aglasem.com

FOR CBSE SENIOR SECONDARY EXAM PREPARATION

CBSE Senior Secondary 2027 Syllabus · Work Experience

EXAM	YEAR	TYPE	SUBJECT
CBSE Senior Secondary	2027	Syllabus	Work Experience

WORK EXPERIENCE SYLLABUS - 2026-27 SUBJECT CODE- 500

OR

SEWA (Social Empowerment through Work Education and Action)



RATIONALE

National Education Policy (2020) mandates for school education a curriculum that is conducive to holistic development of the learners. The policy envisages to prepare the learners to be lifelong learners and learning to transcend the boundaries of the classroom. It becomes necessary that the curriculum provides the learners with opportunities to understand the context and the society they are presently living in and also the demands of the future. In this context SEWA aims to empower the learners, through experiential learning, to develop as active, caring and compassionate humans. SEWA will also aid in the intellectual, personal, social and emotional growth of the learners.

SEWA is all about community service. It is through projects that are related to environmental and civic responsibilities, democracy, health and fitness etc. the learners are empowered to think creatively and critically, work collaboratively and communicate with the society and the peers to solve problems.

- SEWA is an integral component of HPE
- Focuses on the mental/emotional and social health of the students
- All students of classes IX to XII (for XII till the end first term) will participate around the year.
- SEWA will be assessed internally through a blended approach of self-assessment, peer assessment and assessment by the mentor.
- SEWA is subsumed in HPE; classes IX and X grades will be included in HPE
- In case of classes XI and XII, though it is subsumed in HPE (strand 3) the grades will be assigned individually against work education (subject code 500)
- A total number of 50 periods will be allotted

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

BROAD OBJECTIVES

The course concepts will broadly focus on the following outcomes in our students:

- Help students develop social emotional skills (Self-awareness, Self-management, Relationship management and Responsible decision making)
- Develop self-esteem and respect for others
- Nurture a sense of understanding and responsibility towards people with different abilities (NEP's essence of inclusivity and appreciation towards differently abled)
- Instill the sense of social responsibility and reinforce accountability towards the society.
- Empower children to take responsibility and be accountable
- Develop a deeper concern for the environment
- Help students identify the needs of the society in terms food, health, hygiene, clothing and shelter.
- Create awareness of socio-economic problems of the society and seek solutions.
- Help students improve their health and physical fitness.

CORE OBJECTIVES:

Students will be able to:

- Develop a better understanding of self and society and find out opportunities and ways to contribute.
- Analyse the issues that they face in daily life both in personal & societal and work towards solutions.
- Relate and contribute the learning to local context– family, school, neighborhood and lead groups to contemplate.
- Demonstrate 21st Century skills and Leadership qualities

SPECIFIC AIMS/ OUTCOMES:

- To develop 21st Century skills like Collaboration, Communication/ Problem Solving through Critical and Creative Thinking through suggested activities in the course.
- To plan and execute the project through experiential learning.

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

- To develop Social Emotional Abilities through Self-awareness and management, building relationships, proposing solutions and solving problems
- To develop leadership skills, teamwork, critical and analytical abilities to solve problems in different ways.

GUIDELINES FOR SCHOOLS

- School can design and announce school SEWA policy.
- School can also decide on yearly focus theme for SEWA and class-wise sub themes.
- Each class as a whole can decide to take up one SEWA activity for the entire year.
- The choice of activity can be left to the students of the class, with guidance and facilitation by the class teacher and will depend upon the school policy too.
- Schools are encouraged to allow children to suggest SEWA themes for the year.
- Once a SEWA activity is decided for a particular school/class/year, the class students themselves will decide upon the role of each student of the class.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint school SEWA Mentor and Class-wise SEWA Mentors.
- Arrange administrative support for the activities involving Government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Ensure that each child in a class actively participates in his/her assigned role of SEWA.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

GUIDELINES FOR MENTORS

- Support students in identification and selection of the causes they want to support and up as projects, brainstorm and create mind-maps.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it including for research.
- Intervene positively to ensure participation of each and every child in the class, including CWSN.
- Guide students on how to plan, implement, review and take responsibility for their decisions.
- Guide students on upkeep of Portfolio/dossier, making a report, analyzing data, creating presentations, video films, channels onsocial media, websites.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com Page 4 of 26

- Capture the hours spent as well as documents as evidence wherever required in the student Portfolio/dossier.

