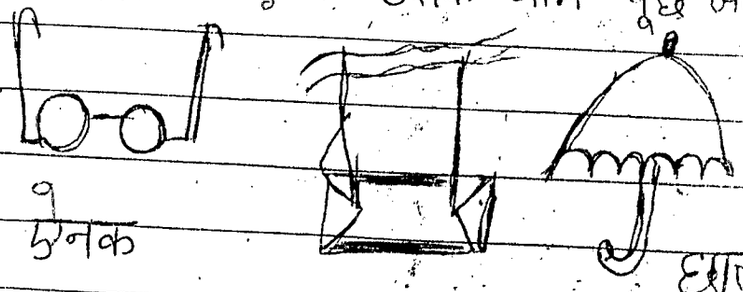
पाठ 17 से 18 तक

Part-A
कक्षा/Class I.A. विषय/Subject हिन्दी

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
पढ़ना —	वर्णमाला के ख, झ, भ, औ ग मात्राऍं — ख और ै की
② श्यामपट्ट पर हस्तलिखित सामग्री, ख और ै की मात्रा लगाकर उच्चारण घपाई के मोटे अक्षरों वाले फ्लैश कार्ड आदि दिखाया जाएगा।	वर्णमाला के अक्षरों को फ्लैश कार्ड दिखाया जाएगा। फिर उनमें क्रम से ख और ै की मात्रा लगाकर उच्चारण दोहराया जाएगा।
③ सरल परिचित शब्दों का उच्चारण करवाया जाएगा। मात्राओं को समझकर लिखता है।	ख के चित्र के द्वारा उसके नाम पूछे जाएंगे।  खनक घोड़ा झूला
④ सरल प्रश्नों का उत्तर 'हां'/नहीं में देता है।	सरल शब्द— झाड़ू, झूला, झड़ना, झंडा भ = भालू, भारत, भाई, भावना घ = घोड़ा, मछली, बछेरा, घड़ी। फ = फल, फूल, फाटक, फावड़ा। उच्चारण के द्वारा ख और ै की मात्रा में अन्तर स्पष्ट करेगी।

Part-B
(गृह कार्य) Home Assignments... वाक्य ..... लिखने ..... का ..... अभ्यास । ② प्रसंग

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency 2nd week of octo. to last week of October अवधि Duration

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
फ		
'क' की मात्रा से शब्दों — पैसा बैल पैदल चैला बैठना	पाठ में से वाक्य पढ़वाना ① मदन के घर के पास नीम का पेड़ था। ② रहीम के पिताजी ने झूला डाला। ③ सब झूला झूलना चाहते थे। ④ रहीम ने कमला को झुलाया। ② प्रसंग संकेत द्वारा शब्द पहचानकर लिखना- घर के आगे नीम का एक पेड़ था। स) पिताजी ने पेड़ पर झूला डाला। ग) कमला सलमा के घर गई।	अक्षरों का ज्ञान। मात्रा लगाकर पढ़ना, लिखना। वाक्य लिखने का अभ्यास आओ भाई, झूला झुलाओ। पाठ से सम्बंधित कविता "रानी का घात।" छप-छप-छप-छप बरसे पानी घात। लेकर निकली रानी एक हवा का झोंका आया उसने घाता दूर उड़ाया पीछे पीछे झाँसी रानी छप-छप बरसे पानी
'ौ' की मात्रा से शब्दों औरत कौआ पौधा और नौकर चौकी चौड़ा		
औ और औ की मात्रा का उच्चारण सिखाना मोर-मौसी तोता-कौआ।	चित्र बनवाना।	

संकेत द्वारा शब्द पहचानकर लिखाना।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

पाठ – शब्द निर्माण

Part-A

कक्षा/Class I A विषय/Subject हिन्दी

क्रिया-कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
① सुनना – कविता, वार्तालाप, संवाद को सुनकर समझता है। सरल आदेशों को समझता है। ② बोलना – सरल प्रश्न पूछता है। दूसरों के प्रश्न का उत्तर देता है। ③ पढ़ना – वर्णमाला के अक्षरों को अलग तथा मिले-जुले रूप में पढ़ता-लिखित शब्दों का सस्वर वाचन करता है। ④ लिखना – सरल एवं परिचित शब्द लिख सकता है। मात्रा लगाकर शब्द बना सकता है तथा लिखता है।	① नियमित कक्षा अध्यायन के समय शिक्षिका के छात्रगण को निम्न लिखित से परिचित करवा दिया है। जैसे घ र क म न ब ल च द ज स प न श ② क्रमशः पाठ से लेकर हल छात्रगण को मात्राओं जैसे आ ा इ ि ई ी उ ु ऊ ू ऐ ै ओ ो का भी ज्ञान दिया जा चुका है। अतः छात्रगण में शब्द निर्माण की क्षमता का विकास करने के लिए निम्न क्रियाएँ की जाएँगी। ① छात्रगण को परिचित अक्षरों की कार्ड की सहायता से और साथ साथ विभिन्न मात्राओं की कटिंग जैसे – ा ि ी ु ू आदि दिखाया जाएगा। बोर्ड पर कुछ परिचित वस्तुओं के समर्थित चित्र बनाया जाएगा। छात्रगण एक-एक चित्र को सामने रखी तथा उससे सम्बंधित शब्द को बनाने का प्रयास करेंगे। शिक्षिका मात्रा लगाने में बच्चों की मदद करेगी।

Part–B

(गृह कार्य) Home Assignments:.....

Part–C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

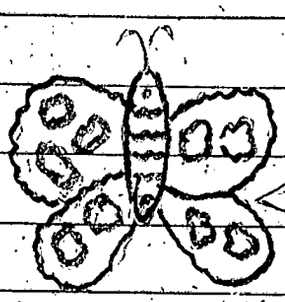
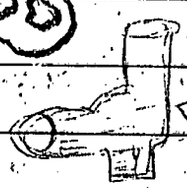
2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

(मात्राओं का ज्ञान) (Revision)

Activity Plan

दक्षता Competency..... अवधि Duration 1st of Nov to 4th Nov

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
कविता बोलना — मात्रा से सम्बधित जैसे — एक, दो, तीन रहो न मलिन। दो, तीन, चार सीखो सदाचार। तीन, चार, पाँच बोलो सदा सच चार, पाँच, छे सब से मिलकर रहे	① छात्रागण जिस समय मिश्ररो को जोड़कर शब्दो का निर्माण करेंगे, उसी समय साथ साथ शिक्षिका मूल्यांकन करती रहेगी। ② यदि बच्चे गलत मात्राओ का प्रयोग करेंगे तो शिक्षिका उन्हें सुधारती रहेगी। इस प्रकार बच्चें शब्दो का निर्माण कर सकेंगे। ③ शिक्षिका, इस बात को भी मूल्यांकन करेगी कि उचित चित्र के सामने सही शब्द लिखा होना चाहिए।	बच्चो का कार्य द्वारा मूल्यांकन की जाएगी।
शब्द निर्माण — त ते तो ता तोता तुम्हारा क कौन कौन कबूतर ल लाल लोहा लट्टू	 तितली  जूता	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class.....विषय/Subject.....

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
(5) व्यावहारिक व्याकरण — शब्द की ध्वनि की आधार पर उनकी समानता को समझता है। चित्रों वाली सरल सरल शब्द सूची का प्रयोग कर सकता है। शब्द — निर्माण की क्षमता का विकास।	शब्द **शब्द निर्माण** ट त प टमाटर ताली पालना टहनी तितली पान टोपी तोता पालक टोकरी तबला पेड़ पौधा शिक्षिका इन शब्दों को श्यामपट्ट पर लिखेंगी तथा इसकी सहायता से कविता की रचना करेंगी जिससे भाव भंगिमाओं के साथ छात्रगण भी बोलेंगे। कुक रही है डाली-डाली पर, कोयल काली-काली इसका गीत मधुर मोहक है, इसकी तान निराली फुदक-फुदककर डाल-डाल पर, यह लुक छिप जाती कुहू कुहू धुन से बागों में, रस बरसा जाती।

Part-B
(गृह कार्य) Home Assignments... पाठ पढ़ने का अभ्यास।

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक Sign. Teacher

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Activity Plan

दक्षता Competency..... अवधि Duration..... 4 days

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
जोड़े बनाओ—	जिस समय शब्दों हा / या	
बोतल	से कविता बनाकर नई प्रश्न को	
	कक्षा में सुनाई तथा उत्तर के	
	बोलवाई जाएगी, उस द्वारा।	
	समय भी इस बात का	
	मूल्यांकन किया जाएगा जैसे—	
	कि प्रत्येक छात्र इस ① गाय	
चूहा	मनोरंजक गतिविधि में क्या खाती	
	समान रूप से भाग है ?	
	लेता है अथवा ② गाय को	
चिड़िया नहीं	पानी किसने	
	पिलाया ?	
पेड़	③ मदन ने	
	मेला से क्या	
	लाया ?	
थैला		

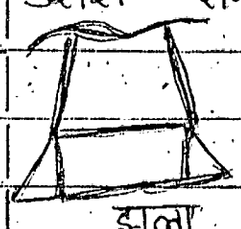
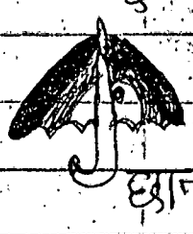
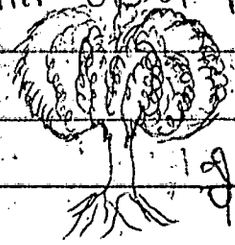
With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

पाठ - वर्ण, शब्द - निर्माण
उन्नीस - ध, फ, झ, ल, च, औ

Part-A
कक्षा/Class I-A विषय/Subject हिन्दी

क्रिया कलाप-योजना

विषयानुरूप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
① सुनना - कविता, वार्तालाप संवाद को सुनकर समझता है। सरल आदेशों को समझता है।	① नियमित कक्षा अध्ययन के समय शिक्षिका ने छात्रगण को निम्नलिखित अक्षरों से परिचित करवा दिया है। जैसे - प छ झ, ट, श य न ल वर्ण - औ छ फ
② बोलना - सरल प्रश्न पूछता है। हाँ / नहीं उत्तर देता है।	② क्रमशः - छात्रागण को पाठ में से लेकर इन्नीस तक मात्राओं जैसे - आ ि ी ु ू ृ े ै ो ौ ं ः का ज्ञान भी दिया जा चुका है। अतः छात्रागण में शब्द निर्माण की क्षमता का विकास करने के लिए निम्नलिखित क्रियाएँ की जाएँगी।
③ पढ़ना - वर्णमाला के अक्षरों को अलग तथा मिले जुले रूप में पहचानता है। शब्दों का सस्वर वाचन करता है।	क) छात्रागण को परिचित अक्षरों की कटिंग और साथ साथ विभिन्न मात्राओं की कटिंग जैसे - ा, ि, ी, ु, ै ... दिखाया जाएँगा। बोर्ड पर कुछ परिचित वस्तुओं से संबंधित चित्र बनाया जाएगा। छात्रागण एक-एक चित्र को सामने रखेंगे तथा उससे सम्बन्धित शब्द बनाते जाएँगे।
④ लिखना - सरल एवं परिचित शब्द लिख सकता है। मात्रा लगाकर शब्द बना सकता है तथा लिखता है।	 झूला  छाता  पेड़
	शिक्षिका इस बात का ध्यान रखेंगी की उचित

Part-B
(गृह कार्य) Home Assignments... चित्र बनवाना। पाठ पढ़ने का अभ्यास।

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

(मात्राओं का ज्ञान) Revision

204

Activity Plan

दक्षता Competency..... अवधि Duration..... 6 and 7th of November

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
वर्णमाला से सम्बन्धित कविता—	① जिस समय छात्रगण विभिन्न अक्षरों को जोड़कर शब्दों का निर्माण करेंगे उसी समय साथ साथ शिक्षिका मूल्यांकन करती रहेंगी।	कक्षा कार्य के द्वारा मूल्यांकन की जाएगी।
छप-छप, छप छप बरसे पानी। छाता लेके निकली रानी। एक हवा का झोका आया उसने छाता दूर उड़ाया पीछे-पीछे भागी रानी, छप-छप, छप-छप बरसे पानी।	② यदि बच्चें गलत मात्राओं का प्रयोग करेंगे तो शिक्षिका उन्हें सुधारती रहेंगी।	
झूला-झूलो, झूला झूलो, मिलकर झूला झूलो रे। सावन आया झूला झूलो मिलकर झूला झूलो रे।	③ शिक्षिका पाठ से समंधित प्रश्न पुछेंगी। (क) झूला कब झूलते है? (ख) पेड़ पर झूला किसने डाला? (ग) क्या आप बाग में झूला झूलते है?	
एक, दो, तीन, रहो नम्रता लीन। दो, तीन, चार, सीखो सदाचार। तीन, चार, पाँच बोले सदा सच। चार, पाँच, छे, सब से मिलकर रहे।		
चित्र के सामने सही शब्द लिखा हुआ या नही।		Continued.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class ...1A... विषय/Subject ...हिंदी...

क्रिया कलाप-योजना

236

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
⑥ व्यवहारिक व्याकरण — वर्ण और शब्दों की अन्तिम ध्वनि की आधार पर उनकी समानता की समझता है।	शिक्षिका मात्रा लगाने में बच्चों की मदद करेगी। शब्द निर्माण — प छ झ फ परदा छाता झूला फल पालना छप-छप झाड़ू फूल पालक छबीला झोंका फावड़ा पेड़ बछेरा फुलझड़ी फौजी पौधा छत
⑦ स्वअधिगम :- चित्रों वाली सरल शब्द सूची का प्रयोग कर सकता है। शब्द-निर्माण की क्षमता का विकास।	शिक्षिका इन शब्दों को श्यामपट्ट पर लिखेगी तथा इनकी सहायता से कविता की रचना करेगी जिसे भाव भंगिमाओं के साथ छात्रागण भी बोलेंगे। "गुड़िया की बारात चली, राजकुमार के सा कार में बैठा राजकुमार, रेल में बैठे साथि बाराती बनकर साथ चले, भालू और हाथि खाते मिलकर साथ सेब, खाली करते चूहा तबला बजाएगा, भालू नाच दिखा

Part-B
(गृह कार्य) Home Assignments... ~~शब्द लेख~~ शब्द लिखना। हस्तलेख लिखना।

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....
2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency ..... अवधि Duration ..Two Periods days

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
जोड़ी बनाओ	जिस समय शब्दों से कविता बनाकर कक्षा में सुनाई तथा बोलवाई जाएगी, उस समय भी इस बात का मूल्यांकन किया जाएगा कि प्रत्येक छात्र इस मनोरंजक गतिविधि में समान रूप से भाग लेता है अथवा नहीं।	कक्षाकार्य द्वारा मूल्यांकन की जाएँगी।
फूल		
पेड़		
बोतल	② खाली जगह भरो— (पाठ से सम्बंधित)	
	1) ___ के पास नीम का बड़ा पेड़ था।	
	2) दिवाली के दिन बच्चे ___ फोड़ते हैं।	
चली। फल	3) ___ के महीने में झूला झूलते हैं।	
	4. ___ ने पेड़ पर झूला डाला।	
अपनी जेब		
ऊगा।		

सब मिलकर खाना खाओ।
सब मिलकर झूला झूलो। भालू नाच दिखाऊँगा।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

LOCAL FESTIVALS 238

Part-A
कक्षा/Class I.A. विषय/Subject E.V.S.Sc.

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
The pupils begins to see relationship between man's past and present and to hold the past in proper perspective. Sub:- Competencies Local Festivals knows simple facts about the tradition behind local fairs and festivals. Shares Experiences with about fairs visited and festivals celebrated.	1. The teacher will tell stories related to local festivals like Diwali, Dussehra, Durga puja, Id, Bihu, X-mas etc. 2. Children from different Community will explain their own customs amongst the other children. example - A boy or a girl from Assam will illustrate about Bihu, Muslims about Id, christian describes about christmas. They will draw X-mass tree, bow and arrow and colour it with the help of colours and crayons. So the whole class will be asked to draw the various objects related to different festivals.
① दीपावली —	दीपावली दीपों का त्यौहार है। Diwali is the festival of light. दीपावली राम के अयोध्या वापिस लौटने की स्मृति में मनाई जाती है।

Part-B
(गृह कार्य) Home Assignments... दीपावली के चित्र बनाओ। पटाखे

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

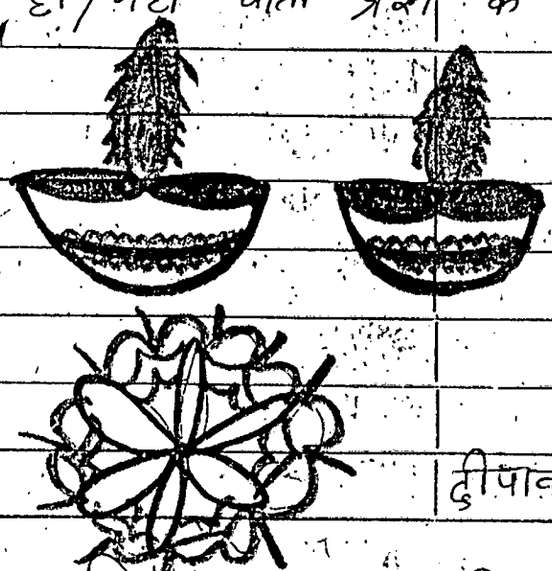
बस्ती के त्यौहार

Activity Plan

दक्षता Competency..... अवधि Duration 1 Month 1st week of November to 3rd week of Dec.

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
Recitation of Poem related to the festival.	कहानी तथा कविता के रूप से पाठ सुनने के बाद बच्चों से प्रश्न पूछा जाएगा — जैसे —	कक्षाकार्य द्वारा मूल्यांकन की जाएगी।
दीप जलाओ दीप जलाओ आज दिवाली रे सब मिलकर खुशियाँ मनाओ आज दीवाली रे। आज पटाखे, खूब चलाओ खाओ, खूब मिठाई। हाथ जोड़कर पूजा करो आज दिवाली रे।	① दिवाली में आप क्या करते हैं? ② दिवाली क्यों मनाई जाती है?	

बच्चे दिवाली से सम्बंधित चित्र बनाएंगे। हाँ/नहीं वाले प्रश्न के उत्तर देंगे।



दीपावली

क्रिसमस पेड़

फुलझाड़ियाँ, अनार का चित्र बनाकर रंग भरेंगे।

Continued

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

बस्ती त्यौहार – बिहू

Part-A
कक्षा/Class I A ..... विषय/Subject Env. S. Sc.

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
② बिहू (Bihu)	Bihu is the main festival of Assam. Hindu, Muslim, Sikh, christian those who live in Assam celebrate Bihu. The teacher will explain the festival Bihu with the help of charts and songs related to Assamese Bihu. ~~In Assam~~ Bihu is celebrated in relation with different Season such as – Spring, winter and Autumn. The above song indicates that there Bihu. ① Rongali Bihu, (Bohag Bihu ② Kongali Bihu (Kati Bihu ③ Bhogali Bihu (Magh Bihu
③ दुर्गापूजा :—	दुर्गापूजा पूर्वी भारत के मुख्य त्यौहारों में से एक है। पूजा के बाद मूर्तियों को नदी के जल में विसर्जित किया जाता है।
होली (Holi)	— होली रंगों का त्यौहार है। बच्चे रंग-बिरंगे पानी से खेलते है। रात्रि में होली जुट ईसाइयों का त्यौहार है। इसे २५ दिसम्बर के दिन मनाया जाता है।
④ क्रिसमस :— (Christmass)	

Part–B
(गृह कार्य) Home Assignments... Make a christmass tree.

Part–C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

Aparajita
ह अध्यापक Sign., Teacher

LOCAL FESTIVAL - BIHU

Activity Plan

दक्षता Competency ..... अवधि Duration .....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
Bihu Geet — Beku Bihu Bihutee Amar Bihu Tinity Kati Bihu, Kongali Magkar Bihu, Bhogali Bohagote Dhemabe Karo? There are three types of	1. What is the main festival of Assam? 2. How many types of Bihu are Celebrated? 3. Draw a picture of Spring Season with a cuckoo?	
25 दिसम्बर में ईसाई लोग रात्रि में गिरजाघर पूजा के लिए जाते है। एक दूसरे का 'Merry christ-mass' कह कर स्वागत करते है।	① दुर्गापूजा कब मनाए जाते है। ② दुर्गापूजा कितने दिन तक मनाए जाते है? ① ईसाियो का मुख्य त्योहार क्या है? ② यह कब मनाए जाते है?	

Learn a christmas carol from your friend

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class I A ..... विषय/Subject E.V.S.S.C.

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
ईद —	यह मुसलमान का मुख्य त्यौहार है। रमजान महीने के अन्त तक मुसलमान रोजे रखते हैं। यह खुशी का त्यौहार है। नमाज के लिए मस्जिद में जाते हैं। एक दूसरे से गले मिलते हैं और खुशियाँ मनाते हैं। ईद मुबारक कहते हैं।

MATHEMATICS

Competency	Activities
Ability to add, subtract, multiply and divide whole numbers 2.1.1. Adds numbers 0–18 with ~~some~~ sum not exceeding 18	Large group activity The teacher will explain the concept of addition with the help of children and solid objects. The teacher ask 2 boys to stand. Then she will ask 3 girls to come and stand. Now they will stand together and other children will count and find out how many children are standing. The same activity will be repeated by different objects like – pen, marble, ~~imly~~ seeds etc. After sufficient practice of counting teacher will intro

Part–B
(गृह कार्य) Home Assignments... .....

Part–C

1. बच्चों के साथ गतिविधियां पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
रोजे – रमजान का महीना में पालते है। नमाज – प्रार्थना।	1) मुसलमानों का मुख्य त्यौहार क्या है? 2) मुसलमान लोग किस महीने में रोजा रखते है?	

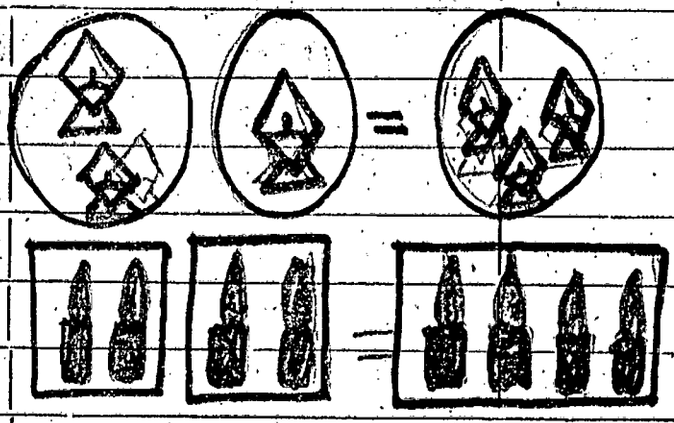
1 MONTH
Last week of October to December last.

Materials

Solid objects like marbles, Seeds, match-sticks etc.

Evaluation

Shown on flash cards and Evaluate



Continued...

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class .....विषय/Subject.....

क्रिया कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
Interprets and write the Symbol + =	We Symbol + and = on the blackboard in the following manner:— ●● + ●●● = ●●●●● 2 + 3 = 5
	Activity no 2. (Small group) Flash cards containing addition Sums will be prepared by the teacher. e.g. 2+3= 4+1=
	The cards will be distributed Beads, match sticks or other solid provided by the teacher. children Written on the flash card Counting by the teacher.
	Activity No. 3 (Group activity) After sufficient practice with Counting will be introduced. Fix demonstrate how to use finger - Count Sums. Later children will be given of finger Counting.
	Activity 4:— (Small group) For add of beads are given to children. They one side & rest on other side and

Part–B
(गृह कार्य) Home Assignments... .....

Part–C

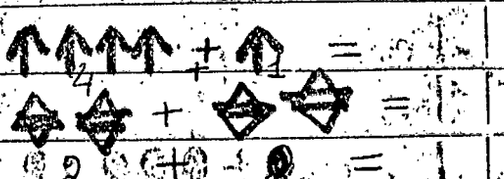
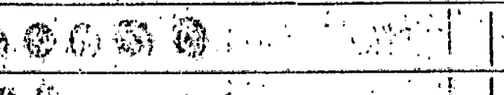
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures..... .....

ह अध्यापक/Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
among the children objects will also lee will solve the sums the objects provided	 while doing the actinties, the teacher will watch the performance of each individual child and evaluation will lee done side by side.	Alertness quickness,
Solid objects, finger- the leacher will demo- ng to solve addition sufficient practice tion facts a fixed no. keep one leead on write the no. Representation		

Continued

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा/Class I.A....विषय/Subject...Maths....

क्रिया-कलाप-योजना

विषयानुरुप दक्षतायें Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	and repeat the process till one lead Side.
e.g. No 6.	●+●●●●● = 6 1 + 5 = 6 ●●+●●●● = 6 2 + 4 = 6
	Activity No 5 asked in the stories indi- were five bi Two more came and sat on total birds are there now?
2.1.2. will	Activity :— 1. children can recog-
be able to add	nize numerals from (1-20). They
two numbers	(0-18) with sum not exceeding 18
mentally with	ters, beads etc.
Sum not exce-	2. Seeds could be used together with
eding 9.	Help children write down the addi
	picks the card 9 and counts
	Thus :— ●●●●●●●●● Moving
	gives say :— ●●●● 4+5=9 ●●●●● 5+4=9
	3. The children upto no 9 could be
	seperated in various ways. These
	children to memorize addition fa
Activity 2 :—	The children should be encouraged to
	fingers.

