SCHOOL MOTTO

'विद्ययाऽमृतमश्नुते'

विद्या से अमृत की प्राप्ति होती है ।'

'Through knowledge one attains immortality.',

The Vedas have declared that attainment of immortality is possible for those who attain knowledge, so one must always strive to acquire learning by staying with one's preceptor or the 'Guru'

Hansraj - Vision & Mission

Vision

To inspire young students to be confident, considerate good human beings who would be lifelong learners with global attitude and responsible citizens.

Mission

HPS is committed to promote human values, provide a nurturing environment and engaging parents towards all round harmonious development of our students. To achieve this, the workforce at HPS:

- ❒ Ensures that each student acquires the knowledge, humane values and skills to achieve personal success and enrich community at national and international level.
- ❒ Prepares them to be responsible global citizens.
- ❒ Empowers learners to cope with both success and failure and prepares them to face the challenges of life.
- ❒ Instills the virtue of adaptability and flexibility to enable students to excel in complex and interconnected changing world.

CONTENTS

S.NO	SUBJECT	PAGE NO.
1	English	5-14
2	Hindi	15-28
3	Mathematics	29-41
4	Science	42-54
5	Social Science	55-73
6	Punjabi	74-86
7	Computers	87-100
8	Art & Craft	100-110
9	Sanskrit	110-115

The capacity to learn is a gift;
the ability to learn is a skill ;
the willingness to learn is a choice

Brian Herbert

GENERAL GUIDELINES FOR STUDENTS REGARDING NOTEBOOKS AND ASSIGNMENTS

1. Maintain the index of the notebook diligently. Fill in all the columns.
2. Label the work done properly.
3. Be careful about spellings while working in the notebooks.
4. Do corrections after the notebook is corrected by the teacher.
5. Don't scribble on the pages at the back of your notebook.
6. Don't tear pages from the notebook for any reason.
7. Maps/Graphs/diagrams should be marked neatly. Labeling of maps/ graphs/diagrams should be done with pencil and in block letters.
8. Worksheet / assignments to be pasted in the notebooks.

Success is no accident.
It is hard work, perseverance, learning, studying, sacrifice
And most of all, love of what you are doing or learning to do.

Pele

English

1. **Objectives:**

The objectives of English language learning at primary level are twofold: attainment of a basic proficiency, as is acquired in natural language learning and development of language into an instrument for knowledge acquisition. After completing the course, students will be able to:

- Achieve functional proficiency in listening, speaking, reading, and writing.
- Recognize culture-specific perspectives and values embedded in language behavior.
- Decode, analyze, and interpret authentic texts of different genres.
- Produce organized coherent discourse in oral and written modes.
- analyze the element of language and establish the appropriate relationship among linguistic components.
- diagnose the weakness of speaking and writing English.
- understand the meaning of prose, poetry, story and drama by reading.

2..Month wise division of syllabus

S.no.	English Literature	English Practice Book	Writings	Month
1.	MONDAY MORNING BLUES THE TALE OF A TAIL	NOUNS DETERMINERS	PARAGRAPH WRITING	April
2.	ADVENTURE WITH BOOKS	APOSTROPHE	PARAGRAPH WRITING	May
3.	THE BOY WHO BORROWED	COMPARISONS	LETTER WRITING(INFORMAL)	July
4.	LIMITS OF THE MIND	SENTENCES	LETTER WRITING(INFORMAL)	August
5.	THE FEARLESS FIGHTER FIVE CHUMS AND THE HACKER	VERBS PRESENT PERFECT TENSE	POSTER MAKING	October
6.	I HAVE GOT E-MAIL	ADVERBS	PARAGRAPH WRITING	November

7.	IT'S GETTING HOTTER	MODALS	LETTER WRITING(INFORMAL)	December
8.	THE GREEN ACT	PREPOSITIONS	LETTER WRITING(INFORMAL)	January

3.(a) Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process):

Name of the activity	**Learning Objectives**	**Learning outcomes**	**Mode**	**Methodology /Procedure**	**Skills developed**
Poetry Recitation	To enable students to: Understand and appreciate poetry To recite poetry with proper stress and intonation	After the activity, the students will be able to recite a poetry with proper stress and intonation	Individual Speaking Activity	A poetry from the text will be given for recitation and each student will be invited to recite the poetry in the class.	public Speaking, listening and observation skills
My Books – My Treasure	To enable students to: Develop values towards books and their upkeep Express opinion effectively	After the activity, the students will be able to write in a coherent manner	Individual Writing Activity	After brain storming session in the class, students will be given verbal inputs to write a paragraph on the given topic.	critical thinking, Writing and Organization skills
People Who Inspire Me	To enable students to: Express their opinion effectively To put their thoughts in Writing.	After the activity, the students will be able to write in a coherent manner.	Individual Writing Activity	After class discussion, students will be given the names of certain successful people and will be encouraged to write a paragraph on the given topic.	Writing, Organization and critical thinking skills

Poster Making: Global Warming	To enable students to: Appreciate nature and environment Inculcate values to preserve environment by contributing their bit. Use art as a medium of expression	After the activity, the students will be able to understand the need to sensitize people towards dangerous effects of global warming.	Individual Activity	Students will present their ideas in the form of posters which will be used to sensitize others towards the problem of global warming.	Creative skills, thinking and presentation skills.

3 (b) Assessment parameters & Rubrics for respective Activity:

RUBRICS- ORAL PRESENTATIONS **For Activity - 1**					
	Excellent	Good	Adequate	Limited Understanding	Needs Improvement
PARAMETERS	5	4	3	2	1
CONTENT KNOWLEDGE AND ACCURACY	can explain all the required information in a clear, accurate and thorough manner.	can explain most of the required information in a clear, accurate and thorough manner.	can explain the required information in somewhat clear, accurate and thorough manner.	can explain the required information in a clear, accurate but not so thorough manner.	Information had several inaccuracies and was usually not clear.
SPEAKING SKILLS	Speech is always clear and easy to understand with correct voice modulation and intonation.	Speech is usually clear and easy to understand with correct voice modulation and intonation	Speech is often clear and easy to understand with correct voice modulation and intonation.	Speech is clear and easy to understand but needs improvement in voice modulation and intonation.	Speech is rarely clear and not easy to understand.

LISTENING SKILLS	Always listened with great interest and respectfully to the perspective of others.	Usually listened with great interest and respectfully to the perspective of others.	Often listened with great interest and respectfully to the perspective of others.	Rarely listened with great interest and respectfully to the perspective of others.	Did not show much interest in the perspective of others.
CONFIDENCE	Eye contact maintained and a lot of enthusiasm shown.	Eye contact maintained and enthusiasm shown.	Eye contact maintained and enthusiasm not enough to keep team spirit high.	Eye contact rarely maintained but less enthusiastic.	Eye contact not maintained and lacks enthusiasm.

RUBRICS FOR POSTER/ WRITTEN PRESENTATION

For Activity – 2,3 and 4

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Drawing/ pictures used to develop main idea.	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.
Relevancy of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
Visual Impact/ overall presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

4. Number of Worksheets planned per chapter: 1 -2 worksheets will be given to assess the learning and understanding of the concept.

5. Syllabus for periodic tests

- Periodic -I (May)

LITERATURE	**Lesson 1** **Lesson 2**	Monday Morning Blues The Tale of a Tail
Grammar (English Practice Book)	**Lesson 1** **Lesson 2**	Nouns Determiners
Writings		Paragraph Writing

- Periodic -II (September first week)

ENGLISH LITERATURE	**Lesson 1**	Monday Morning Blues
	Lesson 2	The Tale of a Tail
	Lesson 3	Adventure With Books
	Lesson 4	The Boy Who Borrowed
	Lesson 5	Limits of The Mind
ENGLISH PRACTICE BOOK	**Lesson 1**	Nouns
	Lesson 2	Determiners
	Lesson 3	Apostrophe
	Lesson 4	Comparisons
	Lesson 5	Sentences
	WRITINGS	Paragraph Writing
		Letter Writing (Informal)

- Periodic -III (November(7th to 12th) (December for rest of the classes)

LITERATURE	**Lesson 1** **Lesson 2**	The Fearless Fighter Five Chums and The Hacker
Grammar (English Practice Book)	**Lesson 1** **Lesson 2**	Verbs Present Perfect Tense
Writings	**1**	Letter Writing

Note: 70 percent of total syllabus to be tested in final examination.

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual / pair/ group)	Methodology /Procedure	Skills developed
Listening Activity	To listen and comprehend a text in English. To listen and contextualize meaning of words To extract relevant information with accuracy.	The students will be able to listen for relevant and specific information.	Individual	The students will be given a worksheet and a script would be read out in the class. The students will complete the worksheet after listening to the script.	• Listening Skil • Thinking Skill • Analytical Ski
Dictionary Making	to improve pronunciation of students. To expand their vocabulary. to enable the students to understand the uses of a word in various contexts. to enhance their dictionary using skills. To improve pronunciation, vocabulary, grammar and word order.	The students will be able to use dictionary not only for finding meanings but also to improve pronunciation. They will also learn organizational skills.	The students will be able to speak confidently and present their views effectively.	Individual	• Presentation • Thinking Skill • Analytical Ski

3) Speaking activity: Happiness to me is…..	• To enable the students to understand the uses of speaking whether for transaction or interaction. • To inculcate cultural value inherent in the language's culture,such as turn taking, social norms, roles of participants and etiquettes.	The students will make alist of difficult words from the supplementary reader and arrange them in alphabetical order before looking up for their meanings.	Students will speak on the given topic one by one and necessary inputs will be given.	Individual	• Speaking Skills • Listening Skills

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

Rubrics For Writing Activity			
Excellent 5	Relevancy of the idea to the topic Original ideas, absolutely meeting the demand of the topic.	Accuracy of the content.Content accurate with no spelling and grammatical errors.	Format and coherency Presentation is orderly, format adhered to completely.
Good 4	Original ideas, mostly related to the topic.	Content almost correct with very few spelling and grammatical errors.	Presentation is almost coherent and format followed.
Fair 3	Several original ideas, meeting the demand of the topic.	Content quite correct with little spelling and grammatical errors.	Presentation can be more coherent and discrepancies noticed in format .
Average 2	Some original ideas but not completely meeting the demand of the topic.	Content rarely accurate with many spelling and grammatical errors.	Presentation lacks coherence and discrepancies noticed in format

Rubrics For Writing Activity			
Needs improvement 1	Few original ideas, rarely connected to the main topic.	Content not up to the mark.A lot of spelling and grammatical errors noticed.	Presentation needs improvement.Format not followed.

RUBRICS – Speaking activity		
	CONTENT KNOWLEDGE AND ACCURACY	**SPEAKING SKILLS**
Excellent	can explain all the required information in a clear, accurate and thorough manner.	Speech is always clear and easy to understand with correct voice modulation and intonation.
Good	can explain most of the required information in a clear, accurate and thorough manner.	Speech is usually clear and easy to understand with correct voice modulation and intonation
Adequate	can explain the required information in somewhat clear, accurate and thorough manner.	Speech is often clear and easy to understand with correct voice modulation and intonation.
Limited Understanding	can explain the required information in a clear, accurate but not so thorough manner.	Speech is clear and easy to understand but needs improvement in voice modulation and intonation.
Needs Improvement	Information had several inaccuracies and was usually not clear.	Speech is rarely clear and not easy to understand.

RUBRICS FOR LISTENING SKILLS		
	LISTENING SKILLS	CONFIDENCE
Excellent	Always listened with great interest and respectfully to the perspective of others.	Eye contact maintained and a lot of enthusiasm shown.
Good	Always listened with great interest and respectfully to the perspective of others.	Eye contact maintained and enthusiasm shown.

Fair	Usually listened with great interest and respectfully to the perspective of others.	Eye contact maintained and enthusiasm not enough to keep team spirit high.
Average	Often listened with great interest and respectfully to the perspective of others.	Eye contact rarely maintained but less enthusiastic.
Needs improvement	Rarely listened with great interest and respectfully to the perspective of others. Did not show much interest in the perspective of others.	Eye contact not maintained and lacks enthusiasm.

8. Section-wise allocation of marks

DIVISION OF SYLLABUS	
SECTION	
A – Reading	**20 marks**
B – Writing	**16 marks**
C –Grammar	**24 marks**
D –Literature	**20 marks**

9. Question paper design: (Typology of questions with respective weightage)

DIVISION OF SYLLABUS	**Typology of questions**
SECTION	
A – Reading **25%**	This section will include three unseen passages or poetries with a variety of vocabulary based and comprehension questions

B – Writing **20 %**	This section will include four writing tasks from the given syllabus. These can be based on thematic content of Reader, verbal inputs or visual stimulus like diagram, picture, etc.
C –Grammar **30%**	This section will include variety of questions from the syllabus. It will also contain questions based on -re-ordering of sentences - editing or omitting
D –Literature **25%**	This section will include - Two extracts based on prose/poetry with multiple choice questions of 4marks each - 4 questions from the literature syllabus(2 marks each) - One or two value based questions from the literature syllabus(4 or 2+2 marks)

PRESCRIBED BOOKS

1. My English Reader (Class – V)

2. English Practice Book (Class – V)

(Publication Division, DAV College Managing Committee, New Delhi)

SUPPLEMENTARY BOOKS: Cordova English Book

SUGGESTED READING BOOKS: Stories From Mythology by Swapna Dutta

हिंदी

1. **Objectives** – Approximately 8-10

1)परिवार मित्र तथा शिक्षक आदि की भाषा सुन कर समझने की योग्यता उत्पन्न करना

2)दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने में कुशल बनाना
3)लिखित सामग्री को ध्वनिव मात्राओं की शुद्धता के साथ पढ़ने में कुशल बनाना
4)वर्तनी की शुद्धता सहित सही से लिखने की योग्यता का विकास करना
5)सीखे हुए ज्ञान को परिवेश से जोड़ कर रखने की जागरूकता उत्पन्न करना
6)अधिगम का स्वयं के जीवन में उपयोग एवं सृजनशक्ति का विकास करना
7)व्याकरणिक ज्ञान में वृद्धि करना
8)पाठन तथा श्रवण कौशल विकसित करना
9)तार्किक कुशलता तथा कल्पना शक्ति का विकास करना
10)रचनात्मक तथा वाचन कौशल विकसित करना

2. **Month wise division of syllabus**

Lesson No./Topic	Name of the lesson	Month
भाषा माधुरी तथा भाषा अभ्यास		
पाठ 1	दिमागी लड़ाई	अप्रैल
पाठ 2	लौह पुरुष	अप्रैल
पाठ 3	पेड़	अप्रैल
पाठ 4	पूरे एक हज़ार	अप्रैल
पाठ 5	दो पहलवान	मई
पाठ 6	नदी यहाँ पर	मई
पाठ 7	पतीले की मृत्यु	जुलाई
पाठ 8	टपके का डर	जुलाई
पाठ 9	अजंता की सैर	अगस्त
पाठ 10	यह बात समझ में आई नहीं	अगस्त
पाठ 11	बिरसा मुंडा	अक्तूबर
पाठ 12	अगर न नभ में बादल होते	अक्तूबर
पाठ 13	प्रिय पौधा	अक्तूबर
पाठ 14	बुद्धिमान राजा	नवंबर
पाठ 15	अँधेर नगरी	नवंबर

