



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'



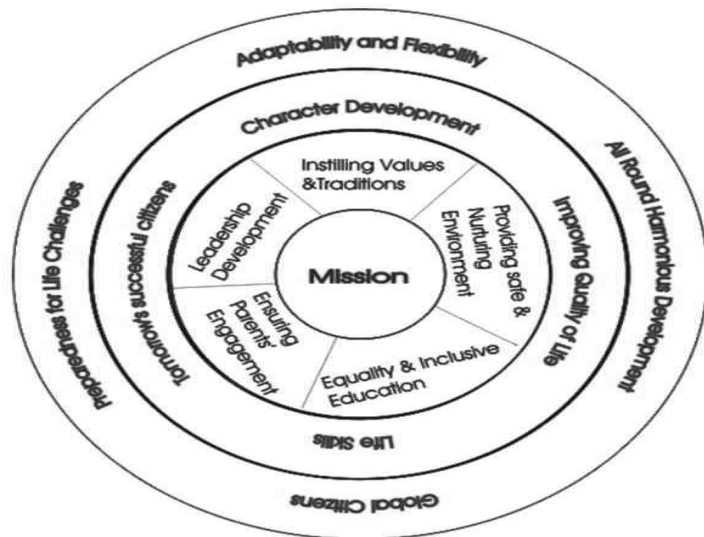
Hansraj - Vision & Mission

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

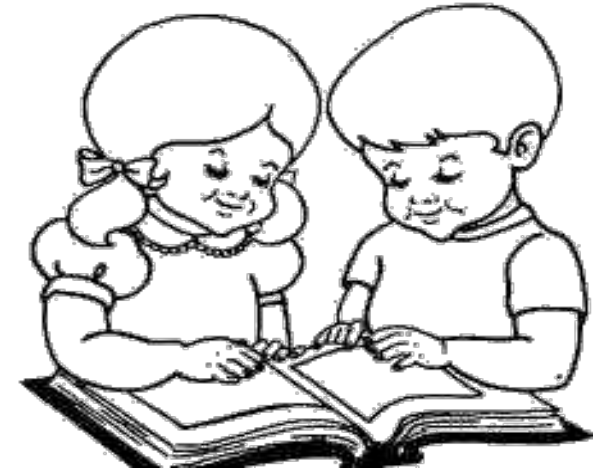
flexibility to enable students to excel in complex and interconnected changing world.

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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

1. Objectives –

- To build greater confidence and proficiency in oral and written communication
- To develop the ability and knowledge required in order to engage in independent reflection and inquiry
- To use appropriate English to communicate in various social settings
- Equip learners with essential language skills to question and to articulate their point of view
- To develop sensitivity towards, and appreciation for, other varieties of English like Indian English and the culture they reflect
- To enable the learners to access knowledge and information through reference skills
(consulting a dictionary/thesaurus, library, internet etc.)
- To develop curiosity and creativity through extensive reading
- To facilitate self learning to enable them to become independent learners
- To review, organize and edit their own work and work done by peers.

2. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
English Literature Lesson 1 Lesson 2 Lesson 3 English Practice Book Unit 1 Writing Skills	Three Questions Granny's Tree Climbing The Fun They Had Tenses Notice Informal Letter	March
English Literature Lesson 4 Lesson 5 English Practice Book Unit 2 Unit 3 My English Reader Unit 1 Unit 2 Writing Skills	Father's Help My Mother Narration Subject-Verb Agreement Changing Times Compassionate Souls Diary Entry	April
English Literature Lesson 6	The Luncheon	May

English Practice Book Unit 4 Unit 9 Writing Skills	Modals Punctuation E-Mail	
English Literature Lesson 7 Lesson 8 English Practice Book Unit 5 My English Reader Unit 3 Writing Skills	Children's Song The Case of Sharp Eyed Jeweler Clauses and Complex Sentences Enterprise Message, Speech and ,Bio-Sketch	July
English Literature Lesson 9 Lesson 10 English Practice Book Unit 6 My English Reader Unit 4	Couplets The Undeserved Reward Linkers Nature	August