Part–B
(गृह कार्य) Home Assignments... H.W. is Given from the book.

Part–C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experience of Adopting the activity bassed appreach... .....

2. सुधारात्मक उपाय Remedical Measures.....

ह अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duration..... A-1949

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
is left on other		
		Evaluation
Oral sums will be		will be done
form of short		by side by
vidually e.g. There		side in
eds sitting on a tree		the class
that tree. How many		
nize and write		
Can add numbers	Regular oral work	
with the help of coun-	is necessary to help most	
	children to remember these facts.	
numerical cards to		
tion facts. A child	5 + 3 =	
out 9 counters.	6 + 1 =	
some to one side	7 + 2 =	
	3 + 3 =	
lined up and then	5 + 4 =	
activities will help	8 + 1 =	
	Or. 4 and what make 9?	
Count with the help of	3 and what make 8?	

With the children and oneself :

➤

Sig. of Principal/Vice-Principal/Headmaster

217

14 A

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केन्द्रीय विद्यालय

KENDRIYA VIDYALAYA

C.R.P.F

Teacher's Diary

(PRIMARY CLASSES)

CLASS II, III and IV

SUBJECT Hindi, English, environmental Social science

SESSION 2001 – 2002

TEACHER'S NAME MRS. ANJANA GOSWAMI

Attested to be a true copy

समय-सारिणी / TIME-TABLE

दिन/Days	1	2	3	4	5	6	7	8	9	10
सोमवार MON	—	Hindi II B	English III-B	Games II B	EN.SSc IV A	—	S.U.P.N I-A	En.Ssc IV B	Beginning of the session	
मंगलवार TUE	—	"	"	—	"	En.S.Sc IV B	Games III A	Hindi II B		
बुधवार WED	—	"	"	Games I B	"	"	—	English III B		
बृहस्पतिवार THU	—	"	"	S.U.P.N III A	"	"	—	"		
शुक्रवार FRI	—	"	"	Lib II B	"	"	—	Hindi II B		
शनिवार SAT	—	"	"	—	"	"	C.	C. A.		

सारांश / SUMMARY

कक्षा/Class	II B	III B	IV A	IV B
विषय/Subject	Hindi	English	En. SSt.	En. S. St
घण्टे की संख्या No. of Period	08	08	06	06

समय-सारिणी / TIME-TABLE

दिन/Days	1	2	3	4	5	6	7	8	9	10
सोमवार MON										
मंगलवार TUE										
बुधवार WED										
बृहस्पतिवार THU										
शुक्रवार FRI										
शनिवार SAT										

सारांश / SUMMARY

कक्षा/Class				
विषय/Subject				
घण्टे की संख्या No. of Period				

219

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व्यक्तिगत विवरण / BIO DATA

पूरा नाम Full Name MRS. Anjana Goswami

माता का नाम Mother's Name

पिता/पति का नाम Father's/Husband's Name Dr. Indra Kumar Bhattacharyya

पदनाम Designation P.R.T. पता Office address K.V. C.R.P.F.

वर्तमान के.वि.सं. में कार्यभार ग्रहण करने की तिथि Date of joining present K.V.S. 1st Sept 1986

घर का पता Local Residential address Manik Nagar, Zoo Road, H.N.-13B

जन्म-तिथि Date of Birth 21.01.1958 वरिष्ठता क्रमांक Seniority Number 8851

रुचि व अभिरुचि / Hobbies & General Interests

प्रशिक्षण सम्बन्धी विवरण / Courses Attended

1 Induction course

2 Inservice Course

3 Strengthening of primary education Course.

जिन के.वि. में आपने कार्य किया, उनका उल्लेख करें / Kendriya Vidyalaya's you have served

केविं का नाम Name of the K.V.	से From	तक To	पता Address	शिक्षण के अतिरिक्त सौंपे गए कार्य Work assig. other than class teacher
K.V. Digaru	1985	1986		House master, co-ordinator, escort duty etc.
K.V. CRPF	1986	till now		

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विषयानुरुप दक्षतायें / Subject-wise Competencies

भाषायें Languages :

अंग्रेजी, हिन्दी, संस्कृत English, Hindi & Sanskrit

R - (वाचन) Reading

W - (लेखन) Writing

C - (विषय वस्तु) Comprehensive

HW - (सुलेख) Hand writing

SP - (वर्तनी) Spelling

गणित / Mathematics ;

NR - (अंक विन्यास) Forming Number Correctly

BC - (मूलभूत अवधारणा) Basic Concept

AC - (संगणना की योग्यता) Ability in Computation

PS - (समस्या समाधान योग्यता) Problem Solving Ability

पर्यावरण अध्ययन / Environmental Studies (E.V.S.) :

O - (निरीक्षण) Observation

I - (पहचान/तथ्यों की खोज) Identification/Discovering fects by oneself

GA - (सामूहिक क्रियाकलाप) Group Activity

Note : The teacher can write the unit wear & subject were competencies to be developed,

Split up Syllabus 2001-2002.

K.V. Sangathan

Subject :- English

Month	Competencies to be developed	Content/Topic
April May	Listen with understanding to narations, descriptions, word play and riddles. understand oral instruction for playing games, carrying out simple activities.	The Six wise man. (Dramatization) Can you fly? Related worksheets and structures.
June & July	understands Conversation and dialogues in familiar situation. Recites poems	Ramalinga and his two servants. The Camel and the Cunning fox. (Dramatization) poems form text book and apart from the book

Split up Syllabus

	Knows and writes correct form of letters	Related worksheets and structures. Situation from class room environment.
August	Speaks with correct pronunciation. Read handwriting of other children. Writes simple guided descriptive sentences.	The Mirror. Kutchu looks for his glasses again. Kutchu's Dream. The Crane and the Crab Related worksheets. Handwriting of other children. Related structures.
September.	Reads Road signs, Wall displays in the school & simple children story books.	Birbal Finds the thief. (Dramatization) Worms also eat fruit. Happy september. Related worksheet and structures. Some stripes of Road sign, posters, Story books.
October	Identifies sequence of events and locates the main idea in the text. Narate stories and asks more complex question.	Whose horse was it? Related worksheet and structures. Flash cards
November	use of dictionary.	- The Last Necklace - Dictionary. - In the Desert. Related worksheets and Structures.

2001 - 2002 Class III	Subject :-	English
December.	Takes Turn while speaking in Group. Writes simple guided compositions	Princess Laleen I & II (Dramatization.) Related worksheets: Some clues for given topic.
January	Becomes aware of meaningful relationship between words.	- A. Sailors story I and II Related worksheet and structures.
February	Describes familiar things and objects.	Some topics from familiar classroom situations.
March	Be able to acquire reading comprehension. Vocabulary of approx 3000 words.	Magazines and Dictionary.

Note :— Project, assignment should be completed in groups in the class only.
Assignments should be given apart from book.

Suggested project :— ① Make picture dictionary.
② Write 10-10 words from each letter.
③ Write the name of the airports of your country.
④ Name of different types of aircrafts.
⑤ Dramatization with the help of puppets.
⑥ Regular practice of good handwriting.
More stress to be laid on correct formation of letters

अध्यापक द्वारा किसी उपयोगी व्यवसायिक पाठन के सम्बन्ध में सूचना

Record of any useful Professional Reading done by the Teacher

Subject – HINDI हिन्दी

माह	दक्षता	विषय वस्तु
अप्रैल, मई जून	पठित/अपठित, परिचित/अपरिचित, कविता, गीत, कहानी, वार्तालाप, संवाद, निर्देश, आदेश, आज्ञा एवं विनयपूर्वक किए गए व्यवहार, पूछे गए प्रश्नों आदि को, ध्यान पूर्वक सुनना/समझना।	- प्यास भारत (कविता) - कबूतर और जाल - गिलहरी - बकरी का बच्चा और भेड़िया - पशु पक्षी पर अनुच्छेद लिखना (पाँच या अधिक वाक्य) - राष्ट्रीय झंडा बनाकर क्रमानुसार रंग भरना। - कहानी का नाटकीयकरण - ज ज़, फ फ़, ड ड़ ढ ढ़ के शुद्ध अच्चारण पर बल देना। व्यावहारिक व्याकरण, क्रियाएँ।
जुलाई	सुनने की क्षमताओं के साथ-साथ समझकर उनका उत्तर देने, चर्चा करने, विचार व्यक्त करने का ढंग समझता है। तथ्यों को सही गलत बताने, घटना को क्रमबद्ध करना, अन्तर स्पष्ट करना जानता है। व्यक्तिगत एवं सामूहिक रुप से कविता पाठ। - कल्पना के द्वारा कहानी बनाने, यात्रा का वर्णन करने, पशु-पक्षीओं की बोलिया चुनकर पहचानने की क्षमता रखता है।	- पाँच मिनट में - छोटी सी चीज़ (कविता) - चीठी और हाथी - 'समय' विषय पर अनुच्छेद लेखन। - ईकारन्त एवं ऊकारन्त शब्दों के वचन बदलना। - पाठों पर आधारित अभ्यास - घड़ी दिखाकर समय का महत्त्व दिखाना।

अगस्त	- संयुक्त व्यंजन एवं कम प्रचलित वर्णों को पहचानना, शब्दों के दोनों रूप पहचानता है।	- आम का पेड़ - फूल कुमारी - ऐसे सूरज आता है। (कविता) - संयुक्त व्यंजन - ट्ट, ड्ढ, द्ध, च्च, ज्ज, क्क आदि। - दिशा ज्ञान, ऋतु ज्ञान - पर्यावरण विषय पर चर्चा करना।
सितम्बर	- मोटे एवं छोटे अक्षरों में छपी सामग्री का पढ़ने, रास्ते में लिखे सूचनापट, निर्देश, यातायात संबंधी जानकारी को पढ़ना, विद्यालय सदन पट्ट पर लिखी या लगी जानकारि पढ़ना और उनका पालन करना जानता है। - शब्दों एवं वाक्यों को शुद्ध रूप में उच्चारित करना, विराम एवं अल्प आदि चिन्हों को ध्यान में रखकर पढ़ना एवं लिखना जानता है। - सुनकर क्या और कैसे वाले प्रश्नों के उत्तर देना	- नन्हीं बुलबुल - आसमान गिरा - साथी की सहायता - जंगली जानवरों के चित्र एकत्रित करना। - महापुरुषों के विषय में पुस्तकालय से पुस्तकें लेकर पढ़ने को देना।
अक्टूबर	- सुनकर क्या और कैसे वाले प्रश्नों के उत्तर देना जानता है। - व्यावहारिक व्याकरण का मूल ज्ञान, अनुच्छेद लेखन करना जानता है। - नए शब्दों का निर्माण कर सकता है।	- दीप जलाओ, दीप जलाओ - बादल - त्योहारों पर अनुच्छेद लिखाना। - पंचम वर्ण युक्त या रहित शब्द निर्माण। जैसे - पङ्कज = पंकज

शिक्षक द्वारा किए गए प्रयोग सम्बन्धी नोट

Notes on Experiment/Innovation undertaken by the Teacher

नवम्बर	- विनम्रता से बात करना तथा ध्यानपूर्वक सुनना, सुनकर समझता है। - 'र' के विभिन्न रूपों का प्रयोग एवं उ ऊ की मात्रा का शुद्ध उच्चारण एवं लेखन करना जानता है। - पाठ्य पुस्तक के अभ्यास कर सकता है।	- साहसी बालक - सब की सुरक्षा - 'र' में उ और ऊ की मात्रा (जैसे- रु रू) वर्ण के बीच में लगाना। - प्रश्न, कर्म, राष्ट्र आदि में 'र' के विभिन्न प्रयोग - गणतन्त्र दिवस पर पुरस्कृत बच्चों की समाचार-पत्र आदि से जानकारी।
दिसम्बर	- मोटे अक्षरों में विषय सामग्री को पढ़ना, लिखना जानता है। - 'चन्द्रबिन्दु' (ँ) - व्याकरण संबंधी व्यावहारिक प्रयोग करना जानता है।	- दूध पाठ, सरस्वती - सचित्र (चाँदु) पर कविता बनाकर लिखना। - चाँदु का कुरता - मोची और बौने - पूर्णिमा / अमावस्या / शुक्लपक्ष / कृष्णपक्ष - चाँदु के घटने बढ़ने की प्रक्रिया। - मैं मेरा, वह, वे, तू तुम आदि का प्रयोग।
जनवरी	~~जनवर~~ सुनकर, पढ़कर, देखकर क्या, कैसे वाले प्रश्नों के उत्तर देना या लिखना जानता है। - कम से कम ~~१५००~~ शब्दों के ज्ञान भण्डार को अर्जित करता है। संयुक्ताक्षर ज्ञान-	- बूझो तो जानें - दाँतों की सफाई - कौन (कविता - दाँतों व नाखूनों की सफाई। - प्रकृति का सामान्य

इनकी सहायता से शब्द निर्माण कर सकता है।	ज्ञान सूरज, चाँद, नदी, पहाड़।
	—ने, से, को, में आदि का प्रयोग
	-क्त, ध्य, ज्ञ, क्ट आदि से शब्द निर्माण।
-शब्दों के अर्थ जानना	- हंस किसका
-सचित्र शब्दकोश को	- होली
फरवरी (निर्माण) बनाना (दिए	-छुटपुट (कविता)
गए स्वर या व्यंजन से)	- महापुरुषों के जीवन चरित्र, उनके जीवन की घटनाएँ।
	-त्योहारों से जुड़ी कथाएँ।
	-वर्णमाला के अनुसार सचित्र शब्दकोश।
किए गए कार्य की पुनरावृत्ति।	

विशेष :—

- सभी पाठों को पढ़ाते समय बालकों की रुचि का विशेष ध्यान रखना।
- पाठ को रोचक एवं बोधगम्य बनाने के लिए कहानी का नाटकीयकरण।
- काठपुतली के द्वारा पाठों को आगे बढ़ाना।
- स्थानीय प्रमुख स्थलों पर भ्रमण के लिए ले जाना
- सुलेख ~~लिख~~ का अभ्यास
- वर्णों व अक्षरों की सही बनावट पर विशेष बल।
- समाचार-पत्र, पत्रिकाएँ पढ़ने के लिए प्रोत्साहित करना।

विषय समिति की बैठक का रिकार्ड

Record of the Subject Committee Meetings

बैठक की तिथि Date of Meeting	विचार विमर्श का सारांश जिस पर कार्यवाही की जानी है List of discussion to be followed	की गई कार्यवाही Action taken
	Social Studies Meeting on 30/11/2001	
	① It was stated that the coverage of syllabus pertaining to the split up of Syllabus has been on progress.	
	② It was appreciated that the more relevant and required teaching aids and materials are being used adequately for strengthening of Primary education.	
	③ Categorization of Students will be made on the performance and position of students in class. Remedial measures viz. Supervision Study, Group Study and special attention have been planned for a implementation.	

विषय समिति की बैठक का रिकार्ड

Record of the Subject Committee Meetings

बैठक की तिथि Date of Meeting	विचार विमर्श का सारांश जिस पर कार्यवाही की जानी है List of discussion to be followed	की गई कार्यवाही Action taken
	30.4.2001	
	हिन्दी विषय समिति—	
	इस बैठक पर निम्न बिन्दुओं पर विचार विमर्श किया गया:—	
	① सुलेख - अभ्यास करेवाना। गृहकार्य में यह करवाया जाएँगा।	
	② पठन - पाठन	
	③ शब्द निर्माण, शब्द संग्रह।	
	④ संवाद - वाचन एवं कथन।	
	⑤ वर्तनी सुधार।	
	⑥ कहानी प्रतियोगिता	
	⑦ उच्चारण पर बल	
	⑧ मौखिक एवं लिखित अभिव्यक्ति का दक्षता का विकास।	
	⑨ सामाजिक, संस्कृतिक और राष्ट्रीय विकास के साथ भाषाओं का विकास करना।	
	⑩ व्याकरण और रचना कौशल की शुद्ध एवं उपयोगी शिक्षा प्रदान करना।	
	⑪ उच्चारण की शुद्धता हेतु किताब के अलावा छोटी छोटी कहानियाँ पढ़ने की अभ्यास।	

प्रतिभाशाली विद्यार्थियों के नाम

Name of Gifted / Telented Children

नाम Name	क्षेत्र Field/Area	प्रतिभाशाली विद्यार्थियों की दक्षता को बढ़ाने हेतु किए गए प्रयास Efforts made to add to the Quality/Potential of gifted children
① Amandeep Kaur	II B	① कक्षा में नेतृत्व का अवसर प्रदान करना।
② Arjun Singh	II B	② सदा उनको extra work देना। क्योंकि उनकी दक्षता का और भी विकास होता है।
③ Naresh Km.	II B	③ उन्हें प्रेरित करना की वे कमजोर छात्रों की मदद करें।
4) Krishna -	II B	④ उन्हें पुरस्कृत करना, विद्यालय की प्रतियोगिताओं में उन्हें ज्यादा अवसर देना।
5) Nishita Dutt -	IV A	⑤ extra book पढ़ने के लिए प्रेरित करना।
6) Afreen Nazz -	IV A	6. उनके सुविधा तथा उनपर ध्यान देना।
⑦ Jinjia Jelam.		⑦ कक्षा के लिए विभिन्न चार्ट बनवाना।
⑧ Seeta Kumari.		

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उन विद्यार्थियों के नाम जिन्हें मार्गदर्शन की आवश्यकता है

Name of children who need guidance

(Slow learners)

नाम Name	क्षेत्र Field/Area	सुधार हेतु किए गए प्रयास Efforts made to & observations regarding improvement
1. Kavita Chou-dhury.	class II-B हिन्दी	① ज्यादा से ज्यादा Group participation के अवसर देना।
2. Kakita Deka		
3. Sweya Kanta		② विषय वस्तु को रोचक बनाकर पुनरावृत्ति करवाना।
Env. S.Sc.	IV A + IV B	③ Co-curricular activities के लिए प्रेरित करना मार्ग दर्शन करना।
① Jegum Ali	IV A	④ कक्षा में उनपर individual attention देना।
② Kanhaya Kr. Singh	IV A	⑤ Parents को inform करना।
③ Ravi Vishem	IV A	⑥ कहानी, कविता, nature study जीवन यात्राओं के माध्यम से पाठ को रोचक बनाना।
4) Vikas Km.	IV A	
5) Zamiruddin	IV A	
6) Apsara	IV B	
7) Ashish Demta	IV B	
8) Kamal Malakar	IV B	⑦ Encourage them to finish their work in the class as far as possible.
9. Manoleep	IV B	
10) Simantika	IV B	
11) Pampi Sharma	IV B	
12) Sonti Halar	IV B	

(निरन्तर बोधगम्यता सम्बन्धी मूल्यांकन) Continuous Comprehensive Evaluation

(कक्षा I, II को छोड़कर) Other than classes I & II

Class & Section..... Session 200 -200

Sl.No.	Name	Unit Test I	II	III	IV	V	VI	Assignment I	II	III	Project I	II	III	Cum. Exam.	Ses. end. exam.	Over all grading
	Calender of the activities 2001 - 2002															
	1. First unit test — 16/7/2001 to 21/7/2001.															
	2. Second unit Test — 17/9/2001 to 22/9/2001															
	3. Third unit Test — 16/1/2002 to 22/1/2002															
	4. Half yearly — 19/11/2001 to 24/11/2001															
	5. Session Ending Exam — 18/3/2002 to 23/3/2002															
	6. Annual Day — 27/4/2002															
	7. Annual Sports day — 25/8/2001															
	8. Students Health check up — 28th and 29th Aug 2001. 12th & 13th Feb. — 2002															
	9. Youth Parliament — July 2001.															

Part-A (A+B) सामाजिक अध्ययन
कक्षा Class. IV विषय Subject Env. S.St

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
भारत की भौगोलिक दृश्याओं एवं जलवायु की जानकारी रखता है। मरुस्थल, पठार, मैदान, समुद्र तटीय मैदानों के अन्तर को समझता है। अपने राज्य और फसलों के बारे में ज्ञान रखता है। मौसम और जलवायु के अन्तर समझता है। अपने राज्य की जलवायु का विवरण देता है।	Teaching aids:— बोर्ड, मानचित्र, Chart और Atlas. ① मानचित्र पर भारत की भौगोलिक स्थिति, जैसे — मैदान, पठार, मरुस्थल और समुद्र तटीय भाग की जानकारी। ② उत्तरी मैदान का प्रमुख नदियाँ — गंगा, ब्रह्मपुत्र, सतलुज। ③ प्रमुख शहर — कलकत्ता, बाराणसी, हरिद्वार, इलाहाबाद, पटना, गुवाहाटी। ④ मरुस्थलीय प्रदेश का विस्तार। मरुद्यान, इंदिरा गांधी नहर। मरुद्यान का चित्र। ⑤ पठारी प्रदेश — दक्षिण के पठार का विस्तृति। ⑥ पठारी प्रदेश के तीनों कोने पर स्थित पहाड़ियों के नाम। ⑦ समुद्र तटीय मैदान — भारत की लंम्बी तटरेखा के बारे में जानकारी। मानचित्र पर इन सभी भागों ~~को~~ से के फैलाना।

Part-B
गृह कार्य Home Assignments... Map of India, Its Boundary, River

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duraiion June and July

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
हिमालय से संबंधित कविताएँ। भारत के विभिन्न भागों के फसलों के बारे में और खानपान, रहन सहन बोली के बारे में चर्चा की जाएगी। किसी भी भाग के जनजीवन को भली भाँति जानने का प्रयास कक्षा में आए हुए विभिन्न स्थानों का बच्चों द्वारा अपनी जगह की वर्णन सुनेंगे।	① मानचित्र बनवाना। ② मानचित्र में पाठों से संबंधित नदियाँ, पहाड़ियाँ, प्रमुख स्थानों आदि को दर्शाना। ③ मैदान और पठार के अन्तर को समझना। ④ उत्तर की नदियां जैसे – गंगा, ब्रह्मपुत्र दक्षिण की नदियों के अन्तर को स्पष्ट करना। ⑤ प्रश्नोत्तर के द्वारा दक्षता मूलांकन किया जाएगा।	① प्रश्नोत्तर के द्वारा निर्णय कर सकते है। ② कक्षा कार्य के द्वारा निर्णय। ③ Map reading के द्वारा निर्णय कर सकते है। ④ chart making- द्वारा मौसम की जानकारी संबंधित chart. ⑤ मानचित्र – भारत के प्राकृतिक भाग। ⑥ पाठ्य पुस्तक के अतिरिक्त विषयवस्तु पर आधारित गृहकार्य।

, Mountains, cities etc.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class II (B) ...विषय Subject हिन्दी

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
1. सुनना – सरल एवं परिचित कविताओं, गीतों को समझते हुए सुनता है। ② कविताओं को अकेले या सामूहिक रुप से सुनता है। ③ कविताओं का सस्वर वाचन करता है।	① इस स्तर के बच्चों के लिए कविताएं गाने और याद करने के लिए होती हैं। अत कक्षा में शिक्षिका द्वारा स्वयं कविता उचित लय, ताल और भाव भंगिमा से पढ़ी जाएगी जिससे पहले बच्चे सुनेंगे फिर दोहराएंगे। यह प्रक्रिया बार-बार करवाई जाएगी ताकि बच्चों को कविता याद हो जाएगी। ② कविता का मुख्य भाव बच्चे समझ सकें इसके लिए सरल प्रश्नोत्तर विधि अपनाई जाएगी ③ प्रश्नों के माध्यम से कविता के मूलभाव पर ध्यान दिलाते हैं। ④ कविता के माध्यम से उन शब्दों की जानकारी दी जाएगी जिनकी तुक मिलती है जैसे – धारा-प्यारा, डोर-छोर, मनाओ-बनाओ
पाठ 2, 3 and 5.	① कबूतर और जाल
1. सुनना – कहानी को समझते हुए सुनता है। बोलना :— भाषा की ध्वनियों का उच्चारण करता है।	— शिक्षिका रोचक रुप से कहानी को सुनाएगी। पाठ में आए हुए नए शब्दों का प्रयोग।

P.T.O.