What Forms a Social Empowerment Activity?

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report.

Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up areas follows (illustrative list):

- Organizing sports meet for CWSN (Children with Special Needs)
- Planning, organizing and delivering a League tournament (Basketball, Cricket, Football)
- Planning and holding a friendly cricket match between alumni and the current grade XI and XII.
- Organizing sports competition for primary school.
- Organizing Inter-class/ Inter-school sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing).
- Long distance runs (half and full marathons) for a cause Researching on Yoga, Running/logging, Dance, Trekking/ Hiking/Biking/Cycling, Camping, Military training as part of planned projects.

Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthycause).
- Getting involved in effortless, monotonous, and repetitive work-like returning library book to the shelves.

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

- Work experience that only benefits an individual student.
- Activities that cause division among different groups in the community. Activities with a bias to any religion or cultural sector which may hurt the sentiment of another person in any form.
- Regular recreational or community activities of a temporary nature-like a visit to a museum the theatre, concert, or sports event unless it clearly inspires work in a related activity which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

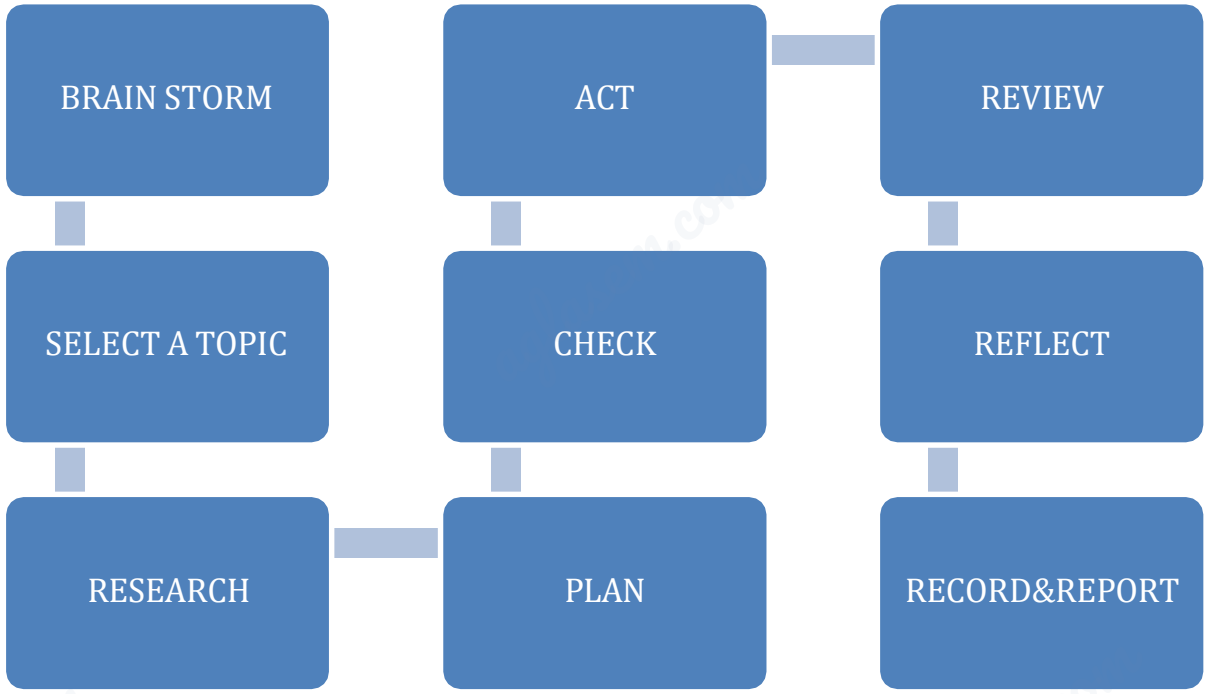
Procedures

- Fill out a My SEWA promise form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
- Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by parent and submitted before the activity begins to the school's SEWA Mentor.
- SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.
- It is expected from a SEWA volunteer that they would be honest in recording their activities.
- Complete your SEWA classes/periods before the last date.
- All the forms must be completed and signed and attached with relevant evidences, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.
- The visual evidence (photographs, videos, etc.) testimonials and certifications must be there to support the project.

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

Course structure

Topic	No of periods	Weightage Marks allotted
One project from the suggested list	50	25



aglasem.com
For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

PROJECT – 1 Swachch Vidyalaya Swachch Bharath

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
Students will ● Identify clean and dirty places. ● Bring attitudinal change towards cleanliness and sanitation. ● Be able to distinguish between benefits of cleanliness and the disadvantages of uncleanliness, including the health hazards. ● Make the community aware of the result of not practicing cleanliness. ● Know the importance of cleanliness in neighbourhood, parks, market places, roads and cities. ● Know how to appeal for clean places. ● Be aware of unclean and unhealthy surroundings as breeding ground of epidemics and diseases. ● Be able to highlight cleanliness as an important value in day-to-day life. ● Develop a creative and innovative methodology to create awareness in community and test it. ● To be able to take care of personalhygiene and being organized with belongings. ● To learn to keep household items and personal belongings in proper place. ● To be able to live life of cleanlinessthrough word and example. ● To learn the art of proper waste disposal and be able to sensitize other people about	● Identify