पाठ 16	चाँद का कुर्ता	दिसंबर
पाठ 17	हार की जीत	दिसंबर
पाठ 18	बेट्टिना का साहस	जनवरी
पाठ 19	लौट आया आत्मविश्वास	जनवरी
पाठ 20	कोशिश करने वालों की	

3. **(a) Chapter wise Activities:**

पाठनाम	**गतिविधिकानाम**	**अधिगम उद्देश्य**	**अधिगम परिणाम**	**गतिविधिकामाध्यम**	**कार्यप्रणाली**
1)दिमागी लड़ाई	1.1)चित्र कथा लेखन 1.2)संज्ञा पर आधारित शब्द लड़ी	1.1)रचनात्मक कौशल विकसित करना 1.2)शब्दभंडार विकसित करना	1-1)रचनात्मक कौशल विकसित 1-2) शब्द लड़ी सेशब्दकोश केज्ञान मे वृद्धि	सामूहिक	1)चित्र को देखते हुए छात्र संवाद बनाएँगे एवं लिखेंगे । अंताक्षरी की भांति छात्र शब्दलड़ी का निर्माण करेंगे ।
2)लौहपुरुष	2)संवाद लेखन	2)संवाद लिखने की विधा समझना	2)संवाद लेखन से भाषा का विकास	सामूहिक	2)संवाद लेखन की विधा समझाते हुए सटीक एवं छोटे संवाद लेखन का अभ्यास करवाया जाएगा।
3)पेड़ (कविता)	3)अनुच्छेद लेखन	3)रचनात्मक कौशल विकसित करना	3)रचनात्मक कौशल का विकास	व्यक्तिगत	3) विषय वस्तु के प्रतिजागरूकता उत्पन्न करते हुए पेड़ों के महत्त्व पर कक्षा में चर्चा करते हुए छात्र स्वयं लिखेंगे

4)पूरे एक हजार	4)प्रार्थना लेखन	4) विचारों को लिखित अभिव्यक्ति	4) विचारों को लेखन रूप दे पाना	व्यक्तिगत	4) ईश्वर को प्रार्थना लिखने से मन के भाव को प्रकट करते हुए लेखन अभ्यास होगा
5)दोपहल वान	5) कहानी से शिक्षाप्राप्त, काल व मुहावरों की जानकारी	5)मौखिक एवं लिखित भाषा विकसित होना	5)भाषा विकसित एवं अनुच्छेद का अभ्यास	व्यक्तिगत	5) काल एवं मुहावरों का की जानकारी प्राप्त करते हुए अभ्यास कार्य होगा ।
6)नदी यहां पर	6)स्लोगन लेखन की विधा जानना	6)स्लोगन लिखने की विधा समझना।	6)अनौपचारिक पत्र लेखन की विधि का ज्ञान एवं स्लोगन लेखन की विधा का विकास	व्यक्तिगत	6)छात्रों को समझाया जाएगा कि स्लोगन लेखन में किस प्रकार चित्र बनाएँ एवं स्लोगन की विधा समझाई जाएगी
7)पतीले कीमृत्यु	7))अनौपचारिक पत्र लेखन	7)विषयवस्तु को समझकर पत्र लिखने का अभ्यास करना	7) पत्र लिखने का अभ्यास	व्यक्तिगत	7)छात्रों को अनौपचारिक पत्र लेखन की विधा समझाई जाएगी एवं उसका अभ्यास करवाया जाएगा ।
8)टपकेका डर	8)अनुच्छेद लेखन	8)रचनात्मक कौशल का विकास	8)अनुच्छेद लेखन से भाष विकसित	व्यक्तिगत	8)भाषा विकसित करते हुए चित्रवर्णन की चर्चा होगी एवं अनुच्छेद लिखवाया जाएगा ।

9)अजंता की सैर	9)रोचक यात्रा बताते हुए पत्र लेखन	9)पत्र लिखने का अभ्यास होना।	9) पत्र लेखन द्वारा लिखित अभिव्यक्ति का विकास	व्यक्तिगत	9)छात्र विशेषण एवं विशेष्य के बारे में जानकारी प्राप्त करेंगे । अपनी रोचक यात्रा का वर्णन करते हुए नानी जी को पत्र लिखेंगे ।
10)यह बात समझ में आई नहीं	10)स्वरचितक विता	10))तुकबंदी करना सीखना	10) कविता की तुकबंदी बनाते हुए स्वयं कविता लेखन हेतु प्रोत्साहित।	व्यक्तिगत	10)छात्र तुकबंदी एवं लय को समझते हुए कविता की विषय वस्तु को ध्यान में रखते हुए कविता लिखने का प्रयास करेंगे ।
11) बिरसामुंडा	11)डायरीलेखन	11) डायरीकेप्रारू पकीसमझना	11)डायरी के प्रारूप का ज्ञान।	व्यक्तिगत	11)छात्रों को डायरी लेखन का प्रारूप समझाते हुए डायरी लेखन का अभ्यास करेंगे ।
12)अगरन नभमेंबादल होते	12) वसंतऋतुपरअनु च्छेद	12) बसंतऋतुपर जानकारीप्रा प्तहोना	12)रचनात्मक कुशलता का विकास ।	व्यक्तिगत	12)कक्षा में विभिन्न ऋतुओ की जानकारी देते हुए बसंत ऋतु की कक्षा में चर्चा होगी एवं लेखन कार्य किया जाएगा

13)प्रियपौधा	13) कर्प्रयोग	13)कर्प्रयोग सीखेंगे	13)व्याकरण के ज्ञान में वृद्धि ।	सामूहिक	13)कल्पना के आधार पर छात्रों को आज की परिस्थितियों को ध्यान में रखते हुए अगर पेड़ पौधे कुछ कह पाते इस विषय पर कक्षा में चर्चा होगी एवं लिखित कार्य पूरा किया जाएगा ।
14)बुद्धिमानराजा	14) बुद्धिपरआधारित घटनापरअनुच्छेद	14)रचनात्मककौशलका विकास	14)शब्दभंडार विकसित होने के साथ रचनात्मक क्षमता विकसित।	व्यक्तिगत	14) छात्रों को कर्प्रयोग समझाया जाएगा छात्रों को व्यवहारिक व्याकरण की जानकारी देते हुए मुहावरों का प्रयोग समझाया जाएगा ।
15)अंधेरनगरी	15)नाटककोकहानीरूपमेंलिखना	15)लिखित अभिव्यक्ति काविकासहोना	15) भाषा की लिखित अभिव्यक्ति का विकास ।	व्यक्तिगत	15) छात्र नाटक को कहानी रूप में लिखेंगे।

16)चांद काकुर्ता	16) ईदकीजानकारी लेतेहुएडायरीलिखना	16)डायरीलेखनकाअभ्यास	16) डायरी लेखन के विषयवस्तु समझने से लिखितअभ्यास के साथ भाषा का विकास ।	व्यक्तिगत	16) छात्रों को चंद्रग्रहण की जानकारी दी जाएगी विशेषण विशेष्य एवं कारक समझाए जाएँगे।ईद की जानकारी दी जाएगी डायरी लेखन का कार्य होगा ।
17)हारकी जीत	17) सूचनापट्टपरसूचनालिखना	17)सूचनालिखनेकाअभ्यास	17)सूचनापट पर सूचना लिखने का महत्व समझा वं प्रारूप की जानकारी प्राप्त।	सामूहिकएवंव्यक्तिगत	17) छात्रों को सूचना लिखने का महत्त्व समझाया जाएगा विषय वस्तु को ध्यान में रखते हुए किस प्रकार सूचना लिखी जाती है ,इसकी जानकारी दी जाएगी
18)बेट्टिनानाकासाहस	18)मुहावरेएवं लोकोक्तियांलिखनाएवंसमझना 18)औपचारिक पत्रलेखन		18)अनौपचारिकपत्र लेखन का ज्ञान।	सामूहिकएवंव्यक्तिगत	18)छात्रों को मुहावरे एवं लोकोक्तियाँ समझाई जाएँगी पाठ के आधार पर दादाजी को पत्र लिखने का अभ्यास करवाया जाएगा ।

19)लौट आयाआत्म विश्वास	19)सच्चीघटना परआधारितशारीरिकअक्षमतावालेव्यक्तिकेजीवनकेबारेमेंलिखना	19)समाचार पत्रपढ़नेमेंरुचि जागृत करना	19)शब्द भंडार की वृद्धि एवं शुद्ध वर्तनी का प्रयोग सीखा। अध्ययन कौशल का विकास । व्याकरण का समुचित ज्ञान प्राप्त ।	सामूहिकएवंव्यक्तिगत	19) छात्रों में अध्ययन कौशल विकसित करते हुए वे ऐसे लोगों के बारे में जानकारी प्राप्त करें जिन्होंने शारीरिक अक्षमता पर विजय प्राप्त कर दुनिया में नाम रोशन किया है ।
20)कोशिशकरनेवालोंकीहारनहींहोती	20)स्वरचितकवितालेखनकाअभ्यास	20)कविता लेखनकीविधि समझाना	20)कविता लेखन के प्रति उत्साह एवं प्रेरणा प्राप्त। वाचन कौशल विकसित ।		20)छात्रों को हरिवंश राय बच्चन जी के बारे में जानकारी देते हुए उनकी विभिन्न कविताओं को याद कर कक्षा में सुनाने के लिए कहा जाएगा।

3 (b) Assessment parameters & Rubrics

3 (b) Assessment parameters & Rubrics for respective Activity:

मूल्यांकन के आधारबिंदु :

प्रकार :

(1) विषय भाव के अनुरूप- संवाद, कविता लेखन,कहानी लेखन तथा अनुच्छेद लेखन इत्यादि।

(2) लयात्मकता एवं भावात्मकता प्रस्तुति

(3) उच्चारण की शुद्धता व स्वर की स्पष्टता।

(4) हावभाव।

(5) आत्मविश्वास और प्रस्तुतीकरण।

अतिउत्तम (5 अंक)

(1) विषय भाव के अनुरूप।

(2) लय और भाव का पूरा ध्यान रखा गया।

(3) शुद्ध उच्चारण व स्पष्ट स्वर।

(4) प्रभावशाली प्रस्तुतीकरण।

(5) आत्मविश्वास सहित।

उत्तम (4 अंक)

(1) विषय के अनुकूल।

(2) लयऔरभाव का ध्यान।

(3) शुद्धउच्चारण।

(4) प्रस्तुतीकरणसराहनीय।

(5) आत्मविश्वास की कमी (कहीं-कहींरुकना)

(6) लेखन में सुधार की आवश्यकता।

(7) लेखन में त्रुटियां।

सराहनीय (3 अंक)

(1) विषय से हट कर किसी अन्य विषय

(2) कविता स्वरचित न होना।

(3) लय और भावात्मकता का ध्यान रखा गया।

(4) उच्चारण की शुद्धता पर ध्यान देने की आवश्यकता।

(5) त्रुटियों में सुधार की आवश्यकता।

(6) प्रस्तुतीकरण में कमी।

(7) आत्मविश्वासकीकमी।

अच्छाप्रयास (2 अंक)

(1) विषय के अनुरूप वाचन या लेखन का न होना।

(2) कविता का स्वरचित न होना।

(3) भावात्मक और लयात्मकता की ओर ध्यान देने की आवश्यकता।

(4) उच्चारण की शुद्धता मेंकमी।

(5) कविता, भाषण या लेखन इत्यादि की प्रस्तुति में त्रुटियां।

(6) आत्मविश्वास की कमी।

(7) लेखन में सुधार की आवश्यकता।

सुधारआवश्यक (1अंक)

(1) विषय सामग्री का ज्यादा प्रभावशाली न होना

(2) भाव और लय का अभाव।

(3) उच्चारण में शुद्धता की कमी।

(4) प्रस्तुतीकरण का प्रभावशाली न होना और बीच-बीच में भूल जाना।

(5) आत्मविश्वास की कमी होना।

(6) लेखनी में सुधार की आवश्यकता

(4) उच्चारणकीशुद्धतामेंकमी।

(5) कविता, भाषणयालेखनइत्यादिकीप्रस्तुतिमेंत्रुटियां।

(6) आत्मविश्वासकीकमी।

(7) लेखनीमेंसुधारकीआवश्यकता।

सुधारआवश्यक (1अंक)

(1) विषयसामग्रीकाज्यादाप्रभावशालीनाहोना

(2) भावऔरलयकाअभाव।

(3) उच्चारणमेंशुद्धताकीकमी।

(4) प्रस्तुतीकरणकाप्रभावशालीनाहोनाऔरबीच-बीचमेंभूलजाना।

(5) आत्मविश्वासकीकमीहोना।

(6) लेखनीमेंसुधारकीआवश्यक

4.Number of Worksheets planned per chapter: विषय के आधार पर कार्यतालिका दी जाएगी।

5.Syllabus for periodic tests

- Periodic -I

भाषा माधुरीपाठ - 1 से 4 भाषा अभ्यास - पाठ 1 से 4 रचनात्मक लेखन -(भाषामाधुरी तथाभाषा अभ्यास के पाठ 1 से 4 पर आधारित)

- Periodic -II

भाषा माधुरी-पाठ 1 से 10 भाषा अभ्यास -पाठ 1 से 10 रचनात्मक लेखन-(भाषा माधुरी तथा भाषा अभ्यास के पाठ 1 से 10 पर आधारित

- Periodic -III

भाषा माधुरी-पाठ 11 से 14 भाषाअभ्यास - पाठ 11से14 रचनात्मक लेखन –भाषा माधुरी तथा भाषाअभ्यासके पाठ 11 से 14 पर आधारित

6.(a) Enrichment Activity

Name of the activity	**Learning objectives**	**Learning Outcomes**	**Mode (Individual / pair/group)**	**Methodology /Procedure**	**Skills developed**
1)संज्ञा तथा उसके भेदों पर आधारित कोलाज बनाना	1) व्याकरणिक ज्ञान में वृद्धि करना 2) संज्ञा तथा उसके भेदों के बारे में जानकारीदेना 3) शब्दज्ञान भंडार में वृद्धि करना	1) व्याकरणिक ज्ञान में वृद्धि । 1-2)संज्ञा तथा उसके भेदों के बारे में जानकारी प्राप्त। 1-3)शब्द ज्ञान भंडार में वृद्धि ।	1)व्यक्तिगत	छात्र संज्ञा शब्दों के चित्र एकत्रित करेंगेतथा उनके भेदों के आधार परउनका कोलाज बनाएंगे	1) संज्ञा के भेदों में अंतर समझने में सक्षम होंगे

2)अजंता की गुफओं के बारे में जानकारी और चित्र लगाना	1) अजंता की गुफाओं की जानकारी देना 2) चित्र को देखकर सौंदर्य की सराहना करने में सक्षम बनाना 3) पुस्तकालय में जाकर पढ़ने की आदत डालना	2-1)अजंता की गुफाओं की जानकारी प्राप्त। 2-2)चित्र को देखकर सौंदर्य की सराहना करने में सक्षम। 2-3)पुस्तकालय में जाकर पढ़ने से अध्ययन कौशल का विकास ।	व्यक्तिगत	छात्र अजंता की गुफाओं की जानकारी एकत्रित करेंगे तथा उनके चित्र भी लगाएंगे	2)अध्ययन कौशल विकसित होगा
3) कविता पाठ	3-1)चित्र देखकर कविता कहानी का निर्माण करने में सक्षम बनाना 3-2)चित्र में दी गई चीजों का अवलोकन करना 3-3)कल्पनात्मक शक्ति का विकास करना	3-1)कल्पनात्मक शक्ति का विकास तथा वाचन कौशल विकसित। 3-2)कविता की लय एवं ध्वनि से परिचित । 3-3)आत्मविश्वास में वृद्धि।	)व्यक्तिगत	छात्रों को चित्र दिखाकर चित्र लेखन की विधि समझाते हुए उसके विषय में लिखवाया जाएगाछात्र हरिवंश राय बच्चन जी के अनेक रचनाओं में से अपनी मनपसंद काव्य रचना खोज कर कक्षा में सुनाएंगे	3) वाचन कौशल का विकास होगा तथा आत्मविश्वास में वृद्धि होगी