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duraiion May and June

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
① कविता में आए हुए नए और कठिन शब्द संग्रह कराया जाएगा। ② अर्थ बताना – भूमि, अन्न, यात्रा, नभ आदि	① प्रश्नोत्तर द्वारा मूल्यांकन किया जाएगा। जैसे – ① हमारे देश का नाम क्या है ? ② भारत के प्रमुख नदियों के नाम बोलो। ③ कविता की पंक्तियाँ पूरी करो	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class II B ....विषय Subject Hindi

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
पढ़ना – कम प्रचलित वर्ण एवं संयुक्ताक्षरों को पढ़ता है।	संयुक्ताक्षरों का प्रयोग। जैसे – ल्ल, न्य, ट्ट इनसे बनने वाले शब्दों को बोर्ड पर लिखकर, शुद्ध उच्चारण का अभ्यास करवाया जाएगा।
④ लिखना – दिए गए शब्दों एवं वाक्यों को देखकर लिखता है।	ज़ और फ़ इनका ज और फ से अंतर स्पष्ट करवाया जाएगा। जैसे – जलेबी – ज़मीन फल – साफ़।
⑤ विचारबोध – सुनकर 'क्या' और 'कैसे' वाले प्रश्नोंका उत्तर देता है।	ढ – ढ़ और ड – ड़ ध्वनियों के उच्चारण और लिखित रूप के अंतर का अभ्यास करवाया जाएगा। यह भी बताया जाएगा की ड़ व ढ़ से कोई शब्द शुरू नहीं होता है।
⑥ शब्द भण्डार –	बच्चों को बताया जाएगा की मिलजुल कर काम आसानी से किया जा सकता है दूसरों की मदद करना चाहिए।
पाठ – ③ मिलदीशे ④ बकरी का बच्चा और भेड़िया	
① सुनना – कहानी को समझते हुए सुनता है। अपरिचित परिस्थितियों में वार्तालाप समझता है।	शुद्ध उच्चारण में कहानी सुनाई जाएगी। कठिन और कठिन शब्दों को श्यामपट्ट पर लिखकर उनका शुद्ध उच्चारण करवाया जाएगा। पठन के बीच बीच में प्रश्न पूछना।

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duraiion _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
पशु और पक्षियों का नाम लिखवाना। राष्ट्रीय झंडे का चित्र बनवाना।	कहानी सुनाकर घटना क्रम के अनुसार प्रश्न पूछा जाएगा। जैसे— ① कबूतर कहाँ रहते थे? ② जंगल में कौन आया था? ③ किसने कहा? कब कहा? ④ पाठ में आए नए शब्द लिखवाकर।	मिलजुल कर कार्य करने की भावना का विकास एवं मदद करने के गुण का विकास।
	① कहानी की घटनाओं को क्रम से पूछा जाएगा। ② कहानी में हुए घटनाओं का वार्तालाप करेंगे। ③ संयुक्ताक्षरों से बने एवं उ, ऊ की मात्रा से बने शब्दों को पढ़वाना।	विभिन्न जीवों के बारे में जानकारी होता है।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class... II B ....विषय Subject.... हिन्दी

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
③ मोटे अक्षरों में छपी विषय सामग्री को पढ़लेता है।	कक्षा में बच्चों को ध्यान सुन्दर अक्षर लिखने की ओर आकर्षित करने के लिए फ्लेश कार्ड दिखाया जाएगा।
④ लिखना- सरल वर्णनात्मक वाक्य निर्देशानुसार लिखता है।	उपरोक्त दोनों पाठों में रमें उ तथा रमें ऊ की मात्रा →, रु तथा रू के लिखित पर विशेष बल दिया गया है - अतः अन्य व्यञ्जनों एंव र पर उ, ऊ की मात्रा का
⑤ विचार बोध- सुनकर प्रसों के उत्तर देता है।	अन्तर स्पष्ट करवाने के लिए पहले उनसे सामूहिक क्रिया कलाप के अन्तर्गत अन्य व्यञ्जनों पर उ, ऊ की मात्रा के शब्दु
⑥ व्यवहारिक व्याकरण-	लिखवाया जाएगा। फिर पाठो में से
⑦ शब्दों के विभिन्न रूप से परिचित होता है।	उ, ऊ की मात्रा के शब्दु ढूंढकर लिखने को कहा जाएगा।
	उ:- तुम, सुनो, सुख, कुतर।
	ऊ- जादू, कबूतर, दूर, सूरज
	रु- रुको, रुपया, रुई
	रू- शुरू, रूपा, जरूर।
	घुण्डी हटाकर बनने वाले संयुक्त व्यञ्जनों का उच्चारण एंव लिखने का अभ्यास कक्षा में कराया जाएगा।
	(६) अनुनासिक शब्दु का उच्चारण स्पष्ट किया जाएगा।

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency..... अवधि Duraiion.....

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	लिखित कार्य द्वारा, प्रश्नोत्तर द्वारा नए शब्दों की सूची बनवाकर।	कहानी समंधित चित्र बनवाना।
शब्द बनाना—	कर— करता — करती — करते देख, सुन, आ, उड़।	
	च्+च = च्च = बच्चा च्+छ = च्छ अच्छा त्+त = त्त पत्ता	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class..II B....विषय Subject..हिन्दी...

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	पाठ - पाँच मिनट में
सुनना - घटनाको सुनते है।	शिक्षिका कहानी को सुनाऊगी।
बोलना - संयुक्ता क्षरों का उच्चारण साम्रूहिक रूपसे या अलग अलग से करते है।	जैसे - ध+य = ध्य = अध्यापक, ध्यान। प+त = प्त = साप्ताह, सामाप्त।
पढ़ना - संयुक्ता क्षरों को पढ़ता है। कम प्रचलित वर्ण को पढ़ता है	- कक्षा, नाश्ता, क्षमा, अध्यापक।
लिखना -	दिए गए शब्दों एवं वाक्य को देखकर लिखता है। प्रश्नोत्तर लिखना।
व्याकरण में वर्ण की रूप और ध्वनि से परिचित होते है।	पाठ:- चींटी और हाथी
- x -	पशु पक्षीओं की बोलियाँ चुनकर पहचानने की क्षमता रखता है। कठिन शब्दों का उच्चारण - सूँड़, मौज लिखना - वाक्य लिखने का अभ्यास। किसने कहा? किससे कहा? पुस्तक से देखकर कठिन शब्दों को

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

ह० अध्यापक-Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration 7 days

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
चित्र बनाना घड़ी, स्कूल।	Q.W. बताओ, किसने कहा? कब कहा? 1. अभी पाँच मिनट में उठता हूँ। 2. देर हो रही है, जल्दी स्कूल चलो। 3. स्कूल समय पर आया करो। लिखो — गोपी कैसा लड़का था। 'समय' विषय पर तीन वाक्य लिखो।	'समय' का सही उपयोग पर ध्यान। घड़ी दिखाकर समय का महत्त्व दिखाना।
चित्र बनाओ दाढ़ी, जंगल। कमज़ोर, चींटी आदि। लिखते है। जैसे- जंगल, ज्यादा आदि।		7 days

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A

कक्षा Class.....विषय Subject.....

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
व्यवहारिक व्याकरण और शब्द ज्ञान —	सुनकर प्रश्नों का उत्तर देता है। "मैं चाहे जो करूँ।" किसने कहा? किससे कहा? "अब मैं किसी को कभी नहीं सताऊँगा"। किसने कहा? किससे कहा? ② समान अर्थवाले शब्द से शब्दज्ञान बढ़ाना। ③ लिंग बदलकर शब्द ज्ञान बढ़ाना।
सुलेख लिखना —	"अब मैं किसी को नहीं सताऊँगा"।

Part-B

गृह कार्य Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव Experiences of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duraiion Last week of July

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	① सही या गलत लिखना।	किसी को छोटा और कमज़ोर नहीं समझना चाहिए।
	वाक्य बनाओ — सूँड़, कमज़ोर, जंगल, घास।	
	② उल्टा अर्थवाला शब्द लिखो — ऊपर — भीतर — ज्यादा कमज़ोर — अच्छा दुखी —	
	④ लिंग बदलो — राजा, भाई, पति, शेर, मुरगा, माता आदि।	
	⑤ समान अर्थ लिखना जंगल — वन सवेरा — भीतर — क्षमा — ज्यादा — पशु —	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class. III B विषय Subject English

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	Lessons :- Ramalinga and his two servants.
1.2.1. Listening with understanding to liar situation stories.	
1.2.2. understand conversation and dialo ations.	
1.2.3.- understand oral request, instruction questions in familiar situations.	
Activity :-	The Story about "the Camel Fox" is narrated to the stud asked to dramatise it in front of are guided in conversation and dialo is used in giving instructions to the are made to repeat the same instruct erstand.
Evaluation	Children are asked to na in their own language. asked questions to the test Whether stood the dialogues and conversatio

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हो अध्यापक/ Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duraiion 1 month

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
② Camel and the cenning Fox. Simple lesturfamiliar sites in familiar sites commands and and the ceenning nts. They are these the class children ues. Simple language children and they on till they understrate the stories the stuelends are they have under-	Teacher can assess the children with the help of simple questions ① How many ministers did the camel have ? ② who was his new minister? ③ Was camel an honest minister ? ④ Individual Reading. ⑤ Activities from work book.	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class.... VIII B विषय Subject English

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	The Miser
1. Listening with understanding to simple and unfamiliar stories.	
2. understand Conversation and dialogues in familiar Situations.	
Activity –	The story is nara about 'The Miser' is narrated to the stude children are guided in reading and Conversation. Simple language is used in giving instructions to the children and they are made to repeat the same instruction till they understand. Students are asked questions to test whether they have understood the dialogues and Conversations.
	Word meaning
	Opposite words.
	Fill in the blanks.
	Page – 33

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

3.8.01 to 7.8.01

Activity Plan

दक्षता Competency _____ अवधि Duraiion 8.8.01

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
Picture of animal. Write names of leig animals. Write names of 3 leig forests in our country.	Simple questions — 1. Did the rich man spend a lot of money? (2) What did watch man's wife cook everey iday? (3) Did the master give him money? (4) The master enjoyed the smell of the watchman's fish. What did Watchman and his wife enjoyed?	
	(2) Fill in the blanks using in or at. a) Mohan goes to School —	the morning.
	b) He comes home for lunch —	mid-day.
	(3) Sentence making from the table.	
	(4) Fill in the blanks with words or phrase.	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A II B
कक्षा Class..... विषय Subject Hindi

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	पाठ – आम का पेड़
सुनना – पाठ में आए कुछ कठिन शब्दों —	मिट्टी, वर्षा, प्रसन्न, प्रिया, वर्ष को शिक्षिका श्यामपट पर लिखकर उसका शुद्ध उच्चारण कराएंगे। ② मिट्टी, गुड्डा, गड्ढा आदि शब्दों के उद्घाटन देकर समझाएंगे कि इनमें ट्ट, ड्ड लिखने समय नीचे हलन्त (्) लगाया गया है। इसके लगने पर आवाज हलकी बोली जाती है, जैसे – मिट्टी, इकट्ठा, गुड्डा।
बोलना —	नए शब्दों को सही उच्चारण के साथ बोलेंगे। जैसे – गुठली, प्रसन्न, वर्षा, प्रिया, प्रस्तर, प्यार।
पढ़ना —	
लिखना —	① वर्षा और वर्ष शब्दों में रेफ (र्) के रूप में र का प्रयोग। ये व्यंजन का ऊपर लिखा रहता है। ② उसे व्यंजन से पहले बोला जाता है। ③ र में जब कोई व्यंजन मिलता है तो रकी – (्) के रूप में लिखते हैं। जैसे – प्रिया, प्रसन्न, प्रार्थना आदि। इसमें र का उच्चारण बाद में होता है।
व्यवहारिक व्याकरण —	① प्रसंग संकेत द्वारा शब्द पहचानना। ② लिपिचिह्नों का ज्ञान। ③ शब्द अर्थ।

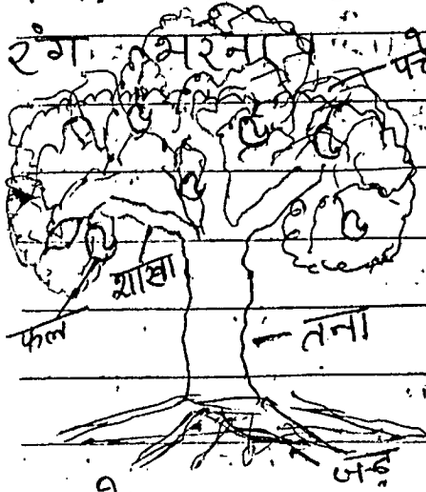
Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

ह० अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि August 1st 34.7. to 31.8.2001 Duraiion _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
① पेड़ के चित्र बनाकर अलग अलग भागों तक रेखा खिंचना। तना, शाखा, फल, पत्ते, जड़	C. W. — ① शब्द ज्ञान ~~बढ़ाना~~ (ए) और (ए) से शब्द लिखना। ② एकै साथ आ के मात्रा लिखने का अभ्यास।	पेड़ हमें फल और छाया देते हैं। पेड़ हवा को साफ़ करते हैं। हमें पेड़-पौधों की अच्छी तरह देखभाल करनी चाहिए।
② गरमी और सर्दी में पाए जाने वाले फलों के नाम।	③ प्रश्न का उत्तर — क) आम के बीज को क्या कहते हैं? ख) आम का पेड़ कितने वर्ष में फल देता है? ग) चाचाजी ने आम कब भेजे?	
③ तीन फलों का चित्र बनाकर उसमें रंग भरना। 	M. W. ① फलों का चित्र बनाकर नाम लिखो। ② शब्द अर्थ ③ खाली जगह भरो। ④ उल्टा अर्थवाला शब्द लिखो।	
④ प्रश्नोत्तर द्वारा वाक्य लिखने का अभ्यास।		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

250

Part-A हिन्दी
कक्षा Class II B विषय Subject Hindi

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	पाठ – फूलकुमारी
① सुनना – बच्चों ने कहानी अच्छे से सुनेंगे।	– कहानी सुने के बाद बच्चों ने भी राजा-रानी की कोई कहानी अपने से सुनाएँगे।
बोलना :–	① बच्चे कहानी का अभिनय करेंगे।
पढ़ना –	② 'त्र' के अभ्यास के लिए पत्र, चित्र, पुत्र, छात्र आदि शब्दों का उच्चारण करवाना।
लिखना –	① 'ड़' और 'ढ़' वाले शब्दों के उच्चारण पर ध्यान देना और लिखना। जैसे – चिड़ियाँ, हँसने, मंत्री, चींटी आदि।
	② कठिन शब्दों लिखना – तमाशेवाला, दाढ़ी, मंत्री, बकरा, सूर्य आदि।
व्याकरण :–	① लिंग बदलो – ② शब्द निर्मा
	राजा x रानी
	बेटा x बेटी फूल + कुमारी
	राजकुमार x राजकुमारी राज + कुमार
	तमाशे + वाला।
	③ क्रिया ~~रूपों~~ रूपों का सही प्रयोग –
	क) सुश होने पर वह हँसती थी।
	ख) सब ने कहा, "हँसो बेटी"।

Part-B

गृह कार्य Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

ह० अध्यापक Sign. Teacher

25
August . 2

Activity Plan

दक्षता Competency _____ अवधि Duraiion _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
चित्र बनवाना ई.उ. राजकुमारी को हँसाने कौन-कौन आया – नाम लिखकर किसी एक का चित्र बनाओ।	① क्यों वाले प्रश्न का उत्तर लिखना – क) फूलकुमारी उदास रहने लगी। ख) फूल, चिड़िया और बच्चे सभी उदास हो गए। ग) फूलकुमारी ज़ोर से हँस पड़ी। ② उल्टा अर्थवाला शब्द – हँसना – रोना उदास – खुश ज़ोर-ज़ोर – धीरे-धीरे देना – लेना।	अभिनय करने का अभ्यास।
भे.उ. क्रिया रूपों का सही प्रयोग खाली जगह भरो – खुश होने पर वह ___ थी। सब ने कहा, "___ बेटी। सब हँसे पर फूलकुमारी नहीं ___। शब्द निर्माण – राजकुमार, टोपीवाला, बंदूकवाला।		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class II B विषय Subject हिंदी

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	(10) कविता — कैसे सूरज आता है।
सूरज के विषय में	
	वार्तालाप करना — (1) सुबह सूरज निकलते हुए किसने देखा? (2) सूरज निकलने पर क्या क्या होता है? चर्चा द्वारा कविता का भाव स्पष्ट करना। चारों दिशाओं का ज्ञान करोवाना। कविता को याद करोवाना
IV A + B	सामाजिक अध्ययन
	हमारे देश का जनजीवन
इस इकाई में अपने देश के विभिन्न भागों के जनजीवन को दर्शाया या वर्णन किया गया है। इस क्षेत्र में रहने वाले लोगों का पोशाक खानपान,	(1) उत्तर के पर्वतीय क्षेत्र में जम्मू कश्मीर, हिमाचल प्रदेश, उत्तर प्रदेश का पहाड़ी क्षेत्र, सिक्किम, उत्तर पूर्व का पहाड़ी भाग शामिल है।
	बोर्ड पर भारत का मानचित्र बनाकर उत्तर के पर्वतीय क्षेत्र दिखाया जाएगा।
	उत्तर पूर्व के पहाड़ी क्षेत्र — सात राज्यों में फैला हुआ है — असम, अरुणाचल, मेघालय, नागालैंड, मणिपुर

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duraiion _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
सूरज का चित्र —	① शब्द अर्थ - (समान अर्थी) धरती = जमीन ढलना = छिपना दमकना = चमकना गगन = आसमान ② कविता को सामुहिक तथा व्यक्तिगत रूप से याद करवाना।	दिशाओं का ज्ञान।
	1.8.2001 – 31.8.2001 ~~1.8.2001 – 13.8.2001~~ C.W. ① मानचित्र में दिखाए हुए मेघालय, शिलांग, आईजोल, अगरतला आदि।	कक्षाकार्य और गृह कार्य द्वारा मुल्यांकन की जाएगी।
हिमालय से सम्बंधित कविता। विभिन्न भागों में रहने वाले लोगों का चित्र एकत्रित करना।	② विभिन्न राज्यों से आए हुए बच्चों के द्वारा लोगों की पहनावे के तस्वीर का संग्रह करवाया जाएगा।	
मिजोरम और त्रिपुरा।		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A (V A+B) सामाजिक अध्ययन Social Studies
कक्षा Class.....विषय Subject.....

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
आवास, व्यवसाय और त्यौहारों पर भौगोलिक परिस्थितियों के प्रभाव की व्याख्या की गई है। इस पाठों में इस बात पर भी बल दिया गया है कि किसप्रकार से लोग अपनी मेहनत से जीवन स्तर को ऊपर बनाने का प्रयास कर रहे हैं। इसमें राष्ट्रीय एकता पर बल है विशेष रूप से विभिन्नता में एकता को विचार को उभारा गया है।	उत्तर पूर्व के लोगो का जीवन से मिलती जुलती बाते। (क) भोजन — चावल है। मछली, मांस, दूध। (ख) पहनावा — असम और त्रिपुरा के लोग धोती, कुरता पहनते है। असम की स्त्रियाँ मेखला, चादर के साथ त्यौहार में रीहा पहनते हैं। पहाड़ी स्थानों में लोग धारीदार कपड़े और स्कर्ट पहनती है। जनजातियों के पुरुष लाल, काली, सफेद धारियाँ का मजबूत सूती या ऊनी शाल पहनते है। (ग) भाषा :— असम में असमीया, त्रिपुरा में बंगला, मणिपुर में मणिपुरी भाषाएँ बोली जाती है। अन्य राज्य में स्थानीय भाषा बोली जाती है। जीवन में बांस का प्रयोग — मकान बनाती है। मुख्य पेशा खेती है। असम के लोग चाएँ के बड़े बड़े बगानों में काम करते है (घ) असम के चाएँ बगान और खनिज तेल की खांड — ङ) असम का तेल शोधक कारखाना — डिगबोई, नुनमाटि, बंगाईगान, नुमलीगढ़।

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

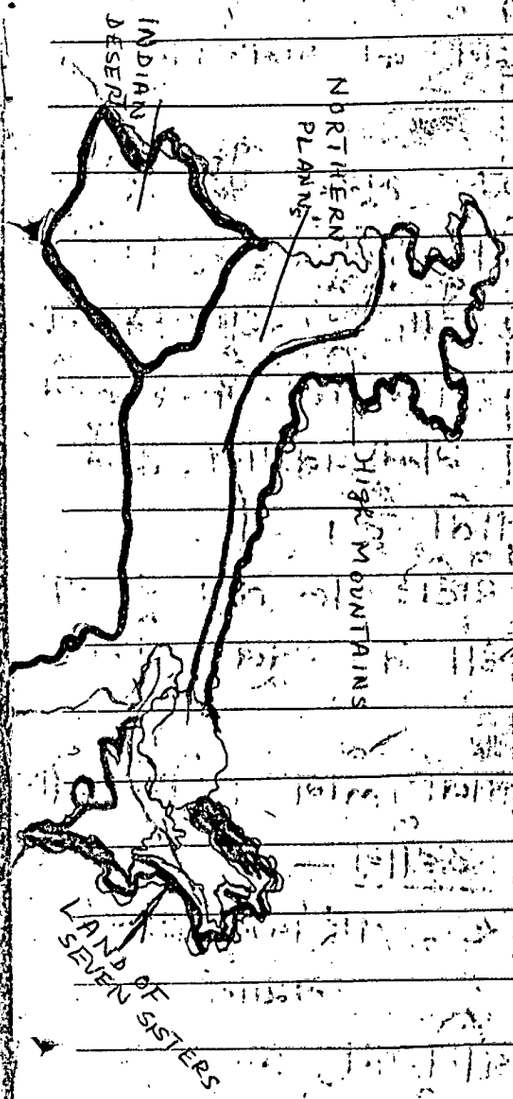
255

1 month

Activity Plan

दक्षता Competency _____ अवधि Duration 1.8.2001 to 31.8.2001

अन्य विषयों से सम्बन्धी सहसम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	C.W. Write answers from the book.	
	① पर्वतीय क्षेत्र के लोग साधारणतः किस प्रकार खेती करते हैं?	H.W. प्राकृतिक सुंदरता वाले
	② सेब कहाँ कहाँ खूब पैदा होते हैं?	पर्वतीय क्षेत्रों के चित्र संग्रह
	③ बड़ी इलायची कहाँ पैदा होती है?	कीजिए।
	④ असम के मुख्य तेल-शोधक कारखाने?	Match the Followings —
	⑤ किन राज्यों को सात बहनें कहा जाता है?	
	जोड़े बनाइए —	
	① पहनावा	① मिथुन
	② न्यौदार	② बीहू
	③ जनजाति	३. फिरन
	④ एक प्रकार की खेती	४. झूम
	⑤ एक पशु	५. भोटिया



With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A IV A+B
कक्षा Class.....विषय Subject Social Studies

क्रिया-कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	उत्तर के विशाल मैदान का जनजीवन
इस पाठ में हमारे देश का उत्तर का विशाल मैदान पश्चिम में पंजाब से लेकर पूर्व में बंगाल और असम तक फैला हुआ है। मैदान के पश्चिमी भाग में पंजाब, हरियाणा और पश्चिमी उत्तर प्रदेश को शामिल किया जाता है।	जनजीवन – लोगों का मुख्य पेशा खेती है। अधिक भूमि पर नहरों से सिंचाई की जाती है। गेहूँ, धान, मक्का, चना आदि बड़ी मात्रा में पैदा करते हैं। इनके अलावा गन्ना, कपास, दालें भी पैदा की जाती हैं। भोजन – गेहूँ की रोटी, दाल तथा सब्जी, दूध, दही घी का खूब प्रयोग किया जाता है। खेती के अलावा लोग अनेक उद्योग में भी लगे हैं। उद्योग – हरियाणा – चादर, साईकिल, सिलाई मशीनें पंजाब – मोंजे, बनियान, ऊनी वस्त्र और खेल के सामान। मुरादाबाद – बरतन। फिरोजाबाद – चूड़िया।
त्योहार – बैसाखी, दशहरा, दीवाली, ईद, बड़ा दिन आदि भी मनाते हैं।	नृत्य – पंजाब में पुरुषों का भांगड़ा नृत्य और स्त्रियों का गिद्दा नृत्य बहुत ही लोकप्रिय है। मथुरा के पास ब्रजभूमि के रसिया और बुंदेलखंड के आल्हा लोकगीत बहुत प्रसिद्ध हैं।

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration 21.8.01 to

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
मानचित्र पर, चंडीगढ़, दिल्ली, गुवाहाटी, इलाहाबाद कोलकाता आदि शहर को दिखाना।	प्रश्नोत्तर लिखिए — ① पंजाब के लोगों के भोजन में किन वस्तुओं की प्रधानता है? ② भांगड़ा किस क्षेत्र में होता है? ③ हरियाणा के लोगों का पहनावा कैसा है? ④ असम से होकर बहने वाला प्रमुख नदी? ⑤ पटसन कहां पैदा होती है? ⑥ Matching from the book. H.W. — मानचित्र पर उत्तरी मैदान तथा गंगा, ब्रह्मपुत्र आदि नदियां दिखाइए.	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A कक्षा Class III B विषय Subject English

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	Lesson 6 and 7. Kutchu looks for Kutchu's Dream.
1. Listening :—	Listening with understanding about Kutchu. The students are already Kutchu and his frien.
2. understand	Conversation and dialogues about Kutchu and his wife.
3 Activity—	After narrated the stories about Kutchu and his foolishness small and interesting questions may asked children are guided in reading and conversation. They read their lesson one by one or in group reading.
	Word meanings.
	uses of past tense.
H.W	Make sentences with simple words:— King, like, always, spent, Bed room etc. fool, honest.