Writing Skills	Formal Letter	
Exams		September
English Literature Lesson 11 Lesson 12 English Practice Book Unit 7 My English Reader Unit 5 Writing Skills	Bangle Sellers A Bad Dream Active & Passive Voice Sports & Games Article	October
English Practice Book Unit 8 My English Reader	Non-Finites Tolerance	November

Unit 6	Dialogue Completion Factual Description	
Writing Skills		

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:

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
Notice Lesson 1	<ul style="list-style-type: none"> To enable the learners to use grammar structures and other grammatical forms accurately and appropriately To review, organize and edit their own 	<ul style="list-style-type: none"> Express ideas clearly, concisely, correctly and appropriately Plan, organize and present ideas coherently 	Individual	The students will be asked to draft a notice on the behalf of the king, inviting people to respond to his three questions	Writing, Reading

	work and work done by peers				
Diary Entry Lesson 2	<ul style="list-style-type: none"> To enable the learners to use grammar structures and other grammatical forms accurately and appropriately To review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Express ideas clearly, concisely, correctly and appropriately Plan, organize and present ideas coherently 	Individual	The students will be asked to write a diary entry expressing Granny's ardent wish to climb tress	Reading, Writing
Debate	<ul style="list-style-type: none"> To enable the learners to communicate 	<ul style="list-style-type: none"> Speak with accuracy, fluency and clarity following 	Group	A debate on the topic Mechanical Teachers versus Human	Reading, Speaking

Lesson 3	<p>effectively in English</p> <ul style="list-style-type: none"> ● To enable the learners to use language fluently appropriately and confidently in real life situations 	<p>the overall rhythm of spoken English</p> <ul style="list-style-type: none"> ● Express ideas and opinions with confidence 		Teachers will be held in the class	
Elocution Lesson 4	<ul style="list-style-type: none"> ● To enable the learners to communicate effectively in English ● To enable the learners to use language fluently appropriately and confidently in 	<ul style="list-style-type: none"> ● Speak with accuracy, fluency and clarity following the overall rhythm of spoken English ● Express ideas and opinions with confidence 	Individual	The students will be asked to read the summary of any of R.K. Narayan's short stories and narrate its summary in class	Reading, Speaking

	real life situations				
Inspirational Quoting Lesson 5	<ul style="list-style-type: none"> To develop curiosity and creativity through extensive reading 	<ul style="list-style-type: none"> Read for information and understanding 	Individual	The students will be asked to search and write inspirational quotes given by Dr. Kalam	Reading, Writing
Diary Entry Lesson 6	<ul style="list-style-type: none"> To enable the learners to use grammar structures and other grammatical forms accurately and appropriately To review, organize and edit their own 	<ul style="list-style-type: none"> Express ideas clearly, concisely, correctly and appropriately Plan, organize and present ideas coherently 	Individual	The students will be asked to write a diary entry expressing their plans on how they hope to manage the budget of the entire month	Reading, Writing

	work and work done by peers				
Speech Lesson 7	<ul style="list-style-type: none"> ● To enable the learners to communicate effectively in English ● To enable the learners to use language fluently appropriately and confidently in real life situations 	<ul style="list-style-type: none"> ● Speak with accuracy, fluency and clarity following the overall rhythm of spoken English ● Express ideas and opinions with confidence 	Individual	The students will be asked to speak on the topic 'The Role of the Youth in our Nation's Development'	Reading, Writing, Speaking
Presentation Lesson 8	<ul style="list-style-type: none"> ● To enhance organizing skills ● To express ideas clearly, 	<ul style="list-style-type: none"> ● Plan, organize and present ideas coherently ● Learning how to integrate usage of 	Individual	The class will be asked to submit a presentation on the observations made by Morris about the	ICT, Reading, Organizing, Writing

	concisely and coherently.	ICT with literature		American and the lady that helped him solve the case	
Informal Letter Lesson 9	<ul style="list-style-type: none"> To enable the learners to use grammar structures and other grammatical forms accurately and appropriately To review, organize and edit their own work and work done by peers 	<ul style="list-style-type: none"> Express ideas clearly, concisely, correctly and appropriately Plan, organize and present ideas coherently 	Individual	The students will be asked to write an informal letter to their friend describing the importance of leading a balanced life	Writing
Class Discussion	<ul style="list-style-type: none"> To enable the learners to communicate 	<ul style="list-style-type: none"> Speak with accuracy, fluency and clarity following 	Group	The class will be divided into groups and a class discussion will be held on	Speaking