surroundings or a locality which need assistance by doing a field survey. ● Segregate groups who can provide solutions to most aspects of cleanliness through researching articles, TV programmes, and video on YouTube or by speaking to the authorities and residents. ● Create awareness and take up projects to ensure cleanliness of water sources like lakes, rivers,ponds and other such bodies thatare getting polluted due to insensitivity of human beings. Collect the above data and read prepared report of the class, thensegregate the areas where 'Mission Cleanliness' can be accomplished. ● Project on 'Cleanliness Drive' of a nearby public place may be taken up in groups. ● For cleanliness drive arrange advertisement competition for students' in school. ● Students can prepare Street Plays and present them to community members, using creative medium like-posters, placards for slogan march to generate awareness. ● Don't miss to click the photographs of the area before thecleanliness drive and	**Students will** ● Learn that they must keep their surrounding areas and themselves clean. ● Raise awareness among other studentsand their community members about personal hygiene and keeping their surrounding environment clean. ● Become aware citizens and will be able to spread awareness amongst the people around them. ● Go through the process of initiating, planning and implementing a project based on cleanliness and sanitation. ● Share their knowledge, experience and skills with others. ● Take utmost care of both personal hygiene and environmental hygiene. ● Refrain from throwing garbage or litter at public places. ● Keep their surrounding areas clean in order to make the environment pleasant.

it.	after that.	

PROJECT 2 Dignity of Labour

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
Students will ● Understand the value of toil. ● Understand the importance of different occupations in our social system-such as, ice cream lorry, balloon man, chai stall, kite seller, bangle seller, knife sharpener, food lorry, etc. ● Learn to respect people from different vocations of life. Understand the value of Human Rights. ● Be empathetic and compassionate. ● Respect people despite nature of work involved in their vocations. ● instill love for labour.	● Divide students in groups of around ten. ● Organize brainstorming sessions with the students. ● Collect quotations and quips. ● Collect Newspaper cuttings indicating both-respect for Human Rights and violation of Human Rights. ● Share stories and anecdotes highlighting the theme. ● Prepare an action plan and roadmap to achieve it, ● Analyze the action plan. ● Collect views of elders/parents/ other adults. ● Organize outing in specific area to identify and correlate the project. ● One group could contribute to community work by regularizing and facilitating the job of people from different walks of life in their respective areas/apartment complexes by making them aware of hygiene, etc. ● Collect funds in cash/kind to recognize and reward the contribution of helpers on special occasions like New Year/Labour Day. Keep proper records of this collection. ● Organize a discussion in class about people who were victimised due to their profession and how Human Rights were violated in such situations.	**Students will** ● Understand the value of toil. ● Become aware of the importance of different occupation in our social system. ● Will respect people from different vocations of life. ● Will extend basic courtesy to one and all. ● Will be more humane and compassionate. ● Will appreciate the contribution of helpers. ● Become aware of Human Rights.