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:
मूल्यांकनकेआधारबिंदु :

प्रकार :

(1) विषयभावकेअनुरूप- संवाद, कवितालेखन,कहानीलेखनतथा अनुच्छेद लेखनइत्यादि।

(2) लयात्मकताएवंभावात्मकताप्रस्तुति

(3) उच्चारणकीशुद्धतावस्वरकीस्पष्टता।

(4) हावभाव।

(5) आत्मविश्वासऔरप्रस्तुतीकरण।

अतिउत्तम (5 अंक)

(1) विषयभावकेअनुरूप।

(2) लयऔरभावकापूराध्यानरखागया।

(3) शुद्धउच्चारणवस्पष्टस्वर।

(4) प्रभावशालीप्रस्तुतीकरण।

(5) आत्मविश्वाससहित।

उत्तम (4 अंक)

(1) विषयकेअनुकूल।

(2) लयऔरभावकाध्यान।

(3) शुद्धउच्चारण।

(4) प्रस्तुतीकरणसराहनीय।

(5) आत्मविश्वासकीकमी (कहीं-कहींरुकना)

(6) लेखनमेंसुधारकीआवश्यकता।

(7) लेखनमेंत्रुटियां।

सराहनीय (3 अंक)

(1) विषयसेहटकरकिसीअन्यविषय

(2) कवितास्वरचितनाहोना।

(3) लयऔरभावात्मकताकाध्यानरखागया।

(4) उच्चारणकीशुद्धतापरध्यानदेनेकीआवश्यकता।

(5) त्रुटियोंमेंसुधारकीआवश्यकता।

(6) प्रस्तुतीकरणमेंकमी।

(7) आत्मविश्वासकीकमी।

अच्छाप्रयास (2 अंक)

(1) विषयकेअनुरूपवाचनयालेखनकानाहोना।

(2) कविताकास्वरचितनाहोना।

(3) भावात्मकऔरलयात्मकताकीओरध्यानदेनेकीआवश्यकता।

(4) उच्चारणकीशुद्धतामेंकमी।

(5) कविता, भाषणयालेखनइत्यादिकीप्रस्तुतिमेंत्रुटियां।

(6) आत्मविश्वासकीकमी।

(7) लेखनीमेंसुधारकीआवश्यकता।

सुधारआवश्यक (1अंक)

(1) विषयसामग्रीकाज्यादाप्रभावशालीनाहोना

(2) भावऔरलयकाअभाव।

(3) उच्चारणमेंशुद्धताकीकमी।
(4) प्रस्तुतीकरणकाप्रभावशालीनाहोनाऔरबीच-बीचमेंभूलजाना।
(5) आत्मविश्वासकीकमीहोना।
(6) लेखनीमेंसुधारकीआवश्यकता

8.Chapter/ unit wise allocation of marks

Chapter/ Unit	**Allocation of Marks**
अपठित गद्यांश	10अंक
व्यावहारिक व्याकरण	**20**अंक
पठित गद्यांश (भाषा माधुरीपर आधारित)	5अंक
पठित पद्यांश (भाषा माधुरी पर आधारित)	5अंक
अति लघु उत्तर प्रश्न (भाषा माधुरीपर आधारित)	**10**अंक
लघु उत्तर प्रश्न(भाषा माधुरी पर आधारित)	12अंक
शब्दार्थ वाक्य	**8**अंक
रचनात्मक लेखन	**10**अंक

9. Question paper design: (Typology of questions with respective weightage)

अर्धवार्षिक परीक्षा तथा वार्षिक परीक्षा
हेतु
अधिकतम अंक 80

<u>खंड क</u>

अपठित गद्यांश - 10अंक

<u>खंड ख</u>

व्यवहारिक व्याकरण - 20अंक

<u>खंड ग</u>

पठितगद्यांश - 5अंक
पठितपद्यांश - 5अंक
अतिलघुउत्तरप्रश्न - 10 अंक
लघु उत्तर प्रश्न 12 अंक
शब्दार्थवाक्य - 8अंक

<u>खंड घ</u>

रचनात्मक कार्य. 10अंक

सामयिक परीक्षा 1 तथा 3 हेतु

अधिकतम अंक - 40

<u>खंड क</u>

अपठित गद्यांश - 5 अंक

<u>खंड ख</u>

भाषा अभ्यास - 15अंक

<u>खंड ग</u>

भाषामाधुरी - 15 अंक

<u>खंड घ</u>

रचनात्मक लेखन - 5 अंक

10. Prescribed Books भाषा माधुरी तथा भाषा अभ्यास

11. Suggested Books (If Applicable) वीवा हिन्दी व्याकरण **-5**

Mathematics

The broad objectives of teaching of Mathematics at Primary stage are to help the learners to

1. develop a positive attitude towards learning Mathematics;
2. perform Mathematical operations and manipulation with confidence, speed and accuracy;
3. think and reason precisely, logically and critically in any given situation;
4. comprehend, analyze, synthesize, evaluate and generalize so as to solve Mathematical problems;
5. to develop an interest in students to study Mathematics as a discipline;
6. to perform mathematical operations and manipulations with confidence.
7. to develop speed and accuracy in Mathematical skills.
8. to develop investigative skills in Mathematics.
9. to appreciate the usefulness, power and beauty of Mathematics.
10. to develop abstract, logical and critical thinking upon their work and the work of others.

1. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
01 02	Numbers Up To 99,99,99,999 Operations on Large Numbers	**April**
3	Multiple and Factors	**May**
4	Fractional Numbers	**July**
05 06	Decimals Addition and Subtraction of Decimal Numbers	**August**
	Revision for Mid-Term	**September**
07 08	Multiplication and Division of Decimal Numbers Simplification of Numerical Expressions	**October**
09 10 11	Rounding Off Numbers Averages Profit and Loss	**November**
12 13 14	Percentage Simple Interest Bills	**December**
16 17	Triangles Data Handling	**January**
	Revision of Syllabus	**February**

2. **(a) Chapter wise Activities (miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process):**

Name and Mode of the activity	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills developed
Chapter 1 To make the Indian and international number system table Individual activity	Students will be able to understand the concept of Indian and International number system.	Students are able to read to write all numbers in both number system.	Students will write all the places in both number system and make both tables.	Logical thinking and analytical thinking.
Chapter 4 Hands on activities on fractional numbers. Individual activity	Students will be to understand different types of fractional numbers and apply the basic mathematical operations on fractional numbers.	Students are able to perform addition, subtraction, multiplication and division on fractional numbers.	Students will learn the concept of fractional numbers from blocks arrangement, parts of pizza, cutting of parts of circle.	Problem solving and Interpersonal skills.

Chapter 8 Match the following activity Individual activity	Students will be able to understand and apply BODMAS RULE	Students are able to use BODMAS RULE with natural number, fractional number and decimal numbers.	Students will firstly solve expressions using BODMAS RULE and then match with correct answer.	Logical skills and Problem-solving skills.
Chapter 9 Puzzle game On Rounding off numbers Individual activity	Students will be able to understand and apply all the rules of rounding off numbers.	Students are able to round off natural and decimal numbers.	Students will firstly solve the sums and then do the puzzles of rounding off numbers.	Critical Thinking
Chapter 11 Chart on profit and loss Individual activity	Students will be able to understand and the terms related to profit and loss and correlate the concept with their day to day life.	Students are able to apply the concept of profit and loss in day to day life.	Students will firstly know about all the definitions of given topic and then will make chart on that.	Analytical thinking and logical thinking

Chapter 14 Pasting Activity of bills Individual activity	Students will be able to correlate and apply the learnt concept in their day to day life.	Students are able to make bills of their purchase and calculate the amount to be paid to the shopkeeper.	All the students will actively be participated in calculating total amount of bill.	Listening skills, Communicating skills and Thinking skills.
Chapter 16 Paper cutting and pasting of all types of triangle and angle sum property. Individual activity	Students will be able to learn about the properties and classification of triangles.	Students are able to classify the given triangles and use the angle property to find out the missing angle.	Students will cut three angles of triangle and paste in such a way that their sum is 180.	Logical thinking and analytical thinking.

3 (b) Assessment parameters & Rubrics for respective Activity:

ASSESSMENT TOOL FOR QUIZ:

S. No.	Categories	Excellent	Very Good	Good	Fair	Needs Improvement

1	Understanding	Understands or responds to all the Questions	Understands or responds to most Questions	Understands and responds Correctly to Questions Attempted	Understands and responds to few Questions	Responds to fewer than half the Questions or Misunderstood
2	Knowledge	Shows Concept Clarity and Substantial Knowledge other than the Book	Shows Concept and Knowledge of Content given in the Book	Shows some Knowledge of the Content	Shows little Knowledge of the Content	Shows no Knowledge or Incorrect Knowledge of the Content
3	Interpretation	Goes beyond literal meaning to conceptual	Interprets documents in own words	Generally, uses own words	Some Responses rely on Cited texts	Uses Language that is Vague
4	Demonstration	Expert in Demonstration in context of whole text	Demonstrates Accurate Understanding of the Topic	Demonstrates Considerable Understanding of the Topic	Demonstrates little Understanding of the Topic	Demonstrates Meaningless or Inconsistent Understanding

Rubrics for activity 1,4 and 5 (FUN WITH MATHS)

Category	Excellent	Very good	Good	Fair	Needs improvement
computation	Shows correct computation with correct answers.	Shows correct computations, but final answers have some errors or vice versa.	Includes basic computations, but some are incorrect.	Includes basic computations, but many are incorrect.	Computation shows no evidence of understanding.
Approach to the Problem	Used multiple methods to solve problem. Ex. Graphs, rules, drawings, etc.	Clear, organized methods used.	Begins, but fails to complete the strategies.	Able to think of some strategies to solve the problem.	Unable to think of any strategies to solve the problem.
Reasoning	Justifies solution method and results. Uses correct mathematical vocabulary to explain.	A good understanding of the problem. Is able to logically explain reason for answer.	Some understanding of the problem.	Minimal understanding of the problem.	No understanding of the problem.

Organization	Work is neat and well organized.	Work is all there and mostly organized in a logical sequence.	Work demonstrates some organization to the problem.	Work demonstrates little organization to the problem.	Lacks organization. Difficult to follow work.

4.Number of Worksheets planned per chapter: One

5.Syllabus for periodic tests

- Periodic -I (May)

Chapter1 – Numbers Up To 99,99,99,999
Chapter2 – Operations on Large Numbers
Chapter3 – Multiples and Factors

- Periodic -II (September)

Chapter1 – Numbers Up To 99,99,99,999
Chapter2 – Operations on Large Numbers
Chapter3 – Multiples and Factors
Chapter4 – Fractional Numbers
Chapter5 – Decimals
Chapter6 – Addition and Subtraction of Decimal numbers

- Periodic -III (December)

Chapter7 – Multiplication and Division of Decimal Numbers
Chapter8 – Simplification of Numerical Expression
Chapter9 – Rounding Off Numbers
Chapter10 - Averages
Chapter11 – Profit and Loss

The percentage of syllabus to be tested in final examination - 70% of the whole syllabus.

6.(a) Enrichment Activity

Name and Mode of the activity	Learning Objectives	Learning Outcomes	Methodology /Procedure	Skills developed
PERIODIC TEST 1: To find LCM of numbers 1 to 100 by using different colored bindis. Individual activity	Students will be able to find out the LCM.	Students are able toaplly the concept in solving word problems of HCF and LCM.	Teacher will provide them sheets on which numbers 1 to 100 will be mentioned. Students will apply bindis and then find LCM.	Logical thinking and decision making.
PERIODIC TEST 2: To find average of the marks of periodic test 1 Individual activity	Students will be able to know about the concept of average of finding natural number, fractional number and decimal number.	Students are able to apply the concept in solving word problems of finding average.	Students will write the marks of all subjects on sheet and then find their average.	Conceptual thinking

PERIODIC TEST 3: Activity based on Percentage. Individual activity	Students will be able to understand and correlate the concept of percentage in their day to day life.	Students are able to find percentage of their marks.	Students will prepare their own report card of midterm 1	Logical skills

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

Category	Excellent	Very good	Good	Fair	Needs improvement
Creativity	Demonstrates exciting, original and complex ideas. Artist has multiple usage of both techniques (reflected shapes and reflected lines for shapes). Artist has a unique background design for their object. Space was used very well.	Use of new ideas and creative problem solving. Work is original, but not extremely creative. Student used both techniques, but one way more than the other. Very little empty space.	Work is adequate but lacks originality. Few new ideas, the focal point (the object) could have used more thought. Some empty space.	Work is adequate but lacks originality. No new ideas, background is minimal and the focal point (the object) could have used more thought. Some empty space.	Minimal creative thought or student originated ideas. Lots of empty space.

Craftsmanship to paper	Well planned and executed with careful attention to details and overall quality. No cuts, rips, and tears that are evident. Paper was well taken care of and a lot of time and effort was spent on the piece's details.	Very good overall quality and use of detail-careful work. Very little ripping, cuts, and tears are apparent in the piece. Paper was taken care of, but there are little damages done to it.	Good quality of work with little sloppiness and a little less attention to detail. A decent amount of tears, rips, and cuts in piece.	Acceptable quality of work with some sloppiness and a little less attention to detail. A fair amount of tears, rips, and cuts in piece.	Paper wasn't taken care of. Lots of folds and damages. A lot of ripping in cut out pieces.
Line work	Artist used several types of lines weight. Lines really helped build the piece and were thoughtfully placed and executed.	Artist used a decent amount of line weights. Lines were used to build the piece pretty well, but got a little confusing in a few areas.	Artist used certain line weights. Lines were used pretty well to build the piece, but got confusing in quite a few areas.	Artist used less line weights. Lines were used well to build the piece, but got messy and confusing in quite a few areas.	Artist used one or two line weights. Lines are hard to make out and take away from the image.

Cuts	Effort beyond the expectation of the assignment. Cuts are smooth and clean.	Good effort towards clean cuts, but a few are rough.	Distractive effort leaves the few cuts rough in some of the piece.	Distractive effort that leaves the cuts rough in a lot of the piece.	Minimal effort and almost off of the cuts are rough and shaky.
Reflections with Pieces	Pieces are really balanced and placed well when reflecting.	Pieces are pretty balanced when reflecting.	Pieces looks semi unbalanced.	Pieces looks unbalanced.	Low work quality, sloppy technique and not careful when placing the reflected piece across the line.

