



## 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'



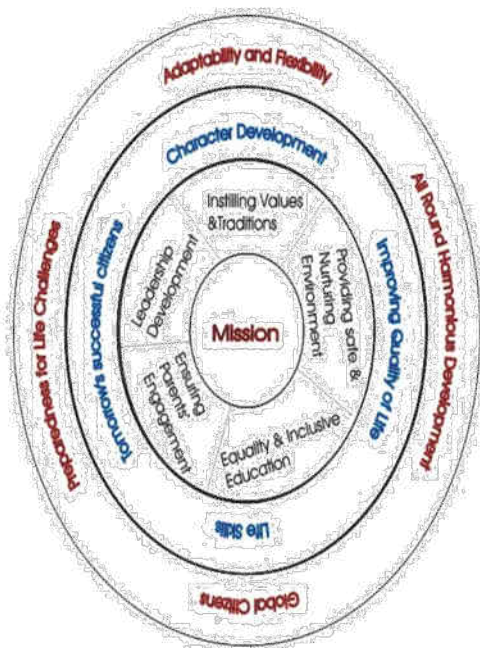
# Hansraj - Vision & Mission

## 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.

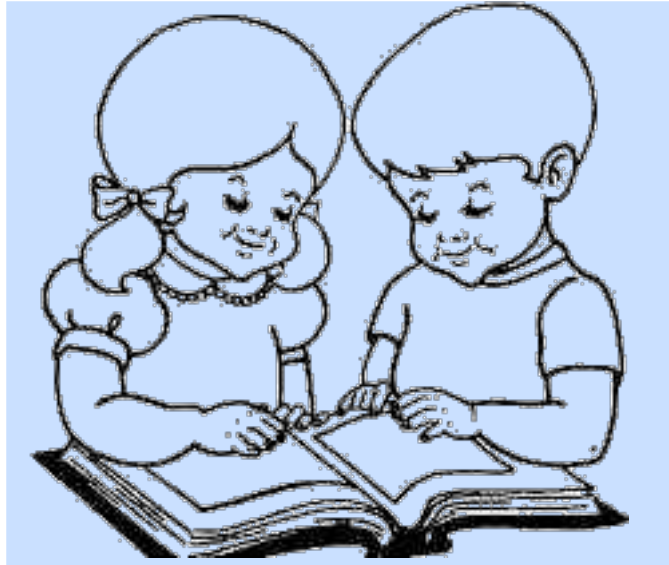
❑ Empowers learners to cope with both success and failure and prepares them to face the challenges of life.

❑ Instills the virtue of adaptability and

flexibility to enable students to excel in complex and interconnected changing world.

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**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**

### **Objectives**

English syllabus for Class VI aims to prepare the students to communicate effectively in English and acquire proficiency in the language. After completing the course, students will be able to:

- acquire basic language skills (listening, speaking, reading and writing) in order to communicate fluently with speakers of English language.
- acquire the linguistic competence necessarily required in various life situations..
- develop their awareness of the importance of English as a means of international communication.
- develop positive attitudes towards learning English.
- develop the linguistic competence that enables them to be aware of the cultural, economical and social issues of their society in order to contribute in giving solution.
- compare and illustrate linguistic components.
- classify the elements of English language.
- understand the meaning of prose, poetry, story and drama by reading.
- compose freely and independently in speech and writing.
- read books with understanding.
- understanding about rules of grammar and their use in writing English.

## 2..Month wise division of syllabus

<b>English Literature</b>	<b>English Practice Book</b>	<b>My English Reader</b>	<b>Writings</b>	<b>Month</b>
<p>Lesson 1 – How Daddy Decided What He Wanted To Be</p> <p>Lesson 2 – The White Elephant</p>	Lesson 1 – Putting It Together	Lesson 5 – Vacation Time	Paragraph Writing	April
Lesson 3 – Leisure	Lesson 2 – Regular And Irregular Verbs	Lesson 5 – Vacation Time (Contd.)	Paragraph Writing	May
<p>Lesson 4 – My Experiments With Truth</p> <p>Lesson 5 – Today And Tomorrow</p>	<p>Lesson 3 – Determiners</p> <p>Lesson 5 – Tenses(Part – I) Simple Tenses</p>	Lesson 2 – Hobbies	Diary Entry	July

Lesson 6 – The Helpful Young Man	Lesson 6 - Tenses(Pa rt – li) Continu- ous Tens- es  Lesson 4 – Subject Verb Agree- ment	Lesson 4 – Per- forming Arts		Au- gust
Lesson 7 – Bharat Desh  Lesson 8 – Hanuman And I	Lesson 7 - Tenses(Pa rt – lii) Perfect Tenses	Lesson 1 – Cele- brations	Letter Writing(I nformal) Para- graph Writing	Octo- ber
Lesson 9 – Our Tree Lesson 10 – Attila	Lesson 8 – Modals	Lesson 3 – Thrill In School Life	Letter Writing (Applica- tion)	No- vem- ber
Lesson 11 – The Case Of Copied Ques- tion Papers	Lesson 9 - Condition- als	Lesson 6 – Tinsel World	Diary En- try	De- cem- ber

	Lesson 10 – Passive Voice  Lesson 11 – Reading For Un- derstand- ing		Letter Writing (Applica- tion)	Jan- uary
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**3.(a) Activities: Give Details in *brief* as per the headings below:**

<b>Name</b>	<b>Learning Objectives</b>	<b>Learn- ing out- comes</b>	<b>Methodol- ogy /Procedure</b>	<b>Skills devel- oped</b>
My Ambi- tion In Life Individual Speaking Activity	To enable students to: Think criti- cally Know their strengths and weak- nesses Speak effec- tively	After the activity, the stu- dents think logically and speak effec- tively.	Introduction of the topic Brainstorm- ing Presentation of the topic Class dis- cussion Conclusion of the topic	Think- ing skills Speak- ing skills



Under- standing Gandhi Individual Writing Activity	<p>To enable students to: Inculcate values of Gandhi</p> <p>Express opinion in a coherent manner</p> <p>Write in a given format</p>	After the activity, the students are able to write in a coherent manner.	<p>Introduction of the topic</p> <p>Brainstorming session</p> <p>Execution of the activity</p> <p>Class discussion</p> <p>Conclusion of the topic</p>	<p>Critical thinking</p> <p>Learning about Gandhi</p> <p>Writing skills</p> <p>Coherence of thought</p>
<p>How Can I Contribute Towards The Growth of My Nation</p> <p>Individual Writing Activity</p>	<p>To enable students to: Develop patriotic value</p> <p>Express opinion effectively</p> <p>To write coherently</p> <p>Develop critical thinking skills</p>	After the activity, the students are able to write in a coherent manner and present their views effectively.	<p>Introduction of the topic</p> <p>Brainstorming session</p> <p>Writing of the same in notebooks</p>	<p>Patriotic value</p> <p>Critical thinking skills</p> <p>Writing skills</p>

Collage: Celebrating Our Heritage  Group Activity	To enable students to: Use art as a medium of communication  Work as a team  Express opinion effectively	After the activity, the students analyze and present the information in a logical way.	Introduction of the topic Brainstorming session Execution of the activity Class discussion Conclusion of the topic	Critical thinking Art integration Expressing point of view in a different medium
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### 3 (b) Assessment parameters & Rubrics for respective Activity:

<b>RUBRICS – ORAL PRESENTATIONS</b> <b>For Activity – 1</b>					
PARAMETERS	Excellent	Very Good	Good	Fair	Needs Improvement
<b>CONTENT KNOWLEDGE AND ACCURACY</b>	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.

<b>SPEAK- ING SKILLS</b>	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.
<b>LISTEN- ING SKILLS</b>	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.
<b>CONFI- DENCE</b>	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 COLLAGE/ WRITTEN PRESENTATION

## For Activity – 2,3 and 4

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.

#### **4.Number of Worksheets planned per chapter:1-2**

worksheets will be given to the students to assess the learning and understanding of the concept.

## 5.Syllabus for periodic tests

- Periodic -I (May)

<b>LITERA-TURE</b>	<b>Lesson 1</b> <b>Lesson 2</b>	How Daddy Decided What He Wanted To Be The White Elephant
<b>Grammar (English Practice Book)</b>	<b>Lesson 1</b> <b>Lesson 2</b>	Putting It Together Regular And Irregular Verbs
<b>Writings</b>	<b>1</b> <b>2</b>	Paragraph Writing Diary Entry

- Periodic -II (September first week )

<b>ENGLISH LITERA-TURE</b>	<b>Lesson 1</b> <b>Lesson 2</b> <b>Lesson 3</b> <b>Lesson 4</b> <b>Lesson 5</b>  <b>Lesson 6</b>	How Daddy Decided What He Wanted To Be The White Elephant Leisure My Experiments With Truth Today And Tomorrow The Helpful Young Man
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<b>ENGLISH PRAC- TICE BOOK</b>	<b>Lesson 1</b>	Putting It Together
	<b>Lesson 2</b>	Regular And Irregular Verbs
	<b>Lesson 3</b>	Determiners
	<b>Lesson 4</b>	Subject Verb Agreement
	<b>Lesson 5</b>	Tenses(Part – I) Simple Tenses
	<b>Lesson 6</b>	Tenses (Part – II) Continuous Tenses
<b>ENGLISH READER</b>	<b>Lesson 2</b>	Hobbies
	<b>Lesson 4</b>	Performing Arts
	<b>Lesson 5</b>	Vacation Time
	<b>WRITINGS</b>	Paragraph Writing Diary Entry

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

<b>LITERA- TURE</b>	<b>Lesson 7 Lesson 8</b>	Bharat Desh Hanuman And I
<b>Grammar (English Practice Book)</b>	<b>Lesson 7 Lesson 8</b>	Tenses(Part – III) Per- fect Tenses Modals

<b>Writings</b>	<b>1 2</b>	Paragraph Writing Letter Writing(Application)
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**Note: 80 percent of total syllabus to be tested in final examination.**

### **6.(a) Enrichment Activity**

<b>Name and Mode</b>	<b>Learning Objectives</b>	<b>Learning Outcomes</b>	<b>Mode of Activity</b>	<b>Methodology /Procedure</b>	<b>Skills developed</b>
Listening Activity Individual Activity	To listen and comprehend a text in English.	Students are able to develop:	Individual	Students will listen to a tape script  They will attempt a worksheet based on the same  This will be followed by a class discussion	Listening Skills  Thinking Skills  Analytical Skills



2. Story Review	To listen and contextualize meaning of words	Listening skills	Individual	Students will take up a story of their choice and write their opinion and values learnt from it.	Pre-sentation Skills  Thinking Skills  Analytical Skills
	To extract relevant information with accuracy.	Ability to extract relevant information with accuracy	Individual	Introduction of the topic  Brainstorming session  Presentation of speech  Class discussion  Conclusion of the topic	Speaking Skills- pronunciation, stress and intonation  Listening Skills

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

<b>RUBRICS FOR LISTENING SKILLS</b>			
	Ability to focus	Listening for details	Accuracy of answers
Excellent	Able to concentrate fully and listen very attentively	Listened to all the specific information and included them in answers	Answers accurate with no spelling errors and related to content.
Very Good	Able to concentrate mostly and listen attentively	Listened to most of the specific information and included them in answers	Answers mostly accurate with no spelling errors and related to content.
Good	Able to concentrate but easily distracted	Listened to some specific information and included them in few answers	Answers accurate with some spelling errors and related to content.
Fair	Rarely able to concentrate and easily distracted	Listened to very less specific information and could not include them in answers	Answers rarely accurate with spelling errors .

Needs improvement	Not able to concentrate and easily distracted	Not able to listen to specific details	Answers mostly left unattempted and not related to content.
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## **RUBRICS FOR WRITING ACTIVITY**

	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.
Very 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.

## 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.
Very 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
Good	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.

Fair	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					
PARAMETERS	Excellent	Very Good	Good	Fair	Needs improvement
Ability to focus	Able to concentrate fully and listen very attentively	Able to concentrate mostly and listen attentively	Able to concentrate but easily distracted	Rarely able to concentrate and easily distracted	Not able to concentrate and easily distracted

Listening for details	Listened to all the specific information and included them in answers	Listened to most of the specific information and included them in answers	Listened to some specific information and included them in few answers	Listened to very less specific information and could not include them in answers	Not able to listen to specific details
Accuracy of answers	Answers accurate with no spelling errors and related to content.	Answers mostly accurate with no spelling errors and related to content.	Answers accurate with some spelling errors and related to content.	Answers rarely accurate with spelling errors .	Answers mostly left unattempted and not related to content.

<b>RUBRICS FOR WRITING ACTIVITY</b>					
PARAMETERS	Excellent	Very Good	Good	Fair	Needs improvement

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.
Accuracy of the content	Content accurate with no spelling and grammatical errors.	Content almost correct with very few spelling and grammatical errors.	Content quite correct with little spelling and grammatical errors.	Content rarely accurate with many spelling and grammatical errors.	Content not up to the mark. A lot of spelling and grammatical errors noticed.

Format and coherency	Pre-sentation is orderly, format adhered to completely.	Pre-sentation is almost coherent and format followed.	Presentation can be more coherent and discrepancies noticed in format .	Presentation lacks coherence and discrepancies noticed in format	Presentation needs improvement.Format not followed.
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## RUBRICS – Speaking activity

PARAMETERS	Excellent	Very Good	Good	Fair	Needs Improvement
<b>CONTENT KNOWLEDGE AND ACCURACY</b>	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.



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## 8. Section-wise allocation of marks

<b>DIVISION OF SYLLABUS</b>	
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<b>SECTION</b>	
<b>A – Reading</b>	<b>20 marks</b>
<b>B – Writing</b>	<b>12 marks</b>
<b>C –Grammar</b>	<b>28 marks</b>
<b>D –Literature</b>	<b>20 marks</b>

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

<b>DIVISION OF SYLLABUS</b>	<b>Typology of questions</b>
<b>SECTION</b>	
<b>A – Reading 25%</b>	This section will include three unseen passages or poetries with a variety of vocabulary based and comprehension questions
<b>B – Writing 15 %</b>	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.

<b>C –Gram-mar</b> <b>35%</b>	This section will include variety of questions from the syllabus. It will also contain questions based on  -re-ordering of sentences  - editing or omitting
<b>D –Litera-ture 25%</b>	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. English Literature (Class – VI)
2. My English Reader (Class – VI)
3. English Practice Book (Class – VI)

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

**SUPPLEMENTARY BOOKS:** Cordova English Book

**SUGGESTED READING BOOKS:** Sherlock Holmes: His Last Bow - By Sir Arthur Conan Doyle

# हिंदी

## 1. Objectives -

- 1) परिवार मित्र तथा शिक्षक आदि की भाषा सुनकर समझने की योग्यता उत्पन्न करना
- 2) दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने में कुशल बनाना
- 3) लिखित सामग्री को ध्वनि व 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 जोड़कर रखने की जागरूकता उत्पन्न करना
- 6) अधिगम का स्वयं के जीवन में उपयोग एवं सृजन शक्ति 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
<b>ज्ञान सागर तथा अभ्यास सागर</b>		
पाठ 1	साथी हाथ बढ़ाना	अप्रैल
पाठ 2	चिट्ठी के अक्षर	अप्रैल
पाठ 3	बरसते जल के रूप अनेक	अप्रैल
पाठ 4	पुरस्कार	अप्रैल
पाठ 5	सीखो	मई
पाठ 6	अनोखा वरदान	मई
पाठ 7	सुंदर लाल	जुलाई
पाठ 8	नजानू कवि बना	जुलाई
पाठ 9	दोहे	अगस्त
पाठ 10	<b>पोंगल</b>	अगस्त
पाठ 11	तेनालीराम ने चोरों को उल्लू बनाया	अक्तूबर
पाठ 12	दस आमों की कीमत	अक्तूबर
पाठ 13	अनोखी दौड़	अक्तूबर
पाठ 14	एक रोमांचक यात्रा	नवंबर
पाठ 15	परिश्रम	नवंबर
पाठ 16	धान का महत्त्व	दिसंबर
पाठ 17	यात्रा और यात्री	दिसंबर
पाठ 18	पंच परमेश्वर	जनवरी
पाठ 19	सिकंदर और साधु	जनवरी
पाठ 20	आया वसंत	जनवरी

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

पाठ संख्या तथा नाम	गतिविधि का नाम	अधिगम उद्देश्य	अधिगम परिणाम	विधि	कार्यप्रणाली

पाठ 1 साथी हाथ बढ़ाना	1)अनुच्छेद लेखन	1-1)रचनात्मक कौशल विकसित करना 1-2)लेखन कौशल विकसित करना 1-3)शब्द ज्ञान भंडार में वृद्धि करना	1-1) रचनात्मक कौशल विकसित। 1-2) लेखन कौशल विकसित। 1-3) शब्द ज्ञान भंडार में वृद्धि।	1)व्य क्तिगत	1)मेहनत तथा मिलजुल कर काम करने की विषय पर कक्षा में चर्चा करते हुए अनुच्छेद कॉपी में लिखवाया जाएगा
पाठ 2 चिट्ठी के अक्षर	2)अनौपचा रिक पत्र लेखन	2-1)अनौपचारिक पत्र लेखन का प्रारूप समझाना 2-2) रचनात्मक कौशल विकसित करना 2-3)अपने भावों को शब्दों में व्यक्त करने में सक्षम बनाना	2-1)अनौपचारिक पत्र लेखन के प्रारूप का ज्ञान। 2-2)रचनात्मक कौशल विकसित 2-3)शब्द ज्ञान भंडार में वृद्धि 2-4)अपने भावों को शब्दों में व्यक्त करना सीखा	2) व्यक्तिग त	2)वार्षिक परीक्षा देते समय छात्रों को किन कठिनाइयों का सामना करना पड़ा इस विषय पर छात्रों के साथ कक्षा में चर्चा की जाएगी तथा अनौपचारिक पत्र का प्रारूप बताते हुए पत्र कॉपी में करवाया जाएगा
पाठ 3 बरसते जल के रूप अनेक	3)अनुच्छेद लेखन	3-1)रचनात्मक कौशल विकसित करना 3-2)लेखन कौशल विकसित करना 3-3)शब्द ज्ञान भंडार में वृद्धि करना	3-1) रचनात्मक कौशल विकसित। 3-2) लेखन कौशल विकसित। 3-3) शब्द ज्ञान भंडार में वृद्धि।	3)व्य क्तिगत	3)लाल किले के विषय में जानकारी छात्रों को दी जाएगी तत्पश्चात सहायक शब्दों की सहायता से छात्र इस ऐतिहासिक इमारत के विषय में अनुच्छेद लिखेंगे