	• Celebrate World Human Rights Day (10th December) and Labour Day (1st May) • Address the issue through creative arts, perform street plays, interviews of the school helpers (getting to know them better) • Understand the importance of knowing how to work with the hand	

PROJECT 3 Empathy - Facilitating inclusivity

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
Students will • Understand how to support inclusivity • Be sensitive to needs of others • Be able to develop compassion and value human life • develop humane outlook andbe compassionate • Will express love, care and compassion towards the disadvantaged and CWSN • Will empathise with people in distress • Understand the importanceof inclusivity and need to support it • Sensitize peers as well as community members about inclusivity Develop skills of self- awareness	• Organize brainstorming sessions with the students. • Discuss the scope of the project and prepare a roadmap for action • Draft an action plan. • Analyze the action plan. • Make a worksheet" Who needs my help" • Participate in prayer services. Express feelings inform of poem /story. • Write letters to sick or distressed or visit old agehomes /orphanages (read to them or play with them). • Role play, creating situations which call for manifestation of empathy. • Compose a poem on the subject and read it to theclass. • Ask students to make posters and display in school to create awareness and also conduct street plays to bring better awareness among people • Ask them to work on "who need my help" worksheets prepared during the "prepare" phase. They will depict it through words or	**Students will** • Understand how to support inclusivity • Be sensitive to needs of others • Be able to develop compassion and value human life • Will support and help people in distress • Develop humane outlook and be compassionate • Will express love, care and compassion towards the disadvantaged and CWSN • Will be able to communicate the value of empathy • To understand the importance of inclusivity and support it • Sensitize peers as well as community members about inclusivity and help prepare a conducive environment for the same • Develop skills of self-awareness and critical thinking towards the

and critical thinking Will develop ability to acceptother people's emotions • Improvement in communicative andcollaborative skills	drawing thinkingabout the needs of others and provide assistance without being asked (show writings and pictures) • Discuss how we can help CWSN, fighting with terminal diseases (like cancer), belong to disadvantaged groups • Plan their interaction, on rotation, with CWSN • Identify CWSN students in school and make actin plans to help them in coping with studies and otheractivities • Practice and conduct a cultural programme for the disadvantaged	underprivileged

PROJECT 4 Care for the homeless Children

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
Students will • Understand and appreciate every child's right to an optional standard of living, health care, education and services, and to play and recreation. These also include a balanced diet, and access to schooling • Become aware the issues of homeless • Develops empathy for other children who may be less privileged • Expands their horizon of society and Develop an understanding of child's rights • Assess impact of one's work • Help to create a social	• Organise brainstorming sessions with the students • Discus the scope of project to be undertaken and prepare a road map • Make them understand the complexities involved in executing a few projects • Wherever required coordinate with the authoritiesconcerned and complete the official formalities required in school • Identify the various Shelters in the community. • Make a list of the shelters which need help and in what way. • Shelters may need beatification—may require cleaning and painting **Steps for cleaning and painting the shelter:** 1. One group of students will take up cleaning and the other the painting 2. Painting: The group will take measurement of the area to be painted, rooms, compound wall	**Students will** • Understand and appreciate every child's right to an optional standard of living, health care, education and access to schooling • Be aware the issues of homeless Develops empathy for other children who may be less privileged than them but not less creative or talented • Develops an understanding of child's rights by Expanding their horizon of society • Assess impact of one's work • Help to create a social environment that supports and respects every child's rights • Develop deep insight into the living