8.Chapter/ unit wise allocation of marks

CHAPTER NO.	NAME OF CHAPTERS	MARKS
3	Multiple and Factors	5
4	Fractional Numbers	5
6	Addition and Subtraction of Decimal Numbers	6
7	Multiplication and Division of Decimal Numbers	6
8	Simplification of Numerical Expressions	8
10	Averages	8
11	Profit and Loss	8

12	Percentage	8
14	Bills	6
15	Simple interest	7
16	Triangles	7
17	Data Handling	6

9. Question paper design: For Periodic 1 and 3

Sections	No. of Questions	Marks	Total Marks
A	5	1	5
	5	1	5
B	3	2	6
C	4	3	12
D	3	4	12
TOTAL MARKS			40
For Final Examination			
Sections	No. of Questions	Marks	Total Marks
A	10	1	10
	10	1	10
B	6	2	12
C	8	3	24
D	6	4	24
TOTAL MARKS			80

10. Prescribed Book: Primary Mathematics, DAV College Managing Committee

SCIENCE

1. Objectives –

The teaching of Science, at this stage, will help the learners to:-

- develop inquiring minds and curiosity about science and the natural world
- acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
- develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
- communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
- think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
- appreciate the benefits and limitations of science and its application in technological developments
- understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors
- demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

2. Month wise division of syllabus

Lesson No./ Topic	Name of the lesson	Month
3 2	Forests Plants	**April**
4	Animals-Our Friends	**May**
1	My Body	**July**

5 **6**	Food and Health Spoilage and Wastage of Food and Food Preservation	**August**
7 **8**	Importance of Water Properties of Water	**September**
9	Fuels	**October**
10 **11**	Air Our Solar System	**November**
12	Observing the Sky	**December**

3. (a) Chapter wise Activities:

Name of the activity/ Mode	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills developed
Lesson-2 Germination of seeds/ Individual	Students will be able to understand about germination of seeds	Students are able to identify different parts of a seed and its germination.	Students will germinate the seeds and observe their structure and different stages of seed germination. They will record their observations in their notebooks/ scrapbooks.	Observational skills, Commucationskills, reasoning skills and analytical skills.

Lesson-5 Identify and observe different types of food and their impact on our health/ Group	Students will be able to understand the importance of different nutrients present in food.	Students are able to understand the need and importance of nutrients present in food.	Students will prepare flash cards of nutrients, their sources and the symptoms of various diseases caused due to deficiency of different nutrients.	Observation skills, analytical skills.
Lesson-8 To study the properties of water/ Group	Students will be able to understand different properties of water.	Students are able to understand the properties like floating and sinking of various objects.	Students will perform hands-on activities. They will observe and record their observations in their scrapbooks/ notebooks.	Observation skills, critical thinking and reasoning skills, analytical skills.
Lesson-10 To study about different properties of air/ Group	Students will be able to understand different properties of air.	Students are able to know about various properties of air and its importance in our life.	Students will perform various hands-on activities and record their observations in their notebooks/ scrapbooks.	Observation skills, critical thinking and reasoning skills and analytical skills

Lesson-11 To study about our solar system/ Individual	Students will be able to know about different members of our solar system.	Students are able to develop an understanding of various terms like orbit, rotation, revolution and time period of rotation and revolution.	Students will collect and present the information about the time period of rotation and revolution of different planets of our solar system.	Collection of data, drawing inference, analytical skills

3 (b) Assessment parameters & Rubrics for respective Activity:

Rubrics for Collage, project, scrap book group activity:-

For Lesson- 2, 5, 8, 10 and 11

CATEGORY	Excellent (4)	Very Good (3)	Average (2)	Needs Improvement (1)
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.

Team work	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Presentation	Project is neat, organized, and easy to understand. Project is complete with strong evidence of effort.	Project is neat, organized, and easy to understand. Project is complete with some evidence of effort.	Project is either messy, disorganized, or hard to understand. Project is either incomplete or does not show strong evidence of effort.	Project is messy, disorganized, and hard to understand. Project is incomplete and does not show effort.

4. Number of Worksheets planned per chapter: One

5. Syllabus for periodic tests

- Periodic -I (May)

1.Plants

2.Forests

3. Animals: Our Friends

- Periodic -II (September first week)

1.My body

2.Plants

3.Forests

4.Animals -Our Friends

5.Food and health

6.Spoilage and Wastage of Food and Food Preservation

- Periodic -III (November)

1.Importance of water

2.Properties of water

3.Fuels

4.Air

IMPORTANT NOTE: 70% OF THE FULL SYLLABUS WILL BE ASSESSED FOR FINAL EXAMINATION

6. (a) Enrichment Activity

Name of the activity	Learning Objectives	Learning Outcomes	Methodology /Procedure	Skills developed
PERIODIC-1 Make a report on different methods used for storing perishable and non-perishable food items. Individual	To make students understand what are perishable and non-perishable items, and causes of spoilage of food items.	Students will be able to learn what are perishable and non-perishable items, and causes of spoilage of food items.	Students will study different food items at home like milk, fruits ,vegetables, dry grains ets and will record observations in their notebook/ scrapbook.	Reasoning skills, critical thinking , observation skills, analytical skills.

PERIODIC 2 To make a project on different types of fuels being used in India for producing energy. Individual	To sensitize students about the use of renewable sources of energy.	Students are able to understand about the harmful effects of using non-renewable sources of energy.	Students will collect data about the different types of fuels being used in India for the production of energy for different purposes. They will present the collected data in a scrapbook.	Collection of data, communication and analytical skills.
PERIODIC -3 To represent different phases of moon using Oreo biscuits. Individual Individual	To make students understand the reason behind the appearance of different phases of the moon.	Students are able to know and understand the reason for the appearance of different phases of the moon.	Students will use Oreo biscuits for presenting different phases of the moon.	Critical thinking and reasoning skill, analytical skill

6.(b) Assessment parameters & Rubrics for respective Enrichment Activity

For Periodic-1, 2 and 3 Activity:-

Criteria	Excellent	Good	Fair	Average	Needs Improvement
Content relevancy	The project includes all information relevant to the topic.	Project includes most of the information.	Does not have all of the information.	The project is lacking in required information.	There are many gaps in information presented.
Content accuracy	The effort put into this task is the best it can be by the learner. Little or no spelling/ grammar errors.	Work is done with good effort that shows the capability of the learner. It is evident that time was put into this project. Some spelling errors noticed.	Work is done with fair effort, but the quality is not what the learner is capable of. It is evident that the work was rushed or not given appropriate time and attention. spelling/ grammatical errors noticed.	Work is done with little effort, shows lack of quality, and may be incomplete. It is evident little time was spent on the final product. Spelling/ grammar errors.	Work shows lack of quality and is incomplete. Many spelling/ grammatical errors.

Organization of content	Content is presented in a well organized and coherent manner.	Information is quite organized.	Information is organized in most of the parts	Information lacks coherency and is somewhat organized.	Content needs to be more organized and coherent
Content presentation	The display has an element of creativity, neatness and style. Pictures are included to enhance content presented. Information is presented in a clear manner with full understanding of the subject.	The display is clear, neat and logical and contains facts with very few mistakes. Information is clear with fair understanding of the subject. Pictures add to content, do not clutter the project.	The display shows some understanding of the subject matter, but contains errors. It lacks style, neatness and clarity. Few pictures.	The display does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity. Few pictures.	The display is not well organized, untidy with cutting and overwriting, and does not reveal understanding of the content by the learner.

7. Question paper design:

S.No.	Form of Question	Marks for each question	Number of Questions	Total marks
1	VSA	1	10	10
2	Short Answer Type (SA-I)	2	10	20
3	Short Answer Type (SA-II)	3	10	30
4	Long Answer Type (LA)	5	4	20
	Total		34	80

9. Prescribed Books: My Living World –By DAV Class V

Additional book: NCERT text book by CBSE Class V

10. Links for extended learning:

http://davcae.net.in/

Social Science

Objectives:

The primary purpose of social studies is to help young people make informed and responsible citizens of a culturally diverse, democratic society in an interdependent world. Social Science syllabus for Class V aims to provide a general idea to the students about attitude towards life and

- understand the facts, concepts, principles, and perspectives that shape social studies
- apply learning to complex situations and contexts
- think critically about important issues and communicate their findings
- engage in the processes of problem solving and discipline-based inquiry
- Understand their role and responsibility particularly in relation to social and civic affairs.
- Prepare them to participate in their community /society competently and productively as concerned citizens.
- Create awareness about diversity and interdependence of the world with multiple cultures and ideologies.
- Teach them to address societal and global concerns using literature, technology and other identifiable community resources.

- To generate sensitivity towards human values of compassion, trust, peace, cooperation, social justice, environmental protection and other concerns.

2.Month wise division of syllabus

Lesson No.	Name of the lesson	Month
Lesson 1	Importance of Family	April
Lesson 2	Human Migration	April
Lesson 3	Variation in Shelters	May
Lesson 4	Sensitivity Towards Others	July
Lesson 5	Community Services	July
Lesson 6	Leisure Time	August
Lesson 7	Changing Trends in Occupation	August
Lesson 8	Respecting Regional Differences	October
Lesson 9	Exploring India	November
Lesson 10	Mapping India	November
Lesson 11	Transport in Modern Times	December
Lesson 12	Communication in Modern Times	December
Lesson 13	India's Neighbours	January

3.(a) Chapter wise Activities

Name and mode (individual /group/ pair) of the activity	Learning Objectives	Learning outcomes	Methodology /Procedure	Skills developed
Landforms and Houses (Individual Activity)	To enable the students to compare regional variation in houses due to differences in landforms	Students know about various landforms, types of houses built in different landforms and material used to construct them.	Students will collect information about variety of landforms, types of shelters built in different landforms, material used and also give one name (place/ state) for a particular kind of shelter. They will present the data in tabular form.	Research and presentation skills

Quiz (Group Activity)	To make learners think about various leisure time activities (traditional and modern) and their importance in our life.	Students explain and identify the various leisure time activities. They understand that these activities are a means of entertainment as well as a career option for them.	Class will be divided into 3 groups and quiz on leisure time activities will be conducted in different rounds. The team able to answer the maximum questions will be the winner.	Reasoning, logical thinking and visual skills.
Know these Places(Rajasthan and Andaman and Nicobar Islands) (Individual Activity)	To make students learn about the art, culture and location of Rajasthan and Andaman and Nicobar Islands	They compare the dances, languages, festivals, dresses, religion, location etc. of both the places.	Students will collect the required information and present the same on a sheet in a tabular form.	Research, organisation and presentation skills

Timeline of Means of Transport (Individual Activity)	To know about various means of transport available in present times.	They identify the different means of transport (land,water, air) in the present times.	Students will be asked to collect the pictures/draw images of means of transport and paste them in chronological order on a sheet.	Creativity, , organisation and presentation

3 (b) Assessment parameters & Rubrics for Activity:

RUBRICS - QUIZ					
PARAMETERS	Excellent	V.Good	Good	Fair	Needs Improvement
CONTENT KNOWLEDGE AND ACCURACY	can explain all the required information in a clear, accurate and thorough manner.	can explain most of the required information in a clear, accurate and thorough manner.	can explain the required information in somewhat clear, accurate and thorough manner.	can explain the required information in a clear, accurate but not so thorough manner.	Information had several inaccuracies and was usually not clear.

SPEAKING SKILLS	Speech is always clear and easy to underst and with correct voice modulat ion and intonati on.	Speech is usually clear and easy to underst and with correct voice modulat ion and intonati on	Speech is often clear and easy to understa nd with correct voice modulat ion and intonati on.	Speech is clear and easy to underst and but needs improve ment in voice modulat ion and intonati on.	Speech is rarely clear and not easy to understa nd.
LISTENING SKILLS	Always listened with great interest and respectf ully to the perspect ive of others.	Usually listened with great interest and respectf ully to the perspect ive of others.	Often listened with great interest and respectf ully to the perspect ive of others.	Rarely listened with great interest and respectf ully to the perspec tive of others.	Did not show much interest in the perspecti ve of others.

CONFIDENCE	Eye contact maintained and a lot of enthusiasm shown.	Eye contact maintained and enthusiasm shown.	Eye contact maintained and enthusiasm not enough to keep team spirit high.	Eye contact rarely maintained but less enthusiastic.	Eye contact not maintained and lacks enthusiasm.

RUBRICS –Written Presentation/ Timeline For Activity 1,3 and 4					
PARAMETERS	Excellent	V.Good	Good	Fair	Needs Improvement
CONTENT/ PICTURE/ DRAWING RELEVANCY	Includes all information /images relevant to the topic in an organized / chronologicalmanner.	a little information/ a few images are missing, information is organized.	information is less relevant . but quite organised.	lacking in required information and is not organised in proper sequence.	many gaps in information presented.

CONTENT ACCURACY	Little or no spelling/ grammar errors.	A little spelling errors noticed.	Work is done with fair effort, some spelling/ grammatical errors noticed.	Work is done with little effort, shows lack of quality, and may be incomplete. Many Spelling / grammar errors.	Work shows lack of quality and is incomplete. Inappropriate sentence structure.

CONTENT PRESENTATION	Creative and neat work. Pictures/ drawings are included to enhance content presented. Information is very clearly presented ,work displays complete understanding of the concept	work is clear, neat and logical and contains facts with very few mistakes, displays fair understanding of the subject. Pictures add to content.	Work presentation shows some understanding of the concept, but contains errors, lacks neatness and clarity. Few pictures.	Presentation of the work does not reveal a clear understanding of the subject matter, many errors are noticed. It lacks neatness and clarity.	The work is not organised, untidy with cutting and overwriting, does not reveal understanding of the content by the learner.

4.Number of Worksheets planned per chapter: 1

5.Syllabus for periodic tests

- Periodic -I (May)

Chapter-1 Importance of Family
Chapter-2 Human Migration
Chapter-3 Variations in Shelters

- Periodic -II (September first week)

Chapter-1 Importance of Family
Chapter-2 Human Migration
Chapter-3 Variations in Shelters
Chapter-4 Sensitivity Towards Others
Chapter-5 Community Services
Chapter-6 Leisure Time
Chapter-7 Changing Trends in Occupation

- Periodic -III (November(7th to 12th) (December for rest of the classes)

Chapter-8 Respecting Regional Differences
Chapter-9 Exploring India
Chapter 10 Mapping India

Note: 70 percent of total syllabus to be tested in final examination.

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name and mode of the activity	Learning Objectives	Learning Outcomes	Methodology /Procedure	Skills developed
Interviewing a Migrant (individual activity)	To enable the students to understand the problems faced by migrants. To help them know the factors leading to migration. To sensitize them towards the needs of migrants.	Students 1.know the various reasons for migration. 2.learn about advantages and disadvantages of migration.	1. Children will bring A 4 size sheet. 2.They will be given a questionnaire for interview. 3.They will fill the questionnaire after interviewing a person like housemaid, neighbour or any other.	Observation, communication and presentation skills

Collage Making (Individual Activity)	To enable students to know about different types of occupations.	Students 1.figure out past and present occupation scenario.	Students will be asked to collect pictures of different occupations. 2.They will paste the pictures on an A4 sheet to make a collage.	observation, creativity, organisation, presentation skills.
Project on India's Neighbouring Countries (group activity)	To enable the learners to know about the neighbouring countries of India. 2.To learn about the language, festival and dress of India and its neighbouring countries.	Students 1.know about India's immediate neighbours and mark them on the political map of India. 2. find out the similarities between India and its neighbouring	1.Students will be divided into groups. 2.Each student in a group will collect information on one neighbouring country of India. 3. They will organize the collected information and present the same before the class. 4.They will also mark the neighbouring countries of India on a political map of India.	Research, organization ,presentation , cognitive and communication skills

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

RUBRICS -QUESTIONNAIRE– INTERVIEW			
	CONTENT RELEVANCY	CONTENT ACCURACY	CONTENT PRESENTATION
Excellent	Includes all information relevant to the topic in an organized fashion.	The effort put into this task is the best it can be by the learner. Little or no spelling/ grammar errors.	The display has an element of creativity, neatness and style. Pictures are included to enhance content presented. Information is presented in a clear manner with full understanding of the subject.
V.Good	Includes a little information , information is organized.	Work is done with good effort that shows the capability of the learner. It is evident that time was put into this project. Some spelling errors noticed.	The display is clear, neat and logical and contains facts with very few mistakes. Information is clear with fair understanding of the subject. Pictures add to content, do not clutter project.