पाठ 4 पुरस्कार	4) औपचारिक पत्र लेखन	4-1) औपचारिक पत्र लेखन का प्रारूप समझाना 4-2) रचनात्मक कौशल विकसित करना 4-3) लेखन कौशल विकसित करना 4-4) शब्द ज्ञान भंडार में वृद्धि करना	4-1) औपचारिक पत्र लेखन के प्रारूप का ज्ञान। 4-2) रचनात्मक कौशल विकसित। 4-3) लेखन कौशल विकसित 4-4) शब्द ज्ञान भंडार में वृद्धि।	4) व्यक्तिगत	4) औपचारिक पत्र का प्रारूप छात्रों को समझाया जाएगा तत्पश्चात छात्रवृत्ति लेने हेतु पत्र कक्षा में चर्चा के पश्चात कॉपी में करवाया जाएगा
पाठ 5 सीखो	5) डायरी लेखन	5-1) डायरी लेखन की विधि तथा प्रारूप समझाना 5-2) रचनात्मक कौशल विकसित करना 5-3) लेखन कौशल विकसित करना 5-4) शब्द ज्ञान भंडार में वृद्धि करना	5-1) डायरी लेखन की विधि तथा प्रारूप समझा। 5-2) रचनात्मक कौशल विकसित। 5-3) लेखन कौशल विकसित। 5-4) शब्द ज्ञान भंडार में वृद्धि	5) व्यक्तिगत	5) छात्रों को कक्षा में सीखो कविता करवाई गई थी अतः उस कविता से छात्रों ने जो सीखा उसे डायरी के रूप में डायरी का प्रारूप बताते हुए लिखवाया जाएगा।।
पाठ 6 अनोखा वरदान	6) विशेषण पर आधारित प्रश्नोत्तरी	6-1) विशेषण और उसके भेदों में अंतर समझाना	6) विशेषण और उसके भेदों में अंतर का ज्ञान।	6) सामूहिक	6) विशेषण विशेष्य में अंतर समझाते हुए विशेषण के भेदों की जानकारी दी जाएगी
पाठ 7 सुंदर लाल	7) स्लोगन लेखन	7-1) स्लोगन लेखन की विधि समझाना 7-2) पेड़ पौधों का महत्व समझाना 7-3) प्रकृति के प्रति प्रेम उत्पन्न करवाना	7-1) स्लोगन लेखन की विधि का ज्ञान। 7-2) पेड़ पौधों के महत्व को समझा 7-3) प्रकृति के प्रति प्रेम उत्पन्न होना	7) व्यक्तिगत	7) वृक्षों के महत्व पर कक्षा में चर्चा करते हुए स्लोगन लेखन की विधि बताते हुए स्लोगन लिखवाए जाएंगे

पाठ 8 न जानू कवि बना	8)सूचना लेखन	8-1)सूचना लेखन की विधि तथा प्रारूप <b>समझाना</b> 8-2)रचनात्मक कौशल विकसित करना 8-3)लेखन कौशल विकसित करना 8- 4)शब्द ज्ञान भंडार में वृद्धि करना	8-1)सूचना लेखन की विधि तथा प्रारूप का ज्ञान। 8-2) रचनात्मक कौशल विकसित 8-3) लेखन कौशल विकसित 8-4) शब्द ज्ञान भंडार में वृद्धि ।	8)व्य क्तिगत	8)सूचना लेखन का प्रारूप छात्रों को समझाया जाएगा तथा सूचना कॉपी में करवाई जाएगी
पाठ 9 दोहे	9)कहानी लेखन	9-1)कहानी लिखना सिखाना 9-2)कल्पनात्मक शक्ति का विकास करना 9-3)रचनात्मक कौशल विकसित करना	9-1)कहानी लिखना सीखा। 9-2)कल्पनात्मक शक्ति का विकास । 9-3)रचनात्मक कौशल विकसित ।	9) व्यक्तिग त	9)कहानी की शुरुआत छात्रों को बताई जाएगी तत्पश्चात कक्षा में चर्चा के माध्यम से कहानी पूरी करवाई जाएगी
पाठ 10 <b>पोंगल</b>	10)औपचा रिक पत्र लेखन	10-1)औपचारिक पत्र लेखन का प्रारूप समझाना 10-2)रचनात्मक कौशल विकसित करना 10-3)लेखन कौशल विकसित करना 10-4)शब्द ज्ञान भंडार में वृद्धि करना	10-1)औपचारिक पत्र लेखन के प्रारूप का ज्ञान। 10-2) रचनात्मक कौशल विकसित होगा 10-3) लेखन कौशल विकसित 10-4) शब्द ज्ञान भंडार में वृद्धि ।	10) व्यक्तिग त	10)औपचारिक पत्र लेखन का प्रारूप बताते हुए छात्रों को पत्र कक्षा चर्चा के माध्यम से पूरा करवाया जाएगा



पाठ 11 तेनालीरा म ने चोरों को उल्लू बनाया	11) डायरी लेखन	11-1) डायरी लेखन का प्रारूप समझाना 11-2) रचनात्मक कौशल विकसित करना 11-3) लेखन कौशल विकसित करना 11-4) शब्द ज्ञान भंडार में वृद्धि करना	11-1) डायरी लेखन के प्रारूप का ज्ञान। 11-2) रचनात्मक कौशल विकसित । 11-3) लेखन कौशल विकसित 11-4) शब्द ज्ञान भंडार में वृद्धि	11) व्यक्तिग त	11) डायरी लेखन का प्रारूप बताते हुए कक्षा में चर्चा के माध्यम से डायरी लिखवाई जाएगी
पाठ 12 10 आमों की कीमत	12) अनौप चारिक पत्र लेखन	12-1) अनौपचारिक पत्र का प्रारूप समझाना 12-2) रचनात्मक कौशल विकसित करना 12-3) लेखन कौशल विकसित करना 12-4) शब्द ज्ञान भंडार में वृद्धि करना	12-1) अनौपचारिक पत्र के प्रारूप का ज्ञान। 12-2) रचनात्मक कौशल विकसित। 12-3) लेखन कौशल विकसित 12-4) शब्द ज्ञान भंडार में वृद्धि ।	12) व्यक्तिग त	12) अनौपचारिक पत्र का प्रारूप समझाते हुए कक्षाचर्चा के माध्यम से पत्र छात्रों से लिखवाया जाएगा
पाठ 13 अनोखी दौड़	13) कहानी को संवाद के रूप में लिखना	13-1) कहानी लेखन की विधि समझाना 13-2) कल्पनात्मक शक्ति का विकास करना 13-3) रचनात्मक कौशल विकसित करना 13-4) लेखन कौशल विकसित करना 13-5) शब्द ज्ञान भंडार में वृद्धि करना	13-1) कहानी लेखन की विधि का ज्ञान। 13-2) कल्पनात्मक शक्ति का विकास । 13-3) रचनात्मक कौशल विकसित। 13-4) लेखन कौशल विकसित । 13-5) शब्द ज्ञान भंडार में वृद्धि होगी	13) व्यक्तिग त	13) छात्रों को कहानी दी जाएगी तथा कहानी को संवाद के रूप में लिखने की विधि समझाते हुए कक्षा में चर्चा के पश्चात संवाद लिखवाया जाएगा।

पाठ 14 एक रोमांचक यात्रा	14) सूचना लेखन	14-1)सूचना लेखन की विधि तथा प्रारूप <b>समझाना</b> 14-2)रचनात्मक कौशल विकसित करना 14-3)लेखन कौशल विकसित करना 14-4)शब्द ज्ञान भंडार में वृद्धि करना	14-1)सूचना लेखन की विधि तथा प्रारूप का ज्ञान। 14-2) रचनात्मक कौशल विकसित । 14-3) लेखन कौशल विकसित । 14-4) शब्द ज्ञान भंडार में वृद्धि ।	14) व्यक्तिग त	14)सूचना लेखन का प्रारूप छात्रों को बताते हुए कक्षा चर्चा के माध्यम से सूचना कॉपी में लिखवाई जाएगी
पाठ 15 परिश्रम	15) अनुच्छेद लेखन	15-1)रचनात्मक कौशल विकसित करना 15-2)लेखन कौशल विकसित करना 15-3)शब्दज्ञानभंडारमें वृद्धि करना	15-1) रचनात्मक कौशल विकसित । 15-2) लेखन कौशल विकसित । 15-3) शब्दज्ञान भंडार में वृद्धि ।	15) व्यक्तिग त	15)कक्षा में अनुच्छेद के विषय पर चर्चा करते हुए अनुच्छेद छात्रों को कॉपी में लिखवाया जाएगा
पाठ 16 धान का महत्व	16)विज्ञाप न	16-1)जल का महत्त्वबताना 16-2)विज्ञापन बनाने की विधि समझाना 16-3)रचनात्मककौश लविकसितकरना 16-4)लेखनकौशलवि कसित करना 16-5)शब्द ज्ञान भंडार में वृद्धि करना	16-1)जल का महत्त्व को जाना। 16-2)विज्ञापन बनाने की विधि का ज्ञान। 16-3) रचनात्मक कौशल विकसित । 16-4) लेखन कौशल विकसित । 16-5) शब्द ज्ञान भंडार में वृद्धि ।	16) व्यक्तिग त	16)विज्ञापन बनाते समय किन बातों का ध्यान रखना चाहिए इस विषय पर छात्रों को समझाते हुए विज्ञापन बनाने के लिए दिया जाएगा

पाठ 17 यात्रा और यात्री	17)उपसर्ग तथा प्रत्यय पर आधारित प्रश्नोत्तरी	17-1)उपसर्ग तथा प्रत्यय में अंतर बताना 17-2)मूल शब्द तथा उपसर्ग व प्रत्यय अलग करने में सक्षम बनाना 17-3) शब्द ज्ञान भंडार में वृद्धिकरना	17-1)उपसर्ग तथा प्रत्यय में अंतर का ज्ञान। 17-2)मूल शब्द तथा उपसर्ग व प्रत्यय अलग करने में सक्षम । 17-3) शब्द ज्ञान भंडार में वृद्धि ।	17)सामू हिक	17)अध्यापिका कक्षा को दो भागों में बांटेगी एक भाग उपसर्ग व प्रत्यय वाले शब्द बोलेगा तथा दूसरा भाग उसमें प्रयुक्त उपसर्ग व प्रत्यय को अलग अलग करेगा
पाठ 18 पंच परमेश्वर	18)अनौप चारिक पत्र लेखन	18-1) अनौपचारिक पत्र का प्रारूप समझाना  18-2)रचनात्मक कौशल विकसित करना 18-3)लेखन कौशल विकसित करना 18-4)शब्द ज्ञान भंडार में वृद्धि करना	18-1)अनौपचारिक पत्र के प्रारूप का ज्ञान। 18-2)रचनात्मक कौशल विकसित । 18-3) लेखन कौशल विकसित । 18-4) शब्द ज्ञान भंडार में वृद्धि ।	18)व्य क्तिगत	18)अनौपचारिक पत्र लेखन की विधि कक्षा में चर्चा करने के पश्चात पत्र के विषय पर चर्चा की जाएगी तथा छात्रों को कॉपी में लिखने के लिए कहा जाएगा
पाठ 19 सिकंदर और साधु	19)संवाद लेखन	19-1) संवाद लेखन की विधि समझाना 19- 2)रचनात्मक कौशल विकसित करना 19-3)लेखन कौशल विकसित करना 19-4)शब्द ज्ञान भंडार में वृद्धि करना	19-1) संवाद लेखन की विधि का ज्ञान। 19-2) रचनात्मक कौशल विकसित । 19-3) लेखन कौशल विकसित । 19-4) शब्दज्ञान भंडार में वृद्धि ।	19)व्य क्तिगत	19)संवाद के विषय पर कक्षा में चर्चा करवाते हुए संवाद कॉपी में लिखने के लिए दिया जाएगा

पाठ 20 आया वसंत	20)कविता लेखन	20-1)समान तुक वाले वाले शब्दों की सहायता से कविता लेखन करना सिखाना 20-2)कल्पनात्मक शक्ति का विकास करना 20-3)रचनात्मक कौशल विकसित करना	20-1)समान तुक वाले वाले शब्दों की सहायता से कविता लेखन हेतु प्रेरित। 20-2)कल्पनात्मक शक्ति का विकास । 20-3)रचनात्मक कौशल विकसित ।	20) व्यक्तिग त	20) छात्रों को कविता लेखन के लिए ध्यान रखने योग्य बातों पर कक्षा में चर्चा करवाते हुए कुछ शब्दों की सहायता से कविता लिखने के लिए दी जाएगी
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### 3 (b) Assessment parameters & Rubrics for respective Activity:

मूल्यांकनकेआधारबिंदु :

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) लय और भाव का ध्यान।
- (3) शुद्ध उच्चारण।
- (4) प्रस्तुतीकरण सराहनीय।

- (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.Number of Worksheets planned per chapter:**विषय के आधार पर कार्यतालिका दी जाएगी

**5.Syllabus for periodic tests**

- Periodic -I

ज्ञान सागर- पाठ 1 से 4

अभ्यास सागर -पाठ 1 से 4

रचनात्मक लेखन -(ज्ञान सागर तथा अभ्यास सागर के पाठ 1 से 4 पर आधारित)

- Half Yearly Examination (P. A. II)

ज्ञान सागर -पाठ 1 से 10

अभ्यास सागर -पाठ 1 से 10

रचनात्मक लेखन-(ज्ञान सागर तथा अभ्यास सागर के पाठ 1 से 10 पर आधारित)

- Periodic -III

ज्ञान सागर -पाठ 11 से 14

अभ्यास सागर- पाठ 11से14

रचनात्मक लेखन -ज्ञान सागर तथा अभ्याससागर के पाठ 11 से 14 पर आधारित

**Note: Mention the percentage of syllabus to be tested in final examination: 80 percent of the whole Syllabus**

**6.(a) Enrichment Activity**

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

1)पाँच औषधीय पौधों के बारे में लिखना तथा उनके पत्ते लगाना	1-1)पेड़ पौधों के औषधीय गुणों से अवगत कराना 1-2) मनोरंजक प्रणाली से पेड़ पौधों के विषय में प्रेम जागृत करवाना 1-3) रचनात्मक कौशल का विकास करना 1-4)लेखन कौशल का विकास करना	पेड़ पौधों के औषधीय गुणों से अवगत होंगे प्रकृति के प्रति प्रेम जागृत होगा रचनात्मक कौशल का विकास होगा लेखन कौशल का विकास होगा	1)व्यक्तिगत	1)छात्रों को अध्यापिका विभिन्न औषधीय पेड़ों के बारे में कक्षा में चर्चा करवाएगी तत्पश्चात औषधीय पेड़ पौधों के पत्तों को लगाकर उसके विषय में तीन तीन वाक्य लिखने के लिए कहेगी	प्रकृति प्रेमी बनेंगे
2)भाषण	2-1)वाचन कौशल विकसित करना 2-2)शब्दों को शुद्ध उच्चारण सिखाना	2-1)वाचन कौशल विकसित होगा शब्दों को शुद्ध उच्चारण सीखेंगे 2-2आत्मविश्वास की भावना आएगी 2-3)मंच पर बोलते समय आने वाली हिचकिचाहट हटेगी	2)व्यक्तिगत	1)छात्रों को भाषण देते समय ध्यान देने योग्य बातोंके बारे में बताते हुए कक्षा में भाषण छात्रों से दी गई समय सीमा के अंतर्गत करवाया जाएगा	वाचन कौशल विकसित होगा आत्मविश्वास में वृद्धि होगी तथा मंच पर बोलने में सक्षम होंगे

3)कविता लेखन	3-1)रचनात्मक कौशल विकसित करना 3-2) कल्पनात्मक शक्ति का विकास करना 3-3)शब्द ज्ञान भंडार में वृद्धि करना 3-4)लयात्मक शब्दों का ज्ञान देना 3-5)तुकबंदी बनाने में सक्षम बनाना	3-1)कविता लिखने में सक्षम होंगे 3-2) तुकबंदी करनी आएगी 3-3)रचनात्मक कौशल विकसित होगा 3-4) कल्पनात्मक शक्ति का विकास होगा	3)व्यक्तिगत	3) छात्रों को कविता लेखन की विधि बताते हुए कुछ शब्द दिए जाएंगे जिसकी सहायता से वे 10 पंक्तियों की कविता लिखेंगे	3)रचनात्मक कौशल विकसित होगा तथा कल्पनात्मक शक्ति का विकास होगा
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### 7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

मूल्यांकनकेआधारबिंदु :

प्रकार :

- (1) विषय भाव के अनुरूप- संवाद, कवितालेखन, कहानी लेखन तथा अनुच्छेद लेखनइत्यादि।
- (2) लयात्मकताएवंभावात्मकताप्रस्तुति
- (3) उच्चारणकीशुद्धतावस्वरकीस्पष्टता।
- (4) हावभाव।
- (5) आत्मविश्वासऔरप्रस्तुतीकरण।

अतिउत्तम (5 अंक)

- (1) विषयभावकेअनुरूप।
- (2) लय और भाव का पूरा ध्यान रखा गया।



- (3) शुद्ध उच्चारण वस्पष्टस्वर।
- (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

अपठित गद्यांश	10 अंक
व्यावहारिक व्याकरण	20 अंक
पठित गद्यांश(ज्ञान सागर पर आधारित)	5 अंक
पठित पद्यांश (ज्ञान सागर पर आधारित)	5 अंक
अति लघु उत्तर प्रश्न (ज्ञान सागर पर आधारित)	6 अंक
लघु उत्तर प्रश्न	9 अंक
निबंधात्मक प्रश्न	5 अंक
रचनात्मक लेखन	20 अंक

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

अर्धवार्षिक परीक्षा तथा वार्षिक परीक्षा हेतु

अधिकतम अंक 80

खंड- क

अपठित गद्यांश - 10 अंक

खंड -ख

व्यावहारिक व्याकरण 20 अंक

खंड- ग

पठित गद्यांश 5 अंक

पठित पद्यांश 5 अंक

अति लघु उत्तर प्रश्न 6 अंक

लघु उत्तर प्रश्न 9 अंक

निबंधात्मक प्रश्न 5 अंक

खंड- घ

रचनात्मक कार्य – 20 अंक

सामयिक परीक्षा हेतु

अधिकतम अंक 40

खंड क

अपठित गद्यांश 5 अंक

खंड ख

व्यावहारिक व्याकरण -15 अंक

खंड ग

ज्ञान सागर -10अंक

खंड घ

रचनात्मक लेखन- 10 अंक

**10. Prescribed Books** ज्ञान सागर तथा अभ्यास सागर

**11. Suggested Books (If Applicable)** वीवा हिन्दी व्याकरण -6

# Mathematics

## 1. Objectives –

The broad objectives of teaching of mathematics at secondary 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 make generalizations 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.