environment that supports and respects every child's rights • Develop deep insight into the living conditions of underprivileged children and support them	and outside wall 3. Discus the budget that will be involved in purchasing the paints and discus how to arrange for any donation from the community 4. Organise a donation drive 5. Meet the local authorities 6. Get budget allocated for cleaning • Another group of students take up cleaning and beautification of the shelters. • Another group of students carry out a collection drive of food grains, rice etc. every month which will be donated to Children's home • Doctors and education department is contacted and seen that the students get health care and access to schooling • Donations of play things is taken up another group of students which will help in recreation .	conditions of underprivileged children • Support underprivileged children

PROJECT 5 Being Safe and Responsible

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
Students will • Understand the importance of beingsafe and responsible. • Understand the importance of first aid,dealing with cuts and bruises, heat exhaustion and heat stroke, breathing difficulties, cuts nosebleeds, choking, basic sports injuries • Practice first aid skills in order to empower them to help people in emergencies. Learn to prepare a first aid kit.	• Informative lecture- demonstration sessions will be arranged with doctor from different hospitals. • Students will go to the hospitals in order to attend the lectures of the doctors about first aid. students will also make videos of the sessions held with the doctors. These videos will be shown to the students. • Students will be guided to prepare a first aid boxes. • Practice for first aid will be done in the class room. • Students will learn how to check	**Students will** • Become aware of being safe and responsible. • Will become aware of the importance of first aid and the precautionary measures for different dangers in the class room. • Will learn to make a first aid kit on their own

	temperature and blood pressure of a person. ● Students will collect data about the different dangers in the classroom and discuss lifesaving and precautionary measures	

PROJECT 6 Environment conscious citizens

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
Students will ● Appreciate and connect with nature. ● Develop an understanding of environment and learn to preserve and sustain the environment. ● Understand how to manage waste produced at home and school ● involve in community outreach activities to create awareness ● suggest innovative solutions for local environmental issues set up vermicompost/ compost bin/ upcycle paper/glass/plastic	● Go on a walk in a park /garden/forest nearby ● Visit regularly and observe trees, birds, insect or any other animals that you see on the walk. ● Choose a plant/bird/insect/any animal and observe it closely. collect additional information about the tree/plant/bird/insect or any animal and prepare a portfolio. ● Read National / International publications and websites on environmental themes regularly. ● Set up a small kitchen/herb garden at your school. ● Prepare a plan to make the house holds of all students and teachers of a class a sustainable household that has minimal impact on the environment. ● Sensitize family members of households to start segregating waste. ● Start eco club in school ● Prepare an annual calendar of activities of the eco club. ● Survey your local community to find the environmental issues and take the issues with the authority concerned. ● Suggest innovative solutions for the issues identified.	**Students will** ● Know to appreciate and connect with nature, ● Know the ways to preserve and sustain environment. ● Become aware of the nature of the waste produced at school/home and find ways to minimize and segregate it. ● Learn to find the solutions for environmental issues and to interact with official organization in connection with environment. Know to make a vermi compost/compost bin and to upcycle paper/plastic/glass.

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

	• Set up vermicompost pit/compost bins Upcycle paper/glass/plastic etc.	