Part-B

गृह कार्य Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

259

12.8.01 to

Activity Plan

दक्षता Competency _____ अवधि Duration 24.8.01

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
his glasses again		
	C.W.	
the Stories of	Fore assessment	
familiar with	question and answers	
	from the exercise	Developed
	given in their	reading habits
	texts	such as Stories
		and funs.
① who made fun		
of Kutchee often.	Make a list of	
2. what did Kutchee	the different forms	
want to buy from	of the verbs:	
the bazaar?	Present Past H.W past participle	

eat	ate	eaten
Break	broke	broken
See	Saw	Seen
do	did	done
Come	came	come
go	went	gone
take	took	taken

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class. II B ....विषय Subject. हिन्दी

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	ऐसे सूरज आता है
कविता को बार बार पढ़वाना – लय के साथ कविता याद करवाना –	
Environmental Social Studies (Science) class IV A + B.	——— × ——— Life in the मरुस्थल का जनजी
पंजाब और हरियाणा के दक्षिण पश्चिम भाग ~~स्थित है~~ में मरुस्थलीय भाग स्थित है। (It occupies almost half of the Rajasthan.) मरुस्थल के पूर्वी भाग में अरावली की पहाड़ियाँ हैं। cultivation – बाजरा और मक्का। गेहूं, ज्वार। मकानों के छत – खानाबदोश (Nomads) गाड़िया लूहार (Gaudilya Luhar) काफिला – (Caravan)	

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration 21.8.01 – 24.8.01.

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
दिशाएँ और पर्यावरण के बारे में बातचीत करना। सूर्य, चाँद और तारे का चित्र बनवाना।	सूरज किस दिशा में निकलते है? किस दिशा में अस्त होता है? सूरज निकलने पर क्या होता है? सूरज का रंग कैसा है?	
X —	X —	

Duration :– 21.8.01. 24.8.01.

Desert.

तन।

① Rajasthan is the largest state of India.

मानचित्र में जोधपुर, जैसलमेर, अजमेर जयपुर दिखवाना।

C.W.

1. मरुस्थलीय प्रदेश में छोटे-छोटे गाँव क्यों मिलते है?
② ऊट को मरुस्थल का जहाज क्यों कहते है?
③ राजस्थान कि पहाड़ियों से कौन से पत्थर निकाले जाते है?
④ अरावली पर्वत मरुस्थल की किस दिशा में है।

H.W

① गाड़िया लोहार के जीवन का वर्णन।
② मुख्य फसल-
③ राजस्थान की राजधानी।
④ राजस्थान के लोगों की भाषा।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class III-B विषय Subject English

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	Lesson – 8
	The crane and the crab.
New words –	Beak, claw, believed, of course Pond, claw, towards etc.
Listening and Conversationing about the birds	and animals. Simple language is used in giving instructions to the children and they are made to repeat the same instructions till they understand.
Reading —	children are asked to read the lesson and asked small questions from the lesson. ① where did a large number of fish live? ② How was the crane? ③ who had sharp claws a crane & a crab.

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हो अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration 25.8.07. 31.8.07.

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
① Name of birds: Birds that eat grains, fruits etc Flesh eating Birds:—	1. Fill in the blanks with much, many, are plenty of. 1. Ramalinga lived ____ years ago in vijayanagar. 2. There aren't girls in this School. There are ten or twelve. 3. We didn't have rain last month. We had a lot of rain in this month.	
H.W. ① Write 10 name of birds and Paste 3 or 4 photograph ② Matching from the book.		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A कक्षा Class IV A+B विषय Subject Env. SS.c.

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	Life in the central plateau.
इस भाग में मध्य प्रदेश, बिहार के दक्षिणी भाग और उड़िसा के उत्तर भाग शामिल है। अरावली की पूर्वी से ये पठार ~~का~~ विस्तृत है। इस क्षेत्र में मध्यप्रदेश का उत्तरी भाग, पूर्वी उड़ीसा, और राज्य शामिल है।	भारत के मध्यभाग का जनजीवन मध्यप्रदेश का अधिक भाग पठारी है। यहा घने जंगल पाए जाते है। मुख्य फसल गेहूं और कपास। यहा लोहा, इस्पात, बिजली के सामान बनाने के बड़े-कारखाने है। कोयला, मैंगनीज और लोहे की खाने भी है, यहा पन्ना के पास हीरा भी निकाला जाता है। भाषा:— मध्यप्रदेश, और बिहार में हिंदी और छत्तिसगढ़ में उड़िया भाषा मुख्य है। त्योहार:— दुशहरा, होली, दीवाली, ईद, बड़ा दिन मुख्य त्योहार मनाए जाते है।
भारत का पठारी भाग में तीन पठार ~~है~~ है— ① मालवा का पठार ② छोटा नागपुर का पठार ③ दक्षिण का पठार — सबसे बड़ा पठारी भाग।	पठार का मध्यभाग
	Tribals people of central plateau Region— Bhills, Gonds.

Part-B

गृह कार्य Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency ..... अवधि Duration 27/8/07

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	E.W	and H.W
Plateau region is Black made up of black soil (lava) Black soil is good for cotton and oil seeds.	① भारत के मध्य भाग में किन राज्य स्थित है?	① How far does the central plateau Region extend?
Additional information —	② मध्य भाग के किन भागों मे समुद्रतट नहीं है?	② What minerals are found in the eastern part side of the plateau?
① Rajasthan is the largest state in India	③ मध्यप्रदेश मे कौन-कौन से खनिज पाए जाते है?	
② Indira Gandhi canal	④ उड़ीसा के लोगों के मुख्य ~~म~~ पेशे क्या है?	③ Draw the plateau Region in your copy and colour it.
③ Information about the new state of India Jharkhand.	⑤ Map Reading — Jaipur, Jodhpur, Gwalior, Indore, Bhopal, Rourkela, Puri, Bhubaneswar -	
State —	Capital	
① Madhya Pradesh - Bhopal		
② Orissa - Bhubaneswar		
③ Jhar Khand - Ranchi.		
	Good	
	29/8/07	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Lesson – 11 266

Part-A
कक्षा Class. II B विषय Subject. हिन्दी

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
① सुनना – बच्चे कहानी को अच्छे से सुनेंगे।	नन्ही बुलबुल – बच्चे भी सुनने का बाद अपनी तरफ से किसी चिड़ियों से संबंधित कहानी बताएँगे।
बोलना –	सरल कहानियाँ बताते है।
पढ़ना –	'हृ' संयुक्ताक्षर का अभ्यास। सही उच्चारण पर ध्यान देना। गानेवाली चिड़ियों के बारे में बातचीत। जैसे – तोता, बुलबुल आदि।
विचारबोध –	बातचीत में प्रश्नों द्वारा बच्चों की रोचकता बनाए रखें। वचन बदलने के अभ्यास – रस्सी – रस्सियाँ क्यारी – क्यारियाँ आदि।
लिखना –	बच्चे पाठ पढ़कर समझने का बाद प्रश्नोत्तर लिखेंगे। संयुक्ताक्षरों से नए शब्द बनवाना। कय, करव, हृ] श्रुतलेख लिखना – रुकना, अमरूद हिम्मत, पत्तियाँ, रूमाल, ज़रूर, ऑवला आदि।
कहानी के मूल भाव –	हमें जीवोंको सताना या मारना नहीं चाहिए।

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

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1.9.21

Activity Plan

दक्षता Competency _____ अवधि Duration _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य : Value
	C.W.	H.W.
चिड़ियाँ घोसला कहाँ बनाती हैं?	प्रश्न-उत्तर लिखो-	① वचन बदलो-
चिड़ियां संबंधित गाना, कविता बच्चों के द्वारा गवाना।	1. बगीचे में कौन कौन से पेड़ थे?	पत्ती -
	2. बुलबुल के जोड़े ने अपने घोसला कहाँ बनाया?	रस्सी -
	③ बुलबुल का जोड़ा रात को घर क्यों न लौट पाया?	बस्ती -
चित्र बनवाना।	④ नट्टी बुलबुल किन बच्चों को गाना नहीं सुनाना चाहती?	मक्खी आदि।
		⑤ पौधा -
		घोंसला -
		पत्ता -
		औरत -
		② शुद्धलेख लिखना।
हस्तलेख	लिखो	③ वाक्य बनाओ
हमें जीवोंको नहीं चाहिए।	सताना या मारना	हिम्मत, छाया, घोंसला, देखभाल

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class II B विषय Subject हिन्दी

क्रिया-कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	आसमान गिरा - 12
सुनना —	बच्चे को कहानी सुनाया जाएगा और बच्चे ध्यान से सुनेंगे।
बोलना —	छोटे-बड़े जानवरों के बारे में बात करें। प्रश्न द्वारा कहानी का मुख्य भाव बोलवाना।
लिखना —	'म्म' और 'म्ह' संयुक्ताक्षरों से बनने वाले शब्दों का अभ्यास करेंगे। जानवरों के मुखौटे बनवाकर नाम लिखना।
विचार बोध —	कहानी संबंधित प्रश्न पूछना — बच्चों के ध्यान कहानी में ~~स~~ रखने के लिए पहले क्या हुआ? फिर क्या हुआ? उसके बाद क्या हुआ प्रश्न पूछेंगे।
	× पाठ - 13 साथी की सहायता ×
सुनना —	बच्चे पाठ के साथ साथ अन्य महापुरुषों के बचपन की घटनाएँ सुनेंगे।
बोलना —	बच्चे अपने से भी कुछ सहायता करने वाली बात बताएँगे।

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

Ajay Swami
हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
① जंगली जानवरों के नाम पूछें। ② छोटे और बड़े जानवरों का चित्र कॉपी पर लगवाएँ। (तीन) ③ मूल भाव:— किसी को कही हुई बात को सुनकर ही सच नहीं मान लेना चाहिए, किसी बात के बारे में पूरी जानकारी लेकर ही उस पर विश्वास करना चाहिए।	C.W. उत्तर लिखो— ① धम्म की आवाज़ सुनकर खरगोश ने क्या समझा? ② खरगोश के पीछे कौन-कौन भागा? ③ पेड़ के नीचे पहुँचकर जानवरों ने क्या देखा	H.W. शब्द बनाओ म्म = ब्ब = ट्ट = पढ़ो, समझो और लिखो— तुम्हारा-तुम्हारी-तुम्हारे। हमारा, मेरा, उसका।
चित्तरंजन दास, ईश्वरचंद्र विद्यासागर, बीरबल की कहानियाँ।	C.W. उत्तर लिखो— ① बालक का नाम क्या था? ② पिताजी बालक के पीछे पीछे क्यों गए? ③ पिताजी क्यों प्रसन्न थे?	H.W.— लिंग बदलो— छोटा = बालक =

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

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Part-A
कक्षा Class.....विषय Subject.....

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
विचारबोध —	पाठ में र के दो रूपों का प्रयोग - प+र = प्र, म+र = म्र। र+प = र्प, र+म = र्म।
लिखना —	बच्चे कहानी से समंधित प्रश्न का उत्तर लिखेंगे। समाज में हमें सहायता करने वाले के बारे में लिखना। जैसे —
Class III B	Sub- English - Lesson 9. Birbal ~~also fond~~
Listening and understanding —	Listening with understanding about the stories of Birbal. children are familiar about other Stories of cleverness. understand Conversation and dialogue about Birbal and the two merchants, Govind Seth and Kishen Seth.
Activity — children or in for the	Read their lesson one by one or in group. They are guided in reading correct pronunciation. Small and interesting questions may asked about cleverness of Birbal.
Comprehension —	uses of Adjectives - How many and How much, plenty of.

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

Arjuwan
हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
डाक्टर, डाक्टर, अध्यापक, दूकानदार आदि।	खाली स्थान भरो— page 65. र की मात्रा से शब्द बनवाना। संयुक्ताक्षर— स्त, ग्य, आदि।	अर्थ लिखो पुत्र, साथी, सहायता, साल, बालक आदि।
Fends the thief	C.W.	Duration-1.9.01 to
Story telling- The Story of Tenalirama. The story of famous Gopal-Bhar etc.	Make questions with How many and How much. exam ① There are twenty boys in class V. ② They bought two kilos of sugar. Answer the questions— ① who bought a complaint to Akbar? ② How much did Govind Seth lend Kishen Seth? ③ Was Akbar able to find the truth at the beginning? etc.	H.W 1. Make a list of past tense. ② Fill in the blanks from the book. Page 53. ③ Make questions by using How many and How much. ④ Opposite words.

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class..III B....विषय Subject..English

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	Lesson 10 – "Worms Also Eat
Listening –	Listening with understanding about the story of worms and fruits. Simple language is used in giving instructions to the children and they are made to repeat the same instructions till they understand.
Reading –	children are asked to read the lesson one by one. Spell new words repeatedly – answer, surprise, worms etc.
Writing –	children are asked to write the answer of small questions such as – (1) What was the men's complaint about the birds? (2) what did the boy do? (3) uses of my, mine, your
(3)	Make positive and negative with given words –
	eat Spoon your hand
P.C. –	Eat with your hand spoon.
N.C. –	Do not eat with your hand.

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
Fruit ⁹⁹	Write answers —	H. W. —
	1) What was the birds complaint about the men? —	① Fill in the blanks from the book. Page 57
	② What did the old man try to stop?	② Fill in the blanks with mine, yours, his, hers, ours, and ours.
	③ 'We also eat fruit' who said these words?	
	④ Who enjoys the mangoes?	
	⑤ Uses of singular and plural number.	
	Worksheet no - 10.	
us, yours etc.		
ve commands		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A कक्षा Class III-B विषय Subject English

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
	Lesson — 11 Happy September
Listening with understanding —	The children will learn the lesson and understand the storey through simple conversation and dialogue.
New words —	Arrow, Autumn, Summer, Surprise. etc.
Reading —	children are asked to read the lesson one by one and spell the new words.
Writing —	children are asked to write the answer of small questions. Such as "How many times did he change the names of his first two daughters ? etc.
Activity —	Make a list of opposite words prepare a list for Seasons, days and Months. uses of never and often

Part-B

गृह कार्य Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव

Experiences of Adopting the activity bassed appreach.....

2. सुधारात्मक उपाय Remedical Measures.....

हो अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration _____

अन्य विषयों से सम्बन्ध Correlation with other subject,	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
	C. W.	
(1) Seven days make a week. Name the days.	1. Make sentences from the table. Page (65)	H. W.
(2) Thirty days make a month. Name of the twelve months.	(2) write Answers — a) How did he call his ninth daughter? b) what present did the king give to september - etc.	(1) write name of seasons. (2) Name the Seven days. (3) Name the twelve months in your copy. (4)
Poem — Mondays child is faire of face.	(2) Make sentences by using made or called.	Fill in the blanks with many, lot of, or a few. page (63)
Pictures of Animals and birds.	(3) Match the name of seasons with its description.	
	(4) Match the words with the pictures.	
	(5) Fill in the blanks from book. Page (65)	

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A कक्षा Class IV A+B विषय_Subject सामाजिक अध्ययन Social Studies

क्रिया कलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
इस भाग में गुजरात, महाराष्ट्र गोआ, मध्यप्रदेश और उड़ीसा के राज्य शामिल किए जा सकते हैं।	भारत के मध्य भाग का जनजीवन Life in the middle of India. (plateau Region) गुजरात, महाराष्ट्र और गोआ राज्यों के जनजीवन मिलती जुलती है। मुख्य पेशा – मछली पकड़ना, खेती करना, खनिज तेल के कुएँ में काम करना आदि। गुजरात का फसल – कपास, मूंगफली। आनंद नामक स्थान पर डेयरी है। कपड़े की मिलों में काम करते हैं। सूरत के लोग हीरे तराशने में भी खूब कुशल हैं। दर्शनीय स्थान – द्वारका, सोमनाथ, गिर, अहमदाबाद के झूलती मीनार, सबरमती आश्रम प्रसिद्ध है। महाराष्ट्र, गोवा – गोवा केन्द्र शासित प्रदेश है। भाषा – कोंकणी और मराठी। मछुआरों के लोक संगीत और लोक नृत्य प्रसिद्ध हैं। महाराष्ट्र के मुख्य पेशा खेती। नागपुर का संतरे और भुसावल के केलों प्रसिद्ध है। बंबई भारत का दूसरा बड़ा शहर, व्यापार का बड़ा केन्द्र है। भाषा – मराठी। लोक संगीत तथा लोक नृत्य का एक रूप 'तमाशा' के नाम से जाना जाता है।

Part-B

गृह कार्य Home Assignments.....

Part-C

1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
   Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

ह० अध्यापक Sign. Teacher

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1.9.2004 ३०२

Activity Plan

दक्षता Competency _____ अवधि Duration _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
गुजरात का दर्शनीय स्थान- द्वारका, गीर (अभयारण्य) अहमदाबाद गुजरात के पोरबंदर नामक स्थान पर बापुजी का जन्म हुआ। भूज का भुकंप।	C.W.- ① भारत के मध्यभाग में कौन से राज्य स्थित है? ② गुजरात के लोगों के मुख्य पेशे क्या है? ③ मध्यप्रदेश मे कौन कौन से खनिज पाए जाते है? ④ बंबई किस राज्य में स्थित है और क्या विशेषता है?	C.W. Matching from the black board. महाराष्ट्र – नर्मदानदी गोवा – अहमदाबाद खूलतोमिनार – मराठी पोरबंदर – कोंकणी गांधीजी का जन्म पुरी – ~~खूलतोमिनार~~ पुरी आनंद – तीर्थस्थान धुआँधार प्रपात – उड़ीसा – गरबा, रास गुजरात – कोणकि
H.W 1) What are the panna mines known for? 2) Main occupation of the people of orissa? 3) What are the Gir forests famous for? 4) why do tourists visits Goa? 5) Name the minerals of chotanagpur Plateau? 6) which are the major festivals of Maharashtra? Collect pictures of dances, historical monuments, couples etc.		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class IV A+B विषय Subject सामाजिक अध्ययन Social Studies.

क्रियाकलाप-योजना

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
इस भाग में —	भारत के दक्षिणी भाग का जनजीवन — आंध्र प्रदेश, कर्नाटक, तमिलनाडु, केरल, राज्य तथा पांडिचेरी का केन्द्र शासित प्रदेश शामिल हैं।
	मुख्य भोजन — चावल, संभर और रसम, इडली और सब्जी, इडली, डोसा, वड़ा और उपमा।
पहनावा —	पुरुष लुंगी पहनते हैं। स्त्रियां — साड़ी पहनती हैं। केरल में मेखला चादर जैसे पहनते हैं। राजधानी — हायदुराबाद
	तंबाकू देश में सबसे ज्यादा आंध्रप्रदेश में होते हैं। बीड़ी का काम। नृत्य — कुचीपुड़ी, तिरुपति तीर्थस्थान।
कर्नाटक —	भाषा - कन्नड़। लोकनृत्य - यक्षगान। नदियां — कृष्णा, कावेरी, तुंगभद्रा। रेशमी साड़ियां देश भर में प्रसिद्ध हैं।
तमिलनाडु —	भारतनाट्यम प्रमुख नृत्य। मुख्य त्योहार — पोंगल। (चावल, दूध और गुड़ से विशेष पकवान)
प्रमुख शहर —	चेन्नई, महाबलीपुरम।
	कन्याकुमारी — इस स्थान पर तीन समुद्र मिलते हैं।
	भाषा — तमिल। (~~तमिल~~ oldest language of India)

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed approach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
दर्शनीय स्थान चारमिनार वृंदावन उद्यान कांचीपुरम की रेशमी साड़ियां देश भर में स्थित हैं। बंगलौर में-हवाईजहाज, टेलीफोन और घड़ियां बनाने के कारखानें। यक्षगान कर्नाटक का प्रसिद्ध लोकनृत्य। तामिलनाडु के लोग अपने घरों के प्रवेशद्वार को सुंदर रंगोली से सजाते हैं जिसे 'कोलम' कहते हैं।	C.W ① दक्षिण के लोगों के भोजन का वर्णन कीजिए। ② बीदुरी का काम क्या होता है और कहां होता है? ③ कांचीपुरम किस राज्य में है और क्यों प्रसिद्ध है? ④ वृंदावन उद्यान कहां स्थित है और किस लिए प्रसिद्ध है? ⑤ केरल में कौन कौन से मसाले पैदा किए जाते हैं? ⑥ what are the uses of coconut tree? ⑦	H-W ① महाराष्ट्र के प्रमुख त्यौहार? ② सबसे ज्यादा तंबाकु किस राज्य में मिलते है? which states produces most of our tobacco ③ which states leads in education शिक्षा में भारत का किस राज्य सबसे आगे है? ④ हमारे देश के दक्षिणी भाग का राज्य जो तीनों ओर समुद्र से घेरा है? समुद्र का नाम लिखो।

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Continued

Part-A
कक्षा Class.....विषय Subject.....

क्रिया कलाप-योजना 30

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिविधियां Planned Teaching-Learing Activities & Teaching Aids
पंडिचेरी —	केन्द्र शासित प्रदेश। भाषा — तमिल। —
केरल —	सुंदर तट और दूर भरे नारियल के वृक्षों के लिए प्रसिद्ध है। नारियलों से बना हुआ रस्सी, चटाई, पायदान, दरी आदि बनाते हैं।
केरल	में काली मिर्च, लौंग, दालचीनी, जायफल, इलायची जैसे मसाले भी पैदा होते हैं।
केरल	का राजधानी तिरुअनंतपुरम (त्रिवेंद्रम) प्रसिद्ध बंदरगाह — कोचीन। भाषा — मलायालम। प्रमुख त्यौहार — ओणम। नृत्य — कथकली।

Make pairs

(a)

तमाशा	— अंध्रप्रदेश	वृंदावन उद्यान — तमिलनाडु
यक्षगान	— तमिलनाडु	चारमिनार — महाराष्ट्र
कुचीपुडी	— महाराष्ट्र	मीनाक्षी मंदिर — आंध्रप्रदेश
भारतनाट्यम	— कर्नाटक	गणेश पूजा — कर्नाटक

(c)

नागपुर — मध्यप्रदेश	हैदराबाद — कर्नाटक
बंगलोर — अंध्रप्रदेश	बिलासपुर — तमिलनाडु
मदुरई — महाराष्ट्र	

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign. Teacher

Activity Plan

दक्षता Competency _____ अवधि Duration _____

अन्य विषयों से सम्बन्ध Correlation with other subject	दक्षता मूल्यांकन Assessment of the Competence	मूल्य Value
श्री अरविंद का प्रसिद्ध आश्रम।	नीचे दी गई तालिका को भरिए —	
राज्य	राजधानी	भाषा
Andhrapradesh —	Hydaralead	— Telegu
Tamil Nadu —		
Maharashtra —		
Karnataka —		
Kerala —		
Pandicherry —		
Goa —		
Orissa —		
Gujarat —		
Madhyapradesh —		
H.W.		
Collect pictures of different classical dances of India. Historical monuments of South India.		

With the children and oneself :

Sig. of Principal/Vice-Principal/Headmaster

Part-A
कक्षा Class IV A+B विषय Subject सामाजिक अध्ययन **क्रिया कलाप-यो**

विषयानुरुप दक्षताएं Competency Subjectwise	शिक्षण सामग्री की सहायता से नियोजित शिक्षण-अधिगम गतिवि Planned Teaching-Learing Activities & Teaching Aids

हमारे द्वीप समूहों का जनजीवन

अंडमान निकोबार और लक्षद्वीप समूह।
राजधानी – पोर्टब्लेयर।
प्रसिद्ध इमारत – कालापानी (cellular jail)
खेती – धान और मसाले। रबड़ के पेड़, कॉफी, अनन्नास और पपीता, सब्जियां भी उगते हैं
नृत्य गीत पर विशेष रुचि है।
लक्षद्वीप समूह अरब सागर में है।
भोजन – चावल और मछली। चावल केरल से लाया जाता है। मुख्य व्यवसाय – मछली पकड़ना, नारियल के पेड़ उगाना।
भाषा – मालायालम। मुख्य त्योहार – ईद।

C.W. and H.W.

① Capital of Andaman and Nicobar and Capital of Lakshadweep?
② Main occupation of the people of Lakshyadweep?
③ Language Spoken in Lakshyadweep?

① What is cellular jail?
② What are the main products of the Andaman and Nicolar Island

Part-B
गृह कार्य Home Assignments.....

Part-C
1. बच्चों के साथ गतिविधियों पर आधारित दृष्टिकोण अपनाने के अनुभव
Experiences of Adopting the activity bassed appreach.....
2. सुधारात्मक उपाय Remedical Measures.....

हo अध्यापक Sign.

ANNEXURE — 15 283 312

केन्द्रीय विद्यालय, के॰ रि॰ पु॰ बल॰

566070 (O)
563900 (R)
Internal (CRPF) : 216

KENDRIYA VIDYALAYA C.R.P.F.
CRPF (G. C.) 9th Mile
P. O. Amerigaon, Guwahati-23

Date 02/7/99

MINUTE OF THE EXECUTIVE COMMITTEE HELD ON 02ND DULY'99 AT THE VIDYALAYA PREMISES.