## 2. Month wise division of syllabus

LESSON NO.	Name of Chapter	MONTH
1	Natural Numbers and Whole Numbers	April
2	Factors and Multiples	April
8	Basic Geometrical concept	May
9	Line Segments	May
3	Integers	July
10	Angles	July
6	Algebra	August
7	Linear Equations	August
4	Ratio, Proportion and Unitary method	October

5 Percentage & it's Applications	October
11 Pair of Lines and transversal	November
12 Triangles	November
13 Circles	November
15 Perimeter and Area	December
14 Constructions	January
16 Statistics	January

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

<b>Name of the activity</b>	<b>Learning Objectives</b>	<b>Learning outcomes</b>	<b>Mode</b>	<b>Methodology /Procedure</b>	<b>Skills developed</b>

<b>Chapter 1</b> <b>To make the family tree by writing date of birth in ROMAN NUMERAL.</b>	To make students understand the CONCEPT of ROMAN NUMERAL.	Students will learn to write all mathematical statement in roman numeral.	<b>Individual</b>	Students will collect the information of DOB of their family members and then arrange them in the form of tree.	Logical thinking and analytical thinking.
<b>Chapter 3</b> <b>Solving Grid activity</b>	Students will be able to do all the mathematical operations in INTEGERS.	Students will develop a deep Understanding of doing subtraction, Addition, multiplication of both +ve and -ve integers.	<b>Individual</b>	Students will do addition, subtraction of consecutive integers and then find the missing number.	Problem solving and logical thinking

Chapter 5 Activity based on Percentage	To enable the students to understand the concept of percentage.	Students will learn to find percentage of their marks.	Individual	Students will prepare their own report card of mid term 1	Conceptualizing skills
Chapter 6,7 Odd man out activity	To understand the concept of algebra and solving the linear equations .	They will be able to balance the left hand side and right hand side of an equation	Individual	Students will find the value of unknown and then will be able to find the odd one out .	Communication, logical thinking and analytical skills
Chapter 8,9 Chart making using all geometrical concepts.	To understand the concept of point of intersection and point of concurrence.	Students will learn all the properties of point and line.	Individual	Teacher will ask the questions based on the properties of point and line in the form of game.	Decision making and Problem solving.



Chapter 11 Transversal line and different types of angles	To enable the students to understand the concept of transversal line and its properties.	Students will learn all the properties of transversal and pair of lines.	Individual	With the help of matchsticks students will mark the different angles.	Problem solving and Interpersonal skills
Chapter 12 Exterior angle property with the paper cutting and pasting method.	To enable the students to understand the concept of exterior angle property.	Students will be able to learn this property by doing this activity.	Individual	Paper cutting and pasting method.	Conceptualizing skills.

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

#### ASSESSMENT TOOL FOR QUIZ:

Categories/Criteria	Excellent	Very Good	Good	Fair	Needs Improvement
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
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
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
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

# Classwork and Homework Rubric

Grade	Description
4	<b>The homework is:</b> <ul style="list-style-type: none"><li>• neat and organized</li><li>• complete</li><li>• shows all work when appropriate</li><li>• highly accurate</li></ul>
3	<b>The homework is:</b> <ul style="list-style-type: none"><li>• neat and organized</li><li>• complete</li><li>• shows all work when appropriate</li><li>• moderately accurate</li></ul>
2	<b>The homework is:</b> <ul style="list-style-type: none"><li>• neat and organized</li><li>• complete</li><li>• shows all work when appropriate</li><li>• highly inaccurate</li></ul>
1	<b>The homework is:</b> <ul style="list-style-type: none"><li>• carelessly or partially completed</li><li>• does not show work</li><li>• highly inaccurate</li></ul>
0	<b>The homework is:</b> <ul style="list-style-type: none"><li>• missing</li><li>• late</li></ul>

Periodic -I (May)

**M.M = 40**

**Syllabus – Chapter 1,2,8,9**

<b>Month</b>	<b>Chapter</b>	<b>Name of Chapter</b>
April	1	Natural numbers & whole numbers
April	2	Factors & Multiples
May	8	Basic Geometrical Concepts
May	9	Line Segments

- ***Periodic -II (September)***
- **M.M = 80**
- **Syllabus – Chapter 1,2,8,9,3,10, 6,7**

<b>Month</b>	<b>Chapter</b>	<b>Name of Chapter</b>
July	3	Integers
July	10	Angles
August	6	Algebra
August	7	Linear Equations

April	1	Natural numbers & whole numbers
April	2	Factors & Multiples
May	8	Basic Geometrical Concepts
May	9	Line Segments

- ***Periodic -III- December***
- **December Periodic Test – 3**
- **M.M = 40**
- **Syllabus – Chapter 4,5,11,12**

Month	Chapter	Name of Chapter
October	4	Ratio, Proportion & Unitary method
October	5	Percentage & its applications
November	11	Pair of lines & transversal
November	12	Triangles

**Rest chapters will be covered in December and January.**

**NOTE:80% of whole syllabus to be tested in final examination.**

### **6.(a) Enrichment Activity**

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

<b>Name of the activity</b>	<b>Learn- ing Ob- jectives</b>	<b>Learn- ing Out- comes</b>	<b>Mode (In- dividual / pair/ group)</b>	<b>Method ology</b>	<b>Skills de- velop ed</b>

<p><b>PERI-ODIC TEST 1:</b> To find LCM of numbers 1 to 100 by using different colored bindies .</p>	<p>By doing this activity students will be able to know about finding LCM.</p>	<p>Students will get familiarize with the word problems of finding HCF and LCM .</p>	<p>Individual</p>	<p>Teacher will provide them sheets on which numbers 1 to 100 will be mentioned. Students will apply bindies and then find LCM.</p>	<p>Logical thinking and decision making.</p>
<p><b>PERI-ODIC TEST 2:</b> Chapter 10</p>	<p>To understand the concept of different types of angles.</p>	<p>Students will learn to find various angles in their name, different alphabets .</p>	<p>Individual</p>	<p>Students will locate the various angles while writing their names, by watching time.</p>	<p><b>A n a l y t i c a l</b> thinking and logical thinking</p>

<b>PERI- ODIC TEST 3: To make the dif- ferent parts of cir- cles by us- ing paper folding meth- ods.</b>	<b>To un- derstand all the parts of circle by paper folding activity.</b>	<b>Students will un- derstand all parts of circle.</b>	<b>Individual</b>	<b>Students will do cutting of all parts of circle (semicir- cle, quar- t e r circle,arc ,sector) and then p a s t e those on coloured sheet.</b>	<b>C o n- c e p- t u a l- izing skills.</b>
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**7.(b) Assessment parameters & Rubrics for re-  
spective Enrichment Activity:**



## 8.Chapter/ unit wise allocation of marks

CHAPTER NO.	NAME OF CHAPTERS	MARKS
4	Ratio, proportion and Unitary method	10
5	Percentage and its application	10
11	Pair of Lines and transversal	6
12	Triangles	6
13	Circles	3
14	Constructions	6
15	Perimeter and Area	8
16	Statistics	7
6	Algebra	5
7	Linear Equations	7
3	Integers	6
10	Angles	6
	Internal ASSESSMENTS	20

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

40 marks and 80 marks paper pattern are mentioned as below:

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

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 Books:**

1. Secondary Mathematics (Class 6th) of DAV syllabus.

## **11. Suggested Books (If Applicable)**

1. R.S. Aggarwal.
2. Maths Ace Plus

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

1. Patrick JMT. Math Levels: 3rd-12th+ (arithmetic through Calculus)
2. Khan Academy. Math Levels: 3rd-12th+ (basic math through Calculus III) plus ACT & SAT Prep! ...

<https://link.springer.com>

# SCIENCE

## **Objectives: The teaching of Science will help the learners:**

1. To develop a scientific attitude and temper.
2. To understand scientific concepts, principles and laws.
3. To acquire the knowledge of scientific terms, facts, definitions and processes.
4. To understand the principle and processes related to simple scientific and technological activities.
5. To develop inquiring minds and curiosity about science and the natural world
6. To acquire knowledge, conceptual understanding and skills to solve problems and make informed decisions in scientific and other contexts
7. To develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions
8. To communicate scientific ideas, arguments and practical experiences accurately in a variety of ways
9. To think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts
10. To appreciate the benefits and limitations of science and its application in technological developments
11. To 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
12. To demonstrate attitudes and develop values of honesty and respect for themselves, others, and their shared environment.

## Month wise division of syllabus

Chapter No.	Name of Chapter	Month
1	Our Environment	April
2	Food	April
3	Nature of Matter	May
4	Separation of Substances	July
7	The World of Living	August
8	Structure and Functions of Living Organisms-Plants	August
5	Changes Around Us	September
6	Measurement and Motion	October
14	Fabric from Fibre	October
9	Structure and Functions of Living Organisms- Animals	October
10	Work and Energy	November
12	Light and Shadow	November
13	Magnets	December
11	Electric Currents and Circuits	January

## **Term – I**

**(April – September)**

### **Syllabus for PERIODIC TEST -1 (40 marks)**

<b>Chapter No.</b>	<b>Name of Chapter</b>
1	Our Environment
2	Food
3	Nature of Matter

### **Syllabus for PERIODIC TEST -II ( 80 marks )**

<b>Chapter No.</b>	<b>Name of Chapter</b>	<b>Month</b>	<b>Marks</b>
1	Our Environment	April	12
2	Food	April	12
3	Nature of Matter	May	12
4	Separation of Substances	July	10
7	The World of Living	August	10
8	Structure and Functions of Living Organisms-Plants	August	15
5	Changes Around Us	Sep-tember	9

**Note: Chapters of periodic test –I will be included in periodic test -II**

**Syllabus for PERIODIC TEST –III (40 marks)**

<b>Chapter No.</b>	<b>Name of Chapter</b>
6	Measurement and Motion
14	Fabric from Fibre
9	Structure and Functions of Living Organisms- Animals
12	Light and Shadow

**Note: Final Exam will include eighty percent of the total syllabus.**

**3(a) CHAPTERWISE ACTIVITIES**

<b>NAME AND MODE OF THE ACTIVITY</b>	<b>LEARNING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>METHODOLOGY</b>	<b>SKILL DEVELOPMENT</b>

<p>Twin Bin System (Ch-1)</p> <p><b>INDIVIDUAL</b></p>	<p>The students will learn to differentiate between Biodegradable and Non-biodegradable wastes</p>	<p>Students are able to learn that segregation of wastes is important for the welfare of the environment.</p>	<p>Students will draw / make blue bins and green bins in their practical file and list the items which can be disposed off in them</p>	<p>Observation, critical thinking</p>
<p>Make a Model on arrangement of particles in three states of matter (Ch-3)</p> <p><b>INDIVIDUAL</b></p>	<p>The students will be explained that all matter is made of very small particles. These particles are arranged differently in different states of matter</p>	<p>Students are able to explain the different properties of Solids, Liquid, gases eg. Solids have fixed shape whereas liquid and gases do not.</p>	<p>Students will use Bindis (2D ) or balls ( 3D ) to show the arrangements of molecules</p>	<p>Reasoning , critical thinking</p>



<p>To separate sugar, sand and iron nails from a mixture (Ch-4)</p> <p><b>GROUP</b></p>	<p>The students will be explained that mixture is formed from two or more components which may be separated by various methods</p>	<p>Students are able to understand that components of a mixture are separated by physical methods based on difference in properties of components</p>	<p>Use a magnet to separate Iron nails. Then add water to salt + sugar mixture followed by filtration</p>	<p>Observation, critical thinking</p>
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<p>To collect different types of leaves and paste them in a scrap-book</p> <p>(Ch-8)</p> <p><b>INDIVIDUAL</b></p>	<p>The students will study structure of leaf and its venation</p>	<p>Students are able to understand the structure, functions of a leaf. Also they will learn reticulate and parallel venation</p>	<p>Collect different types of leaves. Place them between two sheets of newspaper and dry them. Paste them.</p>	<p>Observation , interpretation , creative thinking</p>
<p>Model making ( human digestive system / respiratory system/ heart)</p> <p>(Ch-9)</p> <p><b>GROUP</b></p>	<p>The students will study the parts of system and their function in the Human body</p>	<p>Students are able to explain parts of system and their function in the Human body</p>	<p>Draw and cut the various parts of the system using different coloured sheets. Then join these parts to complete the system</p>	<p>Drawing , Analyzing skills</p>

<p>Take pictures of different moving objects and label the type of motion in each case. Make a collage of them.</p> <p>(Ch-6)</p> <p><b>INDIVIDUAL</b></p>	<p>The students will understand whether the object is in motion/ rest and to discuss various types of Motion</p>	<p>Students are able to understand the different types of motion such as rectilinear, rotation – revolution.</p>	<p>Take pictures of moving objects. Identify the type of motion and paste in practical file</p>	<p>Observation , critical thinking</p>
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#### BASIC HOMEWORK RUBRIC

	4	3	2	1
<b>Neatness</b>	Homework is in an orderly packet and is incredibly neat, with no smudges or tears	Homework is in an orderly packet and is neat, with a few smudges or tears	Homework is in a packet with several smudges or tears	Homework is disorderly, with many smudges or tears
<b>Completion</b>	All of the assigned work is complete	Most of the assigned work is complete	Some of the assigned work is complete	Student did not turn in assignment
<b>Timeliness</b>	Homework was received on the due date	Homework was 1 day late	Homework was 2 days late	Homework was 3 or more days late
<b>Accuracy</b>	All of the answers are correct	Most of the answers are correct	Some of the answers are correct	Little to none of the answers are correct
<b>Work Shown</b>	All work is meticulously shown	Most work is meticulously shown	Some steps for problem solving are missing	Student did not show any work

<p>Play a skit, in the class to outline ,and explain ,the role of each of the processes used in the making of our clothes</p> <p>(Ch-14)</p> <p><b>GROUP</b></p>	<p>The students will study about natural fibres such as jute , cotton, coir, silk and learn the basic details of the process of making cloth</p>	<p>Students are able to explain the various steps of making cloth</p>	<p>Each student will explain one step of making cloth such as spinning , weaving , dyeing</p>	<p>Team work , remembering skills, understanding</p>
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<p>To show that the strength of the bar magnet is maximum near the poles .</p> <p>(Ch-13)</p> <p><b>GROUP</b></p>	<p>The students will learn that the bar magnet has two poles and its strength is maximum at the poles .</p>	<p>Students are able to learn that the strength of the bar magnet is maximum at the poles.</p>	<p>Students will place a bar magnet on the table and cover it with a transparent sheet then, they will sprinkle some iron filling on the sheet.</p>	<p>Observational skills and reasoning.</p>
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<p>To make an electric circuit using a cell/ Battery, connecting wires and switch</p> <p>(Ch-11)</p> <p><b>GROUP</b></p>	<p>The students will study the elements required in a simple electric circuit</p>	<p>Students are able to understand that at least three elements are required to make an electric circuit.</p>	<p>Take a cell and with the help of connecting wires, Join its 2 terminals to the switch and LED can be attached to show that circuit is working</p>	<p>Team work , observation, understanding</p>
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<p>To demonstrate that light travels in a straight line</p> <p>(Ch-12)</p> <p><b>GROUP</b></p>	<p>Students will learn that light travels in a straight line</p>	<p>Students are able to that light travels in a straight line</p>	<p>1. Take two equal sized cardboard pieces and keep them vertically.</p> <p>2. Make a hole on the two pieces so that they are along the same straight lines.</p> <p>3. Place a lighted candle on one side.</p>	<p>observation, critical thinking, understanding, Team work</p>
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## Assessment Tools and Rubrics

### Assessment Tool: Diagram (Our Environment- Ch1)

Category	Excellent	Very good	Good	Fair	Needs improvement
Diagram components	All required items are represented on diagram.	Most required items are represented on diagram	Some required items are represented on diagram	Few required items are represented on diagram	Only 1 or 2 required items are represented on diagram

Outline	All diagram/s have a clear outline. The use of shading to represent key parts, makes the presentation dynamic. The title is clearly and neatly lettered that is informative and precise.	Diagram/s have been created through the use of appropriate tools and has some detail. A title is link directly to the diagram	Diagram/s have been created through the use of some tools but lack attention to detail. A title is link directly to the diagram	Diagram/s are sketched with numerous outlines created free hand but are legible. A title is present.	Diagram/s are not clearly outlined and/or done with neatness. Drawn free hand. Missing a title.
Text and labels	All labels are present	Most labels are present	Some labels	Few labels	Only 1 or 2 labels
Spelling and Grammar	No spelling or grammatical errors.	One spelling or grammatical error.	Two spelling or grammatical errors.	Three spelling or grammatical errors.	Many spelling or grammatical errors.
Coloring	Neat and skillful coloring	Fairly neat and skillful coloring	Coloring is sloppy and done with little skill	Less efforts done in coloring and done with little skill	Least efforts done in coloring and not done with skill