Good	Does not have all of the information. Information is quite organised.	Work is done with fair effort, but the quality is not what the learner is capable of. It is evident that the work was rushed or not given appropriate time and attention. spelling/ grammatical errors noticed.	The display shows some understanding of the subject matter, but contains errors. It lacks style, neatness and clarity. Few pictures.
Fair	The project is lacking in required information and is not well organised.	Work is done with little effort, shows lack of quality, and may be incomplete. It is evident little time was spent on the final product. Spelling/ grammar errors.	The display does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity. Few pictures.

Needs Improvement	There are many gaps in information presented.	Work shows lack of quality and is incomplete. Many spelling/ grammatical errors.	The display is not well organised, untidy with cutting and overwriting, does not reveal understanding of the content by the learner.

RUBRICS FOR COLLAGE			
	Drawing/ pictures/written information used to develop main idea.	Relevancy of the idea to the topic	Visual Impact/ overall presentation
Excellent	Neat and effective drawing/ excellent variety of pictures used.	Original ideas, absolutely meeting the demand of the topic.	Overall presentation is outstanding.
V.Good	Neat and effective drawing/ good variety of pictures used.	Original ideas, mostly related to the topic.	Overall presentation is very effective.

Good	Neat but limited drawing/ some pictures used.	Several original ideas, meeting the demand of the topic.	Overall presentation is effective.
Fair	Drawing is neat but not effective/ few pictures used.	Some original ideas but not completely meeting the demand of the topic.	Overall presentation is somewhat effective.
Needs improvement	Neither neat nor effective/ very less pictures used with lots of repetition.	Few original ideas, rarely connected to the main topic.	Overall presentation needs improvement.

RUBRICS FOR PROJECT			
	Relevancy of the idea to the topic	Accuracy of the content	Format and coherency
Excellent	Original ideas, absolutely meeting the demand of the topic.	Content accurate with no spelling and grammatical errors.	Presentation is orderly, format adhered to completely.

V.Good	Original ideas, mostly related to the topic.	Content almost correct with very few spelling and grammatical errors.	Presentation is almost coherent and format followed.
Good	Several original ideas, meeting the demand of the topic.	Content quite correct with little spelling and grammatical errors.	Presentation can be more coherent and discrepancies noticed in format .
Fair	Some original ideas but not completely meeting the demand of the topic.	Content rarely accurate with many spelling and grammatical errors.	Presentation lacks coherence and discrepancies noticed in format
Needs improvement	Few original ideas, rarely connected to the main topic.	Content not up to the mark.A lot of spelling and grammatical errors noticed.	Presentation needs improvement .Format not followed.

8.Chapter/ unit wise allocation of marks

S.No.	Chapter/ Unit		Allocation of Marks
1.	Lesson 2	Human Migration	06
2.	Lesson 3	Variation in Shelters	06
3.	Lesson 5	Community Services	07
4.	Lesson 7	Changing Trends in Occupation	07
5.	Lesson 8	Respecting Regional Differences	12
6.	Lesson 9	Exploring India	10
7.	Lesson 10	Mapping India	10
8.	Lesson 11	Transport in Modern Times	07
9.	Lesson 12	Communication in Modern Times	08
10.	Lesson 13	India's Neighbours	07
		Total	80

9. Question paper design: (Typology of questions with respective weightage)

Nature of the Question	Number of Questions	Total Marks
Very Short-Answer Questions (1 mark each)	16	16
Short Answer Questions (3 marks each)	11	33

Long Answer Questions (5 marks each)	5	25
Map Work	1	6
Total	-	80 Marks

10. Prescribed Books

WE AND OUR WORLD (Class – V)

(Publication Division, DAV College Managing Committee, New Delhi)

PUNJABI

ਭਾਸ਼ਾ - ਸਿਖਾਉਣ ਦੇ ਉਦੇਸ਼ -

1.ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀ ਆਂ ਅੰਦਰ ਜੀਵਨ ਬਾਰੇ ਚੇਤਨਤਾ ਪੈਦਾ ਕਰਨਾ ।

2. ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ ।

3. ਨੈਤਿਕਤਾ ਦਾ ਵਿਕਾਸ ।

4. ਪੜਨ੍ਹ , ਲਿਖਣ , ਸੁਣਨ , ਤੇ ਸਮਝਣ ਦੀ ਕੁਸ਼ਲ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਦੇਣਾ ।

5. ਵਿਸ਼ੇ ਵਿੱਚ ਪਰਪੱਕ ਬਣਾਉਣਾ ।

6. ਚੰਗੇ ਮਾੜੇ ਪਹਿਲੂਆਂ ਦੀ ਪਰਖ - ਨਿਰਖ ਕਰਨਾ ।

7.ਸਿਰਜਣਾਤਮਕ ਕਾਰਜਾਂ ਵਿੱਚ ਰੂਚੀ ਪੈਦਾ ਕਰਨਾ ।

8.ਭਾਸ਼ਾ ਵਿੱਚ ਮਾਹਰ ਬਣਾਉਣਾ।

2. MONTH WISE DIVISION OF SYLLABUS : .

LESSON NO.	LESSON NAME	MONTH
ਸਾਹਿਤ	ਵਰਨਮਾਲਾ , ਮਾਤਰਾਵਾਂ (ਮੁਕਤਾ ,ਕੰਨਾ ,ਸਿਹਾਰੀ)	ਅਪ੍ਰੈਲ
ਵਿਆਕਰਨ	ਫਲਾਂ ਦੇ ਨਾਮ ,ਸਬਜ਼ੀਆਂ ਦੇ ਨਾਮ ,ਰੰਗਾਂ ਦੇ ਨਾਮ	
		ਅਪ੍ਰੈਲ
ਸਾਹਿਤ	ਮਾਤਰਾ (ਬਿਹਾਰੀ), ਮਾਤਰਾਵਾਂ (ਮੁਕਤਾ ,ਕੰਨਾ ,ਸਿਹਾਰੀ , ਬਿਹਾਰੀ) ਦੇ :- ਖ਼ਾਲੀ ਸਥਾਨ , ਸ਼ਬਦਾਂ ਦੇ ਵਾਕ ,ਪ੍ਰਸ਼ਨ- ਉੱਤਰ	ਮਈ
ਵਿਆਕਰਨ	ਗਿਣਤੀ (੧-੨੦), ਹਫ਼ਤੇ ਦੇ ਦਿਨਾਂ ਦੇ ਨਾਮ	ਮਈ
		ਜੁਲਾਈ
ਸਾਹਿਤ	ਮਾਤਰਾਵਾਂ (ਔਕੜ ,ਦੁਲੈਂਕੜ , ਲਾ ,ਦੁਲਾਵਾਂ)	
ਵਿਆਕਰਨ	ਲਿੰਗ ਬਦਲੀ,ਵਚਨ ਬਦਲੀ,ਵਿਰੋਧੀ ਸ਼ਬਦ,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ(ਨਾਂਵ ,ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ)	ਜੁਲਾਈ
ਸਾਹਿਤ	ਮਾਤਰਾਵਾਂ (ਹੋੜਾ ,ਕਨੌੜਾ)	ਅਗਸਤ
ਲਿਖਣ ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਣਨ	
ਵਿਆਕਰਨ	ਮਹੀਨਿਆਂ ਦੇ ਨਾਮ ,ਸਰੀਰ ਦੇ ਅੰਗਾਂ ਦੇ ਨਾਮ,ਵਰਗ ਪਹੇਲੀ,ਦਸਾਂ ਗੁਰੂਆਂ ਦੇ ਨਾਮ।	ਅਗਸਤ
ਸਾਹਿਤ	ਲਗਾਂ ਮਾਤਰਾਵਾਂ ਤੇ ਲਗਾਖਰ ਲਗਾਖਰ (ਬਿੰਦੀ ,ਟਿੱਪੀ, ਅੱਧਕ) ਮਾਤਰਾਵਾਂ ਤੇ ਲਗਾਖਰ (ਖ਼ਾਲੀ ਸਥਾਨ , ਸ਼ਬਦਾਂ ਦੇ ਵਾਕ ,ਪ੍ਰਸ਼ਨ- ਉੱਤਰ)	ਅਕਤੂਬਰ
ਲਿਖਣ ਕੌਸ਼ਲ	ਨਿਬੰਧ , ਬਿਨੈ - ਪੱਤਰ	
ਵਿਆਕਰਨ	ਲਿੰਗ ਬਦਲੀ ,ਵਚਨ ਬਦਲੀ ,ਵਿਰੋਧੀ ਸ਼ਬਦ ,ਸ਼ੁੱਧ- ਅਸ਼ੁੱਧ	ਅਕਤੂਬਰ
ਸਾਹਿਤ	ਪਾਠ - ,14 ,15,16,ਗਿਣਤੀ (21 – 50) , ਦੁੱਤ ਅੱਖਰ	ਨਵੰਬਰ
ਲਿਖਣ ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਨਣ	
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ	
ਲਿਖਣ ਕੌਸ਼ਲ		

	ਨਿਬੰਧ , ਬਿਨੈ ਪੱਤਰ	
ਵਿਆਕਰਨ	ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੇ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਅਗੇਤਰ - ਪਿਛੇਤਰ ,ਵਿਸਰਾਮ ਚਿਨ੍ਹ	ਨਵੰਬਰ
ਸਾਹਿਤ	ਪਾਠ -17,18,19	ਦਸੰਬਰ
ਲਿਖਣ ਕੌਸ਼ਲ	ਨਿਬੰਧ	
ਵਿਆਕਰਨ	ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ(ਕਿਰਿਆ, ਕਾਲ)	ਜਨਵਰੀ
ਸਾਹਿਤ	ਪਾਠ - 20,21	ਜਨਵਰੀ

3A . CHAPTER / TOPIC WISE ACTIVITIES :

ਸਾਹਿਤ				
CHAPTER/ TOPIC WISE ACTIVITIES	LEARNING OBJECTIVES	LEARNING OUT COMES	METHODOLOGY	SKILL DEVELOPED
1.ਵਰਨਮਾਲਾ (ਸੁਲੇਖ)ਵਿਅਕਤੀਗਤ ਰੂਪ	ਸੁੰਦਰ ਲਿਖਵਾਟ,ਅੱਖਰਾਂ ਦੀ ਪਛਾਣ	ਵਰਨਮਾਲਾ ਨੂੰ ਸੁੰਦਰ ਲਿਖਾਈ ਵਿੱਚ ਲਿਖਣਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸੁੰਦਰ ਲਿਖਾਈ
2.ਮਾਤਰਾਵਾਂ (ਨਵੇਂ ਸ਼ਬਦ ਬਣਾਉਣਾ)ਵਿਅਕਤੀਗਤ ਰੂਪ	ਭਾਸ਼ਾ ਦਾ ਮਾਹਰ ਬਣਾਉਣਾ।	ਮਾਤਰਾਵਾਂ ਨਾਲ ਸੰਬੰਧਤ ਨਵੇਂ ਸ਼ਬਦ ਸਿੱਖਣਾ।	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸ਼ੁੱਧ ਸ਼ਬਦਾਵਲੀ
3.ਲਾਗਾਖਰ ਅਤੇ ਦੁੱਤ ਅੱਖਰ(ਔਖੇ ਸ਼ਬਦ)ਵਿਅਕਤੀਗਤ ਰੂਪ	ਔਖੇ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਕਰਾਉਣੀ	ਔਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਸਿੱਖਣਾ ,ਬੁੱਧੀ ਦਾ ਵਿਕਾਸ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸ਼ਬਦ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ

4.ਰੇਲ ਗੱਡੀ(ਕਵਿਤਾ ਸੁਣਾਉਣਾ) ਵਿਅਕਤੀਗਤ ਰੂਪ	ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਤੇ ਸ਼ੁੱਧ ਉਚਾਰਣ ਵਿੱਚ ਵਾਧਾ ਕਰਾਉਣਾ।	ਸ਼ਬਦਾਂ ਦਾ ਸ਼ੁੱਧ ਉਚਾਰਨ ,ਬੁੱਧੀ ਦਾ ਵਿਕਾਸ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ ,ਸ਼ਬਦਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ
5.ਤੋਤੇ ਦੀ ਕੁੜਮਾਈ(ਪੜ੍ਹਨਾ)ਵਿਅਕਤੀਗਤ ਰੂਪ	ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦਾ ਸਹੀ ਉਚਾਰਨ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।	ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਅਤੇ ਬੋਲਣ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦਾ ਵਿਕਾਸ, ਸ਼ਬਦਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ
6.ਕੁੜ ਕੁੜ ਕਰਦੀ ਕੁਕੜੀ ਆਈ (ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ) ਵਿਅਕਤੀਗਤ ਰੂਪ	ਔਖੇ ਸ਼ਬਦਾਂ ਦਾ ਗਿਆਨ ਦੇਣਾ	ਵਿਦਿਆਰਥੀ ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਸਮਝਣਗੇ,ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸ਼ਬਦ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ
7.ਮੇਰੀ ਮੰਮੀ (ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਵਾਕ ਲਿਖਣੇ)ਵਿਅਕਤੀ ਗਤ ਰੂਪ	ਲਿਖਾਈ ਵਿੱਚ ਸੁਧਾਰ ਕਰਨਾ,ਵਾਕ ਬਣਾਉਣਾ ਸਿਖਾਉਣਾ	ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਕਲਪਨਾਤਮਕ ਹੁਨਰ
8. ਫਲਾਂ ਦੀ ਦੁਕਾਨ(ਗੁਣਾਂ ਦਾ ਚਾਰਟ ਬਣਾਉਣਾ)ਵਿਅਕ ਤੀਗਤ ਰੂਪ	ਵੱਖ ਵੱਖ ਫਲਾਂ ਦੇ ਗੁਣਾਂ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ।	ਫਲਾਂ ਦੇ ਗੁਣਾਂ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲਣੀ	ਚਿੱਤਰ ਕੇ	ਰਚਨਾਤਮਕ ਹੁਨਰ
9.ਤਾਜ਼ੀਆਂ ਸਬਜ਼ੀਆਂ (ਤਸਵੀਰਾਂ ਬਣਾਉਣਾ) ਵਿਅਕਤੀਗਤ ਰੂਪ	ਵੱਖ ਵੱਖ ਸਬਜ਼ੀਆਂ ਤੋਂ ਹੋਣ ਵਾਲੇ ਫ਼ਾਇਦੇ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।	ਵਿਦਿਆਰਥੀ ਸਬਜ਼ੀਆਂ ਦੇ ਗੁਣਾਂ ਨੂੰ ਜਨਣਗੇ।	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ ਹੁਨਰ
10. ਚੂਹੀ ਦਾ ਤਰਲਾ(ਵਿਚਾਰ ਵਟਾਂਦਰਾ) ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਸਮਾਜਕ ਮੁੱਲਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣੀ।	ਵਿਦਿਆਰਥੀ ਸਮਾਜਿਕ ਮੁੱਲਾਂ ਨੂੰ ਸਿੱਖਣਗੇ।	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਗਿਆਨ ਦਾ ਵਾਧਾ