As regards admission in different classes the Committee examined the matter and resolved that the re-registration date should be given in order to register the students on priority categories thereafter any vacancy will be left out would be filled up by the students belonging to category III & IV who already registered and selected for admission during this academic session 1999-2000. The entire process must be over by the 31st August'1999. This is with reference to the guidelines under para 4(b).

As regards purchase of Class-room furniture which was discussed in the meeting and the committee unanimously resolved that the class-room furniture should be purchased immidiately. The committee also sanctioned Rs. 100000 (One lakh) only from the Maintenance & Development fund in order to purchase the class-room furniture to meet up the deficiencies.

MEMBER PRESENT	SIGNATURE
Sh. Pushkar Singh, Chairman, VMC	2/7/99
Prof. P. Barman, Deptt. of Physics, Cotton College.	3.7.99
Mrs. Bharati Patra, CRPF. Campus.	2/7/99
Sh. G. C. Bora, K. V. CRPF	
Sh. G. C. Choudhury, Principal.	Principal/7/99 Vidyalaya Centre

Attested to be a true copy.

ANNEXURE — 16 ✓ 284

MINUTES OF THE VIDYALAYA MANAGEMENT COMMITTEE MEETING HELD ON 10TH AUGUST'99 AT 1100 HRS IN THE VIDYALAYA PREMISES.

The meeting was presided over by Addl.DIG.(GC)Amerigog, Guwahati & Chairman VMC Shri Pushkar Singh.

The Principal Shri G.C.Choudhury welcomed the Chairman and all the members of the V.M.C.

AGENDA NO.I :- The minutes of the last meeting i.e.2nd July'99 was read out by the Principal Mr.G.C.Choudhury and the contents were confirmed by the members present.

Mr.G.C.Choudhury informed the committee that with regard to the court case,filed by Mr.B.P.Rao,he has written to Mr.Rao to withdraw the case and he has responded positively.

The committee also advised Mr.G.C.Choudhury to contact the chief architect at Shillong for any alternation in the Master plan of the School Building.After his approval,the estimate will be made with the CPWD and thereafter the plan and estimate will be sent to Delhi for approval.

AGENDA NO.II :-

As regards the staff sanction and retention of section the matter was discussed and the pros.and con weighed with the implementation of order No.F.11-8/94-KVS(O&M), dt.12.7.99 it has been seen that by merging three sections into two the problem of overcrowding in classes have arisen.There are 57 students in certain sections now.This will create inconvenience for effective teaching.

So it has been unanimously resolved by the Vidyalaya management committee that all the sections from Class I to V & Class IX along with teachers should be retained for this current session 1999-2000 for the interest of the Vidyalaya If any reduction is to be made then it whould be from the next academic session.

The Chairman also informed the committee that he had a telephonic talk with the authority concerned in Delhi and has been assured that the matter would be delved into and the sections retained.

AGENDA NO. III :-

With regard to Bus Accounts operating in the School,the Principal briefed the committee about the collection of fare without following the formal procedure.There is a balance of about Rs.2 lac 83 thousand.

a) It has been resolved that a meeting be called with the parents of the students using buses.Prior to that the Principal is suggested to have a talk with the Asstt.Comm.about the account in hand and what should be done with it.

b) Some members suggested that the money should be spent for the students welfare.

c) It has also been resolved that the Principal along with a member of VMC will have a talk with the managing director A.S.T.C

d) It will be suggested to the transport Authority that they should collect their fare directly from the commuters. The school will have nothing to do with it.

DISCUSSION :

A discussion was held with regard to tution the Chairman was suggested that a coaching centre should be started for the welfare of students of Class X & XI at a nominial fee.

The meeting ended with Principal giving the vote of thanks to the Chairman and all the members.

1) Sh.Pushkar Singh, (2) Sh.C.Kuppuswamy, (3) Sh.R.P.Singh

4) Prof.P.Barman, 5) Sh.N.Baruah, 6) Dr.V.Upadhyaya,

7) Mrs.B.Patra, 8) Dr.S.S.Patra, 9) Sh.Nurul Islam,

10) Sh.G.C.Borah, 11) Chairman,CGEWCC, 12) Sh.B.Baruah.

13) Sh.G.C.Choudhury,

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ANNEXURE - 17

OR KIND ATTENTION : SHRI H.M. CAIRAE, COMMISSIONER

shkar Singh

D.O. No.KV-1/99-PA
Addl. DIGP,
Group Centre, CRPF,
Guwahati-23,
Dated, the 21 Aug'99

ar Shri H.M. Cairae,

It is in continuation to my D.O. of even No. dated /7/99 and telephonic conversation of date, the undersigned had with u regarding fresh admission of the CRPF Wards, who have reported ere on transfer basis.

You are requested to accord your kind approval for dmission of the following childen by return fax as consented by your ndself during the above mentioned telephonic conversation since due reduction of one section in each class, the strength of each ection has gone more than 40 candidates in each class :-

	Name of Child	Father's Name and Rank	Date of Birth	Class for which admission required
1.	Shveta	Vijay Shankar Pandey (Asstt. Commandant)	13.9.90	V
2.	Shubank	- do -	10.5.92	IV
3.	Shruti	- do -	23.11.94	II
4.	Himanshu Shukla	Insp/H.O.S. Shukla		VII
5.	Manish Kumar	HC. Vinod Kumar		V
6.	Asmita Kumari	- do -		V
7.	Shashi Bala	HC/Carpt. Satyanarayan		V
8.	Neetu Kumari Singh	CT. Kashinath		IX
9.	Dilip Kr. Singh	- do -		V
10.	Ranjit Kr. Singh	- do -		IV
11.	Priyanka Soren	HC/RO Vakil Soren		III
12.	Sandhaya Kumari	CT/Dvr Ravindra Singh		I
13.	Shasu Kumari	- do -		I
14.	Jasbir Singh	HC, Jogindar Singh		V
15.	Chandrani Kalita	J. Kalita, CRPF, SBI		I

Our FAX NO. 0361-560337

With kindest regards

Yours sincerely,

Sd/-
(Pushkar Singh)

Shri H.M. Cairae, IAS,
Commissioner, KVS, (New Delhi), 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.

Attested to be a true copy.

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10:20 1

IN KIND ATTENTION : SHRI. U.M. CAIRAE COMMISSIONER

Pushkar Singh

D.O. No.KV-1/99-PA
Addl.DIGP,
Group Centre, CRPF
Guwahati-23.
Dated, the 21 Aug'99

Dear Shri U.M. Cairae

It is in continuation to my D.O of even No. dated 31/7/99 and telephonic conversation of date, the undersigned had with you regarding fresh admissions of the CRPF wards, who have reported here on transfer basis.

2. You are requested to accord your kind approval for admission of the following children by return fax as consented by your kindself during the above mentioned telephonic conversation since due to reduction of one section in each class, the strength of each section has gone more than 40 candidates in each class :-

Sl.No.	Name of Child	Father's Name and Rank	Date of Birth	Class for which admission required
1.	Shweta	Vijay Shankar Pandey (Asst.Commandant)	13.9.90	V
2.	Shubank	-do-	10.5.92	IV
3.	Shruti	-do-	23.11.94	II
4.	Upasana Shukla	Insp/M G.S. Shukla		VII
5.	Manish Kumar	HC. Vinod Kumar		V
6.	Amita Kumari	-do-		V
7.	Shashi Bala	HC/Carpt. Satyanarayan		V
8.	Rattu Kumari Singh	CT. Kashinath		IX
9.	Dilip Kr. Singh	-do-		V
10.	Ranjit Kr. Singh	-do-		IV
11.	Priyanka Soren	HC/RO Vakil Soren		III
12.	Sandhaya Kumari	CT/Dvr Ravindra Singh		I
13.	Shanu Kumari	-do-		I
14.	Jasbir Singh	HC. Joginder Singh		V
15.	Chandrani Kalita	J. Kalita CRPF SBI		I

Dir FAX NO.0361-560337

With kindest regards

Yours Sincerely,

(Pushkar Singh)

Shri. U.M. Cairae, IAS,
Commissioner, KVS, New Delhi 16, Institutional Area, Shaheed Jeet Singh Marg, New Delhi-110 016.

Attested to be a true copy.

AUG-24-99 16:17 FROM:CRD DELHI 4363138 TO:0361560337 PAGE:01

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ANNEXURE – 18 3/7

LIST OF STUDENTS ADMITTED IN THE MONTH OF JULY AND AUGUST, 1999

ate of nterview	Date of admission	Name of Children	Class
9.07.99	21.07.99	Aratrika Chakravorty	I A
	22.07.99	Anuja Susan John	I A
	22.07.99	Bina Kumari	I A
	22.07.99	Rachna Kumari	I A
3.99	02.08.99	Dipak Chandra Das	I A
8.08.99	30.08.99	Shruti Pandey	I A
	21.07.99	Manisha Kumari	I B
9.07.99	22.07.99	Jerry Jose	I B
9.07.99	22.07.99	Jim Jose	I B
.99	31.08.99	Chandrani Kalita	I C
	09.07.99	Sumant Kr. Thakur	II A
8.08.99	31.08.99	Sandhya Kumari	II A
	30.08.99	Ranjit Kr. Singh	III A
	30.08.99	Shubhank Pandey	IV A
	29.06.99	Navneet Kundu	IV A
	29.06.99	Suman Paul	IV A
	01.07.99	Supneet Kanowal Kaur	IV A
	14.07.99	Rama Shankar Choudhury	IV A
	28.06.99	Rahul Das	III A
	10.08.99	Pinky Tamang, TC from other KV	III A
	14.07.99	G. Lakshmi Prasanna	II B
		G. Sumalata	V B
		Reena	V B
	30.08.99	Manish	V B
	30.08.99	Shweta Pandey	V B
	02.08.99	Shalini Kumari, TC from other KV	I A

Ritu

Attested to be a true copy.

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ANNEXURE - 19

M. Cairae,
Commissioner

Effective Implementaion year 2000

KENDRIYA VIDYALAYA SANGATHAN

18, Institutional Area,
Shaheed Jeet Singh Marg,
New Delhi - 110 016

Letter No. 1-1/99-KVS(JC-ACAD)/Admission

Dated : 28th June, 1999

OFFICE MEMORANDUM

Subject : Clarifications / Modifications in Admission Guidelines from the year 1999-2000.

The following clarifications/modifications are issued in the Admission Guidelines :

(1) Approval of the Assistant Commissioner of the Region as presently required, would no longer be needed for admitting children of categories below Category II. The schools will admit children upto 35 in a section going by the priority of categories as laid down. Children falling in categories below category II would be admitted by taking their relative merit into consideration for which an entrance examination would be conducted by the school. This merit would be determined separately for each category and children falling in a category below would be taken up for admission only after all eligible (including on grounds of merit) children of the higher category have been admitted. Admission to children of all categories upto 35 in a section would be made together.

(2) In cases where a child from category I seeks admission after the date of admission of forms is over and 35 children have been admitted in a section, the powers of the Executive Committee will be used for raising the class strength to 40. The Chairman, VMC may allow acceptance of admission forms and admission in these cases upto 31st August.

(3) For Kendriya Vidyalaya Sangathan's employees, the present provisions provide for admission of their children over and above the class strength any time in the year. The provision will henceforth be applicable to employees who have come on a transfer. Children of employees of Kendriya Vidyalaya Sangathan, who have not come on transfer, immediately prior to when the admission is being sought, will be admitted within the class strength and within the time frame laid down for admissions. They will, however, receive highest priority for admission.

Ritu

Attested to be a true copy.

(4) For the current year only, since admissions have not been made upto the approved strength of sanctioned sections in many schools fresh registrations may be made, wherever sufficient applicants are not registered. Forms may be issued and registration done upto 15th July, 1999, admission tests conducted by 20th July and all formalities of admission completed by 31st July. An advertisement may be issued in local newspapers, if felt necessary, intimating availability of vacancies.

(5) For admissions in TC cases, the affidavit, as presently required, may not be asked for. Verification of the genuineness of the transfer certificate may be done by sending back the third copy of the same to the issuing Vidyalaya for confirmation.

(6) For extending the benefit of reservation for SC / ST to a child for admission, the caste certificate of either parent may be accepted.

(7) 10 (ten) seats in class I (not in each section) and 10 (ten) seats in all other classes put together, will be reserved every year for children of the sponsoring agency in all schools, except those specifically notified otherwise. In Civil Sector schools, where the State Government are the sponsors, children of State Government employees would come under these provisions. Under these provisions, admissions to class I would be within the approved strength of the section, while in other classes, it can be allowed over and above the approved strength, subject to a maximum of two in a section. In this way, if there are 35 or 70 seats in class I, 10 seats would be reserved for the sponsors and the remaining seats would be open for admission to others as per the categories laid down. Admissions for all seats would be made as usual in case children from the sponsors are not available.

Sd/-
(H. M. CAIRAE)
COMMISSIONER

DISTRIBUTION :

1. All Principals, Kendriya Vidyalayas.
2. All Assistant Commissioners, KVS.
3. All Chairman, VMCs.

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ANNEXURE -20

IN THE CENTRAL ADMINISTRATIVE TRIBUNAL
GUWAHATI BENCH

Original Application No.246 of 1999
Original Application No.248 of 1999
Original Application No.249 of 1999
And
Original Application No.250 of 1999

Date of decision: This the 25th day of July 2001

The Hon'ble Mr Justice D.N. Chowdhury, Vice-Chairman

The Hon'ble Mr K.K. Sharma, Administrative Member

O.A.No.246/1999

Smt Anjana Goswami

O.A.No.248/1999

Smt Saveeta Talukdar

O.A.No.249/1999

Smt Dipti Sinha

O.A.No.250/1999

Smt Vijay Laxmi Sharma

.....Applicants

By Advocates Mr A.K. Bhattacharyya,
Mr G.K. Bhattacharyya, Mr A. Kalita and
Mr A. Bhattacharyya.

- versus -

1. The Union of India, represented by
The Secretary to the Government of India,
Ministry of Human Resource Development,
New Delhi.
2. The Kendriya Vidyalaya Sangathan,
Represented by the Commissioner,
Kendriya Vidyalaya Sangathan,
New Delhi.
3. The Assistant Commissioner,
Kendriya Vidyalaya Sangathan,
Guwahati Region,
Maligaon, Guwahati.
4. The Chairman,
Vidyalaya Management Committee (VMC),
Kendriya Vidyalaya, CRPF, Amerigog,
Guwahati.
5. The Principal,
Kendriya Vidyalaya, CRPF, Amerigog,
Guwahati.

.....Respondents

By Advocates Mr A. Deb Roy, Sr. C.G.S.C.,
Dr B.P. Todi and Mr S. Sarma.

.....

Ritu
Attested to be a
true copy.

O R D E R (ORAL)

CHOWDHURY.J. (V.C.)

All these applications were taken up together for hearing since they involve common question of facts as well as law pertaining to decrease of staff pattern in the school and consequent posting out on transfer.

2. All the four applicants are lady teachers working as Primary Teacher in the Central Schools. By order dated 12.7.1999 the respondent authority cut down seven number of sections in the Cental Schools, CRPF, Guwahati, where these applicants were working. Consequently, seven Teachers were found surplus. By the impugned order dated 11.8.1999 eighteen Teachers who were found surplus, including the seven Teachers from the Central Schools, CRPF were posted out to different institutions. The four applicants were transferred from CRPF, Guwahati to Laitkor Peak, Shillong, NEHU, Shillong in the State of Meghalaya, Tezpur of Sonitpur District of Assam and Upper Shillong (Meghalaya) resepctively. In this application the applicants assailed the legitimacy of the order of declaring them as surplus, vis-a-vis the order of posting them out of Guwahati. The applicants have also assailed the propriety and legitimacy of the decision taken by the respondents decreasing the number of sections in the schools in question.

3. Mr A.K. Bhattacharyys, learned Sr. Counsel for the applicants alongwith Mr G.K. Bhattacharyya, Sr. Advocate contended that the respondent authority fell into error in the decision making process by reducing the sections unilaterally without taking into confidence the persons concerned, more particularly the local authority consisting of the respondent No.4 as well as respondent No.5. The learned counsel contended that there was

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no discernible reason for reduction of the sections on the face of the materials on record. Referring to the policy guidelines dated 23/24.7.1996 for surplus adjustment and transfer of staff, the learned counsel submitted that the impugned transfer order dated 11.8.1999 is contrary to the policy guidelines mentioned above, somuch so, in the instant case the applicants were made surplus by the respondents, which amounted to created surplus and therefore, they could not have been transferred out without obtaining consent of the concerned authority. The learned counsel, lastly, submitted that at any rate assuming that the unilateral reduction of the sections is held to be authorised, in that case also there was no valid reason to transfer out the senior persons leaving out the junior persons. Mr A.K. Bhattacharyya pointed out that persons who were much junior to the applicants and not confirmed were retained and persons with experience were shifted out.

4. Countering the arguments of the learned counsel for the applicants, Mr S. Sarma, learned counsel for the respondents, submitted that the decision was taken at the Sangathan level after taking into consideration all the relevant considerations. Referring to the written statement, Mr Sarma submitted that the matter was taken up in the Academic Advisory Committee and on the recommendations of the 14th meeting of the Academic Advisory Committee the staff strength of the Kendriya Vidyalayas had to be reduced. With a view to attain the objective the existing Vidyalayas had to be classified into two sections, three sections, four sections etc. The learned counsel for the respondents also submitted that there was no infringement of the guidelines dated 23/24.7.1996. The four applicants, according to Mr Sarma, were found automatically surplus on modification of the staff strength. As per the policy those persons who had

the.....

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the longest stay in the same school had to be transferred out. In support of his contention, Mr Sarma referred to the postings of the surplus persons. Mr Sarma further relied upon a decision of the Calcutta Bench of the Central Administrative Tribunal in O.A.No.170 of 2000 (Ms Indrani Nag Vs. Union of India and others) disposed of on 8.9.2000 and also the decision in State Bank of India Vs. Anjan Sanyal, reported in 2001 Supreme Court Weekly 1674. In reply to the aforesaid contention Mr A.K. Bhattacharyya submitted that under the law, for the time being in force, only the juniormost persons are to be shunted out and for that purpose he relied on the decisions of the Supreme Court in Jawaharlal Nehru University Vs. Dr K.S. Jawatkar and others, reported in AIR 1989 SC 1577 and Dharam Vir Singh Tomar Vs. Administrator, Delhi Administration and others, reported in AIR 1991 1 SC 1924.

5. We have given our anxious consideration in the matter. Evidently, it is the Sangathan, that is primarily responsible for management of the affairs of educational institutions under its control. It is for the Sangathan to decide the strength of the teachers and students, keeping in mind the organisational interest and administrative exigencies and numerous other cognate factors. Howsoever wide the nature of the power reposed on one all power has its legal limits. Absolute and arbitrary discretion is anathema to our constitutional polity, unfettered executive discretion and rule of law are antithetic. The discretion of a public authority is never unbridled. It is a discretion, which is required to be exercised in accordance with law. Its actions must be just, fair and informed by reason. It must be guided by relevant considerations, disregarding irrelevant considerations. Professor Wade in his exposition of unreasonableness mentioned about the Education authority, that.....

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that was provided with the power of dismissal of teachers on "educational grounds" was not to be used merely to save money (Administrative Law H.W.R. Wade and C.F.R. Forsyth p In its decision making process the Sangathan, however, is required to take into confidence the local authority. The materials on record did not indicate any such positive steps. On the other hand, the communication sent by the Chairman of the Vidyalaya Management Committee reflects that the decision was taken without taking the Vidyalaya Management Committee into confidence. Though, the ultimate decision was to be taken by the Sangathan, one cannot also ignore the academic schedule and the maintenance of continuity of education. We are, however, not inclined to intervene in the decision making process pertaining to declaration of surplus. By the aforementioned decision, seven teachers of the school were affected. Three of them seemingly accepted the order. The final outcome of the order affected eighteen Primary Teachers including these applicants. The present applicants seem to be concerned with the order of transfer and posting. The hub of the controversy basically hinges on the transfer and posting of the applicants as surplus sequel to the order of reduction of classes/sections. Mr A.K. Bhattacharyya fairly stated that if the matter is remitted to the concerned authority for reconsidering the posting without prejudice to its rights the applicants could not have any objection. The transfer of the applicants from the school in question is not a conventional order of transfer. The order for shifting of the applicants from the school in question had occasioned due to the happening of the event, namely the decision of the reduction of the classes/sections. But, for the above declaration these applicants would not have been shifted in this fashion. Mr. A.K. Bhattacharyya submitted that the outcome of the order of transfer would cause immediate dislocation of their family lives.

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6. Countering the submissions of the learned counsel for the applicants, Mr S. Sarma submitted that transfer is an incidence of service. But then, the upshot of the order of transfer on these four lady teachers and their family cannot be totally discounted. Each of them have their own household to look after. Situated, thus we are of the opinion that the matter be remitted to the respondent authority for a fresh look. The order of posting and transfer of these four applicants were made in August 1999. About two years have since elapsed and there is change of situation. Mr A.K. Bhattacharyya asserted about the existence of one vacancy of Primary Teacher in the Kendriya Vidyalaya Sangathan, CRPF, Guwahati and there are other vacancies available in greater Guwahati, where these applicants can easily be accommodated.

7. We have perused the policy decision on transfer of persons on surplus ground. The primary aim of the policy is to render justice and to avoid injustice. On an overall consideration of the matter we are of the view that ends of justice will be met if a direction is issued to the applicants to make individual representations ventilating their grievances against the impugned order of transfer and posting in addition to the representations already made within three weeks from the date of receipt of the order. On receipt of such representations the respondents shall take note of their grievances and thereafter pass appropriate order for allaying their grievances justly and fairly as expeditiously as possible. The respondents shall pass a speaking order and communicate the same to the applicants. The interim order passed by the Tribunal on 17.8.1999 shall remain operative till expiry of weeks from the date of communication of the reasoned order directed to be passed.

8. Subject to the observations made above the applications stand disposed of. There shall, however, be no order as to costs.

Sd/VICE CHAIRMAN
Sd/MEMBER (Adm)

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Certified to be true Copy
प्रमाणित प्रतिलिपि

21/8/2001

Section Officer (J)
अनुभाग अधिकारी (न्यायिक शाखा)
Central Administrative Tribunal
केन्द्रीय प्रशासनिक अधिकरण
Guwahati Bench, Guwahati-8
गुवाहाटी न्यायपीठ, गुवाहाटी-8

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ANNEXURE - 21

From :

Date : 9.8.2001.

Mrs. Anjana Goswami,
(P. R. T)
C/o. Dr. Indra Kumar Bhattacharyya, M.Sc., Ph.D,
13B, Manik Nagar,
R. G. Baruah Road,
Guwahati – 781 005.

To

1. The Commissioner,
Kendriya Vidyalaya Sangathan,
18, Institutional Area,
New Delhi – 110 016.

2. The Assistant Commissioner,
Kendriya Vidyalaya Sangathan,
Gauhati Region, Maligaon,
Guwahati, Assam.

3. The Chairman,
Kendriya Vidyalaya Management Committee,
C. R. P. F. (GC),
Amerigog,
Guwahati – 781 023.

(Through the Principal, Kendriya Vidyalaya, C. R. P. F., Amerigog, Guwahati – 781 023)

IN THE MATTER OF :

A Representation against the reduction of sections in Kendriya Vidyalaya, C.R.P.F., Amerigog, effected by Letter No. 11-8/94 K.V.S. (O&M) dated 12.07.99 and against transfer order of the Petitioner including six other teachers effected through Letter No. F.10-4/99-KVS(GR)/5446-81 dated 11.08.99 as directed by the Hon'ble Central Administrative Tribunal in the Judgment and Order dated 25.07.2001 passed in OA No. 246 of

9/8/2001.

Attested to be a true copy.

1999, OA No. 248 of 1999, OA No. 249 of 1999 and OA No. 250 of 1999.

- AND -

IN THE MATTER OF :

MRS. ANJANA GOSWAMI,
C/o. Dr. Indra Kumar Bhattacharyya, M.Sc., Ph.D
13B, Manik Nagar, R. G. Baruah Road,
Guwahati - 781 005

.....PETITIONER

Sir,

1. May I, the Petitioner, place the following few lines for your kind consideration and necessary action in the matter of her transfer to Laitkar Peak, Kendriya Vidyalaya, Shillong from C. R. P. F. Kendriya Vidyalaya, Amerigog, Guwahati effected through Letter No. F. 10-4/99 KVS (GR)/5446-81 dated 11.08.99.

2. That by Letter No. 11-8/94 K.V.S.(O&M) dated 12.07.99 sections in Class I, Class II, Class III, Class IV and Class V have been reduced to two sections in each of the aforesaid classes instead of three Sections. With three sections in each of the aforesaid classes, 19 teachers were working to teach in those classes. However, with the reduction of one section in each of the classes, the number of teachers have come down to 12. As a result, 7 teachers including the Petitioner were rendered surplus by the Authority. Therefore, by order dated 11.08.99, the Petitioner was transferred to Kendriya Vidyalaya, Laitkar Peak, Shillong.