## Assessment Tool: Lab Work

### (Separation of Substances Ch4, Electric Currents and Circuits Ch11)

Performance Level	Excellent	Very Good	Good	Fair	Needs Improvement
Interaction with Group	Shows outstanding leadership qualities through shared participation and respect for others; keeps others on task, managing time; Assumes responsibility for effective functioning of the group.	Very good participation; is respectful of others and their point of view; makes sure that everyone gets a turn; conscious of time	Good participation; appears interested; enthusiastic but talks over teammates or may "hog" tasks; tries to help group complete tasks; somewhat conscious of time	Minimal participation; Shows little interest; doesn't pay attention to other group members; may argue to get point across; helps group only when asked; fools around; little emphasis on time	No participation; sits on the sidelines with no interaction; disinterested; No stake in time management

Following Procedure	<p>Demonstrates superb knowledge of the lab procedures.</p> <p>Willingly helps other students to follow and understand procedures.</p> <p>Thoroughly and carefully follows and checks off each step before moving onto the next step and encourages other group members to do the same.</p>	<p>Demonstrates sound knowledge of lab procedures.</p> <p>Will discuss with peers to solve problems in procedures.</p> <p>Carefully follows each step and checks them off as they are completed.</p>	<p>Demonstrates good knowledge of the lab procedures.</p> <p>Will ask peers for help with problems in lab procedures, before asking the teacher.</p> <p>Works to follow each step before moving on to the next step.</p>	<p>Demonstrates general knowledge of lab procedures. Has some idea of what to do. Asks questions to teacher that are answered in the procedure, more than once.</p>	<p>Lacks the appropriate knowledge of the lab procedures. Has no idea what to do.</p> <p>Often requires help from the teacher to complete basic procedures.</p>
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Lab Tech- niques	<p>Measure- ments, skills or techniques are both accurate and precise and may show inno- vation.</p> <p>Observa- tions are very thor- ough and may rec- ognize possible er- rors in data collection.</p> <p>Work is neat and organized.</p>	<p>Measure- ments, skills or techniques are accu- rate with reason- able preci- sion.</p> <p>Observa- tions are thorough.</p> <p>Work is generally neat and organized.</p>	<p>Measure- ments, skills or techniques are mostly accurate.</p> <p>Observa- tions are generally complete.</p> <p>Work is organized.</p>	<p>Measure- ments, skills or techniques are some- what inac- curate and very im- precise.</p> <p>Observa- tions are incomplete or recorded in a con- fusing way.</p>	<p>Measure- ments, skills or tech- niques are incom- plete, in- accurate and/or im- precise.</p> <p>Observa- tions are incom- plete or not in- cluded.</p>
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Safety	<p>Proper safety precautions are consistently used.</p> <p>Thinks ahead to ensure safety and reminds other group members to do the same.</p>	Proper safety precautions are consistently used.	Proper safety precautions are generally used, One warning given by teacher	Proper safety precautions are often missed, as listed at left; Two warnings given by the teacher.	Proper safety precautions are consistently missed; kneeling or standing on stool; sitting on feet; Using equipment not for intended purpose. Three warnings given by teacher
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Clean-up	Consistently uses proper clean-up procedures  Station is neat and clean, and helps others clean up and directs others to do the same.	Consistently uses proper clean-up procedures.  Reminds others of their responsibility; Station generally neat and clean.	Proper clean-up procedures generally used.  May need reminding once to complete clean-up.  Station generally left clean.	Needs to be reminded more than once during the lab to use proper clean-up procedures.  1 or 2 items left at the station or not cleaned.	Proper clean-up procedures are seldom used.  Requires teacher's help to complete clean-up. 3 or more items left at the station or station not cleaned.
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### **Assessment tool: Model making**

#### **(Nature of Matter Ch3, Structure and function of Living Organisms- Animals Ch9 )**

Students create a science model. The model should be based on a scientific concept that is based on a topic of the student's choosing.

	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improvement</b>
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MODEL	Model is completely finished, well thought out and is easily understood.	Model is well thought out and implemented correctly. Missing a component.	Model shows evidence of research in planning but is not finished.	Model shows evidence of partial research in planning and is not finished.	Model shows no research in planning.
Construction	The model is carefully constructed with materials that showcase student's creativity and are appropriate.	The model is carefully constructed with materials but does not showcase student's creativity.	The model is constructed but uses materials that are not chosen as per the need.	The model is constructed but uses materials that are not well chosen.	The model is poorly constructed.

Organi- zation and Me- chanics	Model is neat, ac- curate, easy to follow, and shows creativi- ty.	Model is neat, ac- curate, and easy to follow.	Model is neat but contains maxi- mum 2 errors.	Model is neat but con- tains more than 2errors.	Model is messy or hard to follow.
Concept/ Key pa- rameters	All for- matted correctly. Com- ments	10-20% part is not formatted correctly	20-30% parts format- ted in- correct- ly.	50% parts format- ted in- correct- ly.	.60% parts for- matted incorrect- ly

**Assessment tool: Role Play (Fabric from Fibre- Ch14)**

CRI- TERIA	<b>Excel- lent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Im- prove- ment</b>
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Creativity and Originality	Clearly explored and expressed multiple ideas in a unique way.	Explored and expressed ideas in an original way.	Script is original but mostly based on an existing idea.	Followed a set of directions but did not explore new ways to alter the idea.	Could not express
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Deliv- ery of the Content  (Clarity of Speech, Confi- dence etc.)	Speech is always clear and easy to under- stand, consis- tently uses eye contact and a level of enthusi- asm in a way that keeps the attention of the audience.	Speech is usually clear and easy to under- stand, usually uses eye contact and a level of enthusi- asm in a way that keeps the attention of the audience.	Speech is often clear and easy to under- stand, of- ten uses gestures, eye con- tact and a level of enthusi- asm in a way that kept the attention of the audience.	Speech is rarely clear and easy to under- stand, rarely uses eye contact and a level of enthusi- asm in a way that keeps the attention of the audience.	No clarity of speech.
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Accura- cy of the In- forma- tion	All in- forma- tion pre- sented in the dis- cussion was clear, ac- curate and thor- ough.	Most in- forma- tion pre- sented in the dis- cussion was clear, ac- curate, and thor- ough.	Most in- forma- tion pre- sented in the dis- cussion was clear, ac- curate, but was not usu- ally thor- ough.	Informa- tion had several inaccu- racies or was not usually clear.	Informa- tion is not clear.
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Work- ing and Sharing with Others	Accepts ideas of others, able to com- promise and all members con- tribute.	Accepts most ideas without negative com- ments, able to com- promise and some members con- tribute.	Accepts few ideas without negative com- ments, able to com- promise and some members con- tribute.	Does not accept others' ideas, not able to com- promise and few members con- tribute.	Members do not con- tribute.
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Knowl- edge Gained	Can clearly explain several ways in which his/her character “saw” things different- ly than other charac- ters and can ex- plain why.	Can clearly explain in sever- al ways in which his or her character “saw” things different- ly than other charac- ters.	Can clearly explain one way in which his or her character “saw” things different- ly than other charac- ters.	Cannot explain any ways in which his or her character “saw” things different- ly than other charac- ters.	Cannot Explain.
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## Project Report

(Light and Shadows Ch12, Structure and function of Living Organisms-Plants Ch8, Measurement and Motion Ch6)

CATE-GORY	Excel-lent	Very Good	Average	Needs Im-provement	Re-marks
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 1-2factual errors.	Content is minimal OR there are several factual errors.	

<b>Team work</b>	The work-load is divided and shared equally by all team members.	The work-load is divided and shared fairly by all team members, though work-loads may vary from person to person.	The work-load was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The work-load was not divided OR several people in the group are viewed as not doing their fair share of the work.	
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<b>Original-ity</b>	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.	
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<b>Presen- tation</b>	Project is neat, orga- nized, and easy to un- der-stand.  Project is com- plete with strong evi- dence of effort.	Project is neat, orga- nized, and easy to un- derstand.  Project is com- plete with some ev- idence of effort.	Project is either messy, disorga- nized, or hard to under- stand.  Project is either in- complete or does not show strong ev- idence of effort.	Project is messy, dis- organized, and hard to under- stand.  Project is incomplete and does not show effort.	
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**Number of worksheets per Chapter = 1**



## ENRICHMENT ACTIVITY (Periodic 1)

NAME AND MODE OF THE AC- TIVI- TY	LEARN- ING OB- JEC- TIVES	LEARN- ING OUT- COMES	METHOD OLOGY	SKILL DE- VELOPMENT
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<p>Separation of mixture using one or more techniques</p> <p><b>GROUP</b></p>	<p>Students will be able to</p> <ol style="list-style-type: none"> <li>1. To remove the harmful component from a mixture</li> <li>2. To obtain the useful components in a mixture</li> <li>3. To remove impurities for getting a pure sample</li> </ol>	<p>The students are able to separate different substances in a mixture by using various techniques</p>	<ol style="list-style-type: none"> <li>1. The substance present in a mixture retains their original properties like particle size, density, melting point, boiling point, magnetism or non magnetism etc.</li> <li>2. We use the difference in any one of these properties in the components of a mixture to separate them.</li> <li>3. For example when the components of a mixture are of different sizes, a sieve can be</li> </ol>	<ul style="list-style-type: none"> <li>• Procedural and Manipulated skills.</li> <li>• Observational skills.</li> <li>• Drawing skills.</li> <li>• Reporting and interpretative skills.</li> </ul>
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**NOTE: Refer Rubrics for lab work.**

**SUBJECT ENRICHMENT ACTIVITY (PERIODIC 2)**

<b>NAME AND MODE OF THE ACTIVI- TY</b>	<b>LEARN- ING OB- JEC- TIVES</b>	<b>LEARN ING OUT- COMES</b>	<b>METHODOLOGY</b>	<b>SKILL DE- VELOPMENT</b>
Making of a pinhole camera  <b>INDI- VID- UAL</b>	The students will learn how pinhole camera is used to ob- tain a dimin- ished and in- verted image	The stu- dents are able to obtain a di- min- ished and in- vert- ed im- age us- ing a pin- hole cam- era.	1.Take two rec- tangular or cylindri- cal cardboard tubes one having a smaller diameter than the other . 2. Use an aluminium foil over one of the openings of the larg- er tube and make a pinhole on it 3 .Cover one of the sides of smaller tube with a butter paper. 4. Slide the smaller tube into the larger one and keep the foil and butter paper sides outwards.	<ul style="list-style-type: none"><li>• Procedural and Ma- nipulated skills.</li><li>• Observa- tional skills.</li><li>• Drawing skills.</li><li>• Reporting and inter- pretative skills.</li></ul>

## ASSESSMENT TOOL FOR PROJECT WORK

<b>Cri- teria</b>	Excellent	Good	Fair	Average	Needs Im- provement
<b>Con- tent rele- van- cy</b>	The project includes all informa- tion rele- vant to the topic.	Project includes most of the in- forma- tion.	Does not have all of the informa- tion.	The project is lacking in required infor- ma- tion.	There are many gaps in information presented.
<b>Con- tent ac- cu- racy</b>	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 ef- fort that shows the capability of the learner. It is evident that time was put into this project. Some spelling errors no- ticed.	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 at- tention. spelling/ grammatical errors no- ticed.	Work is done with little ef- fort, shows lack of quality, and may be incom- plete. It is evident little time was spent on the fi- nal prod- uct. Spell- ing/ grammar errors.	Work shows lack of quality and is incom- plete. Many spell- ing/ grammat- ical errors.

<b>Or- ga- niza- tion of con- tent</b>	Content is presented in 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
<b>Con- tent pre- sen- tatio n</b>	<p>The display has an element of creativity, neatness and style. Pictures are included to enhance content presented.</p> <p>Information is presented in a clear manner with full understanding of the subject.</p>	<p>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.</p>	<p>The display shows some understanding of the subject matter, but contains errors. It lacks style, neatness and clarity. Few pictures.</p>	<p>The display does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity. Few pictures.</p>	<p>The display is not well organized, untidy with cutting and overwriting, does not reveal understanding of the content by the learner.</p>

## SUBJECT ENRICHMENT ACTIVITY (PERIODIC 2)

NAME AND MODE OF THE ACTIVITY	LEARNING OBJECTIVES	LEARNING OUTCOMES	METHODOLOGY	SKILL DEVELOPMENT
Dissection of China rose (Hibiscus) <b>INDIVIDUAL</b>	The students will be able to identify the vegetative and reproductive parts of flowering plants	The students are able to identify the vegetative and reproductive parts of flowering plants	1. The student will dissect the flower with a partner following the teacher step by step. 2. Each part (vegetative and reproductive) will be pasted on A-4 sheet.	<ul style="list-style-type: none"><li>• Observational skills.</li><li>• Drawing skills.</li><li>• Reporting and interpretative skills.</li></ul>

**NOTE: Refer Rubrics for lab work.**

**Allocation of marks for PERIODIC TEST -II ( 80 marks )- Term -I**

<b>Chapter</b>	<b>Name of Chapter</b>	<b>Month</b>	<b>Marks</b>
1	Our environment	April	12
2	Food	April	12
3	Nature of Matter	May	12
4	Separation of Substances	July	10
7	The world of Living	August	10
8	Structure and function of Living Organisms-Plants	August	15
5	Changes Around Us	September	9

### **Allocation of marks for Final Exam ( 80 marks )**

<b>Chapter No.</b>	<b>Name of Chapter</b>	<b>Marks</b>
1	Our environment	7
2	Food	7
7	The world of Living	7
8	Structure and function of Living Organisms-Plants	8

5	Changes Around Us	7
14	Fabric from Fibre	7
9	Structure and function of Living Organisms- Animals	8
10	Work and Energy	5
12	Light and Shadow	8
13	Magnets	8
11	Electric Currents and Circuits	8

## **Question paper Design**

### **DIVISION OF MARKS ( for Term exams )**

**Question Paper would be divided into 3 sections:**

**Section A: 20 marks** (MCQs, Fill ups, one word answers)

**(Very Short Answer Questions)**

**Section B: 20 marks** (Short answer Questions, Differences, Diagrams,)

**Section C: 40 marks (Long Answer Questions)**

**Total Marks: 80**

### **DIVISION OF MARKS (for periodic exams)**

**Question Paper would be divided into 3 sections:**

**Section A: 10 marks** (MCQs, Fill ups, one word answers)



**Section B: 20 marks** (Short answer Questions, Differences, Diagrams)

**Section C: 20**(Long Answer Questions)

**Total Marks: 40**

**Prescribed Book:** My Living World (DAV Publications)

**Suggested Book:** Science for Class VI by N.C.E.R.T

## Social Studies

### 1. Objectives –

To enable the students to:

Relate to their everyday life and the issues discussed in the text-book.

Provide a general idea of the developments with the given periods of history.

Explain the coming of the British and the impact rule on India

Appreciate the impotence of freedom struggle and the contribution of national leaders and the people of India.

Know various types of sources of information and reflect on them critically.

Appreciate the interdependent of various regions and countries.

Learn about the global distribution of economic resources and the ongoing process of globalization.

Develop skills to analyze and interpret political, social and economic developments from the point of view of marginalized.

Recognize the ways in which politics affects our daily life.

Imbibe the social and constitutional values like democratic way of life, secularism, and social justice, and humanitarianism, dignity of labour and scientific attitude.

## **2. Month wise division of syllabus -**

### **GEOGRAPHY (UNIT-1 THE EARTH – OUR HABITAT )**

Lesson No	Name of the Lesson	Month
1	The Planet Earth and the Solar System	April
2	Representation of the Earth	April/May
3	Locating Places on the Earth	May
4	The Motions of the Earth (Day-Night and Seasons)	July
5	The Realms of The Earth	October
6	India – My Motherland	November
7	India – The Land Of Monsoon Climate	December

### **HISTORY (UNIT II- PEOPLE AND THE SOCIETY I N THE ANCIENT PERIOD )**

Lesson No	Name of the Lesson	Month
8	Studying the Past	April
9	Life of Early Man	May
10	Development of Civilisation	July
11	The Iron Age Civilisation	July
12	Janapadas and Mahajanapadas (600-100 BCE).	August

13	The Mauryan Dynasty	August
14	Early History of Deccan and South India	October
15	North India after Mauryans and Sungas (First Century BCE to Third Century BCE)	October/November
16	The Gupta Empire	November
17	The Era of Harsha	December
19	India and The Outside World	January
20	The Indian religions	January

## **CIVICS (UNIT -III COMMUNITY AND ITS DEVELOPMENT**

Lesson No	Name of the Lesson	Month
21	Our Community Life : Unity in Diversity	April
22	Democracy and Government	July/August
23	Our Rural Governance	October
24	Our Urban Governance	October

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

<b>Name &amp; Mode of activity</b>	<b>Learning Objectives</b>	<b>Learning outcomes</b>	<b>Methodology /Procedure</b>	<b>Skills developed</b>
Lesson No. 1 - Mnemonic – <b>My Very Educated Mother Just Served Us Noodles</b> – Group Learning	The students will learn the names of 8 planets in their respective order.	They have learnt the names of 8 planets in fun filled manner.	The 1 <sup>st</sup> letter of every Word will be highlighted on board as well as PPT.	Reasoning & Communication Skills

Lesson No. 3 – Diagram of Heat Zones of Earth - Individual learning	Student will learn different heat zones of earth by using different colors.	They are now able to divide earth into different heat zones.	Students will draw diagram by using different colors to show different heat zones of earth	Logical thinking and Visual Skills
Lesson No. 5 – Map Work - Individual learning	They will learn how to mark continent and oceans on the Map	They have learnt 5 oceans and seven continents of the world	They will shade continents and oceans on the world map.	Cognitive and mapping skills
Lesson No. 8 – Map Work - Individual learning	They will be able to locate the places where in early civilization developed.	They have learnt areas where early civilization developed	PPT will be shown and they will copy the same on to the map.	Cognitive and mapping skills

Lesson No. 9 – Timeline - Individual learning	The student will be able to learn the different ages of early human being	They have learnt the old stone , middle and new stone age.	They will draw timeline in their notebook relating to development from old to new stone age.	Organization and research skills
Lesson No. 21 Civics – Collage making - Group Learning.	Students will make a collage of community helpers.	They have learnt how community & neighborhood are important to them	Students will collect pictures of community helpers and paste them on notebook	Observation, Creativity, organization and presentation skills

### 3 (b) Assessment parameters & Rubrics for respective Activity:↓MAP ACTIVITY

PARA- ME- TERS	Excel- lent	V.Good	Good	Fair	Needs Im- prove ment
Labels & Fea- tures – Neat- ness and Ac- curacy	All the labels/ features are marked neatly and ac- curately.	Most of the la- bels/fea- tures are marked neatly and ac- curately .	Some of the la- bels/fea- tures can be read easily.	A few labels/ features can be read easily.	Inap- propri- ate la- belling
Spell- ing/ Capital- ization	All the words on the map are spelt and capital- ized correct- ly.	Most of the words on the map are spelt and capital- ized cor- rectly.	Some of the words on the map are spelt and capital- ized cor- rectly.	A few words on the map are spelt and/or capital- ized correct- ly.	Almost all the words are spelt and/or capital- ized wrong- ly.