Lesson 10	<p>effectively in English</p> <ul style="list-style-type: none"> ● To enable the learners to use language fluently appropriately and confidently in real life situations 	<p>the overall rhythm of spoken English</p> <ul style="list-style-type: none"> ● Express ideas and opinions with confidence 		whether it is morally right to accept an undeserved reward	
Poetry Composition Lesson 11	<ul style="list-style-type: none"> ● To enable the learners to use grammar structures and other grammatical forms accurately and appropriately 	<ul style="list-style-type: none"> ● Express ideas clearly, concisely, correctly and appropriately ● Plan, organize and present ideas coherently 	Individual	<p>The students will be asked to write a self-composed poem on any of the topics given below:</p> <p>Indian women/Indian culture</p>	Writing

	<ul style="list-style-type: none"> To review, organize and edit their own work and work done by peers 				
Role Play Lesson 12	<ul style="list-style-type: none"> To enable the learners to use language fluently appropriately and confidently in real life situations To enable the learners to communicate effectively in English 	<ul style="list-style-type: none"> Speak with accuracy, fluency and clarity following the overall rhythm of spoken English Express ideas and opinions with confidence 	Group	The students will be divided into groups and will be asked to condense and enact a specific act of the play in the class	Reading, Writing, Speaking

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

LISTENING SKILLS

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Understanding of the content 2. Ability to comprehend 3. Recollection of the content 4. Interpretation 5. Usage of linguistic and non-linguistic features (Cohesion, Keywords) 6. Listening for specific purpose (Radio, broadcast, Announcements, Commentaries etc.)	<ul style="list-style-type: none"> ● Accuracy in comprehension ● Ability to recollect the main points ● Spontaneity in reaction ● Successful in differentiating between relevant and irrelevant ● Identification of the theme and message of the delivered speech ● Listened without distraction 	<ul style="list-style-type: none"> ● Displayed accuracy in comprehension and interpretation ● Listened without distraction ● Able to differentiate between relevant and irrelevant ● Lacks spontaneity in discourse of action 	<ul style="list-style-type: none"> ● Limited ability to differentiate between relevant and irrelevant ● Impulsive listener ● Listened with interruption ● Accuracy couldn't be achieved perfectly 	<ul style="list-style-type: none"> ● Distracted listener ● Paid attention to irrelevant content ● Reduced ability to interpret and recollect the main point ● Didn't follow instructions 	<ul style="list-style-type: none"> ● Unable to comprehend ● Distracted listener ● Lacks the ability to interpret and recollect the main points ● Couldn't differentiate between relevant and irrelevant ● Didn't follow instructions

7. Ability to differentiate between relevant and irrelevant					
8. Spontaneous discourse of action					

SPEAKING SKILLS

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Originality of idea 2. Pronunciation 3. Intonation 4. Confidence 5. Content accuracy 6. Vast knowledge 7. Promptly answered 8. Body language 9. Voice modulation 10. Appropriate gestures 11. Coherence and fluency 12. Clarity in the usage of active vocabulary 13. Time bound delivery of speech	<ul style="list-style-type: none"> Correct pronunciation with effective intonation Clarity of speech Vast knowledge with impressive presentation Fluency and accuracy in delivering the ideas Relevant vocabulary 	<ul style="list-style-type: none"> Correct pronunciation Clarity of speech Fair degree of confidence Unable to use effective vocabulary Didn't adhere to the time limit 	<ul style="list-style-type: none"> Limited clarity of speech Limited knowledge of the content Not prompt enough Needs to work on body language 	<ul style="list-style-type: none"> Lacks fluency and coherence in the presentation of ideas Lacks confidence of public speaking Lacks knowledge of content 	<ul style="list-style-type: none"> Lack of confidence Incorrect pronunciation Irrelevant content No clarity in speech Lacks coherence and fluency