PROJECT 7 Study the nutrition and health status of people in a peer group/village/city slum/tribal area/ neighbourhood

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
Students will • Identify nutritional and health problems of the community where they live in • Adopt a village/city slum/tribal area/neighbourhood/ peer group and organise community health programme • Study the factor responsible for the present nutrition and health issues • Understand the practicable interventions measure and sanitation practices in the community.	• Adopt a village/city slum/tribal area/neighbourhood/peer group • Collect data about nutritional and health problems of the community • Preparation of questionnaire / interview schedule to elicit background and information from family such as: -head of the family, type of family -Composition of the family -Meal pattern of the family -Monthly expenditure pattern on food, clothing, housing, education, medicine, fuel, transport, saving, remittance of debt, recreation, other items. -Details of monthly food expenditure -Food produced at home. -Food given under special condition -Methods of cooking -Food items stored in the home -Food items which are considered “good” and “not-good” -Commonly occurring health problems. - Listing of • deficiency/diseases of children • other common ailments of children • commonly occurring ailments in the family • Measures taken to get rid of the ailments • Environmental sanitation problem • procedure of disposal of wastes (solid or liquid) • source of water supply and mode of water storage at	**Students will** • Become aware of nutritional and health problems of the community. • Become aware of the factors responsible for present nutrition and health issues of the community • Learn to assess community health • Learn to promote healthy habits to prevent diseases and influence risk behaviour change among the members of the community. • Get empowered to do service for the local community.

	home - Hygienic habits followed - Health services available • Analysis of data and preparation of reports on main findings in respect of: -socio-economic conditions; -environmental sanitation problems; -commonly prevalent health problems; -malnutrition problems of children, mothers and the community; -undesirable nutrition, health and sanitation practices in the community; -practicable intervention measures to enhance the nutrition and health status;	

PROJECT – 8 Acquaintance with local arts and culture

Specific learning objectives	Teaching Learning Process	Learning outcomes with specific competencies
Students will • Be able to know the significance of local arts and culture of that place Be able get a general idea and knowledge about arts and culture. • Able to Help in restoration of local arts and culture • Knowledge of cultural heritage of that place • To Develop a sense of appreciation for the art and culture of that place • Be able to highlight cleanliness as an important value in day-to-day life. • Develop a creative innovative methodology to create awareness in community • To learn the art of being able to sensitize	• Students are grouped and different groups are given different tasks Brainstorming session with students • Preparation of action plan • Survey regarding local arts • Collection of data of local arts practiced in that place • Create awareness and take up projects to ensure restoration of arts • Interview with the local artisans • Video graphing of the same • Exhibition of local arts • Learning the arts from the local artisans.	**Students will** • Be able to know the significance of local arts and culture of that place Be able to learn about local art and culture • Be able get a general idea and knowledge about arts and culture. • Able to Help in restoration of local arts and culture • Knowledge of cultural heritage of that place • To Develop a sense of appreciation for the art and culture of that place • Be able to highlight cleanliness as an important value in day-to-day life. • Develop a creative innovative methodology to create awareness in community

other people about art andculture • To help in restoration of local arts and culture • Know about the artisans and their lifestyle		• To learn the art of being able to sensitize other people about art and culture • To help in restoration of local arts and culture • Know about the artisans and theirlifestyle

INTERNAL ASSESSMENT OF PROJECT 25 Marks

S. No.	Three dimensional evaluation	Allocation of Marks
1.	Self -assessment	5 Marks
2.	Peer assessment	5 Marks
3.	Assessment by the mentor	15 Marks

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

Tools & Techniques

Observation

Interview

Group discussion

Debate

Feedback sheet

Workbook

Checklist

Self-assessment questionnaire

Dossier

Project Report with reflection on the learning by the students

Activity sheets

RUBRIC FOR ASSESSMENT

Criteria/Recommended Scores	Excellent(5)	Very Good(4)	Good(3)	Satisfactory (2)
Understanding of the Objective	Excellent understanding of the aimof the project	Good understanding of the aim of the project	Average understanding of the aim of the project	Less understanding of the aim of the project
Innovation and problem solving skills	Actively looks for and suggests solution for problem	Refines solution suggested by other	Does not suggest or refine solution but willing to try out solutions suggested by others	Does not try to solve problems waits for others to solve
Level of participation	Excellent participation with initiative and creativity is evident	Active participation with initiative and little creativity is observed	Good participation but does not take initiative	Very less participation and initiative
Tools /Techniques used	Excellent application of relevant tools and techniques	Very good application of tools and techniques	Limited application of few techniques	very less application of tools and techniques
Attitudinal change in self & others	Positive change in behaviour in self is clearly evident and have also influenced others towards the positive change	Positive change in self is evident and no significant change in others is observed.	Very little change in behaviour in self and other is observed	No change in behaviour in self and other is observed.