Color Choices	All the places/features are clearly identifiable and not the same color.	Most of the places are identifiable with minor discrepancies.	Some of the places/features are hard to identify because of wrong-coloration.	A few places/features are colored correctly.	Student does not use color appropriately.
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## RUBRICS -PROJECT WORK

PARAMETERS	Excellent	V.Good	Good	Fair	Needs improvement
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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.
Accuracy of the content	Content accurate with no spelling and grammatical errors.	Content almost correct with very few spelling and grammatical errors.	Content quite correct with little spelling and grammatical errors.	Content rarely accurate with many spelling and grammatical errors.	Content not up to the mark. A lot of spelling and grammatical errors noticed.

For- mat and co- heren cy	Presen- tation is orderly, format adhered to com- pletely.	Presen- tation is almost coherent and for- mat fol- lowed.	Presen- tation can be more coherent and dis- crepan- cies no- ticed in format .	Presen- tation lacks coher- ence and dis- crepan- cies no- ticed in format	Presen- tation needs im- prove- ment.- Format not fol- lowed.
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## RUBRICS FOR COLLAGE – Activity No. 21

### Civic

	Excel- lent	Very Good	Good	Fair	Needs Im- prove- ment
PARA- METERS ↓					

Drawing/ pictures used to develop main idea.	Neat and ef- fective draw- ing/ ex- cellent variety of pic- tures used.	Neat and ef- fective draw- ing/ good variety of pic- tures used.	Neat but lim- ited draw- ing/ some pictures used.	drawing neat but not effec- tive/ few pic- tures used.	Drawing neither neat nor effec- tive/ very less pic- tures used with lots of repe- tition.
Relevancy of the idea to the top- ic	Original ideas, abso- lutely meet- ing the de- mand of the topic.	Original ideas, mostly related to the topic.	Several original ideas, meet- ing the de- mand of the topic.	Some original ideas but not com- pletely meet- ing the de- mand of the topic.	Few original ideas, rarely con- nected 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.
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## RUBRICS FOR TIMELINE – Activity No. 9,13, 17

	Excellent	Very Good	Good	Fair	Needs Improvement
PARAMETERS ↓					

Draw a timeline of a particular period or kingdom	Neat and effective Timeline & excellent variety of pictures used.	Neat and effective Timeline good variety of pictures used.	Neat but limited Timeline/ some pictures used.	Timeline neat but not effective/ few pictures used.	Timeline 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.
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**4. Number of Worksheets planned per chapter:  
One Worksheet for every chapter**

**5.Syllabus for periodic tests**

- **Periodic -I (May) – Marks 40**

<b>Syllabus PA 1</b>	<b>Unit/ Lesson</b>	<b>Topic</b>
	Ch:1	The Planet Earth and the Solar System
	Ch:8	Studying the Past
	Ch:9	Life of the Early Man
	Ch: 21	Our Community Life : Unity in Diversity
	<b>Map</b>	Ch-8 Map , pg-74 Ch-9 Map , pg-83

- **Periodic -II (September first week ) – 80 Marks**

	Lesson	Topic
<b>Syllabus PA II</b>	Ch:1	The Planet Earth and the Solar System
	Ch:2	Representation of the Earth
	Ch:3	Locating Places on the Earth
	Ch:4	The Motions of the Earth (Day-Night and Seasons)
	Ch:8	Studying the Past
	Ch:9	Life of Early Man
	Ch:10	Development of Civilisation
	Ch:11	The Iron Age Civilisation Janapadas and Mahajanapadas (600-100 BCE)
	Ch:12	
	Ch:13	The Mauryan Dynasty
	Ch:21	Our Community Life : Unity in Diversity
	Ch:22	Democracy and Government
	<b>Map</b>	Ch-12 Map , pg-102  Ch-3 Map , pg-29

- **Periodic -III (November(7<sup>th</sup> to 12<sup>th</sup>) ( Decemberfor rest of the classes) – 40 Marks**

<b>Syllabus PA III</b>	<b>Unit/ Lesson</b>	<b>Topic</b>
	Ch:14	Early History of Deccan and South India
	Ch:23	Our Rural Governance



	Ch: 5	The Realms of The Earth
	<b>Map</b>	Ch-23 Map , done in class
		Ch-5 Map , done in class

• **(FINAL TERM SYLLABUS) (Marks: 80)**

	Unit/Lesson	Topic
<b>Syllabus FINAL TERM 80 Marks</b>	Ch:5 Ch:6 Ch:7 Ch:14 Ch:15 Ch:16 Ch:17 Ch:19	The Realms of The Earth India – My Motherland India – The Land Of Monsoon Climate Early History of Deccan and South India North India after Mauryans and Sunga The Gupta Empire
	Ch:20	The Era of Harsha
	CH:23 CH:24	India and The Outside World The Indian religions Our Rural Governance Our Urban Governance
	Chapters to be Repeated Ch:4 Ch: 10	<u><b>Final term + 30% of Mid Term +All Diagrams</b></u>  The Motions of the Earth (Day-Night and Seasons) Development of Civilisation
	<b>Map</b>	Final Term Map done in Class  Final Term Map done in Class

**Note: 80 % of syllabus will 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 & Mode	Learning Objectives	Learning Outcomes	Methodology / Procedure	Skills developed
<b>Activity 1</b> <b>MAP WORK</b> <b>(Natural Vegetation found in India) - Individual</b>	<p>Students will be able to understand different types of vegetation found in India.</p> <p>Students will get familiar with the location of different types of vegetation in India.</p> <p>Students will be able to know about different vegetation belt with reference to the soil type found.</p>	<p><b>They have learnt about major types of vegetation belt like—</b></p> <p>Tropical Evergreen, Tropical Deciduous, Thorn forest, Tidal Forest, Himalayan Vegetation</p>	<p>Students will mark the map as shown by the teacher on smart board.</p>	<p>Analytical and Practical Skill</p>

<p><b>AC-TIVITY-2</b></p> <p><b>Time line on Ancient History - Individual</b></p>	<p>Students will know about different Empires in ancient History.</p> <p>Students will know about the achievements of the Empires.</p> <p>Students will know about the effect of these Empires on India.</p>	<p>They are now able to learn the ancient history according to the time period.</p>	<p>After reading of chapter children will draw a flow chart showing the achievement of various kings of Mughal Empire in a hierarchy.</p>	<p>Analytical Skill</p>
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<b>AC-TIVITY-3</b>  <b>Name: Report on ‘Biosphere Reserve’ in India. - Individual</b>	<p>Students will know about different biosphere reserves of India.</p> <p>Students will know about the location, flora and fauna found of reserves.</p> <p>Students will also come to know about the steps taken by Government to maintain them.</p> <p>Students will know about the importance of preserving and conserving environment.</p>	<p><b>They have learnt the importance &amp; need of biosphere reserves and their location in India.</b></p>	<p>After reading of chapter - India: The Land of Monsoon climate (India - wildlife), students will prepare a report on any biosphere reserve of India on A4 size sheet. (location, flora, fauna, government steps)</p>	<p>Analytical Skill, Social &amp; Environmental Skill</p>
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**(b)Assessment parameters & Rubrics for respective Enrichment Activity:**

# **RUBRICS -MAP WORK – Activity No. 5, 8,11, 15, 16, 19**

PARA- METERS	Excellent	V.Good	Good	Fair
Labels & Features – Neatness and Accuracy	All the labels/features are marked neatly and accurately.	Most of the labels/features are marked neatly and accurately .	Some of the labels/features can be read easily.	A few labels/features can be read easily.
Spelling/ Capitalization	All the words on the map are spelled and capitalized correctly.	Most of the words on the map are spelled and capitalized correctly.	Some of the words on the map are spelled and capitalized correctly.	A few words on the map are spelled and/or capitalized correctly.

Color Choices	All the places/features are clearly identifiable and not the same color.	Most of the places are identifiable with minor discrepancies.	Some of the places/features are hard to identify because of wrong coloration.	A few places/features are colored correctly.
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RUBRICS FOR TIMELINE –					
	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS ↓					

Draw a timeline of a particular period or kingdom	Neat and effective Timeline & excellent variety of pictures used.	Neat and effective Timeline good variety of pictures used.	Neat but limited Timeline/ some pictures used.	Timeline neat but not effective/ few pictures used.	Timeline 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.
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	Excellent	Very Good	Good	Fair	Needs Improvement
CONTENT RELEVANCY	The project includes all information relevant to the topic in an organized form.	Project includes a little information but in organized form.	Does not have all of the information. Information is quite organized.	The project is lacking in required information and is not well organized.	There are many gaps in information presented.



CONTENT ACCURA- CY	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.
Verbal PRESEN- TATION	Information is presented in a clear manner with full understanding of the subject.	Information is clear with fair understanding of the subject.	The shows information is partially clear and has a bit understanding of the subject matter, but contains errors. .	The information does not reveal a clear understanding of the subject matter and there are many errors. It lacks neatness and clarity.	The information is not well organized, does not reveal understanding of the content by the learner.

Team Work	Each group member make efforts and participated as per the roles assigned.	Most group members contributed to the project and was good.	Some group members contributed to the project.	Hardly few group members contributed to the completion of the project.	Work was mainly on shoulders of one or two children
Time Duration	Was completed very well in time.	Was almost completed on the given time.	Took extra time to complete on the allotted time.	Was little late in completing their task.	Was too late in completing their task.

## 8. Chapter/ unit wise allocation of marks

**History & Civics                      53 Marks**

**Geography                                      27 Marks**

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

<b>Nature of the Question</b>	<b>Marks × Number of Questions</b>	<b>Total Marks</b>
Very Short- Answer Questions (1 mark each)	1 × 20	20
Short Answer Questions (3 marks each)	3 × 8	24

Long Answer Questions ( 5 marks each)	5 × 6	30
Map Work	3 × 1	3
History	3 × 1	3
Geography		
<b>Total</b>	-	<b>80 Marks</b>

## 10. Prescribed Books – We and Our World

संस्कृत

उद्देश्याः-

- भाषाकौशलानां विकासः भविष्यति।
- शब्दज्ञाने वृद्धिः भविष्यति।
- संस्कृतभाषया कथितान् निर्देशान् श्रुत्वा पठित्वा च तदनुकूलं व्यवहारं कर्तुं समर्थाः भवेयुः।
- संस्कृतभाषया लघुवाक्यानि वदेयुः।
- पाठ्यपुस्तके दत्तान् श्लोकान् पठित्वा भावं ग्रहितुम् समर्थाः भवेयुः।
- श्लोकानां सस्वरवाचने समर्थाः भवेयुः।
- संस्कृतभाषया सरलपत्राणि लघून् अनुच्छेदान् च लेखितुम् समर्थाः भवेयुः।
- संस्कृतभाषया प्रयुक्तान् शब्दान् अभिज्ञातुं समर्थाः भवेयुः।
- नैतिक-सामाजिकमूल्यानां विकासः भविष्यति।
- संस्कृतभाषया ज्ञानं प्राप्स्यन्ति।

पाठ1. पुरःपुरःप्रगच्छरे.

व्याकरण संस्कृत वर्ण माला

अप्रैल

पाठ2. ममप्रियविद्यालय.

सर्वनाम शब्दरूप तत्, एतत्, किम्

अप्रैल

पाठ3. चत्वारिप्रियमित्राणि

सर्वनामशब्दरूपअस्मद्, युष्मद्.

मई

पाठ4. मधुराश्लोका.

शब्दरूपअकारांत, कारकतथाविभक्तिरचना

जुलाई

पाठ5

पाठ6. जलेअपिवसन्तिजीवाःवीरबालिकागुंजनसक्सेना।

रचनात्मककार्यअपठितअनुच्छेद, चित्रवर्णन, संवाद, संस्कृतअनुवाद

धातुरूपलट्लकार, लंगलकारशब्दरूपआकारांत

जुलाई

पाठ7

प्रहेलिकाः

उपसर्ग, अव्ययपदानि

अगस्त

पाठ8 धन्यामातुःमहिमा

संख्या(1-50)

सितंबर

पाठ9	सिक्किमप्रदेशस्यसौंदर्यम्	
धातुरूपालटलकार		अक्टूबर
पाठ10	योग्यःशिष्यः	
उपपदविभक्ति		नवम्बर
पाठ11	मधुराणिवचनानि	
प्रत्यय(कत्वा,तुमुन्		दिसंबर

1पाठ1	पुरःपुरःप्रगच्छरे	व्याकरणसंस्कृतवर्णमा ला	अप्रैल
पाठ2	ममप्रियविद्यालय	सर्वनामशब्दरूपतत्, एतत्,किम्	अप्रैल
पाठ3	चत्वारिप्रियमित्राणि	सर्वनामशब्दरूपअ स्मद्,युष्मद्	मई
पाठ4	मधुराश्लोका	शब्दरूपअकारांत,का रकतथाविभक्तिरच ना	जुलाई
पाठ5 पाठ6	जलेअपिवसन्तिजीवाःवीरबा लिकागुंजनसक्सेना। रचनात्मककार्यअपठितअनुच्छे द,चित्रवर्णन,संवाद,संस्कृतअनु वाद	धातुरूपलटलकार,लं गलकारशब्दरूपआ कारांत	जुलाई

पाठ7	प्रहेलिका:	उपसर्ग, अव्ययपदानि	अगस्त
पाठ8	धन्यामातुःमहिमा	संख्या(1-50)	सितंबर
पाठ9	सिक्किमप्रदेशस्यसौंदर्यम्	धातुरूप। लृट् लकार	अक्टूबर
पाठ10	योग्यःशिष्यः	उपपदविभक्ति	नवम्बर
पाठ11	मधुराणिवचनानि	प्रत्यय(कत्वा, तुमुन्)	दिसंबर

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

Name of the activity	Learning objectives	Learning outcomes	Mode (Individual/pair/group)	Methodology /Procedure	Skills developed
1कविता गायन	वाचन - अभ्यास	संस्कृत शब्दानाम् वाचनस्य अभ्यासम् संस्कृतभाषायाः लेखनस्य अभ्यासं	सामूहिक	सामूहिक रूपेण कविता गायनं भविष्यति छात्राः स्व विद्यालयस्य विषये दशवाक्यानि लेखिष्यन्ति	वाचन
2अनुच्छेद लेखनं	लेखन-अभ्यास	संस्कृत शब्दानाम् वाचनस्य अभ्यासम् संस्कृतभाषायाः लेखनस्य अभ्यासं भविष्यति पात्राणां अभिनयकृत्वा नाट्यकर्तुं शक्नुवन्ति	व्यक्तिगत	संवादानाम् उच्चारण कृत्वा ते नाटकम् पूर्य करिष्यन्ति छात्राः श्लोकानाम् उच्चारणं करिष्यन्ति कलाकृतिर्निर्माय लेखनस्य कार्यम् अपि करिष्यन्ति	लेखन
3नाट्यमंचन	भावनात्मक विकास	संस्कृतभाषायाः वाचनस्य अभ्यास लेखनेन सह	सामूहिक	प्रश्नान् पृष्ठ्वा परस्परम् तर्कशक्तेः प्रयोगम् करिष्यन्ति	वाचन
4श्लोक उच्चारण	गायन अभ्यास	संस्कृतभाषायाः वाचनस्य अभ्यास लेखनेन सह	व्यक्तिगत	सुंदररूपेण शब्दान् वाक्यान् च लेखिष्यन्ति	श्रवणम्
5कलाकृति कथा लेख	लेखनं, कृति निर्माण	कलायाम् अपि प्रयोगम् विद्यार्थीभिः तर्क	सामूहिक	पात्रस्य संवादान् वदिष्यन्ति	वाचन

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

मूल्यांकनस्य बिन्दवः:

वाचन, पाठन, संवाद, संभाषणं अभिनय इत्यादेः कार्यकृते मापदंडः:

गतिविधिसंख्या

मापद ण्डस्य बिंदवः	अतिउत्तम	उत्तम	मध्यम	सामान्य	ध्यातव्यम्
विषय वस्तु ज्ञान  उच्चार ण	विषयव स्तुज्ञानं पू र्णम् अस्ति । शब्दज्ञानं सम्यक् अ स्ति। उच्चारणं स दैवशुद्धं क र्णाभ्याम् सु खदंभाषा प्रवाहम् उ चिंत अ स्ति।	विषयवस्तु ज्ञानं पूर्ण म् अस्ति। शब्दज्ञानं स म्यक् अस्ति उच्चारणं य दाकदा अशु द्धं कर्णाभ्या म् सुखदंभा षाप्रवाह म् उचिंत अ स्ति।	विषयवस्तु ज्ञानं पूर्ण म् अस्ति। शब्दज्ञानं स म्यक् अस्ति उच्चारणं य दाकदा अशु द्धं कर्णाभ्या म् सुखदंभा षाप्रवाह म् उचिंत अ स्ति।	विषयवस्तु ज्ञानं पूर्णम् अस्ति। शब्दज्ञानं त्रु टिपूर्ण अ स्ति उच्चारणं य दाकदा अशु द्धं भाषाप्र वाहेपरिमा र्जनस्य आव श्यकता अ स्ति	विषयवस्तुज्ञा नं पूर्णम् अस्ति । शब्दज्ञानं न अ स्ति उच्चारणं सर्व था अशुद्धं कर्णा भ्याम् कटुभा षाप्रवाहेपरि मार्जनस्य आव श्यकता अस्ति ।



मौलि कता/ विचा राणा म्सम्य क्अभि व्यक्ति।	मौलिकाः विचाराः विनाअव रोधाःवदि ताः।	मौलिकाः विचाराःवि नाअवरोधा ःवदिताः	बहुधामौ लिकाःवि चाराःविना अवरोधाः वदिताः	नमौलिकाः विचाराःअ वरोध्युक्त म्वक्तव्यम्	नमौलिकाःवि चाराःअवरो ध्युक्तंवक्तव्य म्
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लेखनकार्य,चित्रवर्णन,पत्र,गृहकार्यकृतेमापदंड

मापदण्डस्यविं दवः	अतिउत्तम	उत्तम	मध्यम	सामान्य	ध्यायतव्य म्
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विषयवस्तु प्रस्तुतीकर ण सुलेखसंक लन स्पष्टता	संपूर्णका र्यशोभन रूपेणप्र स्तुतम् कार्यता लिकास्प ष्टाअस्ति किम्अपि अशुद्धंनअ स्ति।	संपूर्णकार्यशो भनरूपेणप्र स्तुतम् कार्यतालिका स्पष्टाअस्ति यत्रतत्रकाचि त्अशुद्धिअ स्ति।	संपूर्णका र्यउचित रूपेणप्र स्तुतम् कार्येसर लावर्तनी प्रयुक्ता अशुद्धिःअ पिअस्ति।	संपूर्णका र्यनप्रस्तुत म् कार्यता लिकास्प ष्टानअ स्ति वर्तनीशु द्धानअ स्ति।	कार्यस्यऔ पचारिक तामात्रम्कृ ता कार्यतालि काअपिन कृता किम्अपि शुद्धंनअ स्ति।
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अक्षरस्पष्टता	कार्यमसम्यक्कृतम्। सुलेखनं वर्तते अक्षरपठने। स्पष्टता भवति।	अक्षराणाम्पठने स्पष्टतान अस्ति।	अक्षराणाम्पठने काठिन्यम्भवति	अक्षराणाम्पठने काठिन्यम्भवति	कार्यमनकृतम्
मौलिकता विचाराणाम् अभिव्यक्तिः।	सम्पूर्णमकार्यं स्वयंकृतम्। कार्यम्विना अवरोधमकृतम्।	एकम्प्रश्नं सह पाठिनः उत्तरपुस्तिकायाः दृष्टम्	द्वित्रिप्रश्नाः स्वयंकृताः।	अधिकतमकार्यमस्वयंकृतम्।	कार्यस्य औपचारिकता मात्रकृता। संपूर्णकार्यमस्वयंकृतम्

#### 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 )

सामयिक 2 पाठ 1,2,3,4,5,6 व्याकरण सहित

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

सामयिक 3 पाठ 7,8,9 व्याकरण सहित वार्षिक परीक्षा  
व्याकरण सहित। (80%)

गतिविधयः

(1) नाट्यमंचन (त्रीणि मित्राणि) मई

छात्राः भिन्नभिन्नपात्राणां अभिनयकृत्वा संवादान् वदिष्यन्ति।

काकः, हरिणः, मूषकः, कच्छपः च भूत्वा कथां पूर्णं करिष्यन्ति

उद्देश्याः

निजसंवेदान् प्रस्तुतकर्तुं समर्थाः भविष्यन्ति।

(2) चित्रनिर्माणं (अगस्त)

समुन्द्रस्य चित्रनिर्माय तस्मिन् जलजीवानां चित्राणि रचयित्वा

तेषां नामानि संस्कृतभाषायां लेखिष्यन्ति

उद्देश्य

पठनेकलायाःप्रयोगं

(3)मधुरवचनानांसंग्रह(अक्तूबर)

उद्देश्याः

संस्कृतसाहित्यस्यविषयकज्ञानवर्धनम्

प्रस्तुतिकौशलस्यविकास

लेखनकलायाःविकासः

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

खण्ड कअपठित अवबोधनम्-(अपठितगद्यांश) 5 अङ्काः

खण्ड खरचनात्मक कार्य- चित्रवर्णन( 5 अङ्काः), पत्र(5अङ्काः)

संस्कृत अनुवाद (5अङ्काः)

अनुप्रयुक्त व्याकरण। शब्द रूप, धातु रूप,संख्या, संधि ,उपपद  
विभक्ति,अव्यय,उपसर्ग, इत्यादि (30अङ्काः)

पठित अवबोधनम्। पठित गद्यांश आधारित प्रश्न संवाद आधारित  
प्रश्न श्लोक आधारित प्रश्न

अभ्यासे दत्तानि प्रश्नानि। (30 अङ्काः)

### **10. Prescribed Books। सुरभिः(6)**

### **11. Suggested Books प्रायोगिक व्याकरण(6)**

## PUNJABI

### ਉਦੇਸ਼ ( OBJECTIVE)

- 1.ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਜੀਵਨ ਬਾਰੇ ਚੇਤਨਤਾ ਪੈਦਾ ਕਰਨਾ ।
2. ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ ।
3. ਨੈਤਿਕਤਾ ਦਾ ਵਿਕਾਸ ।
4. ਪੜ੍ਹਨ , 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 ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ ।
- 8.ਵਿਆਕਰਨਿਕ ਕੁਸ਼ਲਤਾ ਪ੍ਰਦਾਨ ਕਰਨਾ।

### 2. MONTH WISE DIVISION OF SYLLABUS :

LESSON NO.	LESSON NAME	MONTH
ਵਿਆਕਰਨ	ਲਿੰਗ ,ਵਚਨ, ਵਿਰੋਧੀ ,ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ ,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਨਾਂਵ ,ਪੜਨਾਂਵ ,ਵਿਸ਼ੇਸ਼ਣ )	ਅਪ੍ਰੈਲ
ਸਾਹਿਤ	ਪਾਠ - 1,2,3 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ ,ਖਾਲੀ ਸਥਾਨ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ। )	ਮਈ
	ਅਣਡਿੱਠਾ ਪੈਰਾ	
ਲਿਖਣ ਕੌਸ਼ਲ	ਚਿੱਤਰ ਵਰਨਣ	
		ਮਈ
ਵਿਆਕਰਨ	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਡੰਡੀ {।} ,ਕਾਮਾ{ ,},ਪ੍ਰਸ਼ਨ ਚਿੰਨ੍ਹ {?},ਛੁੱਟ ਮਰੋੜੀ{ ' },ਪੁੱਠੇ ਕਾਮੇ { " " } , ਸ਼ੁੱਧ-ਅਸ਼ੁੱਧ	ਜੁਲਾਈ

ਸਾਹਿਤ	ਪਾਠ – 4,5,6 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ ,ਖਾਲੀ ਸਥਾਨ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ। )	ਜੁਲਾਈ
ਵਿਆਕਰਨ	ਮੁਹਾਵਰੇ, ਕਾਲ	
ਸਾਹਿਤ	ਪਾਠ –7,8,9 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ ,ਖਾਲੀ ਸਥਾਨ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ। )	ਅਗਸਤ
ਲਿਖਣ ਕੌਸ਼ਲ		
	ਚਿੱਤਰ ਵਰਣਨ	
ਲਿਖਣ ਕੌਸ਼ਲ		ਅਗਸਤ
	ਨਿਬੰਧ ,ਬਿਨੈ - ਪੱਤਰ	
ਵਿਆਕਰਨ	ਅਗੇਤਰ -ਪਿਛੇਤਰ , ਵਿਸਰਾਮ ਚਿੰਨ (ਦੁਬਿੰਦੀ ਡੈਸ਼ {:-}, ਡੈਸ਼{ -} , ਜੋੜਨੀ {--} , ਬਰੈਕਟ{ ()} , ਬਿੰਦੀ{ . },	ਅਕਤੂਬਰ
ਸਾਹਿਤ	ਪਾਠ -10,11,12 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ ,ਖਾਲੀ ਸਥਾਨ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ। )	
ਵਿਆਕਰਨ	ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਮੁਹਾਵਰੇ, ਕਿਰਿਆ	ਨਵੰਬਰ
ਸਾਹਿਤ	ਪਾਠ -13,14, (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ ,ਖਾਲੀ ਸਥਾਨ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ। )	
ਪੜ੍ਹਨ ਕੌਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ	
ਵਿਆਕਰਨ	ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਕ ਚਿਨ੍ਹ)	ਦਸੰਬਰ
ਲਿਖਣ ਕੌਸ਼ਲ		
	ਨਿਬੰਧ , ਨਿੱਜੀ - ਪੱਤਰ	
ਸਾਹਿਤ	ਪਾਠ-15,16,17,18 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ ,ਖਾਲੀ ਸਥਾਨ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ। )	

3A . CHAPTER / TOPIC WISE  
ACTIVITIES :

ਸਾਹਿਤ				
CHAP- TER / TOPIC WISE ACTIVI- TIES	LEARN- ING OB- JEC- TIVES	LEARNING OUT COMES	METHOD OLOGY	SKILL DEVEL- OPED
1. ਮਾਂ ਬੋਲੀ ਪੰਜਾਬੀ(ਕਵਿ ਤਾ ਦਾ ਸੁਲੇਖ )ਵਿਅ ਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਸੁੰਦਰ ਲਿਖਾਵਟ, ਕਵਿਤਾ ਲਿਖਣ ਦੀ ਰੁਚੀ	ਲਿਖਾਵਟ ਵਿੱਚ ਸੁਧਾਰ ਅਤੇ ਮੁਕਾਬਲੇ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਗਿਆਨ ਦਾ ਵਾਧਾ
2. ਏਕਤਾ ਵਿੱਚ ਬਲ ਹੈ ( ਕਹਾਣੀ – ਰਚਨਾ )ਵਿਅ ਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਕਹਾਣੀ ਰਚਨਾ ਵੱਲ ਪ੍ਰੇਰਿਤ ਕਰਨਾ ।	ਲਿੱਖਣ ਸਮੇਂ ਹੋਣ ਵਾਲੀਆਂ ਗਲਤੀਆਂ ਵਿੱਚ ਸੁਧਾਰ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਕਲਪਨਾਤਮਕ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ
3.ਚਾਚਾ ਨਹਿਰੂ (ਦੇਸ਼ ਭਗਤਾਂ ਦੇ ਚਿੱਤਰ ਇੱਕਤਰ ਕਰਨੇ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਦੇਸ਼ ਭਗਤਾਂ ਨਾਲ ਸੰਬੰਧਤ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਾ	ਦੇਸ਼ ਦੇ ਇਤਿਹਾਸ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ	ਤਸਵੀਰਾਂ ਚਿਪਕਾਉਣਾ	ਰੋਚਕਤਾ, ਗਿਆਨ ਦਾ ਵਾਧਾ

6.ਸੜਕ ਤੇ ਕਿਵੇਂ ਚੱਲਣਾ ਹੈ (ਸੜਕ ਤੇ ਚੱਲਣ ਦੇ ਨਿਯਮਾਂ ਸੰਬੰਧੀ ਸਲੋਗਨ ਲਿਖਣਾ)ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਸੜਕ ਤੇ ਚੱਲਣ ਦੇ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਕਰਨਾ	ਸੜਕ ਤੇ ਚੱਲਣ ਦੇ ਨਿਯਮਾਂ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲੇਗੀ।	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ,ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ	
7. ਮੇਰਾ ਜਨਮ ਦਿਨ( ਕਾਵਿ ਟੁੱਕੜੀ ਸੁਣਾਉਣਾ ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਸਹੀ ਬੋਲਣ ਅਤੇ ਪੜ੍ਹਨ ਦੀ ਯੋਗਤਾ ਵਿੱਚ ਵਾਧਾ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸ਼ਬਦਾਂ ਅਤੇ ਵਾਕਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ	
8. ਕੰਮ ਹੀ ਭਗਤੀ ਹੈ(ਚਰਚਾ)ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਸਮਾਜਕ ਮੁੱਲਾਂ ਅਤੇ ਮਿਹਨਤ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣੂ ਕਰਵਾਉਣਾ।	ਵਿਸ਼ੇ ਦੀ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਵਾਉਣਾ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸਮਝਣ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ ਹੋਵੇਗਾ	
9 .ਪ੍ਰਹਿਲਾਦ ਭਗਤ (ਚਰਚਾ) ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਭਗਤਾਂ ਦੇ ਵਿਚਾਰਾਂ ਨੂੰ ਸੁਣਨਾ ਅਤੇ ਗ੍ਰਹਿਣ ਕਰਨਾ।	ਜੀਵਨ ਦੇ ਮੁੱਲਾਂ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨਾ।	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸਮਝਣ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ ,ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ	



10. ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦਾ ਸੁਨੇਹਾ (ਵਿਚਾਰ ਵਟਾਂਦਰਾ) ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਸਿੱਖ ਇਤਿਹਾਸ ਅਤੇ ਛੋਟੇ ਸਾਹਿਬਜ਼ਾਦਿਆਂ ਦੀ ਸ਼ਹੀਦੀ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।	ਸਿੱਖ ਇਤਿਹਾਸ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲਣੀ।	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ	
12 . ਭਾਰਤ ਮਾਂ ਦਾ ਸੱਚਾ ਸਪੂਤ ( ਗੱਲ ਬਾਤ) ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਮਹਾਨ ਪੁਰਖਾਂ ਦੇ ਜੀਵਨ ਅਤੇ ਵਿਚਾਰਾਂ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨਾ।	ਮਹਾਨ ਪੁਰਖਾਂ ਦੇ ਵਿਚਾਰਾਂ ਨੂੰ ਪੜ੍ਹਨ, ਸੁਣਨ ਤੇ ਸਮਝਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਦੇਸ਼ ਭਗਤੀ ਦੀ ਭਾਵਨਾ ਜਾਗਰਤ ਹੋਣਾ	
13. ਮਨੁੱਖ ਦੀ ਤੀਸਰੀ ਅੱਖ-ਵਿੱਦਿਆ (ਕਵਿਤਾ ਪੜ੍ਹਨਾ ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਕਵਿਤਾ ਪੜ੍ਹਨ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।	ਕਵਿਤਾ ਪੜ੍ਹਨ ਸਮੇਂ ਲੈਅ ਅਤੇ ਸੁਰ ਦੀ ਜਾਣਕਾਰੀ ਮਿਲਣਾ।	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸਮਝਣ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ, ਸ਼ਬਦਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ	
15. ਫਲਾਂ ਦਾ ਰਾਜਾ (ਫਲਾਂ ਦੇ ਗੁਣਾਂ ਦਾ ਟੇਬਲ ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਫਲਾਂ ਦੇ ਪ੍ਰਕਿਰਤਿਕ ਗੁਣਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।	ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਭਰਪੂਰ ਗਿਆਨ ਹਾਸਲ ਕਰਵਾਉਣਾ।	ਚਿੱਤਰ ਕੇ	ਗਿਆਨ ਦਾ ਵਾਧਾ	

16.ਬੇਬੇ ਪ੍ਰਸਿੰਨੀ ਦਾ ਵੇਹੜਾ ( ਲੋਕ ਗੀਤ ਗਾ ਕੇ )ਵਿਅਕਤੀ ਗਤ ਰੂਪ ਵਿੱਚ	ਪੰਜਾਬ ਦੇ ਲੋਕਗੀਤਾਂ ਅਤੇ ਲੋਕ ਖੇਡਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ	ਲੋਕ ਗੀਤ ਅਤੇ ਖੇਡਾਂ ਰਾਹੀਂ ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਦੀ ਜਾਣਕਾਰੀ ਕਰਵਾਉਣਾ।	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਪ੍ਰਤੀ ਜਾਗਰੂਕਤਾ	
17.ਵਿਸਾਖੀ( ਵਿਚਾਰ – ਵਟਾਂਦਰਾ )ਸ ਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਵਿਚ ਵਿਸਾਖੀ ਦੇ ਮਹੱਤਵ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣੀ।	ਵਿਸਾਖੀ ਦੇ ਤਿਉਹਾਰ ਅਤੇ ਇਸਦੀ ਇਤਿਹਾਸਕ ਪਿਛੋਕੜ ਬਾਰੇ ਵੱਧ ਤੋਂ ਵੱਧ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਗਿਆਨ ਦਾ ਵਾਧਾ, ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ	
18. ਕੱਲ੍ਹ ਨਾਮ ਕਾਲ ਦਾ( ਕਹਾਣੀ ਰੂਪ ਵਿੱਚ ਲਿਖਣਾ)ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਵਾਧਾ	ਅੱਜ ਦਾ ਕੰਮ ਕੱਲ੍ਹ ਤੇ ਨਾ ਛੱਡਣ ਅਤੇ ਜੀਵਨ ਕਿਰਤ ਦੀ ਕਮਾਈ ਤੇ ਭਰੋਸਾ ਰੱਖਣਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਕਲਪਨਾਤਮਕ ਹੁਨਰ ਰਚਨਾਤਮਕ ਹੁਨਰ	
1 . ਅਸੁੱਧ - ਸੁੱਧ (ਸ਼ਬਦ - ਲਿਖਣੇ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਸੁੱਧ ਲਿਖਣ ਤੇ ਬੋਲਣ ਵਿੱਚ ਮਾਹਰ ਬਣਾਉਣਾ	ਸੁੱਧ ਬੋਲੀ ਦਾ ਉਚਾਰਨ ਕਰਨ ਦੀ ਯੋਗਤਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸੁੱਧ ਸ਼ਬਦਵਲੀ,	