READING SKILLS

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Reading for understanding 2. Ability to deduce the meaning 3. Drawing inferences 4. Attentive and focused 5. Scanning 6. Skimming 7. Explicit 8. Task completion within stipulated time	<ul style="list-style-type: none"> ● Focused ● Reading without distraction ● Ability to deduce the meaning ● Followed scanning as well as ● Skimming ● Completed the task within stipulated time ● Able to differentiate between referential and inferential questions 	<ul style="list-style-type: none"> ● Followed scanning and skimming ● Read without distraction ● Couldn't complete the task within stipulated time ● Couldn't deduce the meaning ● Couldn't differentiate between referential and inferential questions 	<ul style="list-style-type: none"> ● Lacks accuracy in attempting the worksheet given after reading ● Couldn't follow scanning and skimming ● Less ability to comprehend 	<ul style="list-style-type: none"> ● Distracted reader ● Unable to comprehend ● Couldn't draw inferences 	<ul style="list-style-type: none"> ● Distracted reader ● Less attention span ● Unable to deduce the theme ● Couldn't complete the task in stipulated time ● Couldn't draw inferences

9.Ability to differentiate between referential and inferential questions

WRITING SKILLS

Long Composition: Article, Poetry Composition, Factual Description

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Relevance of the content	●Correct format	● Relevant answer with good explanation	●Answer is relevant with a fair degree of explanation	●Answer has a limited degree of relevance	●Answer has a very limited degree of relevance
2. Accuracy	●Completely relevant answer	● Word limit is met	●Word limit is partially met	●Word limit is partially met	●Sentence structure lacks accuracy
3. Length of the answer according to marks	●Sentence structure is accurate	● Fluency and coherence in writing	●Presentation requires orderly organization	●Presence of grammatical errors	●Word limit is not met
4. Presentation	●Word limit is fully met	● Sentence structure is correct	●Lacks fluency	●No coherence in writing	●No coherence and fluency in writing
5. Fluency					

6. Coherence	● Fluency and coherence in presentation of ideas	● Vocabulary is less effective	● Average usage of effective vocabulary	● Presentation is not orderly organized	● Presentation is not orderly
7. Format	● Effective vocabulary	● Less spelling errors	● Some spelling errors	● Multiple spelling errors	● Multiple spelling errors
8. Completion of work within the stipulated time	● No spelling errors				● Unable to comprehend the question's answer
9. Effective vocabulary					
10. Correct spellings					

Short Composition: Notice Writing, Email, Message, Bio-sketch

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
1. Relevance of content	<ul style="list-style-type: none"> ● Correct format ● Completely relevant answer 	<ul style="list-style-type: none"> ● Relevant answer with good explanation ● Word limit is met 	<ul style="list-style-type: none"> ● Answer is relevant with a fair degree of explanation 	<ul style="list-style-type: none"> ● Answer has a limited degree of relevance 	<ul style="list-style-type: none"> ● Answer has a very limited degree of relevance

2. Accuracy	● Sentence structure is accurate	● Fluency and coherence in writing	● Word limit is partially met	● Word limit is partially met	● Sentence structure lacks accuracy
3. Length of the answer according to marks	● Word limit is fully met	● Sentence structure is correct	● Presentation requires orderly organization	● Presence of grammatical errors	● Word limit is not met
4. Presentation	● Fluency and coherence in presentation of ideas	● Vocabulary is less effective	● Lacks fluency	● No coherence in writing	● No coherence and fluency in writing
5. Fluency	● Effective vocabulary	● Less spelling errors	● Average usage of effective vocabulary	● Presentation is not orderly organized	● Presentation is not orderly
6. Coherence	● No spelling errors		● Some spelling errors	● Multiple spelling errors	● Multiple spelling errors
7. Format					● Unable to comprehend the question's answer
8. Completion of work within the stipulated time					
9. Effective vocabulary					
10. Correct spellings					

RUBRICS – Historical ROLE PLAY

Class 7 & 8

	Excellent	Good	Adequate	Limited Understanding	Needs Improvement
PARAMETERS	5	4	3	2	1
CONTENT KNOWLEDGE AND SCRIPT	Can explain the desired content in an excellent way through the character played in a realistic and consistent manner.	Can explain the desired content upto a good level through the character played in a realistic and consistent manner.	Can explain the desired content through the character played in somewhat realistic and consistent manner	Can explain the desired content through the character played in a realistic way but performance was not consistent.	Gaps in the explanation of the desired content through the character played.
CLARITY OF SPEECH	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.
EXPRESSION AND BODY LANGUAGE	Is able to express emotions through facial expression and	Is able to express emotions through facial expression and gestures with confidence.	Is able to express emotions through facial expression and gestures but needs to be more confident.	Is somewhat able to express emotions through facial expression and	Is rarely able to express emotions through facial expression and gestures.