9/8/2001

3. That the Petitioner challenged the legal validity of the aforesaid order dated 12.07.99 and the order dated 11.08.99 in the Hon'ble Central Administrative Tribunal at Guwahati through Original Application No. 246 of 1999. The said case was heard by the Hon'ble Tribunal along with O.A. No. 248 of 1999, O.A. No. 249 of 1999 and O.A. No. 250 of 1999 filed by Smti Saveeta Talukdar, Smti Dipti Sinha and Smti Vijay Laxmi Sharma respectively. By common judgment and order dated 25.07.2001 passed in the aforesaid Original Applications, the Hon'ble Tribunal disposed of the cases with a direction to the Petitioner to file Representation to the authorities ventilating her grievances, within 3 weeks of the receipt of the copy of the aforesaid judgment and order dated 25.07.2001. It is further directed by the Hon'ble Tribunal that the interim order passed by Tribunal on 17.08.99 shall remain operative till expiry of weeks from the date of communication of the reasoned order directed to be passed. The Petitioner has received the copy of the aforesaid judgment on 02.08.2001.

A photocopy of the aforesaid judgment and order dated 25.07.2001 is annexed hereto and marked as ANNEXURE : A

4. That the Petitioner states that the reduction of sections from three to two in each of the aforesaid classes, was taken by the authority without taking into account the local needs of the school as well as the difficulties faced by the teachers. Accordingly, the Chairman of the K.V., C.R.P.F. Vidyalaya Management Committee by his Letter No. KV.1/22-GC-PA dated 31.07.99 strongly objected to the unilateral withdrawal of one section each from class I to class V whereby the strength of the teachers was reduced mainly from the

9.8.2001

primary section. In the said letter, it was stated that the Sangathan had taken the unilateral decision without knowing the factual position and without knowing the strength of students in all the classes. In the said letter, it was further stated that there were enough number of students to continue with the three sections and that it would not be practicable to adjust the students in two sections as then each section would have more than 50-60 students, which was not viable due to lack of space in the class rooms and as per the Sangathan's own norms of keeping the strength of a section limited to 35-40. In the said letter, it was also stated that more CRPF personnel were coming on transfer to the Group Centre within a month and that their children who would come with transfer Certificates would have to be given admission thereby raising the strength in each section to about 70 students. The Chairman after discussing the various other practical difficulties likely to be faced by the reduction in strength, requested the Commissioner, Kendriya Vidyalaya Sangathan to withhold the impugned order dated 12.07.99 as it would create serious repercussions in the school administration. Thereafter, the Vidyalaya Management Committee adopted a resolution on 10th August, 1999 requesting the authority to retain the three sections in the aforesaid five classes. The Resolution is quoted herein below :

AGENDA No. II

"As regards the staff sanction and retention of section the matter was discussed and the pros and cons weighed with the implementation of order No. F. 11-8/94-KVS(O& M), dated 12.7.99 it has been seen that by merging three sections into two the problem of overcrowding in classes have

9.8.2001

arisen. There are 57 students in certain sections now. This will create inconvenience for effective teaching.

So it has been unanimously resolved by the Vidyalaya management committee that all the sections from Class I to V & Class IX along with teachers should be retained for this current session 1999-2000 for the interest of the Vidyalaya. If any reduction is to be made then it would be form the next academic session.

The Chairman also informed the committee that he had a telephonic talk with the authority concerned in Delhi and has been assured that the matter would be delayed into and the sections retained."

Therefore, the Petitioner further states that the decision of reducing the sections may kindly be reviewed taking into account relevant local facts and needs, as suggested by the Chairman and the Vidyalaya management committee and as observed by the Hon'ble Tribunal in its judgment dated 25.07.2001.

5. That the Petitioner states that even the Hon'ble Tribunal in its aforesaid judgment observed as follows in paragraph 5 in respect of taking the local authority into confidence in taking the aforesaid decision.

"In its decision making process the Sangathan, however, is required to take into confidence the local authority. The materials on

9.8.2004.

record did not indicate any such positive steps. On the other hand, the communication sent by the Chairman of the Vidyalaya Management Committee reflects that the decision was taken without taking the Vidyalaya Management Committee into confidence. Though, the ultimate decision was to be taken by the Sangathan, one cannot also ignore the academic schedule and the maintenance of continuity of education."

6. That the Petitioner is one of the senior most teachers of the School. She has been serving the School with all her sincerity and diligence. The Petitioner is a confirmed and permanent teacher. The sudden transfer of the Petitioner had caused sufficient dislocation in her family life. It may be pointed out that the Petitioner is living at Guwahati in her own house with her husband and two minor sons. Her husband, namely, Dr. Indra Kumar Bhattacharyya, is a very senior teacher serving in Cotton College, Guwahati. Presently, he is the Head of the Zoology department of Cotton College. Therefore, he remains very busy academically and administratively. As a result, he cannot look after the household affairs on his own without the help of the Petitioner. He suffers from hypertension which requires sufficient care and attention to keep him healthy and fit. The Petitioner further states that her two minor sons are studying at Don Bosco High School, Guwahati under the curriculum of State Education Board of Assam (SEBA). Her eldest son would be appearing in High School Leaving Certificate Examination (H.S.L.C.) after one year. Therefore, it is absolutely necessary on the part of the Petitioner to be nearby her son to look after his studies and to prepare him for the Final Examination of his High School Leaving Classes. The transfer of the Petitioner, at

9.8.2004.

this stage, would cause irreparable loss to his studies telling upon his academic career. On the other hand, the father of the Petitioner is ailing from heart trouble. He is also required to be attended by the Petitioner. He is a 80 year old Central Government employee. He has been living with pace-maker for last 15 years. Therefore, under these circumstances, the Petitioner should not be transferred from Guwahati. The Petitioner can be adjusted and accommodated in any of the seven Kendriya Vidyalaya existing in Greater Guwahati, namely (1) Kendriya Vidyalaya, Narengi, (2) Kendriya Vidyalaya, IOC, Noomati, (3) Kendriya Vidyalaya, Maligaon, (4) Kendriya Vidyalaya, Digaru (5) Kendriya Vidyalaya, Borjhar, (6) Kendriya Vidyalaya, Khanapara, (7) Kendriya Vidyalaya, C.R.P.F., Group Centre, Amerigog, Guwahati.

7. That the Petitioner states that under the law, senior, confirmed and permanent teachers of the School could not have been rendered surplus keeping the unconfirmed and junior teachers undisturbed. The Petitioner has served 15 years in Kendriya Vidyalayas with credit and success. On the date of the Petitioner's transfer from K.V., C.R.P.F., there were six junior teachers in the said School, who were not even confirmed on that date. Though the concept of 'surplus' is unknown to Government Service Jurisprudence yet the authorities have rendered "surplus" seven senior teachers surplus, including the Petitioner in the said School. It is violative of Articles 14 and 16 of the Constitution of India. The Petitioner further states, if any teacher was to be rendered surplus in any eventuality then the junior most teachers ought to have been rendered surplus as held by the Hon'ble Supreme Court. Under these circumstances, it is legally incumbent upon the authority to adhere to the principle, namely, **"Last come**

Advt. 9.8.2018

First go' or First come Last go" as held by Hon'ble Supreme Court of India.

8. That the Petitioner states that in view of the legal principle as stated above, the six junior most unconfirmed teachers should have legally been rendered surplus instead of rendering seven senior most permanent and confirmed teachers surplus. In fact, this legal point has been settled at rest long back by the Hon'ble Supreme Court in the following two decisions, relevant portions of which, are quoted herein below :

1. **Jawaharlal Neheru University**
-Vs.-
Dr. K.S. Jawatkar and others
(Reported in AIR 1989 Supreme Court Page 1577, Paragraph 8.)

"In that event, if the post held by the Respondent is regarded as one of a number of posts in a group, the principle 'last come first go' and some one junior to the Respondent must go"..

2. **Dharamvir Singh Tomar**
-Vs.-
The Administrator, Delhi Administrator and others
(Reported in AIR 1991 Page 1924, Paragraph 3)

"It was said that he was declared surplus and, therefore he was not entitled to be placed in the selection grade. There are two difficulties in accepting the contention. Firstly, he was senior to the Respondent No. 5, then he ought not to have been declared surplus. Secondly, even according

9.8.2004

to R47(4) of the Delhi Schools Education Rules, 1973 he was entitled to carry his seniority to the School where he was posted on being declared surplus. Therefore, by being declared surplus he could not lose his seniority."

Therefore, in view of the aforesaid position of law the Petitioner could not legally be declared surplus and transferred outside Guwahati on the ground of being surplus in view of the fact that the six junior and unconfirmed teachers have been retained in the said School, namely, Kendriya Vidyalaya, C.R.P.F., Amarigog, Guwahati.

9. That the Petitioner states that the policy decision taken by the Sangathan in respect of surplus adjustment and transfer of staff within the region has also been violated while transferring the Petitioner to Shillong. This policy is contained in F.1-1/96-KVS (Estt.III) dated 23.07.96. According to this policy, Petitioner falls within the category B, namely, "CREATED SURPLUS". As a result of reduction of three sections to two sections in all the aforesaid classes, no vacancy existed in the K.V., C.R.P.F. for 7 teachers including the Petitioner. Therefore, before transferring the Petitioner, it was necessary to take consent of one of the existing incumbents in the cadre in compliance with the terms of policy. But admittedly it has not been done in the case of the Petitioner as no such consent was obtained. Moreover, the said policy clearly indicates that the efforts should be made to adjust the surplus ones in the vacancies existing at the station. This guidelines have been incorporated in paragraph 3 of the aforesaid policy which is quoted herein below :

Advocate 9.8.2001

"The employees who have been rendered surplus may be identified in terms of the clarification given in paragraph 1 above. Thereafter, efforts may be made to adjust them against one of the vacancies existing at this station. This will be applicable to automatic as well as created surplus."

10. That the Petitioner states that there are ample scope to adjust the Petitioner in the K.V., C.R.P.F. itself as had been done on many occasions in the past. The Petitioners further states that she is ready to work in any of the aforesaid seven Schools (KVS) of Greater Guwahati. It may be relevant to point out that recently Mrs. R. Shrivastava was transferred from K.V., C. R. P. F., Amarigog at Guwahati to Salt Lake, Kolkata with effect from 30.6.2001. She has already joined there. But the teachers namely Mrs. G. R. Bhattacharyya who was transferred to K. V. , C.R.P.F. in the vacancy caused by the transfer of Mrs. Shrivastava, has not yet joined the post. In fact the Petitioner has come to know that Mr. Bhattacharyya would not join the K. V. , C.R.P.F. at Guwahati as she has already opted for voluntary retirement. Therefore the said post is still lying vacant in which the Petitioner can easily be accommodated in the K.V., C.R.P.F. itself.

11. That the Petitioner further states that one Mrs. Maya Ahmed has retired from service on 31st July, 2001. She was teaching in the K.V., 10C, Noonmati at Guwahati. Therefore, on retirement of Mrs. Ahmed, a post of teacher has fallen vacant in the K.V., 10C, Noonmati. The Petitioner may be transferred to K.V., 10 C, Noonmati

9.8.2001

to fill up the said vacant post which will meet the ends of justice and it would be in compliance with the Order of the Hon'ble Tribunal.

12. That the Petitioner states that sufficient number of students approached the Authority of K.V. , C.R.P.F. for admission every year. Therefore, there are sufficient numbers of students available in each of the aforesaid classes and as such, there is no need to reduce the number of sections in any of the aforesaid classes. If the original position of strength of students as available on 12.7.99 (the date of reducing the three sections to two sections) is closely examined, it will reveal that there is absolute necessity to maintain three section in classes I, II, III, IV and V of the K. V. . C.R.P.F. and in that case all the seven surplus teachers including the Petitioner can be retained in K.V., C.R.P.F. itself as pointed out by guidelines issued on 23.07.96.

13. That the Petitioner states that the Hon'ble Tribunal by its order dated 17.08.99 stayed the operation of impugned order dated 12.07.99 and 11.08.99. It may be relevant to mention herein that the said stay order dated 17.08.99 shall also remain operative till expiry of weeks from the date of communication of the reasoned order to be communicated by your Honour while disposing of the representation of the Petitioner. The said observation has been made by the Tribunal in paragraph 7 of the judgment dated 25.07.2001. The Petitioner further states that inspite of the stay of the operation of letter No. 11-8/94 K.V.S. (O & M) dated 12.07.99, the authorities continued with the reduction of the sections in violation of the Hon'ble Tribunal's order dated 17.08.99 as the said stay order dated 17.08.99 still continues by virtue of the judgment and order dated 25.07.2001 passed by the Tribunal. There cannot legally be any reduction of sections during the operation of the stay order dated 17.08.99 till the

9.8.2001

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same is vacated. Though the Petitioner communicated the said stay order dated 17.08.99 to the appropriate authority immediately after passing the same yet the authorities continued with the exercise of reduction of sections which is violative of the Hon'ble Tribunal's order. The Petitioner further states that your Honour would kindly restore three sections in each of the aforesaid three classes during the operation of the stay orders dated 17.08.99 and 25.07.2001.

A photocopy of the aforesaid stay order dated 17.08.99 is annexed hereto and marked as ANNEXURE - B

14. That the Petitioner states that this representation is filed in the interest of justice, fairplay and in compliance with the order of the Hon'ble Tribunal.

Under the circumstances, it is prayed that your Honour may graciously be pleased either to restore three Sections in Classes I, II, III, IV and V of the Kendriya Vidyalaya, C.R.P.F., Amerigog at Guwahati and thereby accommodate the Petitioner at Kendriya Vidyalaya, C.R.P.F., Amerigog, Guwahati or to transfer the Petitioner to any of the aforesaid seven Kendriya Vidyalayas including Kendriya Vidyalaya, Digaru of Guwahati and thereby relieve the Petitioner from hardship and acute mental agony.

And for this act of kindness, your petitioner, as in duty bound shall ever pray.

Yours faithfully,

(Mrs. ANJANA GOSWAMI)

9.8.2001.

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ANNEXURE 21 A39

To,

The Assistant Commissioner
Kendriya Vidyalaya Sangathan
Guwahati Region, Maligaon
Guwahati, Assam.

Through the Principal of K. V. CRPF.
Amerigog. Ghy. - 23
Dated - 25th Aug. 2001

Sub: Vacancies of PRT post in different K.V. in greater Guwahati and prayer for Posting there of.

Ref: My application dated 31 th Aug. 1999 and subsequent representation dated 9.8.2001 as desired by Hon'ble Tribunal.

Respected Sir,

With reference to the above I have the honour to inform you that whatever information I could have gathered from my end regarding vacancies in different Kendriya Vidyalayas and as desired by you during our verbal discussion on 16.8.01 are all mentioned below.

That Sir, I am one of the senior most and confirmed teachers of the school. I have been serving the school with sincerity and deligence.

That Sir, sudden transfer of me through letter No. F 10 - 4 / 99 - KVS (GR)/5446 - 81 dated 11.8.99 to K.V. Laitkar peak, Shillong caused sufficient dislocation of my family life as both of my minor sons studing in Guwahati under the curriculam of state education Board of Assam. My eldest son would be appearing in H.S.L.C. Examination after one year. Therefore, it is absolutely necessary for me to look after him and prepare him for the final Exam. of his high school leaving classes. My transfer cause irreparable lose to his studies telling upon his academic carrer.

Ritu

Attested to be a true copy.

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My husbend is extremely busy with his college duties as he is at present the Head of the Dept. of Zoology, Cotton College Guwahati. Moreover my husbend is a hypertension patient. He needs proper care all the time. My father is a 80 years central Govt. employee having pace-maker in his heart for last 15 years. He also requires to be attended by me.

Furthur I would like to impress upon you that with the best of our information and knowledge it is not possible to collect the exact vacancies available in and around Guwahati. Whatever could be collected have been mentioned below :-

K.V. CRPF. Ghy.
K.V. I. OC. Ghy.
K.V. MALIGAON Ghy.

Therefore, I humbly request your honour to collect the available vacancies in and around through your honour's good office in the interest of justice and fair play and to accomodate in one of such vacancies.

Hope you will bear with me and consider my prayer and oblige.

Forwarded.
25/8/2001

Yours faithfully,

PRT. 25/8/01.
Mrs. Anjana Goswami

ANNEXURE 22

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Speed post

KENDRIYA VIDYALAYA SANGATHAN
18. INSTITUTIONAL AREA
SHAHID JEET SINGH MARG
NEW DELHI-110016

F.No.19-224(4)/99-KVS(L&C) Dated: 4-10-2001

MEMORANDUM

Whereas Mrs.Anjana Goswami, PRT, KV CRPF Amerigog Guwahati had been transferred to KV Laitkor Peak, Shillong vide Assistant Commissioner, Kendriya Vidyalaya Sangathan letter No.F. 10-4/99-KVS(GR)/5446-81 dated 11.8.99.

Whereas Mrs.Goswami had filed an OA No. 246/1999 at Hon'ble CAT, Guwahati upon which Hon'ble CAT has given the following direction:

> We have perused the policy decision on transfer of persons on surplus ground. The primary aim of the policy is to render justice and to avoid injustice. On an overall consideration of the matter we are of the view that ends of justice will be met if a direction is issued to the applicants to make individual representations ventilating their grievances against the impugned order of transfer and posting in addition to the representations alreadymade within three weeks from the date of receipt of the order. On receipt of such representations the respondents shall take note of their grievances and thereafter pass appropriate order for allaying their grievances justly and fairly as expeditiously as possible. The respondents shall pass a speaking order and communicate the same to the applicants. The interim order passed by the Tribunal on 17.8.99 shall remain operative till expiry of weeks from the date of communication of the reasoned order directed to be passed.

Whereas Mrs.Goswami in her representation dated 9.8.2001 has given the following submission:

1. that she was transferred from KV CRPF Amerigog to KV Laitkorpeak Shillong vide AC, Guwahati order No.10-4/99-KVS (GR)/5461-81 dated 11.8.99.

2. that vide KVS(HQ) letter No.11-8/94-KVS(O&M) dated 12.7.99. sections in classes I to V were reduced from 3 each to 2 each thereby rendereing 7 PRTs surplus to requirement which included the petitioner also.

Attested to be a true copy

3. that the petitioner challenged the validity of KVS orders dated 12.7.99 and 11.8.99 in the Hon'ble CAT of Guwahati in OA No.249/99. By a common judgement and order dated 25.7.2001 the Hon'ble CAT disposed the OA with direction to the petitioner to file a representation to KVS within 3 weeks from the date of receipt of judgement order dated 25.7.2001. It further directed that the interim order passed by the Tribunal on 17.8.99 shall remain operative till expiry of weeks from the date of communication of the reasoned order to be issued by KVS.

4. that without taking into account the local needs of the vidyalaya and the difficulties faced by the teachers, the authorities have reduced the sections from 3 each to 2 each in classes 1 to 5. The Chairman VMC of the vidyalaya had also expressed his dissatisfaction on this issue in his letter dated 31.7.2001 stating that there were enough students and reduction in sections would lead to over crowding the existing section quite against the norms of 35-40 in each section. The Chairman had requested the Commissioner, KVS to withold the KVS order dated 12.7.99. The VMC in its meeting adopted a resolution on 10.8.99 requesting the authority to retain 3 section each in classes 1 to 5. The petitioner wanted the KVS to review the case as requested by the Chairman and as observed by the Tribunal in its judgement dated 25.7.2001.

5. that the Hon'ble Tribunal has observed that the KVS has not taken the local authorities into confidence in taking the decision on reduction of sections.

6. that she has been very sincere, deligent and senior most confirmed teacher of the vidyalaya and her sudden transfer had caused sufficient dislocation in her family. She lives in Guwahati with her husband and two minor sons.

Her husband is a senior teacher in Cotton College Guwahati. Her two sons are studying in Don Bosco School under SEBA. Present transfer would cause irreparable loss to their studies. Father is 80 years old and ailing from Heart disease. He is living with Pace maker for the last 15 years. Under these circumstance she requests for retention in any of the KVs in Guwahati station.

7. that under law senior. confirmed and permanent teachers of the school should not have been renedered surplus leaving the unconfirmed of junior teachers, in violation of Art.14 and 16 of the Constitution of India. There are six junior teachers in that KV and the KVS should adopt the Principle "Last come first go or first come last go" as held by Hon'ble Supreme Court of India.

8. that in view of the judgement of Hon'ble Supreme Court in two of the similar cases, the six junior teachers should be rendered surplus instead of 7 senior and confirmed teachers.

9. that the petitioner falls under the category B as detailed in KVS letter 1-1/96-KVS(Estt.III) at 23.7.96 i.e CREATED SURPLUS and hence before transferring her, consent of one of the incumbents in the category should be taken. As per the said letter, she should be adjusted in the vacancies existing in the station.

10. that she be adjusted in KV CRPF Amerigog itself as done in a number of occasions earlier and also due to the post lying vacant on the voluntary retiremont of Smt.GR Bhattacharya.

11. that she be accommodated in any of the KVs at Guwahati station either against clear vacancy or against Voluntary Retirement vacancy or by transferring the request transferees to their choice places.

12. that sufficient No. of students are available for admission and hence there was no need to reduce the section in any of the classes mentioned above.

13. that the Hon'ble Tribunal by its order dated 17.8.99 stayed the operation of KVS orders dated 12.7.99 and 11.8.99. This stay order would remain operative till expiry of weeks from the date of communication of reasoned speaking order as observed in para 7 of the judgement dated 25.7.2001. Inspite of the stay on the KVS order 11-8/94-KVS(O&M) dated 12.7.99 the authorities continued to reduce the sections. The three sections in each of the classes be restored during the operation of stay orders date 17.8.99 and 25.7.2001.

14. that the petitioner be accommodated in KV CRPF Amerigog by restoring the sections or in any of the 6 KVs in Guwahati station.

The submission made by the petitioner has been considered very carefully and sympathetically and she is informed that due to reduction in Primary sections to two sections in KV CRPF Amerigog Guwahati she had been identified excess to requirement over the sanctioned strength at KV Amerigog, Guwahati and was redeployed in KV Laitkor Peak, Shillong.

With regards to the submission made by the petitioner from Para 1 to 5 of her representation it is stated that the Commissioner being the competent authority had taken the decision to make KV CRPF Amerigog as two section school based on number of students available from priority category and physical facilities available in the school. Accordingly 12 Primary teachers posts were/are sanctioned and 7 primary teachers were rendered excess to requirement.

While making such exercise for KV CRPF Amerigog Guwahati due care had been taken to the local needs of the school as well as the difficulties faced by the teachers. Only 76 students belonging to category I and II were accomodated in these two sections. Regarding transfer of CRPF personnel to Guwahati station it is stated that some times the students strength may go up due to incoming of CRPF personnel and at the same time it cannot be denied that the students strength goes down due to transfer out of CRPF personnel from Guwahati station so it is vice-versa. At the time of making two sections schools the recommendation made by the Principal/Chairman and the Assistant Commissioner of the Region concerned has been considered by the Commissioner carefully but it could not be accepted in the year 1999.

As regard to her sincerity, deligance and personal problems as stated in para 6 of her representation, she is informed that as a sincere teacher she should have joined at the place of her initial deployment viz.KV Laitkor Peak in 1999 in the largar interest of the students community, after serving 15 years in the same station namely Guwahati. Instead she had continued in the same Kendriya Vidyalaya against a zero vacancy for almost 2 years drawing her pay and allowances to the tune of Rs.2.31 Lakhs causing loss to the Public exchequer as continuance of such excess staff against zero vacancy amounts to pay without work. She is further informed that as per Article 49 K of the Education Code which states that an employee of Kendriya Vidyalaya Sangathan is liable to be transferred to any Kendriya Vidyalaya or office of the Kendriya Vidyalaya Sangathan by short notice. Hence the oersonal problems expressed by the applicant regarding the ailments and studies of the children and working of her husband at Guwahati station and father of the petitioner of 80 years etc. which are very common to every employee should not come in the way of

discharging public service. Personal problems expressed by her has got little importance. Moreover her transfer had been effected within the Guwahati Region. It may not be possible to adjust her at Guwahati station.

With regards to para 7&8 of her representation it is stated that fixation of staff strenth of evey vidyalaya is an annual feature. During the course of such exercise some posts are withdrawn and some posts an sanctioned additionally due to which some teachers become excess to requirement.

As per policy of Kendriya Vidyalaya Sangathan, the teacher in the cadre having longest period of stay in the Kendriya Vidyalaya has to be identified as surplus/excess to requirement in the event of reduction of sections/withdrawal of the post. Accordingly Mrs.Anjana Goswami who had been working in KV CRPF Amerigog for 15 years, being a teacher having longest period of stay in the vidyalaya i.e KV Amerigog had been identified as surplus and was redeployed in KV Laitkorpeak.

Further she is informed that the Principle of "First come last go" or "Last come first go" is not applicable in the present case. The said Principle is applicable only in surplus establishment in a department, due to which the services of a number of staff would be retrenched, as there is/was no work for such staff. In such an event junior most would have to be sent out. But in this instant case/situation of surplus prevailing in KVS there is no retrenchment. It is simple withdrawal of post and redeployment of such excess/surplus staff. The services of such excess staff is required else where, where a vacancy is existing. Hence the Principle of "First come last go" or "Last come first go" is not applicable in the surplus situation prevailing in KVS.Such redeployment of excess/surplus staff was up held by many Hon'ble CATs, (Eg.CAT,Calcutta bench in the OA 170/2000 filed by Mrs.Indrani Nag, TGT(SST).