2. ਲਿੰਗ ਬਦਲੀ ( ( ਸ਼ਬਦ - ਬਣਤਰ ) ਦੋ -ਦੋ ਵਿਦਿਆਰਥੀ ਆਂ ਦੇ ਰੂਪ ਵਿੱਚ	ਪੁਲਿੰਗ ਤੇ ਇਸਤਰੀ ਲਿੰਗ ਦੇ ਸ਼ਬਦਾਂ ਵਿਚਲਾ ਲਿਖਣ ਤੇ ਬੋਲਣ ਦਾ ਅੰਤਰ ਸਮਝਾਉਣਾ	ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦਾ ਗਿਆਨ	ਲਿਖਤੀ ਤਏ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ ਹੁਨਰ, ਗਿਆਨ ਦਾ ਵਾਧਾ	
3. ਵਿਰੋਧੀ ਸ਼ਬਦ (ਸ਼ਬਦ ਲਿਖਵਾ ਕੇ ਉਨ੍ਹਾਂ ਦੇ ਵਿਰੋਧੀ ਸ਼ਬਦ ਲਿਖਣੇ ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਵਿਰੋਧੀ ਅਰਥਾਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਗਿਆਨ ਦੇਣਾ।	ਵਿਰੋਧੀ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਾਉਣਾ ।	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਵਿਆਕਰਨਿ ਕ ਸੁੱਧਤਾ	
4. ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ(ਸਮੂਹ ਕ ਰੂਪ ਵਿੱਚ)	ਕਿਸੇ ਗੱਲ ਨੂੰ ਬਹੁਤ ਥੋੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਸਪਸ਼ਟ ਤੇ ਬਿਆਨ ਕਰਨ ਦੀ ਕਲਾ ਸਿਖਾਉਣਾ	ਵਿਸਥਾਰ ਵਾਲੀ ਗੱਲ ਨੂੰ ਥੋੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਸਮਝਾ ਸਕਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ,	

5. ਅਗੇਤਰ - ਪਿਛੇਤਰ (ਮੂਲ ਤੇ ਉਤਪਨ ਸ਼ਬਦਾਂ ਦੀ ਲੜੀ )ਵਿਅਕ ਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਮੂਲ ਸ਼ਬਦਾਂ ਨਾਲ ਅਗੇਤਰ ਤੇ ਪਿਛੇਤਰ ਲਗਾ ਕੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਸਿਰਜਣਾ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ	ਵੱਧ ਤੋਂ ਵੱਧ ਸ਼ਬਦਾਵਲੀ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਣਾ।	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ	ਸ਼ੁੱਧ ਸ਼ਬਦਾਵਲੀ, ਵਿਆਕਰਨਿ ਕ ਸ਼ੁੱਧਤਾ	
6. ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਟੇਬਲ ) ਵਿਅਕਤੀਗ ਤ ਰੂਪ ਵਿੱਚ	ਸਾਰੇ ਚਿਨ੍ਹਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਵਾਉਣਾ ਤਾਂ ਕਿ ਵਿਦਿਆਰਥੀ ਸਹੀ ਲਿਖਤ ਤੇ ਉਚਾਰਨ ਕਰ ਸਕਣ।	ਵਿਸਰਾਮ ਚਿਨ੍ਹਾਂ ਦੀ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਸਹੀ ਵਰਤੋਂ ਕਰਨ ਦਾ ਗਿਆਨ ਹੋਣਾ।	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸਮਝਣ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ	
7. ਮੁਹਾਵਰੇ (ਗੱਲ ਬਾਤ ਵਿੱਚ ਮੁਹਾਵਰਿਆਂ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਾ)ਸਮੂਹ ਕ ਰੂਪ ਵਿੱਚ	ਆਮ ਬੋਲ - ਚਾਲ ਦੀ ਬੋਲੀ ਵਿੱਚ ਮੁਹਾਵਰਿਆਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ।	ਮੁਹਾਵਰੇਦਾਰ ਬੋਲੀ ਦੀ ਵਰਤੋਂ ਦੇ ਯੋਗ ਹੋਣਗੇ ।	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸ਼ਬਦਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ, ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ	
ਪੜ੍ਹਨ ਕੌਸ਼ਲ :					

1. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਭਣਾ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਪੜ੍ਹਨ ਕੌਸ਼ਲ ਦੀ ਨਿਪੁੰਨਤਾ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਸਹੀ ਉਚਾਰਨ ਕਰਨ ਤੇ ਸਹੀ ਉੱਤਰਾਂ ਨੂੰ ਲੱਭਣ ਦਾ ਗਿਆਨ ਦੇਣਾ	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ, ਰਚਨਾਤਮਕ ਹੁਨਰ	
ਲਿਖਣ – ਕੌਸ਼ਲ :					
1 . ਚਿੱਤਰ ਵਰਨਣ ( ਚਿੱਤਰ ਵੇਖ ਕੇ ਲਿਖਣਾ) ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਦੇਖ ਕੇ ਵਾਕ ਬਣਾ ਕੇ ਲਿੱਖਣ ਵਿੱਚ ਮਾਹਿਰ ਬਣਾਉਣਾ	ਕਾਲਪਨਿਕ ਸ਼ਕਤੀ ਅਤੇ ਚਿੱਤਰ ਦੇਖ ਕੇ ਲਿੱਖਣ ਦੀ ਮਹਾਰਤ।	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ ਹੁਨਰ ਸੋਚ ਦੀ ਕੁਸ਼ਲਤਾ	
2. ਬਿਨੈ - ਪੱਤਰ ਨਿੱਜੀ ਪੱਤਰ (ਪੱਤਰ , ਫਾਰਮੇਟ )ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਦੂਰ ਬੈਠੇ ਰਿਸ਼ਤੇਦਾਰਾਂ ਨਾਲ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰ ਸਕਣ ਦੇ ਕਾਬਲ ਬਣਾਉਣਾ।	ਰਸਮੀ , ਗੈਰ ਰਸਮੀ ਪੱਤਰ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਸ਼ੁੱਧ ਸ਼ਬਾਦਵਲੀ, ਸਮਝਣ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ	
3. ਨਿਬੰਧ / ਲੇਖ (ਨੁਕਤੇ)ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਨੁਕਤਿਆਂ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਨਿਬੰਧ ਲਿੱਖਣ ਵਿੱਚ ਮਾਹਰ ਬਣਾਉਣਾ।	ਨਿਬੰਧ ਲਿੱਖਣ ਵਿੱਚ ਨਿਪੁੰਨ ਬਣਾਉਣਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ ਹੁਨਰ	

### 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 ਸੁੱਧ ਰੂਪ ਵਿੱਚ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ ਨਹੀਂ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ ਨਹੀਂ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ ਨਹੀਂ
ਸ਼ਬਦ ਤੇ ਵਾਕ ਰਚਨਾ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਨਹੀਂ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਨਹੀਂ
ਰੋਚਕਤਾ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ	ਭਰਪੂਰ ਰੁਚੀ ਦਿਖਾਈ ਗਈ
ਕਲਪਨਾਸ਼ੀਲ ਵਿਚਾਰ	ਕਲਪਨਾਤਮਕ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਕਲਪਨਾਤਮਕ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਕਲਪਨਾਤਮਕ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਕਲਪਨਾਤਮਕ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਕਲਪਨਾਤਮਕ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ

ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਘਟਨਾ ਦਰ ਘਟਨਾ ਅਨੁਸਾਰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਘਟਨਾ ਦਰ ਘਟਨਾ ਅਨੁਸਾਰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਘਟਨਾ ਦਰ ਘਟਨਾ ਅਨੁਸਾਰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਘਟਨਾ ਦਰ ਘਟਨਾ ਅਨੁਸਾਰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਨਹੀਂ	ਘਟਨਾ ਦਰ ਘਟਨਾ ਅਨੁਸਾਰ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਨਹੀਂ
2. READ- ING SECTION					
ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ	ਸ਼ਾਨਦਾਰ (Excellent)	ਬਹੁਤ ਵਧੀਆ Very Good	ਵਧੀਆ (Good )	ਚੰਗੀ ਕੋਸ਼ਿਸ਼ ( Fair )	ਸੁਧਾਰ ਜ਼ਰੂਰੀ (Need Im- provemrnt)
ਵਿਸ਼ੇ ਅਤੇ ਭਾਵਾਂ ਦੇ ਅਨੁਰੂਪ ਭਾਵਾਂ ਦੇ ਕਵਿਤਾ ਦੀ ਚੋਣ ਅਨੁਰੂਪ ਕਵਿਤਾ	ਵਿਸ਼ਾ ਅਤੇ ਭਾਵ ਅਨੁਰੂਪ ਕਵਿਤਾ	ਕਵਿਤਾ ਚੋਣ ਵਿਸ਼ੇ ਅਤੇ ਭਾਵ ਅਨੁਰੂਪ ਨਹੀਂ	ਕਵਿਤਾ ਵਿਸ਼ੇ ਦੇ ਅਨੁਰੂਪ ਨਹੀਂ	ਕਵਿਤਾ ਵਿਸ਼ੇ ਦੇ ਅਨੁਰੂਪ ਨਹੀਂ	ਕਵਿਤਾ ਵਿਸ਼ੇ ਦੇ ਅਨੁਰੂਪ
ਲੈਅਤਮਕ ਅਤੇ ਭਾਵਨਾਤਮਕ ਪੇਸ਼ਕਾਰੀ	ਅਤੇ ਭਾਵਾਂ ਦੀ ਅਨੁਕੂਲਤਾ		ਭਾਵਾਂ ਦੀ ਕਮੀ	ਭਾਵਾਂ ਅਤੇ ਲੈ ਤੇ ਧਿਆਨ ਦੀ ਲੋੜ	ਲੈ ਅਤੇ ਭਾਵਾਂ ਦੀ ਕਮੀ
ਉਚਾਰਣ ਦੀ ਸ਼ੁੱਧ ਸੁਧੀ ਅਤੇ ਸੁਰਾਂ ਦੀ ਸਪਸ਼ਟਤਾ	ਉਚਾਰਣ ਸੁਧੀ ਅਤੇ ਸੁਰਾਂ ਦੀ ਸਪਸ਼ਟਤਾ	ਸਪਸ਼ਟ ਸੁਰ	ਉਚਾਰਣ ਸੁਧੀ ਅਤੇ ਸਪਸ਼ਟ ਸੁਰ	ਉਚਾਰਣ ਸੁਧੀ ਅਤੇ ਸਪਸ਼ਟਤਾ	ਉਚਾਰਣ ਤੇ ਧਿਆਨ ਦੀ ਲੋੜ
ਹਾਵ ਭਾਵ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪੇਸ਼ਕਾਰੀ ਵਿੱਚ ਕਮੀ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪੇਸ਼ਕਾਰੀ ਵਿੱਚ ਕਮੀ	ਪੇਸ਼ਕਾਰੀ ਦੀ ਕਮੀ
ਆਤਮ ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ ਵਿਸ਼ਵਾਸ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ

3. LIS- TENING SEC- TION ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ 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					
ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਮੌਜੂਦ ਨਹੀਂ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ 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
ਹਾਵ ਭਾਵ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪੇਸ਼ਕਾਰੀ ਵਿੱਚ ਕਮੀ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪੇਸ਼ਕਾਰੀ ਵਿੱਚ ਕਮੀ

#### 4. NUMBER OF WORKSHEETS :

ਹਰ ਪਾਠ ਦੇ ਨਾਲ ਸੰਬੰਧਤ ਕਾਰਜ - ਪੱਤਰ ਹੋਣਗੇ।

#### 5. SYLLABUS FOR PERIODIC TESTS :

PERIODIC - I ( MAY )

ਸਾਹਿਤ -ਪਾਠ 1 , 2 , 3 , 6 ( ਪ੍ਰਸ਼ਨ- ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,  
ਖਾਲੀ ਸਥਾਨ)

ਵਿਆਕਰਨ - ਲਿੰਗ ਬਦਲੀ , ਵਚਨ ਬਦਲੀ , ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ  
ਥਾਂ ਇੱਕ ਸ਼ਬਦ ,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ(ਨਾਂਵ,ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ,ਕਾਲ)

ਪੜ੍ਹਨ ਕੌਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰ੍ਹਾ

ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

## PERIODIC - II ( SEPTEMBER - IST WEEK )

ਸਾਹਿਤ - ਪਾਠ – 4 ,7,8,9 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ- ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ ,ਖਾਲੀ ਸਥਾਨ ) PERIODIC – I ਦੇ ਪਾਠ ਵੀ ਸ਼ਾਮਲ ਹੋਣਗੇ ।

ਵਿਆਕਰਨ - ਮੁਹਾਵਰੇ , ਵਿਸਰਾਮ ਚਿਨ੍ਹ PERIODIC – I ਦੀ ਸਾਰੀ ਵਿਆਕਰਨ ਸ਼ਾਮਲ ਹੋਵੇਗੀ । ਪੜ੍ਹਨ ਕੌਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ

ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ , ਬਿਨੈ - ਪੱਤਰ , ਨਿਬੰਧ

## PERIODIC – III ( NOVEMBER – 2<sup>ND</sup> WEEK )

ਸਾਹਿਤ - ਪਾਠ –10, 11 , 12 , 14 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਖਾਲੀ ਸਥਾਨ,ਵਾਕ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,ਸ਼ਬਦ-ਅਰਥ )

ਵਿਆਕਰਨ -ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ,ਅਗੇਤਰ ਪਿਛੇਤਰ' ,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ(ਸੰਬੰਧਕ ,ਯੋਜਕ, ਕਿਰਿਆ ) PERIODIC – I ਦੀ ਸਾਰੀ ਵਿਆਕਰਨ ਸ਼ਾਮਲ ਹੋਵੇਗੀ ।

ਪੜ੍ਹਨ ਕੌਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ ਲਿਖਣ ਕੌਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

FINAL EXAMS : ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਵਿੱਚ 80 % ਸਿਲੇਬਸ ਆਵੇਗਾ ।

## 6. ENRICHMENT ACTIVITIES FOR PERIODIC TESTS

ENRICH- MENT ACTIVITY FOR PE- RIODIC TEST - I	LEARN- ING OB- JECTIVES	LEARN- ING OUT- COMES	METHOD- OLOGY	SKILLS DE- VELOPED
ਆਪਸੀ ਗੱਲ ਬਾਤ(ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ)	ਭਾਸ਼ਾ ਨੂੰ ਸਹੀ ਬੋਲਣ ਵਿੱਚ ਸਹਾਇਤਾ	ਬੋਲਚਾਲ ਵਿੱਚ ਭਾਸ਼ਾ ਦੇ ਪ੍ਰਯੋਗ ਵਿੱਚ ਮਾਹਰ ਬਣਾਉਣਾ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ	ਸੋਚ ਦੀ ਨਾਜ਼ੁਕਤਾ ,ਭਾਸ਼ਾ ਵਿੱਚ ਸੁਧਾਰ

ENRICH- MENT ACTIVITY FOR PE- RIODIC TEST – II				
ਨਿਬੰਧ ਲਿਖਣ ਲਈ ਨੁਕਤੇ(ਵਿਅਕ ਤੀਗਤ ਰੂਪ ਵਿੱਚ)	ਨੁਕਤਿਆਂ ਦੇ ਪ੍ਰਯੋਗ ਨਾਲ ਨਿਬੰਧ ਲੇਖਣ	ਨਿਬੰਧ ਲਿਖਣ ਵਿੱਚ ਮਾਹਰ ਬਣਾਉਣਾ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ	ਰਚਨਾਤਮਕ , ਕਲਪਨਾਤਮਕ ਹੁਨਰ
ENRICH- MENT ACTIVITY PERIODIC TEST - III				
ਵਿਚਾਰ - ਵਟਾਂਦਰਾ( ਸਮੂਹ ਹਕ ਰੂਪ ਵਿੱਚ)	ਦੂਸਰਿਆਂ ਨਾਲ ਆਪਣੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨ ਤੇ ਦੂਸਰਿਆਂ ਦੇ ਵਿਚਾਰਾਂ ਨੂੰ ਸੁਣਨ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨਾ	ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ	ਜਮਾਤ ਵਿੱਚ ਸੰਬੰਧਤ ਵਿਸ਼ੇ ਨਾਲ ਵਿਚਾਰ -ਵਟਾਂਦਰਾ	ਅਨੁਕੂਲਤਾ ਦਾ ਹੁਨਰ,ਆਪਸੀ ਸਹਿਯੋਗ

## 7. ASSESSMENT PARAMETERS / RUBRIC FOR ENRICHMENT ACTIVITIES

NAME OF THE ACTIVITY FOR PERIODIC - I	EXCEL- LENT - ਸ਼ਾਨਦਾਰ	VERY GOOD- ਬਹੁਤ ਵਧੀਆ	GOOD - ਵਧੀਆ	FAIR - ਚੰਗੀ ਕੋਸ਼ਿਸ਼	NEEDS IM- PROVE- MENT- ਸੁਧਾਰ ਜ਼ਰੂਰੀ
1.ਆਪ ਸੀ ਗੱਲ ਬਾਤ					
ਉਚਾਰਨ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ ਨਹੀਂ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ ਨਹੀਂ	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ ਨਹੀਂ
ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ	ਪ੍ਰਭਾਵ ਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ ਨਹੀਂ	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ ਨਹੀਂ
ਆਤਮ - ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ - ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ -ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ - ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ -ਵਿਸ਼ਵਾਸ	ਭਰਪੂਰ ਆਤਮ -ਵਿਸ਼ਵਾਸ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਵਾ	ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਵਾ	ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਵਾ ਨਹੀਂ	ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਵਾ	ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਵਾ	ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਵਾ ਨਹੀਂ