	gestures with great confidence.			gestures with little confidence.	
Historical Accuracy	All historical information appears to be accurate.	Almost all historical information appears to be correct.	Most of the historical information appears to be correct.	Very little of the historical information appears to be correct.	Hardly any of the historical information appears to be correct.
Preparation/ Planning	Demonstrates some accurate research skills, uses time on task, uses outside class time, takes a sense of personal pride in final product.	Somewhat incomplete and uses only class time, doesn't go past minimum expectations.	Uses expanded time and guidance from outside sources.	Uses time inefficiently, requires a lot of guidance from outside sources for ideas.	Product looks rushed and last minute, lacks effort.

4.Number of Worksheets planned Literature -12

one for each topic of grammar

5.Syllabus for periodic tests

- Periodic -I (May) 40 marks

English Literature

Lesson 1,2 3 & 4

English Practice Book

Unit 1 & 2

My English Reader

Unit 1 & 2

Writing Skills

Notice, Informal Letter & Diary Entry

- Periodic -II (September first week) 80 marks

English Literature

Lesson 1,2,3,4,5,6,7

English Practice Book

Unit 1,2,3,4,9

Writing Skills

Notice, Informal Letter, Diary Entry, E-Mail,,
Speech

My English Reader

Unit 1,2 & 3

- Periodic-III (November for VII to XII)

English Literature

Lesson 9, 10, 11. 12

English Practice Book

Unit 5,6 & 7

Writing Skills

Message, Formal Letter , Bio- Sketch

Complete syllabus will be assessed in final exams

6.(a) Enrichment Activity

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

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
Speech Periodic I	<p>To enhance speaking skills of the students</p> <p>To express ideas clearly, concisely and coherently.</p> <p>To speak with confidence and correct pronunciation and diction</p>	<p>Speak with accuracy, fluency and clarity following the overall rhythm of spoken English</p> <p>Express ideas and opinions with confidence</p>	Individual	<p>1. Each student will be asked to deliver a speech on any of the given topics.</p> <p>Impact of Media on Teenagers</p> <p>Generation Gap</p> <ul style="list-style-type: none"> • Simple Living High Thinking • Good Deeds reflect Good Character • My Role Model • Success comes to those who Importance of Value Education <p>2. The already chosen topics will be announced in the class.</p>	Speaking, Reading, Organizing, Coherence, Fluency

				<p>3. Students will be encouraged to choose any one topic.</p> <p>4. 2 minutes of preparation time will be given.</p> <p>5. 1 minute of speaking time will be given to each child.</p> <p>6. Each student will come forward and speak on the chosen topic</p> <p>Marks Allotted- 5</p> <p>Content-1, presentation- 2, pronunciation and diction</p>	
<p>Listening Activity</p> <p>Periodic II</p>	<ul style="list-style-type: none"> Listen and understand the topic and its main points Distinguish main from 	<ul style="list-style-type: none"> Extract relevant information with clarity and accuracy Acquiring the ability to 	Individual	<p>1. Each student will be given a worksheet. 2. They will listen to a recorded script. 3.</p> <p>2. They will fill up the worksheet according to</p>	Listening, Analytical, Comprehension

	supporting ideas	listen to the given information with concentration		the listened script that will be played twice Marks Allotted –5	
PowerPoint Presentation Periodic III	<ul style="list-style-type: none"> ● To enhance organizing skills ● To express ideas clearly, concisely and coherently. 	<ul style="list-style-type: none"> ● Plan, organize and present ideas coherently ● Learning how to integrate usage of ICT with literature 	Group	<ol style="list-style-type: none"> 1. Students will be divided into groups 2. Each group will make a Power Point Presentation on the given topic (Grammar) 3. Section A & B will make the presentation on the following topics - Tenses, Subject Verb Agreement, Punctuation, Reported Speech, Models. 4. Section C & D will make the presentation on the following topics – Modals, Clauses, Linkers, Active and Passive Voice, Non – Finites <p>Marks Allotted -5</p>	ICT, Organizing, Comprehension, Presentation