ਵਿਆਕਰਨ

1. ਵਚਨ (ਫਲੈਸ਼ ਕਾਰਡ)ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਇੱਕ ਤੇ ਇੱਕ ਤੋਂ ਜਿਆਦਾ ਚੀਜ਼ਾਂ ਦੇ ਸ਼ਬਦ ਰੂਪ ਨੂੰ ਸਮਝਾਉਣਾ	ਇਕ ਵਚਨ ਬਹੁ ਵਚਨ ਦੀ ਪਹਿਚਾਣ ਹੋਵੇਗੀ	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਗਿਆਨ ਦਾ ਵਾਧਵਾਧ
2 . ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ (ਸ਼ਬਦ ਲਿਖਣੇ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਸ਼ੁੱਧ ਲਿਖਣ ਤੇ ਬੋਲਣ ਲਈ ਤਿਆਰ ਕਰਨਾ	ਭਾਸ਼ਾ ਦਾ ਸ਼ੁੱਧ ਰੂਪ ਸਿੱਖਣਗੇ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਰੌਚਕਤਾ
3. ਲਿੰਗ ਬਦਲੀ ((ਸ਼ਬਦਾਂ ਦਾ ਖੇਡ) ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੁਲਿੰਗ ਤੇ ਇਸਤਰੀ ਲਿੰਗ ਦੇ ਸ਼ਬਦਾਂ ਵਿਚਲਾ ਅੰਤਰ ਸਮਝਾਉਣਾ	ਪੁਲਿੰਗ ਤੇ ਇਸਤਰੀ ਲਿੰਗ ਦਾ ਅੰਤਰ ਸਮਝ ਕੇ ਸ਼ੁੱਧ ਸ਼ਬਦਾਵਲੀ ਸਿੱਖਣਗੇ	ਮੌਖਿਕ ਤੇ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਗਿਆਂਨ ਦਾ ਵਾਧਾ, ਰੌਚਕਤਾ
4. ਵਿਰੋਧੀ ਸ਼ਬਦ (ਸ਼ਬਦ ਪਰਿਵਰਤਨ)ਵਿ ਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਵਿਰੋਧੀ ਅਰਥਾਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਗਿਆਨ ਦੇਣਾ	ਵਿਰੋਧੀ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਾਉਣਾ ।	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸਮਝਣ ਸ਼ਕਤੀ
5. ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ (ਆਪਸੀ ਗੱਲ ਬਾਤ ਰਾਹੀਂ)ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਕਿਸੇ ਗੱਲ ਨੂੰ ਬਹੁਤ ਥੋੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਸਪਸ਼ਟ ਤੇ ਬਿਆਨ ਕਰਨ ਦੀ ਕਲਾ ਸਿਖਾਉਣਾ	ਵਿਸਥਾਰ ਤੋਂ ਹਟ ਕੇ ਥੋੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਗੱਲ ਨੂੰ ਸਮਝਾ ਸਕਣ ਦੇ ਯੋਗ ਹੋਣਗੇ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ
6. ਅਗੇਤਰ - ਪਿਛੇਤਰ (ਸ਼ਬਦਾਂ ਦੀ ਚਾਰਟ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਮੂਲ ਸ਼ਬਦਾਂ ਨਾਲ ਅਗੇਤਰ ਤੇ ਪਿਛੇਤਰ ਲਗਾ ਕੇ ਨਵੇਂ ਸ਼ਬਦ ਬਣਾਉਣਾ ਸਿਖਾਉਣਾ।	ਸ਼ਬਦਾਵਲੀ ਤੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ।	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ ਕੌਸ਼ਲ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ :				

1. ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ (ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਭਣਾ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਵਿਚ ਨਿਪੁੰਨਤਾ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਸਹੀ ਉੱਤਰਾਂ ਨੂੰ ਲੱਭਣ ਦਾ ਗਿਆਨ ਦੇਣਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ
ਲਿਖਣ – ਕੌਸ਼ਲ :				
1 . ਚਿੱਤਰ ਵਰਨਣ (ਤਸਵੀਰ ਦੀ ਪਹਿਚਾਣ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਚਿੱਤਰ ਵੇਖ ਕੇ ਸਹੀ ਵਾਕ ਲਿਖਣਾ ਸਿਖਾਉਣਾ	ਵਾਕ ਬਣਤਰ ਸਿੱਖਣਗੇ	ਲਿਖ ਕੇ	ਕਲਪਨਾਤਮਕ ਹੁਨਰ,ਸਮਝਣ ਸ਼ਕਤੀ
2. ਬਿਨੈ - ਪੱਤਰ (ਪੱਤਰ , ਫ਼ਾਰਮੇਟ)ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਬੇਨਤੀ ਪੱਤਰ ਲਿਖਣਾ ਸਿਖਾਉਣਾ।	ਸਕੂਲ ਜਾਂ ਦਫਤਰ ਨੂੰ ਬਿਨੈ ਪੱਤਰ ਲਿੱਖਣ ਦੇ ਕਾਬਲ ਹੋਣਗੇ।	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ ਕੌਸ਼ਲ
3. ਨਿਬੰਧ / ਲੇਖ (ਨੁਕਤੇ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਵਾਕਾਂ ਦੀ ਸਹੀ ਸਥਾਨ ਤੇ ਸਹੀ ਵਰਤੋਂ ਸਿਖਾਉਣਾ	ਵਾਕ ਬਣਤਰ ਨੂੰ ਸਮਝਨਗੇ।	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ ਕੌਸ਼ਲ, ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ

3B. ASSESSMENT PARAMETER / RUBRICS OF ACTIVITIES :

ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ - 1. WRITING SECTION	ਸ਼ਾਨਦਾਰ	ਬਹੁਤ ਵਧੀਆ	ਵਧੀਆ	ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਸੁਧਾਰ ਜ਼ਰੂਰੀ
ਉਚਾਰਨ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸ਼ੁੱਧ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਰੂਪ ਵਿੱਚ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ
ਸ਼ਬਦ ਤੇ ਵਾਕ ਰਚਨਾ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਨਹੀ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਨਹੀਂ
ਰੌਚਕਤਾ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ

ਕਲਪਨਾਸ਼ੀਲ ਵਿਚਾਰ	ਕਲਪਨਸ਼ੀਲ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਕਲਪਨਾਸ਼ੀਲ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਕਲਪਨਸ਼ੀਲ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਕਲਪਨਸ਼ੀਲ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਕਲਪਨਾਸ਼ੀਲ਼ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ
ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਨਹੀਂ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਨਹੀਂ
2. READING SECTION					
ਭਾਸ਼ਾ ਸ਼ੁੱਧਤਾ ਤੇ ਸਪਸ਼ਟਤਾ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਨਹੀਂ
ਉਚਾਰਨ	ਸ਼ੁੱਧ ਉਚਾਰਨ	ਸ਼ੁੱਧ ਉਚਾਰਨ	ਸ਼ੁੱਧ ਉਚਾਰਨ ਨਹੀਂ	ਸ਼ੁੱਧ ਉਚਾਰਨ ਨਹੀਂ	ਸ਼ੁੱਧ ਉਚਾਰਨ ਨਹੀਂ
ਹਾਵ - ਭਾਵ ਨਾਲ ਪੇਸ਼ਕਾਰੀ	ਹਾਵ - ਭਾਵ ਨਾਲ ਸਹੀ ਪੇਸ਼ਕਾਰੀ	ਹਾਵ - ਭਾਵ ਦੀ ਕਮੀ	ਸਹੀ ਹਾਵ - ਭਾਵ	ਸਹੀ ਹਾਵ - ਭਾਵ ਦੀ ਪੇਸ਼ਕਾਰੀ	ਪੇਸ਼ਕਾਰੀ ਵਿੱਚ ਹਾਵ - ਭਾਵ ਦੀ ਕਮੀ
ਨਿਰੰਤਰਤਾ	ਵਿਚਾਰਾਂ ਜਾਂ ਭਾਵਾਂ ਦੀ ਨਿਰੰਤਰਤਾ	ਵਿਚਾਰਾਂ ਜਾਂ ਭਾਵਾਂ ਦੀ ਨਿਰੰਤਰਤਾ	ਵਿਚਾਰਾਂ ਦੀ ਨਿਰੰਤਰਤਾ ਵਿੱਚ ਕਮੀ	ਵਿਚਾਰਾਂ ਦੀ ਨਿਰੰਤਰਤਾ ਵਿੱਚ ਕਮੀ	ਵਿਚਾਰਾਂ ਦੀ ਨਿਰੰਤਰਤਾ ਵਿੱਚ ਕਮੀ
ਆਤਮ -ਵਿਸ਼ਵਾਸ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ ਕਮ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ
3. LISTENING SECTION					
ਵਿਸ਼ਾ - ਵਸਤੂ ਪ੍ਰਤੀ ਗਿਆਨ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ
ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ ਨਹੀਂ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ ਨਹੀਂ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ ਨਹੀਂ
ਪ੍ਰਸ਼ਨਾਂ ਅਨੁਸਾਰ ਸਹੀ ਉੱਤਰਾਂ ਦੀ ਚੋਣ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ ਨਹੀਂ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ ਨਹੀਂ
ਸ਼ਬਦ ਤੇ ਵਾਕਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ

ਭਾਸ਼ਾ ਪ੍ਰਯੋਗ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ ਨਹੀਂ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ ਨਹੀਂ
4.SPEAK-ING SECTION					
ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ	ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ	ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ	ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦੇ ਸਹੀ ਉਚਾਰਣ ਦੀ ਕਮੀ	ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ	ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦੇ ਸਹੀ ਉਚਾਰਣ ਦੀ ਕਮੀ
ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸ਼ੁੱਧੀ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ ਨਹੀਂ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ ਨਹੀਂ
ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ ਨਹੀਂ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ ਨਹੀਂ
ਆਤਮ - ਵਿਸ਼ਵਾਸ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਦੀ ਭਰਮਾਰਤਾ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਦੀ ਭਰਮਾਰਤਾ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਦੀ ਭਰਮਾਰਤਾ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਓ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ ਨਹੀਂ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ ਨਹੀਂ
REMARKS :					

4. NUMBER OF WORKSHEETS :

ਹਰ ਪਾਠ ਦੇ ਨਾਲ ਸੰਬੰਧਤ ਕਾਰਜ - ਪੱਤਰ ਹੋਣਗੇ।

5. SYLLABUS FOR PERIODIC TESTS :

PRIODIC - I (MAY)

ਸਾਹਿਤ -ਪਾਠ 1 , 2 , 3 , 4(ਮੁਕਤਾ, ਕੰਨਾ, ਸਿਹਾਰੀ, ਬਿਹਾਰੀ)

ਵਿਆਕਰਨ - ਫਲਾਂ ਦੇ ਨਾਮ,ਸਬਜ਼ੀਆਂ ਦੇ ਨਾਮ,ਰੰਗਾਂ ਦੇ ਨਾਮ,ਗਿਣਤੀ(1 ਤੋਂ 10) ,ਹਫ਼ਤੇ ਦੇ ਦਿਨਾਂ ਦੇ ਨਾਮ

ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

PERIODIC - II (SEPTEMBER - IST WEEK)

ਸਾਹਿਤ - ਪਾਠ – 5, 6,7 ,8, 9 , 10, PERIODIC – I ਦੇ ਪਾਠ ਵੀ ਸ਼ਾਮਲ ਹੋਣਗੇ I

ਵਿਆਕਰਨ -ਮਹੀਨਿਆਂ ਦੇ ਨਾਮ, ਦਸਾਂ ਗੁਰੂਆਂ ਦੇ ਨਾਮ,ਸਰੀਰ ਦੇ ਅੰਗਾਂ ਦੇ ਨਾਮ, PERIODIC – I ਦੀ ਸਾਰੀ ਵਿਆਕਰਨ ਸ਼ਾਮਲ ਹੋਵੇਗੀ I

ਪੜ੍ਹਨ ਕੌਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ

ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ ,ਵਰਗ ਪਹੇਲੀ

PERIODIC – III (NOVEMBER – 2ND WEEK)

ਸਾਹਿਤ - ਪਾਠ – 11 , 12 , 13,14

ਵਿਆਕਰਨ - ਲਿੰਗ ਬਦਲੀ,ਵਚਨ ਬਦਲੀ, ਵਿਰੋਧੀ ਸ਼ਬਦ ,ਸ਼ੁੱਧ ਅਸ਼ੁੱਧ,ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ I

ਪੜ੍ਹਨ ਕੌਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ

ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

FINAL EXAMS : ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਵਿੱਚ 70 % ਸਿਲੇਬਸ ਆਵੇਗਾ I

6. ENRICHMENT ACTIVITIES FOR PERIODIC TESTS :

ENRICHMENT ACTIVITY FOR PERIODIC TEST - I	LEARNING OBJECTIVES	LEARNING OUTCOMES	METHODOLOGY	SKILLS DEVELOPED
ਸੁਰਖੀਆਂ (ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ)	ਮੁਕਾਬਲੇ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨਾ	ਕਲਪਨਾਂ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਗਿਆਨ ਦਾ ਵਾਧਾ, ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ ,ਰੋਚਕਤਾ
ENRICHMENT ACTIVITY FOR PERIODIC TEST - III				
ਵਾਦ ਵਿਵਾਦ (ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ)	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਪੈਦਾ ਕਰਨਾ	ਕਲਪਨਾਤਮਕ ਸੋਚ ਵਿੱਚ ਵਾਧਾ, ਵਿਚਾਰਾਂ ਦੀ ਪਰਖ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ , ਕਲਪਨਾਤਮਕ ਹੁਨਰ

7. ASSESSMENT PARA METERS / RUBRIC FOR ENRICH MENT ACTIVITIES :

NAME OF THE ACTIVTY FOR PERIODIC – I	EXCELLENT - ਸ਼ਾਨਦਾਰ	VERY GOOD- ਬਹੁਤ ਵਧੀਆ	GOOD - ਵਧੀਆ	FAIR - ਚੰਗੀ ਕੋਸ਼ਿਸ਼	NEEDS IMPROVEMENT- ਸੁਧਾਰ ਜ਼ਰੂਰੀ
ਸੁਰਖੀਆਂ					
ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ	ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ	ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ	ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ ਨਹੀਂ	ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ ਨਹੀਂ	ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ ਨਹੀਂ
ਸਹੀ ਵਾਕ ਬਣਤਰ	ਸਹੀ ਵਾਕ ਬਣਤਰ	ਸਹੀ ਵਾਕ ਬਣਤਰ	ਸਹੀ ਵਾਕ ਬਣਤਰ	ਵਾਕ ਬਣਤਰ ਸਹੀ ਨਹੀਂ	ਵਾਕ ਬਣਤਰ ਸਹੀ ਨਹੀਂ
ਸੁੰਦਰ ਲਿਖਾਈ	ਸੁੰਦਰ ਲਿਖਾਈ	ਸੁੰਦਰ ਲਿਖਾਈ	ਲਿਖਾਈ ਸੁੰਦਰ ਨਹੀਂ	ਲਿਖਾਈ ਸੁੰਦਰ ਨਹੀਂ	ਲਿਖਾਈ ਸੁੰਦਰ ਨਹੀਂ
ਸਮਾਂ ਸੀਮਾ	ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ	ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ ਨਹੀਂ	ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ	ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ	ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ
ਭਾਗੀਦਾਰੀ	ਪੂਰਨ ਭਾਗੀਦਾਰੀ ਮੌਜੂਦ	ਭਾਗੀਦਾਰੀ ਦੀ ਮੌਜੂਦਗੀ	ਭਾਗੀਦਾਰੀ ਦੀ ਮੌਜੂਦਗੀ	ਭਾਗੀਦਾਰੀ ਦੀ ਮੌਜੂਦਗੀ	ਭਾਗੀਦਾਰੀ ਦੀ ਕਮੀ
NAME OF THE ACTIVITY FOR PERIODIC - III 1.ਵਾਦ ਵਿਵਾਦ	EXCELLENT - ਸ਼ਾਨਦਾਰ	VERY GOOD- ਬਹੁਤ ਵਧੀਆ	GOOD- ਵਧੀਆ	FAIR- ਚੰਗੀ ਕੋਸ਼ਿਸ਼	NEEDS -IMPROVEMENT ਸੁਧਾਰ ਜ਼ਰੂਰੀ
ਕਲਪਨਾਸ਼ੀਲ ਵਿਚਾਰ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਭਰਮਾਰਤਾ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਭਰਮਾਰਤਾ ਦੀ ਕਮੀ

ਭਾਗੀਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ ਨਹੀਂ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ ਨਹੀਂ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਅ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ ਨਹੀਂ
ਆਤਮ ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮਵਿਸ਼ ਵਾਸ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਬਰਕਰਾਰ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਬਰਕਰਾਰ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ
ਰੌਚਕਤਾ	ਭਰਪੂਰ ਰੁਚੀ	ਭਰਪੂਰ ਰੁਚੀ	ਰੁਚੀ ਦੀ ਕਮੀ	ਭਰਪੂਰ ਰੁਚੀ	ਭਰਪੂਰ ਰੁਚੀ

8. CHAPTER / TOPIC WISE ALLOCATION OF MARKS :

ਅੰਕ ਵੰਡ (ALLOCATION OF MARKS) : ਅੰਕ ਵੰਡ (ALLOCATION OF MARKS)

1.ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ - 20

2.ਲਿਖਤੀ - 80

ਸਾਹਿਤ :35 ਅੰਕ

ਵਿਆਕਰਨ:20 ਅੰਕ

ਲਿਖਣ ਕੌਸ਼ਲ :20 ਅੰਕ

ਪੜ੍ਹਨ ਕੌਸ਼ਲ :05 ਅੰਕ

ਕ੍ਰਮ ਨੰ .	ਪਾਠ ਦਾ ਨਾਮ / ਨੰਬਰ , ਰੂਪ ਤੇ ਪ੍ਰਸ਼ਨ ਦਾ ਰੂਪ	ਕੁੱਲ ਅੰਕ
1. ਸਾਹਿਤ	ਪਾਠ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨ ਉੱਤਰ	1×10=10
2.	ਪਾਠ ਨਾਲ ਸਬੰਧਤ ਖਾਲੀ ਸਥਾਨ	1×8=08
3.	ਪਾਠ ਨਾਲ ਸਬੰਧਤ ਵਾਕ	1x5 = 05
4.	ਫਲਾਂ ਦੇ ਨਾਮ ,ਸਬਜ਼ੀਆਂ ਦੇ ਨਾਮ,ਗਿਣਤੀ	2+2+3=7
ਵਿਆਕਰਨ		1x2 = 2

6.	ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ , ਵਿਸਰਾਮ ਚਿਨ੍ਹ,	3x5 = 12
7.	ਅਗੇਤਰ , ਪਿਛੇਤਰ , ਲਿੰਗ ਬਦਲੀ , ਵਚਨ ਬਦਲੀ	2 +2 +2 +2= 8
8. ਪੜ੍ਹਨ - ਕੌਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ	5
9. ਲਿਖਣ - ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਨਣ	5
10.	ਬਿਨੈ - ਪੱਤਰ , ਨਿਬੰਧ	8 +10= 18
ਕੁੱਲ ਅੰਕ =		80

9. QUESTION PAPER DESIGN (WEIGHTAGE TO DIFFIRENT FORM OF QUESTIONS)

ਪ੍ਰਸ਼ਨਾਂ ਦਾ ਰੂਪ	ਬਹੁਤ ਛੋਟੇ ਪ੍ਰਸ਼ਨ	ਛੋਟੇ ਪ੍ਰਸ਼ਨ	ਵੱਡੇ ਪ੍ਰਸ਼ਨ	ਕੁੱਲ
ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਨੰਬਰ	03	03	04	10
ਅੰਕ	25	27	28	80

1. ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕ ' ਕਰੂੰਬਲਾਂ '-- 0

2. ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲੇਖ ਰਚਨਾ ‘ ਗਿਆਨ ਸਰੋਵਰ ‘ – 3

ਸੂਚਕ ਪੁਸਤਕਾਂ : ਪੁਸਕਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸਤਕਾਂ

Computers

1. **Objectives** – Approximately 8-10

- Appreciate the concept of memory.
- Understand the basic design of CPU.
- Appreciate the various formatting options available in google docs.
- Appreciate different Fonts, Font Styles and Text styling options available in docs.
- Appreciate the use of drawing toolbar.
- Get familiarise with the use of docs.

- Know basic usage of google slides.

2. Month wise division of syllabus

Sr. No.	Name of the lesson	Month
1	Know Your Computer	April
2	Google Docs	May
2	Organize Your Work	July
4	More Operations in Google Docs	July
5	Images in a Google Docs	August-September
8	Safe Use of Computers	October-November
7	Google Slides	December-January

3. (a) Chapter wise Activities Give Details in *brief* as per the headings below:

Name and mode of the activity	**Learning Objectives**	**Learning outcomes**	**Methodology /Procedure**	**Skills developed**
Odd One Out (Pair)	The students will be able to: Know the difference between hardware and software components of computer. Understand various kinds of hardware components	The students learn the logic before categorizing the devices into hardware or software.	The students will be asked to pair up and will be given a set of computer components. They will then be asked to put them in their respective categories already defined by the teacher.	Problem Solving Digital Literacy Understanding

A Bag of Books (Pair)	The students will be able to: Understand the concept of Organization of Work. Realize the need of folders.	The students know the difference between files and folders. Create a folder and place various files in it according to the need.	It is a lab activity. The students will be made to sit in a group of two and one PC will be assigned to the each pair. They will be asked to create a folder of their respective name and save all their files in the same folder only. The steps to perform the activity will be demonstrated to the whole class on the projector.	Digital literacy Organizing
Newspaper Activity (Individual)	The students will be able to: Recognize the types of alignment.	The students label the type of alignment.	The students will be asked to find a newspaper report in which all the alignments can be viewed. They will be asked to paste the same in the notebook and label it accordingly.	Digital Literacy Analyzing

Caption Making (Pair)	The students will be able to: Know the concept of formatting. Learn about various formatting options.	The students resize and format the text according to the need. Apply various formatting tools on the text.	It is a lab activity. The students will be guided and instructed to create a caption and format it using all the possible tools already discussed in the class and practical sessions.	Digital Literacy Creative Thinking
Collage Making (Pair)	The students will be able to: Know the difference between inserting image through gallery and file. Insert and delete the images.	The students re-arrange and resize the images. Create a collage and give it a heading.	It is a lab activity. The students will be asked to create a collage of 8-10 images. They can take the images either from the file or gallery. They will be continuously guided and supervised.	Digital Literacy Creative Thinking

Assessment parameters & Rubrics for respective Activity:

Rubrics for Lab Activities

Parameters	Excellent	Very Good	Good	Fair	Needs Improvement
Understanding of the concept	Understands the concept and implication of the tools. Completes the work on time with desired output.	Understands the concept and attempts to work in a right direction.	Has an idea about the concept and performs with the help of peers.	Has the idea about the concept only.	Has no clue about the topic.
Application of Concepts	Knows the application areas of the concept. Can even relate the topic with real-life experiences.	Can relate the topic to real-time need.	Can understand the ideas of others and learn from them.	Listen to others and tries to gain.	Has no idea about any application. Neither do is interested in learning.

Involvement in the process	From planning to implementation of the activity, the child is involved in the execution. Child tries to explore more options than done in the class.	The child is involved in the process and completes it in time.	The child is involved in the process but is unable to complete the work.	The child wastes time in gathering what has to be done.	The child has no clue about the concept.
Ethics	The child sits in the lab in discipline. Arranges the seat before leaving and help the other students.	The child sits in the lab in discipline and completes his work.	The child is not able to complete on work. Arranges seat while before leaving.	The child is busy talking and pretends to work.	The child creates indiscipline in the class. Also, doesn't arrange the seats while leaving.

Rubrics for Notebook Activities

Parameters	Excellent	Very Good	Good	Fair	Needs Improvement
Neatness	The work is complete and done in good handwriting.	The work is complete and neat but spelling and other mistakes are there.	Work is done but handwriting is not good.	The work is neat but incomplete	Very untidy and incomplete work
Completeness	The work is complete before time.	The work is complete with some mistakes.	The work is copied.	Incomplete work.	Work not even started.

Originality	The work is original and the research is done by the student only.	The work is original but not much research has been done.	The work is copied.	The work is copied and is incomplete.	Work is not even started.

4. Number of Worksheets planned per chapter: 1-2 (according to the need of the chapter)

5. Syllabus for periodic tests

- Periodic -I (May)

Chapter 1 and google docs

6. (a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name and mode of the activity	Learning Objectives	Learning Outcomes	Methodology /Procedure	Skills developed

Extension Board (Individual)	The students will be able to: Learn various file extensions. Understand the importance of file extensions.	The students know the full forms of various file extensions. know the type of file by their extensions.	The students will be given t he cut outs of various file extensions and file icons. They will be asked to guess the type of file and match with their respective extensions.	Digital Literacy Problem Solving
Menu Card / Birthday Card (Pair)	The students will be able to: Apply creativity with their learning. Understand the need and application of formatting.	The students combine all the concepts learnt till now into one project. Create a card which can be useful.	It is a lab activity. The students will be asked to merge almost all the concepts learnt and create a card (birthday/ menu). All the parameters on which the child will be assessed will be discussed with the students beforehand.	Digital Literacy Problem Solving Creativity

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

Rubrics for Lab Activity

Parameters	Excellent	Very Good	Good	Fair	Needs Improvement
Understanding of the concept	Understands the concept and implication of the tools. Completes the work on time with desired output.	Understands the concept and attempts to work in a right direction.	Has an idea about the concept and performs with the help of peers.	Has the idea about the concept only.	Has no clue about the topic.

Application of Concepts	Knows the application areas of the concept. Can even relate the topic with real-life experiences.	Can relate the topic to real-time need.	Can understand the ideas of others and learn from them.	Listen to others and tries to gain.	Has no idea about any application. Neither do is interested in learning.
Involvement in the process	From planning to implementation of the activity, the child is involved in the execution. Child tries to explore more options than done in the class.	The child is involved in the process and completes it in time.	The child is involved in the process but is unable to complete the work.	The child wastes time in gathering what has to be done.	The child has no clue about the concept.

Ethics	The child sits in the lab in discipline. Arranges the seat before leaving and help the other students.	The child sits in the lab in discipline and completes his work.	The child is not able to complete on work. Arranges seat while before leaving.	The child is busy talking and pretends to work.	The child creates indiscipline in the class. Also, doesn't arrange the seats while leaving.

Rubrics for Notebook Activity

Parameters	**Excellent**	**Very Good**	**Good**	**Fair**	**Needs Improvement**
Neatness	The work is complete and done in good handwriting.	The work is complete and neat but spelling and other mistakes are there.	Work is done but handwriting is not good.	The work is neat but incomplete	Very untidy and incomplete work

Completeness	The work is complete before time.	The work is complete with some mistakes.	The work is copied.	Incomplete work.	Work not even started.
Originality	The work is original and the research is done by the student only.	The work is original but not much research has been done.	The work is copied.	The work is copied and is incomplete.	Work is not even started.

8.Chapter/ unit wise allocation of marks

<u>For PA-I</u>

Chapter/ Unit	Allocation of Marks
1- Know Your Computer	10
2- Organize Your Work	10

9. Question paper design: (Typology of questions with respective weightage)

Objective Type Online Test	20
Computer Practical	15

10. Prescribed Books: DAV Hands On

Art and Craft

1. **Objectives** –

To enable the students to:

- Help learners to consolidate past experiences and knowledge.
- Provide opportunities for development of awareness about folk arts, local specific arts and other cultural components leading to appreciation of national heritage.
- Assist learners to use artistic and aesthetic sensibility in day to day life situation.
- Refine the sense of appreciation towards the beauty of nature through the basic elements of art forms.

2. **Month wise division of syllabus**

Lesson No./Topic	**Name of the lesson**	**Month**
Poster Making Slogan Writing Pencil shading Flower making Best out of waste Drawing and coloring	Poster Making Slogan Writing Pencil shading Flower making Best out of waste Drawing and coloring	April, May July August October November, December January

Month	**Step by step**	**Art Sapling**
April	4,5,6,7,32	4,5,6,7,8,9
May	8,9,10,11	11,13,17,19,20
July	12,13,14,15,37,38	21,23,24,25
August	16,17,18,19	27,29,30,31
October	20,21,22,2,3	32,33,35,37
November	23,24,25,26	42,43,44,45
December	31,33,34	46,47
January	27,28,29,30	48,49,51

3. **(a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process):**

Name of the activity	**Learning Objectives**	**Learning outcomes**	**Methodology /Procedure**	**Skills developed**
Slogan Writing (Individual)	To enhance their creative skills. *To put and express their thoughts in artistic way. *To write neatly in a meaningful way.	Thinking skills , imagination and creativity skills are enhanced Calligraphy skills are also enhanced.	Students will be guided to write a slogan and writing styles will also be taught. Then they will also be shown some sample slogans for further clarity .Topic for Slogan writing will be given to them.	*Interpersonal skills *Kinesthetic skills *aesthetic sense

Poster making (Individual)	To enable students to develop interpersonal and intrapersonal skills by working together in groups. *To enhance their aesthetic sense. *To enhance their creative skills. *To put and express their thoughts in artistic way.	Students develop interpersonal and intrapersonal skills by working together in groups. To gain application, analysis and synthesis skills Students think out of the box and Students are able to execute the idea in the most effective way. Students are able to innovate on different means and ways of putting across the topic in a poster.	Students will be guided to make a poster and use all the format precision areas and then they will also be shown some sample posters for further clarity .Topic for poster making will be given to them.	*Creative skills *Aesthetic skills *Time management skills

Best out of waste (Individual)	*To develop conservative attitude. *To enhance their creative skills. *To put and express their thoughts in artistic way.	*Development of innovation and creativity. Development of aesthetic appreciation. Students are able to think and organize their thoughts to create something useful. Students are able to sensitize the society in conservation of resources.	Students will be guided to make different type of items from waste material and then they will also be shown some samples of best out of waste for further clarity .They will be asked to make some useful objects in group. .	*Motor skills *Creative skills *aesthetic skills
Pencil shading (Individual)	To enhance the knowledge about various types of pencils i.e. 2b,4b ,6b and charcoal. To enhance their creative skills. To put and express their thoughts in artistic way.	Students are able to: Know the difference between various shade s of pencils. Know the use of light and shades in the picture. Give the depth in the picture by using shading pencils	Students will be guided to draw and shade different type of drawing and figurative work and still life. They will be asked to make some drawing and give shading with the help of shading pencils and charcoal.	*Creative skills *aesthetic skills *Time management.