ANNEXURES

My SEWA Promise Form (illustrative)

Dear Student,

SEWA is a firm step to prepare you for life. It is a voluntary project experience. You have to complete MY SEWA Promise Form and obtain prior approval for the activity/project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Students' Name:..... Class:.....

(print or type)

Brief Description of the Activity:

Duration (Days and Time):..... Estimated Hours:.....

Name of Mentor Teacher:.....

Student Signature:..... Date:.....

Parent Signature:..... Date:.....

SEWA Hourly Schedule (illustrative)

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

Hour Cost	Date and Day	Proposed Activity Plan
Hour 1		
Hour 2		
Hour 3		
Hour 4		
Hour 5		
Hour 6		

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

SEWA Hour Log (illustrative)

Name of the Student:.....

Project:.....

Date	Activity	Hours	Mentor's Signature

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

Mentor's Observation (Suggestive)

Attendance:_____

Involvement:_____

Regularity:_____

Commitment:_____

Additional Comments:_____

The activity/project was (circle appropriate response):

Satisfactorily completed Not Satisfactorily completed

Activity/Project Mentor's Signature

Name

Seal of School

aglasem.com For more Question Papers, Sample Papers, Notes & Syllabus visit aglasem.com

SEWA Self-Appraisal Form (Illustrative)

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name_____

My activity / Project_____

My commitment towards the Project/Activity

This Activity/Project has been a great learning experience because

I initially felt that the project could not have achieved its outcomes because

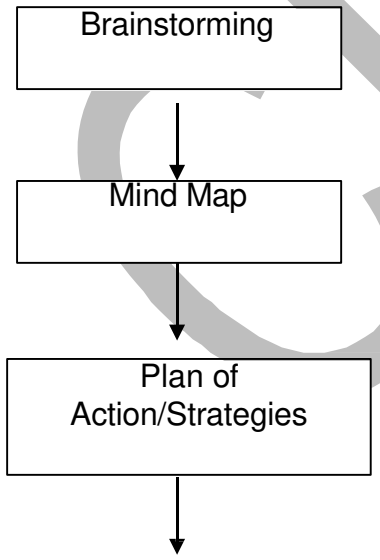
The project has definitely changed me as a person in terms in behaviour, attitude and life skills because

The details of beneficiary(ies). Any significant comment received from them; please quote