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

LISTENING SKILLS

Listening Activity

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
9. Understanding of the content 10. Ability to comprehend 11. Recollection of the content 12. Interpretation 13. Usage of linguistic and non-linguistic features (Cohesion, Keywords) 14. Listening for specific purpose (Radio, broadcast, Announcements, Commentaries etc.) 15. Ability to differentiate between relevant and irrelevant 16. Spontaneous discourse of action	<ul style="list-style-type: none"> ● Accuracy in comprehension ● Ability to recollect the main points ● Spontaneity in reaction ● Successful in differentiating between relevant and irrelevant ● Identification of the theme and message of the delivered speech ● Listened without distraction 	<ul style="list-style-type: none"> ● Displayed accuracy in comprehension and interpretation ● Listened without distraction ● Able to differentiate between relevant and irrelevant ● Lacks spontaneity in discourse of action 	<ul style="list-style-type: none"> ● Limited ability to differentiate between relevant and irrelevant ● Impulsive listener ● Listened with interruption ● Accuracy couldn't be achieved perfectly 	<ul style="list-style-type: none"> ● Distracted listener ● Paid attention to irrelevant content ● Reduced ability to interpret and recollect the main point ● Didn't follow instructions 	<ul style="list-style-type: none"> ● Unable to comprehend ● Distracted listener ● Lacks the ability to interpret and recollect the main points ● Couldn't differentiate between relevant and irrelevant ● Didn't follow instructions

SPEAKING SKILLS**Speech**

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
14.Originality of idea	● Correct pronunciation with effective intonation	●Correct pronunciation	●Limited clarity of speech	●Lacks fluency and coherence in the presentation of ideas	●Lack of confidence
15.Pronunciation		●Clarity of speech	●Limited knowledge of the content		●Incorrect pronunciation
16.Intonation	● Clarity of speech	●Fair degree of confidence	●Not prompt enough	●Lacks confidence of public speaking	●Irrelevant content
17.Confidence	● Vast knowledge with impressive presentation	●Unable to use effective vocabulary	●Needs to work on body language	●Lacks knowledge of content	●No clarity in speech
18.Content accuracy	● Fluency and accuracy in delivering the ideas	●Didn't adhere to the time limit			●Lacks coherence and fluency
19.Vast knowledge					
20.Promptly answered	● Relevant vocabulary				

21. Body language					
22. Voice modulation					
23. Appropriate gestures					
24. Coherence and fluency					
25. Clarity in the usage of active vocabulary					
26. Time bound delivery of speech					

WRITING SKILLS

Presentation

Assessment Parameters	Excellent (5)	V. Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
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11.Relevance of the content	<ul style="list-style-type: none"> ●Correct format 	<ul style="list-style-type: none"> ● Relevant answer with good explanation 	<ul style="list-style-type: none"> ●Answer is relevant with a fair degree of explanation 	<ul style="list-style-type: none"> ●Answer has a limited degree of relevance 	<ul style="list-style-type: none"> ●Answer has a very limited degree of relevance
12.Accuracy	<ul style="list-style-type: none"> ●Completely relevant answer 	<ul style="list-style-type: none"> ● Word limit is met 	<ul style="list-style-type: none"> ●Word limit is partially met 	<ul style="list-style-type: none"> ●Word limit is partially met 	<ul style="list-style-type: none"> ●Sentence structure lacks accuracy
13.Length of the answer according to marks	<ul style="list-style-type: none"> ●Sentence structure is accurate 	<ul style="list-style-type: none"> ● Fluency and coherence in writing 	<ul style="list-style-type: none"> ●Presentation requires orderly organization 	<ul style="list-style-type: none"> ●Presence of grammatical errors 	<ul style="list-style-type: none"> ●Word limit is not met
14.Presentation	<ul style="list-style-type: none"> ●Word limit is fully met 	<ul style="list-style-type: none"> ● Sentence structure is correct 	<ul style="list-style-type: none"> ●Lacks fluency 	<ul style="list-style-type: none"> ●No coherence in writing 	<ul style="list-style-type: none"> ●No coherence and fluency in writing
15.Fluency	<ul style="list-style-type: none"> ●Fluency and coherence in presentation of ideas 	<ul style="list-style-type: none"> ● Vocabulary is less effective 	<ul style="list-style-type: none"> ●Average usage of effective vocabulary 	<ul style="list-style-type: none"> ●Presentation is not orderly organized 	<ul style="list-style-type: none"> ●Presentation is not orderly
16.Coherence		<ul style="list-style-type: none"> ● Less spelling errors 	<ul style="list-style-type: none"> ●Some spelling errors 	<ul style="list-style-type: none"> ●Multiple spelling errors 	<ul style="list-style-type: none"> ●Multiple spelling errors
17.Format	<ul style="list-style-type: none"> ●Effective vocabulary 				<ul style="list-style-type: none"> ●Unable to comprehend the question's answer
18.Completion of work within the stipulated time	<ul style="list-style-type: none"> ●No spelling errors 				
19.Effective vocabulary					