As regarding to para 9 of the representation it is stated that due to modification in staff strength the petitioner became surplus automatically due to fixation of staff strength for the particular year and not "created surplus".Hence she has to be redeployed first in the vacancies available within the region and then if no vacancies are available he/she should be redeployed to the other regions. Accordingly due care has been taken to accommodate her in the same region. The contention made by the petitioner regarding created surplus is not correct and misleading.

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As regards to para 10 & 11 of her representation she is informed that at the time of fixation of staff strength and subsequently while redeploying the surplus PRTs due care had been taken to adjust the petitioner in the region in the year 1999-2000. But the vacancies came later on is to be filled up by the employees who became excess to requirement in subsequent years and request transfers for which the applications are called for every year. However, the vacancies available at Guwahati station now should be filled up from the teachers who had been transferred out of Guwahati in public interest in terms of 10(1) of transfer guidelines and had requested for retention in Guwahati station citing junior/senior problems and these requests are under active consideration. Hence the petitioner cannot be accommodated in Guwahati station.

As regards to para 12 to 14 of her representation it is stated that in the year 2000-2001 only 97 candidates of priority category had requested for admission in Class-I which is much below for the continuance of third section. In 2000-2001 also only 94 candidates of priority category had registered for fresh admission. Out of these candidates even some candidates did not fulfil the eligible criteria. Thus there is no justification for continuance/retention of any additional section. Moreover Kendriya Vidyalaya Sangathan can't grant admission to all the candidates registered for admission as its main aim is to grant admission to the wards of the transfarable Central Govt.employees and defence personnel, who will come in the priority category. The Commissioner being the competent authority could not accord permission due to the above cited facts. The fresh admission during 1999-2000, and 2000-2001 and 2001-2002, are 76, 67 and 75 respectively. So opening of additional sections just because to accomodate the petitioner at the cost of the Public exchequer cannot be considered.

Hence the undersigned being the competent authority rejects her request to open any additional sections or to adjust in avaialble vacancies in Guwahati station in the light of above facts and modify her order to KV Upper Shillong as the vacancy in KV Laitkorpeak was already filled subsequently. She is directed to report for duty to the Principal, KV Upper Shillong.

The representation of the petitioner is thus disposed of in the light of Hon'ble CAT's direction.

(H.M.CAIRAE)
Commissioner
09/10/2001

Smt.Anjana Goswami
PRT,KV CRPF Amerigog.

Copy to:

01. Principal,KV CRPF Amerigog Guwahati with the direction to relieve her after two weeks from the date of issue of this order.

02. Asstt.Commissioner, KVS(RO)Guahati with a request to follow the instructions carefully and apprise the Hon'ble CAT accordingly.

03. The Principal, KV Laitkor Peak/Upper Shillong.

(S.C.JAIN)
Dy.Commissioner(Acad)

ANNEXURE 23. 348

To
The Principal,
K. V. CRPF (GC) Amerigog,
Guwahati – 781 023.

Sir,

I have the honour to place the following few lines for your kind information and immediate necessary action.

I was served with a copy of the memorandum namely F.No. 19-224(4)/99-KVS(L&C) dated 04.10.2001 on 09.10.2001 immediately after morning assembly. However, I have signed the teacher's attendance register before received of the aforesaid memorandum. Having received it, I have applied for Casual Leave for 09.10.2001.

A persual of Pg. No. 7 of the aforesaid memorandum reveals as follows :-

> ***"Principal, K.V., C.R.P.F. Amerigog, Guwahati with the direction to relieve her after two weeks from the date of issue of this order."***

Therefore, I cannot legally be relieved before expiry of two weeks from the date of issue of the aforesaid order i.e. 18.10.2001 as the date of the issue of the aforesaid order is only 04.10.2001.

Apart from the aforesaid order of the Commissioner, the Hon'ble Central Administrative Tribunal while disposing of my original Application No. 246 of 1999 kept the interim order of the Tribunal passed on 17.08.99 inoperation which is in following terms :-

Attested to be a true copy.

"The interim order passed by the Tribunal on 17.08.1999 shall remain operative till expiry of weeks from the date of communication of the reasoned order directed to be passed."

Therefore, I should be allowed to discharge my duty in this is conformity with the aforesaid two orders. I can not be relieved before 18.10.2001. I would like to further inform you that if I am relieved in violation of aforesaid two orders, a great injustice would be caused to me. Moreover, it will amount to contempt of Courts because of the violation of the interim order passed by the Hon'ble Tribunal on 17.08.1999.

In view of the aforesaid facts and circumstances, I pray to your honour to be graciously pleased not to relieve me before the time fixed by the Tribunal and the Commissioner. A photocopy of the Hon'ble Tribunal order dated 17.08.1999 is annexed hereto for your easy reference and convenience.

Yours faithfully,

Sd/-

(Mrs. Anjana Goswami)
P.R.T.
K.V. CRPF

Dated 10/10/2001

Central Administrative Tribunal
20 NOV 2001
गुवाहाटी न्यायपीठ
Guwahati Bench

BEFORE THE CENTRAL ADMINISTRATIVE TRIBUNAL
GUWAHATI BENCH

O.A.No. 419/2001

Anjana Goswami

-Versus-

U.O.I. & Ors.

Written Statement on behalf of the Respondents above named :-

1. The answering respondents have received the copy of the OA and have gone through the same. Save and except the statements which are not specifically admitted herein below, rests may be treated as total denial by the respondents.

2. That the answering respondents have gone through the copy of the OA and understood the contention raised therein. It is noteworthy to mention here that the issue involve in this OA has already been settled by the Hon'ble Tribunal in it's judgement and order dated 25.7.2001, therefore the answering respondents instead of placing parawise reply before this Hon'ble Tribunal beg to place the relevant reply controverting the issue involved in the OA. To that context the answering respondents pray before the Hon'ble Tribunal to rely and refer upon the written statement filed in OA No.246/99. The answering respondents however crave leave of this Hon'ble Tribunal to

and other connected matters. In the aforementioned judgement passed by this Hon'ble Tribunal has settled the matter finally and hence the applicant can not raised the same issue again in the present application, same being barred under the provision of judicata.

The applicant in the instant case also raised the issue regarding one Smt.Chapa Das Kar, but same is not correct. Said Smt.Chapa Das Kar joined the said School (KVS,CRPF,Amerigog) on 27.10.87 by placing her joining report. In fact, the applicant joined the said school much earlier than Smti Kar and as such the applicant is station senior in the said school. As per the policy for declaration of surplus it is categorically mentioned that the seniormost teacher (station senior) will be rendered surplus.

The contention relating to allotment of work to the applicant is a purely administrative matter and hence same can not be brought this Hon'ble Tribunal as a ground for setting aside the order of transfer.

4. That the answering respondents beg to state that the applicant has measurably failed to appreciate any factual aspect showing malafide in issuing the order of transfer as well as the order dated 4.10.2001. It is noteworthy to mention here that in the order dated 4.10.2001 the authority concerned taking into consideration the vacancy position available modified the order of transfer and in place of KV,Laitkorpeak she has been posted to KV, Upper Shillong.

5. That the answering respondents while dealing with the contention regarding the OM dated 23.7.96 beg to state that in the earlier proceeding this Hon'ble Tribunal has delt with the matter elaborately leaving no scope to the present applicant to reagitate the issue again.

In the Premises aforesaid, it is most respectfully prayed that Your Lordships would graciously be pleased to vacate/modify the interim order dated 16.10.2001 and to dismiss the OA in limini with cost and/or pass any such order/ orders as may be deemed fit and proper considering the facts and circumstances of the case.

And for this act of kindness the applicant as in duty bound shall ever pray.

V E R I F I C A T I O N

I, Deokishan Saini, s/o C. Saini, aged about 61 years, resident of Maligaon Guwahati, at present working as Asstt Commissioner Kendriya Vidyalaya Sangathan, Maligaon Regional Office, Guwahati, do hereby solemnly affirm and verify that the statements made in the paragraphs ....1,2,4,5..... are rue to my knowledge and those made in paragraphs ....3..... are matters of records which I believe to be true and the rests are my humble submissions before the Hon'ble Tribunal and I have not suppressed any material facts of the case.

And I sign this verification on this the .19. day of November , 2001.

Deokishan Saini

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केन्द्रीय प्रशासनिक अधिकरण
Central Administrative Tribunal
18 JAN 2002
गुवाहाटी न्यायपीठ
Guwahati Bench

Filed by
Mrs. Anjana Goswami
Applicant
through
Arjun Kumar Chaudhury
Advocate
dt. 18.01.2002

DISTRICT : KAMRUP

IN THE CENTRAL ADMINISTRATIVE TRIBUNAL,
GUWAHATI BENCH, AT GUWAHATI

Original Application No. 419 of 2001

SMTI. ANJANA GOSWAMI

.....**APPLICANT**

- VERSUS –

UNION OF INDIA AND OTHERS

.....**RESPONDENTS**

AND

IN THE MATTER OF :

Rejoinder filed by the Applicant against the Written Statement filed on behalf of the Respondents.

REJOINDER

1. That the Applicant filed the instant Application praying for quashing and setting aside the order dated 12.07.99 (ANNEXURE : 7) and transfer order dated 11.08.99 (ANNEXURE : 11) and to set aside the Memorandum dated 04.10.2001 (ANNEXURE : 22) and to declare, adjudge and hold Memo dated 23.07.96 (ANNEXURE : 13) to be ultra vires to the Constitution of India. A copy of the Written Statement filed on behalf of the Respondents has been served upon my Counsel. I

have gone through the said Written Statement and understood the contents thereof. All the statements made in the Written Statements are deemed to have been denied except those which are specifically admitted hereinunder. The Applicant also reaffirms and reiterates all the statements made in Original Application No. 419/2001.

2. That the statements made in paragraph 2 of the Written Statement are not correct and true and the same are denied to the extent of their incorrectness. In this connection, I say that the Hon'ble Tribunal in its Judgment and Order dated 25.07.2001, opined that the matter be remitted to the Respondent Authority for a fresh look and after consideration of the whole matter viewed that "ends of justice will be met if a direction is issued to the Applicants to make individual representation ventilating their grievances against the impugned order of transfer and posting in addition to the representation already made within three weeks from the date of the receipt of the Order. On receipt of the such representation, the Respondents shall take note of their grievances and thereafter pass such appropriate order for allaying their grievances justly and fairly as expediently as possible.". Therefore it is absolutely unfair and misleading to say that issues involved in this Original Application has been settled by the Hon'ble Tribunal in its Judgment and Order dated 25.07.2001 as contended by the Respondents. I further say in this connection that the Written Statement submitted by the Respondents in earlier Original Application No. 246/99 cannot legally be taken into account as the said Application was disposed of finally by the aforesaid Judgment. However, if the Hon'ble Tribunal is inclined to rely on the same, I submit that my Rejoinder filed on 15.10.99 against the said Written Statement filed on behalf of the Respondents in the said Original

Agrawal

Application, may also be taken into consideration in the interest of justice and fairplay.

3. That with regard to the statement mentioned in paragraph 3 of the Written Statement I state that averments made therein neither factually correct nor are they legally sustainable. I state in this connection that the Applicant is equally concerned with both the points involved in this case, namely, (i) reduction of sections from section three to two in classes I to V and (ii) transfer of applicant from Kendriya Vidyalaya, CRPF, Amerigog to Kendriya Vidyalaya, Upper Shillong. Accordingly, the Applicant challenged the legal validity of the said Orders. It may be stated herein that the Chapter X of the Education Code of the Kendriya Vidyalaya (hereinafter referred as 'Code') contains the various provisions of admission of students into the Kendriya Vidyalays. Rule 88 of the Code is relevant for the purpose of this case. Rule 88 provides four categories of students to be given priority in admission to the Kendriya Vidyalaya. But the KV, CRPF, Amerigog has followed this Rule more in breach than in observance. As admitted by Respondent No. 2 in his impugned order dated 04.10.2001 that "its main aim is to grant admission towards the transferable Central Govt. employees and defence personnel who will come in the priority category", it appears that the Respondents have completely lost sight of the provisions mentioned in category (ii), (iii) and (iv) of the Rule 88 of the Code. I further state if students belonging to aforesaid "categories are given admissions to KV, CRPF, Amerigog then it cannot accommodate all the students in one section of classes I to V. Inspite of the stay order dated 17.08.99 to the reduction of the sections vide Memo No. dated 12.07.99, the Respondents continued to violate the aforesaid stay order by reducing the three sections to two sections from classes I to V and thereby

refusing to register and admit the students belonging to aforesaid four categories, only to justify their arbitrary and unreasonable action to reduce the sections. Therefore, the Respondents deserve to be proceeded on contempt proceedings under the Contempt of Courts Act, 1971.

4. I further state that children upto the age of 14 years have got a fundamental right to receive free education as ingrained in Article 21 of the Constitution of India and as declared by the Hon'ble Supreme Court in the case, namely, Unni Krishnan, J.P. – vs. – State of A.P. (Reported in AIR 1993 SC 2178). Therefore, Respondents cannot constitutionally refuse to admit the primary School students on the ground of decreasing section in Classes I to V in violation of the fundamental rights of these children who want to take admission in the KV, CRPF, Amerigog. I state that the KV, CRPF, has got all the infrastructure and strength of teachers to impart primary education to the children belonging to aforesaid four categories. Further, the fundamental right of obtaining free education by the students upto the age of 14 years is to be determined in the light of Articles 41, 45 and 46 of the Constitution of India. Recently, the Parliament of India has amended the Constitution of India by introducing the right of getting free education upto the age of 14 years in the fundamental right chapter, namely, Part III of the Constitution of India through the 93rd amendment of the Constitution of India and after this amendment the right of getting free education upto the age of 14 years has become a fundamental right provided by the Constitution of India. Therefore, the Respondents could not have restricted the admission of students belonging to aforesaid four categories on the ground of reduction of sections from three to two in Classes I to V of the KV, CRPF, Amerigog in violation of fundamental rights of those students.

Agoswami

Therefore, I submit that the memorandum dated 12.07.99 issued by Respondents No. 2, decreasing one section in Class I to Class V is liable to be set aside and quashed on the ground of violating the fundamental rights of the students belonging to aforesaid four categories seeking admission into the KV, CRPF, Amerigog.

5. That the statements made in paragraphs 4 and 5 of the Written Statement are categorically denied by me as they are absolutely irrelevant to issues, having no bearing in this case.

6. That I state that the discriminatory treatment has been meted out to the Applicant in violation of the Article 14 of the Constitution of India while issuing the transfer order to the Applicant on the ground of being surplus in the KV, CRPF, Amerigog. The records would show that all the lady teachers who were rendered surplus in other KV Schools of Guwahati Station have been accommodated in the Guwahati station itself. This is borne out by the fact that one Smt. Usha Chhabhra was rendered surplus / excess in KV, Borjhar had been transferred to KV, Maligaon and similarly one Smti. Puspa Lata Gupta who was rendered surplus / excess in KV, IOC, Guwahati had been accommodated in KV, Maligaon as indicated by Memorandum No. 10-2/2000-KVS(GR)/5188-221 dated 08.08.2000. On the date of passing the impugned order dated 04.10.2001 disposing of the representation dated 09.08.2001, of the Applicant, there were 3(three) vacancies available in Guwahati Station one each at KV, CRPF, Amerigog, KV, IOC, Noonmati and at KV, Maligaon at Guwahati. Therefore, the Applicant could have been easily accommodated in either of the aforesaid 3 (three) vacancies in conformity with the transfer guideline dated 23.07.96 (Annexure – 13)

Goswami

A photocopy of the aforesaid Memorandum dated 08.08.2000 is annexed herewith and marked as ANNEXURE –24

7. That I state that on perusal of the Memorandum No. P.2-1-1/2000-KVS(E.IV) dated 26.09.2000 would clearly show that even transfer made on request by the incumbents at Guwahati have been accommodated at Guwahati itself. Smti. Tripti Borgohain was transferred from KV, IOC, Guwahati to KV, Khanapara, Guwahati, Smti. Jharna Choudhury was transferred from KV, Maligaon to KV, IOC, Guwahati, Dalimi Das Seal was transfer from KV, IOC, Guwahati to KV, Maligaon, Guwahati. Similarly Neelima Baruah was transferred from KV, Borjhar to KV, IOC, Guwahati.

A photocopy of the aforesaid memorandum dated 26.09.2000 is annexed herewith and marked as ANNEXURE - 25

8. That the Respondents have created serious chaos and anomalies while transferring the various teachers from Guwahati Station under the transfer guidelines. It may be pointed out that 6 teachers namely Smti. P. Sharma, Smti. K. Goswami, Smti Namita Goswami, Smti. J. D. Roy, Smti. M. Das and Smti. Nilima Goswami were transferred to outside Guwahati Station vide order dated 21.06.2001, though they were not senior teachers having longest stay in the Guwahati Station. According to the transfer guidelines the teachers having a longest stay and senior in the Station should be transferred first without disturbing the junior teachers in the Stations. On the date of transfer, namely, 21.06.2001 of the aforesaid 6 teachers, there were many teachers senior to them in KV Schools of Guwahati Station but those senior

Aswai

teachers were not transferred out of Guwahati station in conformity with aforesaid transfer guidelines. However, when the aforesaid 6 teachers pointed out the said favourtism, discriminatory treatment given to them and the arbitrary action of the Respondents they were again transferred back to the various Schools of Guwahati station at Guwahati by cancelling the aforesaid transfer order dated 21.06.2001 through the transfer cancellation order dated 22.11.2001. I further say in this respect that the forwarding list of employees who have served for 5 years or more at the present station (Guwahati) in the present post (as on 31.03.2001) in the primary section issued under Memo No. F.10-8/2001-KVS(GR)/18557 dated 19.11.2001, has a bearing in deciding the issues involved in this case. This list clearly shows that the Applicant cannot also be transferred out of Guwahati on the ground of longest stay in the Guwahati station as her position stands at serial No. 25 in the said seniority list. It shows there are about 24 teachers above her having longest stay in the Guwahati station.

Photocopies of the transfer cancellation order dated 22.11.2001 and transfer guidelines and the seniority list at Guwahati station dated 19.11.2001 are annexed hereto and marked as ANNEXURES 26, 27 and 28 respectively.

9. That I state that even today there are quite a number of vacancies available at Guwahati and/or in the Guwahati station. Moreover, there are four vacancies available without posting anybody against those vacancies in KV, Digaru School under Digaru Station, which is about 20-25 kms. away from Guwahati. Even now there are two vacancies available at KV, Jagiroad in Jagiroad Station, which is about 59 kms. (37 miles) away from Guwahati. Both the places are well connected with Guwahati by Bus services going through National

Agrawal

Highway. Therefore, I submit if the Applicant is transferred to one of the places namely, Digaru & Jagiroad against the vacancies available there, she has no objection to join there in order to tie over her present difficulties as stated in her representation dated 09.08.2001 and the present Application. Therefore, the Hon'ble Tribunal may kindly direct the Respondents that if the Applicant cannot be accommodated at Guwahati station then she may be accommodated either at KV, Digaru or at KV, Jagiroad against the vacancies available there as stated above.

.....VERIFICATION

Aggarwal

VERIFICATION

I, Smti. Anjana Goswami, wife of Dr. Indra Kumar Bhattacharyya, aged about 40 years working as Primary Teacher in Kendriya Vidyalaya, Group Centre, Amerigog, Guwahati – 781 023 in the district of Kamrup, Assam do hereby solemnly affirm and declare, that the statement made in this rejoinder in paragraphs 1 to 9 are true to my knowledge, belief and information and I have not suppressed any material facts.

And I sign this rejoinder on this the 18th day of January, 2002 at Guwahati.

Mrs. Anjana Goswami
APPLICANT

ANNEXURE - 24 369

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KENDRIYA VIDYALAYA SANGATHAN
REGIONAL OFFICE
CHAYARAM BHAWAN : MALIGAON CHARIALI
GUWAHATI : 12.

No.10-2/2000-KVS(GR)/5188-221 Dated : 08.08.2000
9

TRANSFER ORDER

Due to the fixation of staff strength in Kendriya Vidyalaya for the year 2000-2001, the staff, in excess of the sanctioned strength in certain Vidyalayas is required to be redeployed against the existing vacancies in other Kendriya Vidyalayas. Accordingly, the following teachers are redeployed in the Kendriya Vidyalayas shown against their names in public interest with immediate effect.

S.No.	Name of the teacher	Designation	Transferred from	Transferred to
01.	Dr.R.K.Bharti	PGT(Hindi)	No.1 Jorhat	BRPL Bongaigaon
02.	Sh.P.N. Singh	TGT(Maths)	BRPL Bongaigaon	No.1 Tezpur
03.	Smt.Putul Dey	"	Maligaon	CRPF Amerigog
04.	Smt.A.Bhagwati	"	Maligaon	Borjhar
05.	Miss N.Goswamy	TGT(Bio.)	Maligaon	Khanapara
06.	Smt.Aradhana Singh	TGT(Hindi)	Maligaon	Borjhar
07.	Sh. P.C.Vishwakarma	"	Pasighat	CRPF Amerigog
08.	Sh.R.V. Singh	"	No.1 Tezpur	Missamari
09.	Smt.S.K.Choudhary	TGT(S.St)	Maligaon	No.1 Jorhat
10.	Smt.R.Kyndiah	"	H.V. Shillong	Laitkorpeak
11.	Smt.Anu Dutta	"	Narangi	Misa Cantt.
12.	Smt.Usha Chhabnra,	PRT	Borjhar	Maligaon
13.	Sh.K.K. Kalita	"	Borjhar	Tezpur No.2
14.	Sh.S.Zaman	"	BRPL Bongaigaon	Lokra
15.	Smt.A.Nandi	"	BRPL Bongaigaon	Kokrajhar
16.	Smt.Pushp Lata Gupta	"	IOC Guwahati	Maligaon.

SHRM
EO 8/8/2000

For Assistant Commissioner

Copy to :-

1. Individual concerned. with the direction to get himself/herself relieved immediately.
2. The Principal,KV,where teacher is presently working with the direction to relieve the concerned teacher immediately under intimation to this office. The incumbent is eligible to draw TA/DA as per KVS rules.Incase teachers on leave/absent he/she should be relieved in absentia with immediate effect. On no account his/her relieving should be delayed,No pay and allowances should be drawn in respect of the transferred teacher with effect from the date he is ~~xx~~ relieved/deemed to have been relieved.
3. The principal,KV where teacher has been posted on transfer with the direction to intimate the date of joining in respect of the teacher concerned to the undersigned immediately.
4. Dr.E.Prabhakar,Edn.Officer,KVS(Hqrs) for information w.r.t. his letter No.1-3/2000-KVS(E.III),dated 4/8/00 and letter No.18-20(Sur) 2000/KVS/E.IV, dated 4/8/00.

SHRM
EO 8/8/2000

For Assistant Commissioner

****

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Advocate

LKSinha/S.Baishya

ANNEXURE - 25

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KENDRIYA VIDYALAYA SANGATHAN
(ESTT. IV SECTION)
18, Institutional Area,
Shaheed Jeet Singh Marg,
NEW DELHI - 110 016.