ਯਾਦ ਕਰਨ ਦੀ ਸ਼ਕਤੀ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾ ਬ ਨਹੀਂ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ ਨਹੀਂ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ ਨਹੀਂ
NAME OF THE AC- TIVITY FOR PERI- ODIC - II	EXCEL- LENT - ਸ਼ਾਨਦਾਰ	VERY GOOD- ਬਹੁਤ ਵਧੀਆ	GOOD- ਵਧੀ ਆ	FAIR- ਚੰਗੀ ਕੋਸ਼ਿਸ਼	NEEDS - IM- PROVE- MENT ਸੁਧਾਰ ਜ਼ਰੂਰੀ
2.ਨਿਬੰਧ ਲੇਖਣ  ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ	ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ	ਨੁੱਕਤਿਆਂ ਦੇ ਸਹੀ ਪ੍ਰਯੋਗ ਕਮੀ	ਨੁੱਕਤਿ ਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ	ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ ਦੀ ਕਮੀ	ਨੁੱਕਤਿਆਂ ਦਾ ਸਹੀ ਪ੍ਰਯੋਗ
ਚੰਗੀ ਭਾਸ਼ਾ ਸ਼ੈਲੀ	ਚੰਗੀ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਚੰਗੀ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਚੰਗੀ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਚੰਗੀ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ ਨਹੀਂ	ਚੰਗੀ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ ਨਹੀਂ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਅ	ਵਿਚਾਰਾਂ ਦਾ ਸਹੀ ਪ੍ਰਗਟਾਅ	ਵਿਚਾਰਾਂ ਦਾ ਸਹੀ ਪ੍ਰਗਟਾਅ	ਵਿਚਾਰਾਂ ਦਾ ਸਹੀ ਪ੍ਰਗਟਾ ਅ	ਵਿਚਾਰਾਂ ਦਾ ਸਹੀ ਪ੍ਰਗਟਾਅ	ਵਿਚਾਰਾਂ ਦੇ ਸਹੀ ਪ੍ਰਗਟਾਅ ਦੀ ਕਮੀ

ਕਲਪਨਾ ਸ਼ੀਲ ਵਿਚਾਰ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਭਰਮਾਰਤਾ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਭਰਮਾਰਤਾ ਦੀ ਕਮੀ
ਰੋਚਕਤਾ	ਭਰਪੂਰ ਰੁਚੀ	ਭਰਪੂਰ ਰੁਚੀ	ਰੁਚੀ ਦੀ ਕਮੀ	ਭਰਪੂਰ ਰੁਚੀ	ਰੁਚੀ ਦੀ ਕਮੀ
NAME OF THE AC- TIVITY FOR PERI- ODIC TEST - III	EXCEL- LENT- ਸ਼ਾਨਦਾਰ	VERY GOOD- ਬਹੁਤ ਵਧੀਆ	GOOD - ਵਧੀਆ	FAIR - ਚੰਗੀ ਕੋਸ਼ਿਸ਼	NEEDS IM- PROVE- MENT- ਸੁਧਾਰ ਜ਼ਰੂਰੀ
ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਭਾਗ	ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਭਾਗ ਲਿਆ	ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਭਾਗ ਲਿਆ	ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਭਾਗ ਲਿਆ	ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਭਾਗ ਲਿਆ	ਵਿਚਾਰ ਵਟਾਂਦਰੇ ਵਿੱਚ ਭਾਗ ਲਿਆ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਅ	ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ	ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ	ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ	ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ	ਵਿਚਾਰ ਸਾਂਝੇ ਨਹੀਂ ਕੀਤੇ
ਸ਼ਬਦਾਵ ਲੀ ਦੀ ਸੁੱਧਤਾ	ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ	ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ	ਸੁੱਧ ਸ਼ਬਦਾਵ ਲੀ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ	ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ ਨਹੀਂ

ਹਾਵ - ਭਾਵ ਦੀ ਪੇਸ਼ਕਾਰੀ	ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਕਮੀ	ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਕਮੀ	ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਕਮੀ	ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਕਮੀ
ਆਤਮ - ਵਿਸ਼ਵਾਸ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਬਰਕਰਾਰ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਬਰਕਰਾਰ	ਆਤਮ - ਵਿਸ਼ਵਾ ਸ ਦੀ ਕਮੀ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ

## 8. CHAPTER / TOPIC WISE ALLOCATION OF MARKS :

ਅੰਕ ਵੰਡ ( ALLOCATION OF MARKS ) :

1. ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ - 20

2. ਲਿਖਤੀ - 80

ਸਾਹਿਤ : 30

ਵਿਆਕਰਨ : 22

ਲਿਖਣ - ਕੌਸ਼ਲ : 23

ਪੜ੍ਹਨ - ਕੌਸ਼ਲ :

05

ਕ੍ਰਮ ਨੰ .	ਪਾਠ ਦਾ ਨਾਮ / ਨੰਬਰ , ਰੂਪ ਤੇ ਪ੍ਰਸ਼ਨ ਦਾ ਰੂਪ	ਕੁੱਲ ਅੰਕ
1.ਸਾਹਿਤ	ਕਵਿਤਾਵਾਂ : ਪਾਠ - 1 , 7,10, 13 ,17 ( ਕਾਵਿ ਬੰਦ ਤੇ ਪ੍ਰਸ਼ਨ – ਉੱਤਰ )	5
2	ਕਹਾਣੀਆਂ : ਵਾਕ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ	2+2 = 4
3	ਕਹਾਣੀਆਂ : ਪਾਠ - 2 ,8 14 , 16,18 ( ਵੱਡੇ ਪ੍ਰਸ਼ਨ – ਉੱਤਰ )	2x5 =10
4	ਲੇਖ ਤੇ ਜੀਵਨੀਆਂ : ਪਾਠ - 3, 6, 9, 12, 15 ( ਇੱਕ ਨੰਬਰ ਵਾਲੇ ਪ੍ਰਸ਼ਨ - ਉੱਤਰ )	1x8 = 8

5	ਲੇਖ : ਪਾਠ - 3,6,9,12,15 ( ਸ਼ਬਦ - ਅਰਥ ; ਕੇਵਲ ਅਭਿਆਸ ਵਿੱਚੋਂ )	$1 \times 2 = 2$
6. ਵਿਆਕਰਨ	ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ , ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ , ਮੁਹਾਵਰੇ , ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ	$3 \times 3 = 09$ $2 \times 3 = 06$
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 / ਨਿੱਜੀ ਪੱਤਰ , ਨਿਬੰਧ	$8 + 10 =$ 18
ਕੁੱਲ ਅੰਕ =		80

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

ਪ੍ਰਸ਼ਨਾਂ ਦਾ ਰੂਪ	ਬਹੁਤ ਛੋਟੇ ਪ੍ਰਸ਼ਨ	ਛੋਟੇ ਪ੍ਰਸ਼ਨ	ਵੱਡੇ ਪ੍ਰਸ਼ਨ	ਕੁੱਲ
ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਨੰਬਰ	2	5	4	11
ਅੰਕ	10	37	33	80

ਨਿਰਧਾਰਤ

ਪੁਸਤਕਾਂ :

1. ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕ 'ਕਰੁੰਬਲਾਂ' -3

2. ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲੇਖ ਰਚਨਾ ' ਗਿਆਨ ਸਰੋਵਰ ' - 6

ਸੂਚਕ ਪੁਸਤਕਾਂ : ਪੁਸਤਕਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸਤਕਾਂ



# **Computers**

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

- Understand the concept of Hardware and Software
- Learn the concept of Proprietary, License, Freeware and Open Source Software
- Appreciate the various styles and backgrounds in Google Slides.
- Use slide transition with sound.
- Protect presentations using Password.
- Appreciate the use of shortcut keys to Open different views.
- Use and apply animation effect proficiently.
- Learn and practice various presentation creation software.

## **2. Month wise division of syllabus**

<b>Lesson No./Topic</b>	<b>Name of the lesson</b>	<b>Month</b>

1	Let Us Explore-Our Computer Operating System, Application Software	April
2	Designing in Google Slides	May
3	Modifying Slides	August
4	Creating Professional Presentations and Presenting Presentations in Powtoon	September
5	Viewing Presentations	October
6	Animations	November
7	Various Presentation Software Hands On	December

**3. (a) Chapter wise Activities(miscellaneous activities other than the three enrichment activities to be taken up during the teaching learning process): Give Details in *brief* as per the headings below:**

<b>Name of the activity</b>	<b>Learning Objectives</b>	<b>Learning outcomes</b>	<b>Methodology /Procedure</b>	<b>Skills developed</b>
Hardware Type (Individual)	<p>The students will be able to:</p> <p>Know the different types of hardware devices.</p> <p>Distinguish between various categories of hardware.</p>	The students put the name of the hardware device against their respective category.	<p>The pictures of the devices will be collected and randomly distributed to the students. They will then be asked to paste the pictures in their respective category stating the reason for the same.</p>	<p>Problem Solving</p> <p>Analysis</p>

Shapes Drawing (Pair)	<p>The students will be able to:</p> <p>Appreciate the concept and tools available in Drawing Toolbar.</p> <p>Know the basic working principles of open office Impress</p>	The students draw a picture/ landscape using only the basic shapes.	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 an image/landscape/character using only the shapes available in drawing Toolbar option.	<p>Digital literacy</p> <p>Organizing</p> <p>Creative Thinking</p>
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Views in Presentation (Individual)	<p>The students will be able to:</p> <p>Identify the various types of viewing options.</p>	<p>The students list the various types of viewing options in Impress along with their respective characteristics.</p>	<p>The students will be asked to cut out small slides on a paper and paste them in the notebook in a similar manner as they are seen on the computer system. This activity will be done individually and will give a better picture of the concept.</p>	<p>Critical thinking</p> <p>Analysis</p>
Motion Path (Pair)	<p>The students will be able to:</p> <p>Understand the concept of Custom Animation.</p> <p>Think of ways to implement motion path in the slide.</p>	<p>The students create a path for the selected object in a desired direction.</p>	<p>It is a lab activity. The students will be guided and instructed to create path for any particular object in the desired direction. Its usefulness in creating animated stories will also be discussed to the students.</p>	<p>Digital Literacy</p> <p>Creative Thinking</p>

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

#### Rubrics for Lab Activities

Parameters	Excellent	Very Good	Good	Fair	Needs Improvement
<b>Understanding of the concept</b>	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.

<b>Application of Concepts</b>	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.
<b>In-volve-ment in the process</b>	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.

<b>Ethics</b>	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.
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### Rubrics for Notebook Activities

<b>Parameters</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improvement</b>
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<b>Neat-ness</b>	The work is complete and done in good hand-writing.	The work is complete and neat but spelling and other mistakes are there.	Work is done but hand-writing is not good.	The work is neat but incomplete	Very untidy and incomplete work
<b>Completeness</b>	The work is complete before time.	The work is complete with some mistakes.	The work is copied.	Incomplete work.	Work not even started.
<b>Originality</b>	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.

## Enrichment Activity

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

<b>Name of the activity</b>	<b>Learning Objectives</b>	<b>Learning Outcomes</b>	<b>Methodology /Procedure</b>	<b>Skills developed</b>
Computer Dictionary (Individual)	The students will be able to:  Learn new terminologies related to the computers.  Maintain a record of their learning.	The students know new computer-based terminologies.	The students will be introduced with the concept of making a pocket dictionary related to computer-based terminologies only. With the enhancement of learning, their vocabulary will also improve.	Alertness  Inquisitiveness

<p>Presentation (Group)</p>	<p>The students will be able to:</p> <p>Apply all the concepts studied in Open Office Impress into one presentation.</p> <p>Prepare a topic and give a full presentation in the class.</p>	<p>The students creating a presentation on any of the topic from other subjects. They will prepare the presentation and deliver it to the whole class using the projector.</p>	<p>It is a lab activity. The students will be asked to merge almost all the concepts learnt. They will be given time to prepare and then present the same in front of the whole class. The assessment will be done on the parameters already discussed in the class.</p>	<p>Digital Literacy</p> <p>Creativity</p> <p>Presentation skills</p> <p>Communication skills</p>
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**7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:**

**Rubrics for Lab Activity**

<b>Parameters</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs Improvement</b>
<b>Understanding of the concept</b>	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.

<b>Application of Concepts</b>	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.
<b>Involve-ment in the process</b>	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.

<b>Ethics</b>	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.
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### **Rubrics for Notebook Activity/Dictionary**

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

**10. Prescribed Books:** DAV Hands On

**12. Links for extended learning: (Related to curriculum)** - All the links are shared in the course book. Other links will be shared as per the requirement.



## **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**

<b>Lesson No./Topic</b>	<b>Name of the lesson</b>	<b>Month</b>
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 September, October November, December January

<b>Month</b>	<b>Step by step</b>	<b>Art Sapling</b>
<b>April</b>	2,3,4,5,35,36	14,15,16,17,18,19
<b>May</b>	6,7,8,9,10,11	23,25,27,30,31
<b>July</b>	12,13,14,15,39,40	33,37,39,41
<b>August</b>	16,17,18,19	48,49,51
<b>October</b>	22,23,24	43,45,47,57
<b>November</b>	27,28,29	58,59,61,63
<b>December</b>	37,38	64,65,66,69,49
<b>January</b>	20,21	75,76,77

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

<b>Name of the activity</b>  <b>Mode (Individual/ pair/group)</b>	<b>Learning Objectives</b>	<b>Learning outcomes</b>	<b>Methodology /Procedure</b>	<b>Skills developed</b>
Slogan Writing (Individual)	To enhance their creative skills. *To put and express their thoughts in artistic way. *To write neatly in a meaningful way.	<ul style="list-style-type: none"> <li>Thinking skills , imagination and creativity skills are enhanced</li> <li>Calligraphy skills are also enhanced.</li> </ul>	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.	<ul style="list-style-type: none"> <li>*Interpersonal skills</li> <li>*Kinesthetic skills</li> <li>*aesthetic sense</li> </ul>

Poster making (Individual)	<p>To enable students to develop inter-personal and intrapersonal skills by working together in groups.</p> <p>*To enhance their aesthetic sense.</p> <p>*To enhance their creative skills.</p> <p>*To put and express their thoughts in artistic way.</p>	<ul style="list-style-type: none"> <li>• Students develop inter-personal and intrapersonal skills by working together in groups.</li> <li>• To gain application, analysis and synthesis skills</li> <li>• Students think out of the box and</li> <li>• Students are able to execute the idea in the most effective way.</li> <li>• Students are able to innovate on different means and ways of putting across the topic in a poster.</li> </ul>	<p>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.</p>	<p>*Creative skills</p> <p>*Aesthetic skills</p> <p>*Time management skills</p>
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Best out of waste (Individual)	<ul style="list-style-type: none"> <li>*To develop conservative attitude.</li> <li>*To enhance their creative skills.</li> <li>*To put and express their thoughts in artistic way.</li> </ul>	<ul style="list-style-type: none"> <li>• *Development of innovation and creativity.</li> <li>• Development of aesthetic appreciation.</li> <li>• Students are able to think and organize their thoughts to create something useful.</li> <li>• Students are able to sensitize the society in conservation of resources.</li> </ul>	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. .	<ul style="list-style-type: none"> <li>*Motor skills</li> <li>*Creative skills</li> <li>*aesthetic skills</li> </ul>
Pencil shading (Individual)	<ul style="list-style-type: none"> <li>• To enhance the knowledge about various types of pencils i.e. 2b,4b ,6b and charcoal.</li> <li>• To enhance their creative skills.</li> <li>• To put and express their thoughts in artistic way.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are able to:</li> <li>• Know the difference between various shades of pencils.</li> <li>• Know the use of light and shades in the picture.</li> <li>• Give the depth in the picture by using shading pencils</li> </ul>	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.	<ul style="list-style-type: none"> <li>*Creative skills</li> <li>*aesthetic skills</li> <li>*Time management.</li> </ul>

Flower making	<ul style="list-style-type: none"> <li>• To enable students to develop an attitude for teamwork.</li> <li>• To enhance their aesthetic sense.</li> <li>• To enhance their creative skills.</li> <li>• To put and express their thoughts in artistic way.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of innovation and creativity.</li> <li>• Development of aesthetic appreciation.</li> <li>• Enhanced imagination and creativity.</li> </ul>	<p>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.</p>	<p>*Creative skills *aesthetic skills *Time management.</p>
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Drawing and coloring (Individual)	<ul style="list-style-type: none"> <li>To enhance the knowledge about various types of colors i.e. crayons, pencils colors and watercolors.</li> <li>To enhance their creative skills.</li> <li>To put and express their thoughts in artistic way.</li> </ul>	<ul style="list-style-type: none"> <li>Students are able to:</li> <li>Know the difference between various shades in coloring.</li> <li>Know the use of light and shades in the picture.</li> <li>Give the depth in the picture by using different shades of colors.</li> <li>Know how to make secondary colors by mixing two shades for example; yellow+blue = green, red + yellow = orange</li> </ul>	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.	<ul style="list-style-type: none"> <li>*Creative skills</li> <li>*aesthetic skills</li> <li>*Time management.</li> </ul>
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### **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

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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:

<b>Name of the activity  Mode (Individual /pair/ group)</b>	<b>Learning Objectives</b>	<b>Learning Outcomes</b>	<b>Methodology /Procedure</b>	<b>Skills developed</b>
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.	<ul style="list-style-type: none"><li>• Creative skills</li><li>• Aesthetic skills</li><li>• Time management skills</li></ul>

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

<b>RUBRICS FOR POSTER MAKING</b>					
<b>PARAMETERS</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs improvement</b>

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.

<b>RUBRICS FOR SLOGAN WRITING</b>					
<b>PARAMETERS</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs improvement</b>
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

<b>PARAMETERS</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs improvement</b>
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

<b>PARAMETERS</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs improvement</b>
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**

<b>PARAMETERS</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs improvement</b>
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

<b>PARAMETERS</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fair</b>	<b>Needs improvement</b>
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.
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## **8. Chapter/ unit wise allocation of marks**

<b>Chapter/ Unit</b>	<b>Allocation of Marks</b>
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 )**