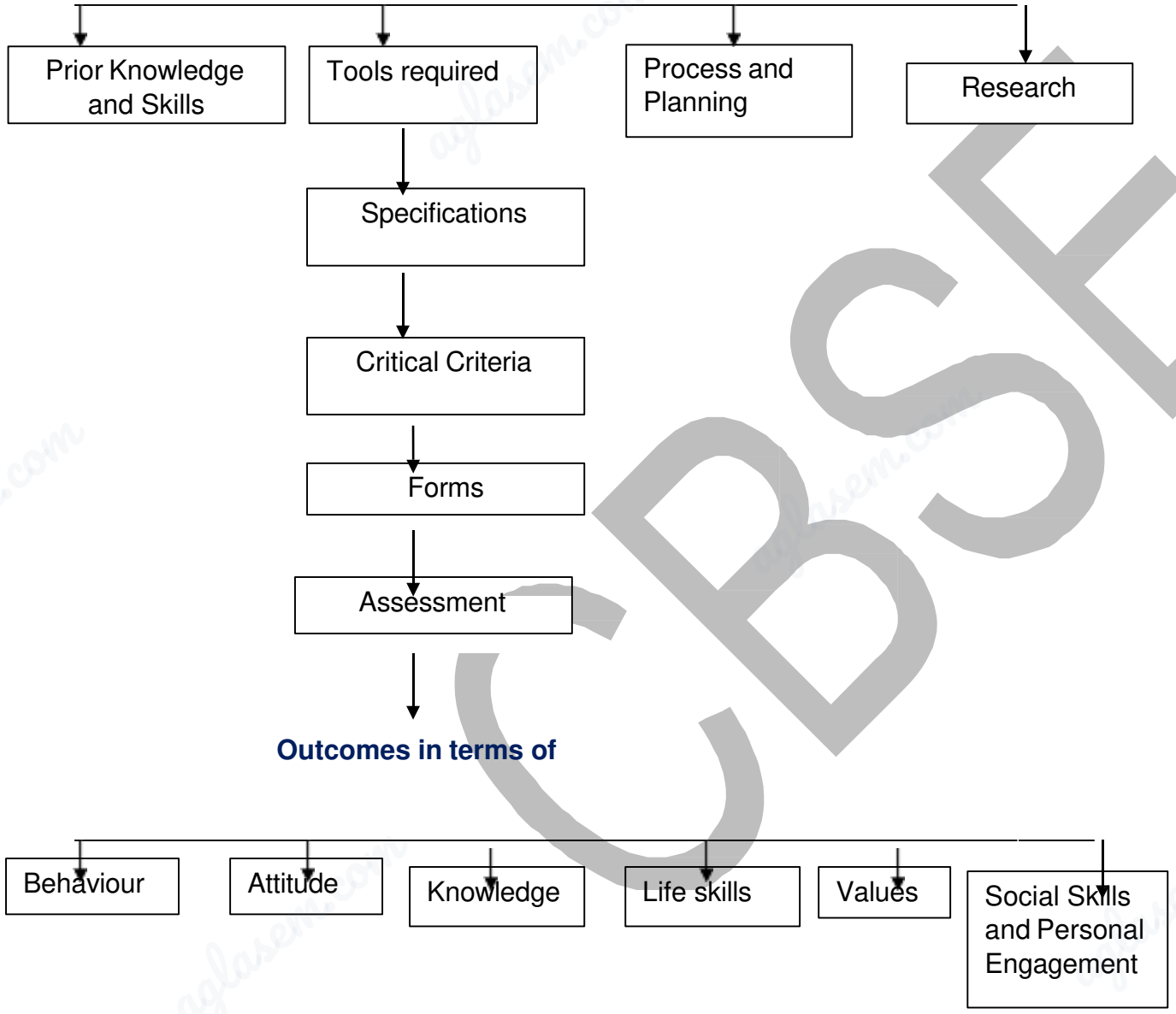
The challenges I faced and the things I might do differently next time so as to improve?

Illustrative Flow Chart for Conducting a Project/Report/Event

(can be Quarterly/Bi-Annual/Annual)



CBSE


Prior Knowledge and Skills
Tools required
Process and Planning
Research
Specifications
Critical Criteria
Forms
Assessment
Outcomes in terms of
Behaviour
Attitude
Knowledge
Life skills
Values
Social Skills and Personal Engagement

CBSE

Assessment and Evaluation

The following strategies may be taken up for assessing the individual/ group projects. In case of group, they all get marked the sameway.

Tools, Techniques and Strategies:

1. For activities being done, a portfolio or dossier may be maintained individually by each student.
2. Report at the end of the project may be assessed through a rubric developed by teachers and students.
3. Rubric for assessing will depend on the project/ activity being taken up.

Exemplar Projects under Social Empowerment sub-strand of SEWA

(These may be taken up in age-appropriate ways across IX-XII)

The projects given here are only exemplar projects and are illustrative/ suggestive in nature. These are given so that the child/class may able to understand the topic/ activity. This will help the child/class to plan the activity / project accordingly. The child/class may take/ choose any other project/ activity which has a positive impact on the environment, community, society, the disadvantaged, etc.