Flower making	To enable students to develol an attitude for teamwork. To enhance their aesthetic sense. To enhance their creative skills. To put and express their thoughts in artistic way.	Development of innovation and creativity. Development of aesthetic appreciation. Enhanced imagination and creativity.	Students will be given demonstration to make flowers from duplex sheets and arrangement of flowers will also be taught. Then they will also be shown some sample flowers for further clarity Students will be asked to make flowers in groups and then arrange it.	*Creative skills *aesthetic skills *Time management.
Drawing and coloring (Individual)	To enhance the knowledge about various types of colors i.e. crayons, pencils colors and watercolors. To enhance their creative skills. To put and express their thoughts in artistic way.	Students are able to: Know the difference between various shade s in coloring. Know the use of light and shades in the picture. Give the depth in the picture by using different shades of colors. Know how to make secondary colors by mixing two shades for example; yellow+blue= green, red + yellow = orange	Students will be guided to draw and color different type of drawing and color. They will be taught to make landscape seascape and compositions. They will be asked to make some drawing and give shading with the help of shading pencils and charcoal.	*Creative skills *aesthetic skills *Time management.

3 (b) Assessment parameters & Rubrics for respective Activity:

4.Number of Worksheets planned per chapter:

5.Syllabus for Half Yearly and Final Exams

Half Yearly Exam: Poster making and slogan writing

Final Exam: Best out of waste and folk art

6.(a) Enrichment Activity

Minimum One activity per periodic to be given with details as under:

Name of the activity **Mode (Individual /pair/ group)**	**Learning Objectives**	**Learning Outcomes**	**Methodology /Procedure**	**Skills developed**
Poster Making (Save Electricity) (Individual)	To sensitize students about the importance of saving electricity and to improve their creative skills.	Students are familiarized with the ways to conserve electricity and display in artistic manner.	Ideas for poster making will be discussed in the class. Students will be guided to make a poster on Save Electricity and then they will also be asked to make a caption for the poster.	• Creative skills • Aesthetic skills • Time management skills

7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

RUBRICS FOR POSTER MAKING					
PARAMETERS	**Excellent**	**Very Good**	**Good**	**Fair**	**Needs improvement**
Drawing/pictures used to develop main idea.	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.

Relevancy of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas, rarely connected to the main topic.
Visual Impact/ overall presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.

RUBRICS FOR SLOGAN WRITING					
PARAMETERS	**Excellent**	**Very Good**	**Good**	**Fair**	**Needs improvement**
Slogan used to develop main idea.	Neat and effective calligraphy / excellent variety of pictures used.	Neat and effective calligraphy / good variety of pictures used.	Neat but limited font style/ some pictures used.	Drawing neat but not effective slogan.	Writing style neither neat nor effective/ very less pictures used are not relevant.
Relevancy of the idea to the topic	Original ideas, absolutely meeting the demand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meeting the demand of the topic.	Some original ideas but not completely meeting the demand of the topic.	Few original ideas rarely connected to the main topic.
overall presentation font style and colour scheme	Overall presentation is outstanding. Colour scheme is excellent .	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.
RUBRICS FOR BEST OUT OF WASTE					
PARAMETERS	**Excellent**	**Very Good**	**Good**	**Fair**	**Needs improvement**

creativity	Clearly explored and expressed multiple ideas in a unique way.	Explored and expressed multiple ideas in an original way.	Craft work is original and idea is also good.	Craft work is Original but mostly based on an existing idea.	Followed a set of directions but did not explore new ways to alter the idea.
Usefulness	Craft work is very useful.	Craft work is useful.	Craft work can be used	Craft work is not very useful.	Craft work is not useful.
Presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.
RUBRICS FOR PENCIL SHADING					
PARAMETERS	**Excellent**	**Very Good**	**Good**	**Fair**	**Needs improvement**
Pencil shading/drawing used to develop main idea.	Neat and effective pencil shading/excellent work by using charcoal.	Neat and effective drawing/very good pencil shading effects.	Neat but limited drawing/ good pencil shading effects.	drawing neat but not effective/ average pencil shading effects.	Drawing neither neat nor effective/ need improvement in pencil shading work.
Knowledge about various shades of pencils to give depth in the picture.	Correct shades of shading pencils are used and minute details are also given.	Almost correct shading pencils are used but less use of 6B pencils and minute details are done neatly.	6B and 4B shading pencils are less used and minute details are not given properly.	Shading pencils are very less used and minute details are less given.	Shading pencils are not used and minute details are also not given.
Overall variation of tones.	Overall variations of tones are outstanding.	Overall variations of tones are very effective.	Overall variations of tones are effective.	Overall variation of tones is somewhat effective.	Overall variation of tones needs improvement.
RUBRICS FOR POSTER MAKING					

PARAME-TERS	Excellent	Very Good	Good	Fair	Needs improvement
creativity	Clearly explored and expressed multiple ideas in a unique way.	Explored and expressed multiple ideas in an original way.	Flowers are original and idea is also good.	Flowers are original but mostly based on an existing idea.	Followed a set of directions but did not explore new ways to alter the idea.
Neatness	Flowers made are very neat	Flowers made are neat.	Flowers made are good	Less neat	Not at all neat.
Presentation	Overall presentation is outstanding.	Overall presentation is very effective.	Overall presentation is effective.	Overall presentation is somewhat effective.	Overall presentation needs improvement.
RUBRICS FOR DRAWING AND COLORING					
PARAME-TERS	**Excellent**	**Very Good**	**Good**	**Fair**	**Needs improvement**
Drawing/coloring used to develop main idea.	Neat and effective drawing and coloring/excellent use of negative and positive space.	Neat and effective drawing and coloring/very good use of negative and positive space.	Neat but limited drawing/ good use of negative and positive space.	Drawing and coloring should be neat but not effective/ use of negative and positive space.	Drawing neither neat nor effective/ need improvement in coloring work.
Knowledge about various shades of colors to give depth in the picture.	Correct way of coloring is used and minute details are also given.	Almost correct way of coloring is used and minute details are done neatly.	Color shading is less used and minute details are not given properly.	Color shading is very less used and minute details are less given.	Color shading is not used and minute details are also not given.

Overall variation of colors and shades.	Overall variations of colors and shades are outstanding.	Overall variations of colors and shades are very effective.	Overall variations of colors and shades are effective.	Overall variation of colors and shades is somewhat effective.	Overall variation of colors and shades needs improvement.

8. Chapter/ unit wise allocation of marks

Chapter/ Unit	**Allocation of Marks**
Grading is applicable	

9. Question paper design: (Typology of questions with respective weightage)

10. Prescribed Books

11. Suggested Books (If Applicable)

12. Links for extended learning: (Related to curriculum)

संस्कृत

Learning outcomes

- संस्कृत शब्दानाम् वाचनस्य अभ्यासम्
- संस्कृतभाषाया: लेखनस्य अभ्यासं भविष्यति
- संस्कृतभाषाया: वाचनस्य अभ्यास लेखनेन सह कलायाम् अपि प्रयोगम्
- विद्यार्थीभि: तर्क शक्ते: प्रयोगम्
- शब्दानाम् लेखन उचितरुपेण करिष्यन्ति

1. Month wise division of syllabus

संस्कृत भाषा की लिपि तथा वर्णो का परिचय वर्ण विचार। शब्दों में वर्णों को अलग करके लिखना तथा अलग-अलग वर्णों को इकट्ठा करना अप्रैल

पाठ 1 मधुरा प्रभातवेला कर्ता ज्ञान (सभी पुरुषों तथा सभी वचनों में) अप्रैल

पाठ 2 मम परिवारः कारक तथा विभक्ति ज्ञान मई

पाठ 3 वयम् पश्यामः जंतुशालाम् अकारांत शब्द रूपजुलाई

पाठ 4 शाकहट्टम् धातु रूप लट् लकार जुलाई

पाठ 5 अस्माकं प्रियमित्राणि संस्कृत वाक्य रचना अगस्त

पाठ 6 ये फलानि खादन्ति ते सुखिनः वसन्तिसंस्कृत अनुवाद रचनात्मक कार्य। चित्रवर्णन ,अनुच्छेद लेखन अगस्त

पाठ 7 चित्रप्रदर्शनी संख्या ज्ञान (1 से 10) सितंबर

पाठ 8 अभिनवः किम् किम् करोति अनुच्छेद लेखनसितंबर

पाठ 9 विडालः कुत्र अस्ति? अव्यय शब्द अक्टूबर

पाठ 10 आगच्छ गायामः घटिका अक्टूबर

पाठ 11 हरिणम् मा मारय शब्द रूप आकारांत नवंबर

पाठ 12 कथयन्तु कस्य कः वर्णः ? आकारांत संस्कृत अनुवाद नवंबर

पाठ 13 कः चतुरः अस्ति? धातु रूप लृट् लकार दिसंबर

पाठ 14 कति वस्तूनि सन्ति? संख्या (एक से बीस)

रचनात्मक कार्य अपठित अनुच्छेद , चित्र वर्णन, अनुच्छेद लेखन दिसंबर

मूल्यांकनस्य बिन्दव:

वाचन ,पाठन,संवाद ,संभाषणं अभिनय इत्यादे: कार्यकृते मापदंड:

गतिविधि संख्या

मापदण्डस्य बिंदव:	अति उत्तम	उत्तम	मध्यम	सामान्य	ध्यात्तव्यम्
विषय वस्तु ज्ञान उच्चारण	विषयवस्तु ज्ञानं पूर्णम् अस्ति । शब्द ज्ञानं सम्यक् अस्ति। उच्चारणं सदैव शुद्धं कर्णाभ्याम् सुखदं भाषा प्रवाहम् उचितं अस्ति।	विषयवस्तु ज्ञानं पूर्णम् अस्ति । शब्द ज्ञानं सम्यक् अस्ति उच्चारणं यदा कदा अशुद्धं कर्णाभ्याम् सुखदं भाषा प्रवाहम् उचितं अस्ति।	विषयवस्तु ज्ञानं पूर्णम् अस्ति । शब्द ज्ञानं सम्यक् नअस्ति उच्चारणं यदा कदा अशुद्धं कर्णाभ्याम् सुखदं भाषा प्रवाहम् उचितं अस्ति।	विषयवस्तु ज्ञानं पूर्णम् नअस्ति । शब्द ज्ञानं त्रुटि पूर्णं अस्ति उच्चारणं यदा कदा अशुद्धं भाषाप्रवाहे परिमार्जनस्य आवश्यकता अस्ति	विषयवस्तु ज्ञानं पूर्णम् नअस्ति । शब्द ज्ञानं न अस्ति उच्चारणं सर्वथा अशुद्धं कर्णाभ्याम् कटु भाषा प्रवाहे परिमार्जनस्य आवश्यकता अस्ति।
मौलिकता/ विचाराणाम् सम्यक् अभिव्यक्ति।	मौलिका: विचारा: विना अवरोधा: वदिता:।	मौलिका: विचारा: विना अवरोधा: वदिता:	बहुधा मौलिका: विचारा: विना अवरोधा: वदिता:	न मौलिका: विचारा: अवरोधयुक्तम् वक्तव्यम्	न मौलिका: विचारा: अवरोधयुक्तं वक्तव्यम्

लेखनकार्य, चित्र वर्णन, पत्र, गृहकार्य कृते मापदंड

मापदण्डस्य बिंदव:	अति उत्तम	उत्तम	मध्यम	सामान्य	ध्यात्तव्यम्

विषय वस्तु प्रस्तुतीकरण सुलेख संकलन स्पष्टता	संपूर्ण कार्य शोभनरूपेण प्रस्तुतम् कार्यतालिका स्पष्टाअस्ति किम् अपि अशुद्धं न अस्ति ।	संपूर्ण कार्य शोभनरूपेण प्रस्तुतम् कार्यतालिका स्पष्टाअस्ति यत्र तत्र काचित् अशुद्धि अस्ति ।	संपूर्ण कार्य उचितरूपेण प्रस्तुतम् कार्ये सरला वर्तनी प्रयुक्ता अशुद्धि: अपि अस्ति ।	संपूर्ण कार्य न प्रस्तुतम् कार्यतालिका स्पष्टा नअस्ति वर्तनी शुद्धा न अस्ति ।	कार्यस्य औपचारिकता मात्रम् कृता कार्यतालिका अपि न कृता किम् अपि शुद्धं न अस्ति ।
अक्षर स्पष्टता	कार्यम सम्यक् कृतम्। सुलेखनं वर्तते अक्षर पठने। स्पष्टता भवति।	अक्षराणाम् पठने स्पष्टता न अस्ति।	अक्षराणाम् पठने काठिन्यम् भवति	अक्षराणाम् पठने काठिन्यम् भवति	कार्यम् न कृतम्
मौलिकता विचाराणाम् अभिव्यक्ति।	सम्पूर्णम् कार्यं स्वयं कृतम्। कार्यम् विना अवरोधम् कृतम्।	एकम् प्रश्नं सहपाठिन: उत्तरपुस्तिकाया : दृष्टम्	द्वि त्रि प्रश्ना: स्वयं न कृता:।	अधिकतम कार्यम् स्वयं न कृतम्।	कार्यस्य औपचारिकता मात्र कृता। संपूर्णं कार्यं स्वयं न कृतम्

4.Number of Worksheets planned per chapter: कार्यतालिका प्रति पाठं एका

5.Syllabus for periodic tests

- Periodic -I (May)

सामयिक 1	पाठ 1,2 ,3 व्याकरण सहित

- Periodic -II (September first week)

ष्सामयिक 2 पाठ1,2,3,4,5,6,7 व्याकरण सहित

- Periodic -III (November(7th to 12th) (December for rest of the classes)

सामयिक 3 पाठ,8,9 ,10,11व्याकरण सहित वार्षिक परीक्षा (70%)

गतिविधय:

1 चार्ट संरचना(मई)

त्रीणि वचनानि तथा पुरुषान् आधृत्य कर्ता विषये

उद्देश्य

संस्कृत भाषा ज्ञान

(2) अनुच्छेद लेखन(अगस्त)

स्व दिनचर्या विषये दश वाक्यानां अनुच्छेद

उद्देश्य

संस्कृत वाक्य रचना ज्ञान

(3)घटिका वाचनं

घटिकां निर्माय समयदर्शनं

उद्देश्य

संस्कृतभाषायां समयबोधनम्

Question paper design: (Typology of questions with respective weightage)

खण्ड क **अपठित अवबोधनम् -(अपठितगद्यांश)** **10 अङ्का:**

खण्ड ख **रचनात्मक कार्यं - चित्रवर्णन(5 अङ्का),** **संस्कृतअनुवाद (5अङ्का:)**

अनुप्रयुक्त व्याकरण **शब्द रूप, धातु रूप ,संख्या, अव्यय ,, इत्यादि** **(30अङ्का:)**

पठित अवबोधनम्- **पठित गद्यांश आधारित प्रश्न संवाद आधारित प्रश्न ,शरीरस्य अङ्गानि,घटिका पाठ अभ्यास((30अङ्का:)**

Prescribed Book. **सुरभि:(5)**

Suggested Books **प्रायोगिक व्याकरण(5)**