NO.F.2-1-1/2000-KVS(E.IV) DATED: 26-9-2000

TRANSFER ORDER

The transfer of the following Primary Teachers are hereby ordered on request:-

Sl. No.	Name of PRT	KV where working	KV where posted
1	2	3	4
	Mr./Mrs./Ms		
01.	[illegible] Lakshmi Naidu	Bheemuni Patnam	No.2 Port Blair
02.	[illegible] Sannala Indira	No.3 Cochin	Bheemuni Patnam
03.	[illegible] Rupinder Preet	No.4 Cochin	No.3 Cochin
04.	S.P. Saxena	Khaprail	No.4 Cochin
05.	Shailendra Kumar	Umroi Cantt.	Khaprail
06.	Paul A.M.	Ottapalem	No.1 Port Blair
07.	Chitra Devi R Warrier	Manmad	Ottapalem
08.	Meena Ashok Thakur	Jhagrakhand SECL	Manmad
09.	Ramprasad Ram	Ojhar AFS	Jhagrakhand SECL
10.	Sowmya Ganesh	Missamari	Ojhar AFS
11.	John NG	Lokra	Missamari
12.	Deepa Deo Barman	Chabua AFS	Lokra
13.	Sophia Nair	Aravankadu	No.1 Port Blair
14.	K. Madhu	Mandovi INS	Aravakadu
15.	Huma Kousar	No.1 Itarsi	Mandovi INS
16.	Shobhana Mishra	No.2 Itarsi	No.1 Itarsi
17.	Priyadarshini Dubey	No.1 Itarsi	No.2 Itarsi
18.	Dr. Jayaprakash Jaiswal	No.2 Itarsi	No.1 Itarsi
19.	SK Sharma	Hoshangabad	No.2 Itarsi
20.	Krishna Sharma	Nepa Nagar	Hoshangabad
21.	A Swathy Rajappan	Aravankadu	No.2 Port Blair
22.	Sarah Sheila Anthony	Sulur	Aravankadu
23.	TK Dakshayani	Coimbatore	Sulur

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1	2	3	4
24.	K Prema	Avadi AFS	Coimbatore
25.	BC Usha	No.1 Tambaram	CLRI Chennai
26.	PT Balaji	AFS Avadi	No.1 Tambaram
27.	Ravi Mahadevan	Donimalai	AFS Avadi
28.	Jasmol Kaur	No.2 Ferozepur	AFS-Ojhar
29.	Sushma K.S.	Porbandar	AFS-Samana
30.	Sunita Gill	Lalgarh Jattan	NAD Karanja
31.	Kanan G	No.2 Pondicherry	AFS Avadi
32.	Vijay Laxmi Hebbal	IISc Bangalore	No.2 Pondicherry
33.	Honamma SK	CRPF Yehlanka	IISc Bangalore
34.	Lucy Paul	Ernakulam	CRPF Yehlanka
35.	Leithika Santosh	No.4 Cochin	Ernakulam
36.	Valsama Joseph	Jagi Road	No.4 Cochin
37.	Manisha Chakravarty	Panbari	Jagi Road
38.	SR Basu Matary	Umroi Cantt.	Panbari
39.	Geetanjali Das	Shillong	Borjhar
	Christy	CRPF Avadi	CLRI Chennai
41.	Ramesh Kumar Sudha	No.2 Port Blair	CRPF Avadi
42.	Vaze Ravindra	DonimalaiNDMC	Sambra AFS
43.	BS Lakshmi	Missamari	Donimalai
44.	K. Valsala Kumari	No.3 Colaba	Keltron Nagar (Cannanore No.2)
45.	Mrs. Gouri Singh	Karanja NAD	No.3 Colaba
46.	Shushma Guptha	No.3 Colaba	Karanja NAD
47.	Alpana Guptha	Karanja NAD	No.3 Colaba
48.	KV Ratnamala	Mysore	Dharwad
49.	CK Sharda	Bellary	Mysore
50.	Sujata Subhash	No.3 Bikaner	Kalpetta
51.	Sheena Bose	Gandhidham Rly.	No.3 Bikaner
52.	Parul Dev	Khanapara, Guwahati	No.1 Mangalore
53.	Tripti Borgoham	IOC Guwahati	Khanapara, Guwahati
54.	Uhara Chowdhry	Maligaon	IOC Guwahati
55.	Palmi Dass Seal	IOC Guwahati	Maligaon

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1	2	3	4
56.	Neelima Barua	Borjhar	IOC Guwahati
57.	Sujata Unni Nair	No.1 Hubli	No.2 Mangalore
58.	Bharti Krishna Kamble	Sholapur	No.1 Hubli
59.	Sabina Sayeed S Hakim	NAD Karanja	Sholapur
60.	Promilla Bhattacharya	IAT Girinagar	NAD Karanja
61.	Nav Jyoti	Hissar Cantt.	IAT Girinagar
62.	Vishnu Dev Upadhya	Passighat	Hissar Cantt.
63.	Rani BT	Bambolim Camp	Payannur
64.	Santosh Kumar Yadav	Amla	Ponda
65.	Imrat Bharti	No.3 Itarsi	Amla
66.	Tripti Balaji	OF Bhandara	No.3 Itarsi
67.	Surakha P. Joge	No.2 AFS Devlali	OF Bhandara
68.	Champa D. Bhatia	AFS Ojhar	No.2 AFS Devlali
69.	Malini Mulmuley	Raipur	Ojhar AFS
70.	Satguna Nayak	Bacheli	Raipur
71.	Anjana Srivastava	ITI Rai Bareilly	Bacheli
72.	Ahtora Falipo Das	Ponda	Bambolim Camp
73.	Sujata Krishnan	No.1 Mangalore	No.1 Kasargod
74.	Ranjana Gupta	Happy Valley, Shillong	Ahmednagar No.1
75.	Kamla Devi	Laitkor Peak, Shillong	Happy Valley, Shillong
76.	Sushma Sharma	No.1 AFS Jodhpur	Laitkor Peak, Shillong
77.	Suman Sarol	Dabla	AFS No.1 Jodhpur
78.	Dinesh Chandra Tiwari	Zakhma	Gangtok
79.	Praveen Kaur Dhillon	No.1 Colaba	Jutogh
80.	Madalsa Vyas	No.2 Colaba	No.1 Colaba
81.	Raj Kishori S. Singh	No.3 Colaba	No.2 Colaba
82.	GP Malviya	AFS Amla	No.3 Colaba
83.	Kusum Yadav	Aligarh	Kapurthala Cantt.
84.	Yash Pal Giri	Dharangdhara	Aligarh
85.	Naresh Kumar Kala	Banswara	Ranikhet
86.	Elizabeth Haward	JNU, N.Delhi	Banswara
87.	Neelam Kshatriya	Shillong	JNU New Delhi
88.	Munna Lal Verma	New Tehri Town	Barbasa
89.	Seema Gupta	Khaprail	New Tehri Town

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1	2	3	4
90.	Ratna Bhanja	Bagdogra	Khaprail
91.	Ranu Ghosh	Kokrajhar	Bagdogra
92.	SR Basu Malavia	Umroi Cantt.	Kokrajhar
93.	Sudhir Kumar Tiwari	Jhalawar	Leh
94.	Darshan Kumari	Tibri Cantt. Gurdaspur	Dasoli Lakhanpur
95.	Praveen Kumar	Srinagar No.1	Bakloh
96.	Deepak Bhagal	No.2 Srinagar	Shikarpur
97.	Kiran Shashi Paul	BSF Dholchera	ONGC Dholchera
98.	Mani Deepa Dass	Cacher, Panchgram	BSF Dholchera
99.	Jaya Dev	Kumbhigram, AFS Dholchera	Kacher, Panchgram
100.	Brijesh Kumar Kairi	No.1 Agartala	Kumbhigram, Dholchera
101.	Sudip Roy	Panisagar BSF	Agartala No.1
102.	Nibha Rani Dargolai	Dinjan No.1	Dumduma
103.	Sujata Deshmukhya	Cachcher Panchgram	Kumbhigram
[illegible]	[illegible] Dassan	Cachcher Panchgram	Kumbhigram AFS
105.	Dina Lama	Bokajan CCI	Dimapur CRPF
106.	Dina Mukosh Joshi	Sabarmati ONGC Baroda	Ahmedabad Cantt. Sabarmati
107.	Sonvati Sikar War	Rajkot	ONGC Baroda
108.	Jayanti Paraswar	Dharangdhara	Rajkot
109.	Purohit Hansa Magan Lal	AFS Ojhar	Dharangdhara
110.	Ajit Kumar		
111.	Radha Krishna Dave	Gandhinagar CRPF	Naliya AFS
112.	Shivangi Jain Bhekar	Chandkheda ONGC	Gandhinagar CRPF

Contd..P.5/-

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2.	3.	4.
113. Lily Yamma John	Mehsana	ONGC Chandkheda
114. Arun Kumar	Lakwa	Mehsana
115. Anpana Gogoi	Dinjan No.2	Lakwa

(One Hundred fifteen Cases Only)

(P.K. AGGARWAL)
DEPUTY COMMISSIONER(FINANCE)
for COMMISSIONER

Copy to:-

1- The Individual concerned.

2- The Principal, of KV where the teacher under orders of transfer is currently posted. The employees concerned should be relieved from the Vidyalaya immediately but in any case not later than 15 days of issue of this order. In case he/she is not relieved by the stipulated date, he/she shall be deemed to have been relieved of his/her duties with effect from the above date and no pay and allowances shall be drawn. It is the personal responsibility of the Principal to inform the Sangathan immediately regarding relieving/joining of the candidate. Any lapse/failure on the part of the Principal in this regard would be viewed seriously.

3- The Principal, KV where the teacher is going to join on transfer for similar action. He is requested to intimate the date of joining of the transferred employee in the Vidyalaya to this office

4- The Asst. Commissioner/AIO, All Regional Offices.

5- The General Secretaries of recognised service Associations of KVS.

6- O.S.D. (H.R.M.)

7- O.S.D. (DEF)

8- All Dy.Commissioners/Asst. Commissioners/ Sr. Admn./Audit/ Accounts Officers and Education Officers of KVS(HQ).

9- E.A. to the Commissioner, KVS.

10- Guard file/ Notice Board.

(DR. E. PRADHAKAR)
EDUCATION OFFICER

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Advocate

- 16 - ANNEXURE - 26

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KENDRIYA VIDYALAYA SANGATHAN
18, INSTITUTIONAL AREA
SHAHID JEET SINGH MARG
NEW DELHI-110016

No.F.2-1(D)2001-KVS(E.IV) Dated: 22-11-2001

TRANSFER CANCELLATION ORDER

The representations of the following Primary teachers who have been transferred vide this office order dated 21.6.2001 for cancellation of his/her transfer have been considered carefully by the competent authority in accordance with the instruction/decision taken by the committee constituted for effecting transfers under clause 10(i) and 10(iii) of transfer guidelines.

Accordingly, the transfer order of following teachers are hereby cancelled. Their station seniority will be counted without any break. Hence this will in no way exempt them from displacement in future.

Sl. No.	Name of teacher	Transferred From KV	To KV	Ground
01.	Smt.P.Sharma	Narangi	Missamari	Sr./Jr. disparity
02.	Smt.K.Goswami	Khanapara	Digaru	-do-
03.	Smt.Namita Gowsami	Narangi	Digaru	-do-
04.	Smt.JD Roy	Khanapara	Digaru	-do-
05.	Smt.M.Das	Khanapara	Digaru	-do-
06.	Smt.Nilima Goswami	Narangi	Jagiroad	-do-

(Six case only)

This issues with the approval of the Competent Authority.

(S.C.JAIN)
Dy.Commissioner(Acad)

Distribution to:

1- The employee concerned.
2- The Principal, KV, concerned.
3- The Asstt. Commissioner, KVS, RO, concerned. The station seniority may be counted w.e.f. their original date of joining in Guwahati station previously.

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Advocate

(17)

ANNEXURE - 27

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TRANSFER GUIDELINES

In supersession of existing guidelines/orders on the subject, it has been decided that transfers in the Kendriya Vidyalaya Sangathan will hereafter be made as far as practicable in accordance with the guidelines indicated below:

2. In these guidelines unless the context otherwise requires:

i) "Commissioner" means Commissioner, Kendriya Vidyalaya Sangathan including any officer thereof who has been authorised or delegated to exercise all or any of the powers and functions of the Commissioner;

ii) "Performance" means:

a) Where the Annual Confidential Report(s) is/are available in the concerned Regional office, the assessment of teacher as reflected in his Annual Confidential Report for the last three years preceding the year in which transfers are taken up;

b) Where the Annual Confidential Report(s) for last three years or any of the last three years is/are not available in the concerned Regional Office for whatever reason, the assessment by the Assistant Commissioner of the Region from where transfer is being sought on the work and conduct of the teacher for the year(s) in respect of which the ACR(s) is/are not available.

iii) "Sangathan" means the Kendriya Vidyalaya Sangathan.

iv) "Service" means the period during which a person has been holding charge of the post in the Sangathan on a regular basis.

v) "Station" means any place or a group of places within an urban agglomeration.

vi) "Stay" means service at a station excluding the period or periods of continuous absence from duties exceeding 30 days (45 days in case of N.E. Region, Sikkim and A&N Islands) at a stretch other than on training or vacation.

vii) "Teacher" means all categories of teachers in the employment of Sangathan and includes Vice-Principals and Principals but does not include Education Officers and above.

viii) "Tenure" means a continuous stay of three years in North Eastern Region, Sikkim, A&N Islands and listed hard stations (Note: While calculating the aforesaid stay of three years, the period or periods of continuous absence from duties exceeding thirty days (45 days in case of N.E Region, Sikkim and A&N Islands) at a stretch other than on maternity leave, training or vacation shall be excluded.

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ix) "Year" means a period of 12 months commencing on 1st April

Unless the context otherwise indicates

a) words importing the singular number shall include plural number and vice-versa;

b) words importing the masculine gender shall include the feminine gender.

3. In terms of their all India transfer liability, all the employees of the KVS are liable to be transferred at any time depending upon the administrative exigencies/grounds; organisational reasons or on request, as provided in these guidelines. The dominant consideration in effecting transfers will be administrative exigencies/grounds and organisational reasons including the need to maintain continuity, uninterrupted academic schedule and quality of teaching and to that extent the individual interest/request shall be subservient These are mere guidelines to facilitate the realization of objectives as spelt out earlier. Transfers cannot be claimed as of right by those making requests nor do these guidelines intend to confer any such right

4. The maximum period of service at a station shall generally not exceed three years in the case of Assistant Commissioners and five years in case of Principals/Education Officers They are, however, liable to be transferred even before completion of the aforesaid period, depending upon organisational interest or administrative exigencies, etc Principals with outstanding record in terms of their performance as reflected in ACRs and CBSE results may be retained in a Kendriya Vidyalaya even after completion of five years as aforesaid to promote excellence in the Vidyalaya

5. Apart from others, the following would be administrative grounds for transfers

(i) A teacher is liable to be transferred on the recommendation of the Principal and the Chairman of the Vidyalaya Management Committee of the Kendriya Vidyalaya.

(ii) Transfer of spouse of a Principal to a Kendriya Vidyalaya at the station where the Principal is working or nearby, but not the Vidyalaya where he is a Principal

6. As far as possible, the annual transfers may be made during summer vacations. However, no transfers, except those on the following grounds shall be made after 31st August

i. Organisational reasons, administrative grounds and cases covered by para 5;

ii. Transfers on account of death of spouse or serious illness when it is not practicable to defer the transfer till next year without causing serious danger to the life of the teacher, his/her spouse and son/daughter.

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iii Mutual transfers as provided in para 12

7. Priority for transfers on request shall follow the descending order of combined weightage to be calculated in terms of entitlement points for organisational reasons/interests as also the individual needs and request of the teachers seeking transfers in accordance with para 8 below.

Provided that transfers sought on account of death of spouse within a period of two years of death and medical grounds as per para 9 will be placed en bloc higher than others listed in para 8 of these Guidelines

8 (i) Organisational reason/interest shall be classified and assigned entitlement points as under

(a) Transfer from places where tenure is involved (see para 2(viii) of these Guidelines) — 20

(b) Performance:

RATING OF PERFORMANCE	ENTITLEMENT POINTS
Outstanding	10 for each year
Very Good	6 for each year
Good	4 for each year
Average	0 for each year
Unsatisfactory	(-)10 for each year

(ii) Needs denoted by the following reasons shall be assigned entitlement points as given against each.

S No.	REASONS/GROUND	ENTITLEMENT POINTS
A.	Blind and orthopaedically handicapped persons. The standards of physical handicap will be the same as prescribed by the Govt of India for sanction of Conveyance allowance.	15
B.	SPOUSE CASES	
(i)	Where spouse is a Sangathan employee	20

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(ii)	Where spouse is a Central Government employee	18
(iii)	Where spouse is an employee of autonomous body or PSU under Central Government	15
(iv)	Where spouse is an employee of State Government or its autonomous body or PSU	12 ✓
(v)	Other spouse cases	10

Note for 'Spouse Cases' :

The aforesaid points will be awarded only where the teacher seeks transfer to a station (a) other than the one where he/she is currently posted and (b) where his/her spouse is posted or nearby. This condition, i.e. (b) will, however, not apply in those cases where the spouse of the teacher is posted to a non-family station provided the transfer is sought to a place nearest to the station where his/her spouse is posted

C	Unmarried/divorced/judicially separated/widowed ladies	12
D	General Cases which are not covered by A-C above	10
E.	Stay at the station from where the transfer is being sought.	1 for each year of stay exceeding three years subject to a maximum of 20 points

OR

Teachers who have less than 2 years to retire — 20

9 For the purpose of calculation of entitlement points in respect of medical grounds as mentioned in the Proviso to para 7 of these Guidelines, such illnesses of teacher himself/herself or his/her spouse and dependent son/daughter alone as may be prescribed by the Commissioner will be considered as medical ground for transfer.

Note A son will be deemed to be dependent till he starts earning or attains the age of 25 years, whichever is earlier or suffers from permanent disability of any kind (physical or mental) irrespective of age limit. A daughter will be deemed to be dependent till she starts earning or gets married irrespective of age limit

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10(1) Where transfer is sought by a teacher under para 8 of the guidelines after continuous stay of 3 years in NE & hard stations and 5 years elsewhere at places which were not of his choice, or by teachers falling under the Proviso to para 7 of these Guidelines, or very hard cases involving human compassion, the vacancies shall be created to accommodate him by transferring teachers with longest period of stay at that station provided they have served for not less than five years at that station. Provided that Principals who have been retained under para 4 to promote excellence, would not be displaced under this clause.

(2) While transferring out such teachers, efforts will be made to accommodate lady teachers at nearby places / stations, to the extent possible and administratively desirable.

(3) In cases where a vacancy cannot be created at a station of choice of a teacher under this clause because no teacher at that station has the required length of stay, the exercise will be repeated for the station which is the next choice of the teacher seeking transfer.

Note: The transfers proposed under this rule shall be placed before a Committee consisting of Additional Secretary (Education) Chairman, Commissioner, Member and Joint Commissioner (Admn) KVS as the Member Secretary

11. In order to effect transfers in terms of para 8 and 10 of these Guidelines, two priority lists shall be prepared and operated as under:

(a) First priority list shall list all the applications received for transfer in terms of paras 7 and 8 showing the entitlement points against each applicant. This priority list shall be operated against the vacancies available during normal course for being filled up.

(b) Second priority list will be maintained in respect of cases of transfer in terms of para 10 of the guidelines listing all the applications as also the entitlement points of each applicant in terms of priorities given in para 8 of the guidelines. The applicants included in this priority list alone will be accommodated by transferring teachers with the longest period of stay at that station provided they have served for not less than 5 years from the date of joining at that station. For this purpose a list of persons who have served for 5 years or more at the stations shall be prepared by the Assistant Commissioners of the respective regions and displayed.

12. Mutual transfer may be permitted on satisfaction of the Commissioner but such cases will be taken up on completion of annual transfers as per clause 8 and completed by 30th September.

13. Intra and inter-regional transfers may, as far as practicable, be made simultaneously.

(16)

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14. Upon promotion or direct recruitment as Principals/ Education Officers/Assistant Commissioners, an officer shall necessarily be posted to a different State other than the one where he is posted or domiciled, as the case may be, subject to availability of vacancies. Subject to availability of vacancies and other administrative reasons those who are due to retire within next three years may not be posted outside their home state if their service at the same station prior to promotion does not exceed three years.

15 A teacher on promotion shall necessarily be posted out of the Region where he is currently posted However, a lady teacher may on promotion be posted within the same Region but a district or two away from the existing place of posting, subject to availability of vacancy.

16. Transfer TA will be regulated as per orders of the Government of India on the subject

17. Assistant Commissioner will be competent to change the headquarters of a teacher on administrative grounds to any place within the region as deemed fit and direct him to discharge his duties there The Assistant Commissioners shall report forthwith the case with full facts to the Commissioner for confirmation or directions

18. Notwithstanding anything contained in these guidelines,

(a) a teacher or an employee is liable to be transferred to any Kendriya Vidyalaya or office of the Sangathan at any time on short notice on grounds mentioned in clause 5 and 6 (i) of these guidelines.

(b) the Commissioner will be competent to make such departure from the guidelines as he may consider necessary with the prior approval of the Chairman,

(c) the request of a teacher may be considered for transfer to a station in respect of which no other person has made a claim or request even if such teacher has not submitted the application in the prescribed proforma at the time of annual transfer or within the time limit prescribed for the purpose.

(d) Following cases will not be considered for transfer

(i) cases of Education Officers/Assistant Commissioners for transfer without completing three years' stay at the place to which they were posted upon promotion.

(ii) cases where a teacher, Education Officer, or Assistant Commissioner was transferred on grounds mentioned in paras 5(i), 6 and 7 of these guidelines will not be considered for transfer without completing 5 years' stay at the station to which they were so posted

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(iii) Principals, Education Officers and Assistant Commissioners will not be transferred back to the same station from where they were transferred earlier on completion of period as specified in para 4 above unless a period of three years has elapsed.

(iv) cases of fresh postings whether on direct recruitment or on promotion unless they complete three years of stay at the place of their posting except that, in case of women teachers, the request for posting to a place of choice can be considered after stay of one year. This will not, however, be applicable in cases covered by paras 5, 6, and 7(i) of these Guidelines.

19. These Guidelines shall mutatis mutandis apply to non-teaching staff to the extent applicable.

20. If any difficulty arises in giving effect to these guidelines, the Commissioner may pass such orders as appears to him to be necessary or expedient for the purpose of removing such difficulty.

21. If any question arises as to the interpretation of these guidelines, it shall be decided by the Commissioner.

22. The attention of all the employees is invited to Rule 55(27) of the Education Code and rule 20 of the CCS(Conduct) Rules which provide as under:

(i) As per Rule 55(17) of Education Code

"No teacher shall represent his grievance, if any, except through proper channel, nor will he convass any non-official or outside influence or support in respect of any matter pertaining to his service in the Vidyalaya."

(ii) As per Rule 20 of CCS(Conduct) Rules.

No Govt. servant shall bring or attempt to bring any political or other outside influence to bear upon any superior authority to further his interest in respect of matters pertaining to his service under KVS.

If the above provisions as mentioned at (i) and (ii) above are contravened, the following actions shall follow:

(a) That the name of the applicant will be removed from the priority list and he/she will be debarred for three years from being considered for transfer without any further reference to the teacher.

(b) That the teacher will be open to disciplinary proceedings as per rules.

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ANNEXURE : 2E

No. F.10-8/2001-KVS(GR) 18557 Date : 19.11.2001

Sub : Forwarding of list of employees who have served for 5 years or more at the present station in the present post (as on 31.03.2001)

SL.No.	NAME	DATE OF JOINING
1.	M. Saikia	26.06.74
2.	M. Devi	11.08.78
3.	Lila Deka	30.09.79
4.	Lily Das	13.08.79
5.	P. Baruah	08.08.80
6.	I. Sen	10.08.81
7.	Mila Baruah	21.07.83
8.	Usha Chabbra	23.07.83
9.	K. M. Borah	09.09.83
10.	S. Talukdar	26.07.84
11.	G. Dubey	30.07.84
12.	Mita Sen	03.08.84
13.	M. Rahman	04.08.84
14.	A. Kalita	08.08.84
15.	S. Bhattacharjee	08.08.84
16.	P. Goswami	27.08.84
17.	M. Baruah	05.09.84
18.	D. Sinha	24.09.84
19.	M. Borthakur	15.02.85
20.	C. C. Mahanta	23.07.85
21.	Tripti Borgohain	08.08.85
22.	K. Adhikari	20.08.85
23.	T. K. Begum	26.08.85
24.	C. Hazarika	31.08.85

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25.	A. Goswami	01.09.86
26.	V. L. Sharma	01.09.86
27.	I. Dowarah	01.09.86
28.	M. M. Das	03.09.86
29.	Swarupa Dey	08.09.86
30.	Archana Bhuyan	11.09.86
31.	Bithi Sen	07.10.86
32.	Miss Dipali Das	12.11.86
33.	Smti. A. Sharma	18.12.86
34.	Mrs. B. Deka	06.03.87
35.	C. D. Kar	27.10.87
36.	Tapashi Neogi	11.11.87
37.	P. Goswami	19.11.87
38.	Mrs. G. Roy	15.11.89
39.	Mrs. A. Choudhury.	01.01.90
40.	Mrs. J. Choudhury	17.01.90
41.	Miss. R. Borpujari	19.03.90
42.	Miss D. Baruah	19.03.90
43.	Smti. R. L. Deuri	19.03.90
44.	Mrs. D. D. Sharma	18.02.91
45.	Mrs. S. Hazarika	20.12.91
46.	R. Borgohain	04.01.92
47.	Mrs. B. P. Choudhury	03.02.92
48.	Mrs. M. R. Muiz	04.02.92
49.	Mrs. K. Talukdar	04.02.92
50.	Mrs. Rina Das	22.10.92
51.	Mrs. C. Chakravarty	23.10.92
52.	Mrs. S. Chakravarty	28.10.92
53.	Mrs. A. Ahmed	02.11.92
54.	Subodh Das	13.07.93

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55.	Mrs. M. Sultana	06.08.93
56.	Mrs. K. Goswami	10.08.93
57.	D. Pathak	10.08.93
58.	Mrs. Anju Gogoi	10.08.93
59.	Mrs. S. R. Chakravorty	10.08.93
60.	Mrs. M. Gogoi	10.08.93
61.	Mrs. I. Bordoloi	10.08.93
62.	Mrs. Sikha D. Baruah	12.08.93
63.	Mrs. N. Baruah	12.08.93
64.	Miss Sikha Devi	12.08.93
65.	Mrs. A. Das	13.08.93
66.	T. Roy Choudhury	13.08.93
67.	Kalita Devi	13.08.93
68.	Dipika Devi	16.08.93

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