20. Correct spellings					
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8. Chapter/ unit wise allocation of marks**ALLOCATION OF MARKS (for periodic II and final exam)**

<u>SECTIONS</u>	<u>MARKS TOTAL</u>	<u>MARKS</u>	<u>TOTAL MARKS</u>
A-Reading		20	
B-Writing		20	
C-Grammar		15	80
D-Literature		25	
Internal Assessment	(5+5+10)		20
Total		80+20	100

INTERNAL ASSESSMENT

Periodic Assessment	10 marks
Notebook	05 marks
Subject Enrichment Activity	05 marks

9. Question paper design: (Typology of questions with respective weightage)**BLUE PRINT OF THE EXAM PAPER****SECTION A- READING (20 marks)**

Q1) Passage 1 with 10 marks weightage will consist of comprehension questions in a conventional way. 2 marks out of 10 will be for word-attack such as word formation and inferring meaning.

Q2. Passage 2 with 5 marks weightage will consist of gap filling to test comprehension.

Q3. Passage 3 with 5 marks weightage will consist of comprehension questions in a conventional way.

SECTION B- WRITING (20 marks)

Q4) Short composition of not more than 50 words for 4 marks.

SECTIONS MARKS TOTAL MARKS

A-Reading	20
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B-Writing	20
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C-Grammar	15
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D-Literature	25
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Total	80
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Internal Assessment (5+5+10) 20

Total 80+20 100

10

Q5 and Q6 for 8 marks each.

NOTE: one composition will be based on the thematic content of the reader (100-150 words). The other composition will be based on a verbal/visual stimulus such as a diagram, picture,

cartoon (100-150 words).

SECTION C- GRAMMAR (15 marks)

Q7 to Q11- A variety of 5 short questions for 3 marks each.

Text types will include gap filling, cloze, sentence completion, reordering word groups in sentences, editing (errors finding and omission) and sentence transformation.

SECTION D- LITERATURE (25 marks)

Q12) Extract based on poetry followed by RTC (Reference to Context) questions. 4 marks

Q13) Extract based on play/ poetry followed by RTC questions. 4 marks

Q14) 6 short answer questions. (30-40 words) where 1 question will be value based. 12 marks

Q15) An extended question (with internal choice) to test global comprehension or deeper understanding of the prescribed texts like diary entry or informal letter.

(80-90 words). 5 marks

Prescribed books: Published by D.A.V. Board

English Literature

English Practice Book-

My English Reader- Supplementary Reader

Suggested Reading

BBC Compacta

Sample Papers

The suggested stories, poems and articles mentioned at the end of each chapter

हिंदी

Objectives

- दैनिक जीवन में हिंदी में बोलने समझने के साथ-साथ लिखने की क्षमता का विकास करना ।
- हिंदी के किशोर साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उनका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयो और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- हिंदी के जरिए अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना ।
- संचार के विभिन्न माध्यमों में प्रयुक्त हिंदी के विभिन्न रूपों को समझने की योग्यता का विकास करना।
- कक्षा में बहुभाषिक ,बहु सांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना ।
- अपनी मातृभाषा और परिवेश गत भाषा को साथ रखकर हिंदी की रचनाओं की समझ बनाना।
- श्रवण और वाचन की योग्यताएं।
- प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ समझना।
- हिंदी शब्दों का ठीक उच्चारण करना और हिंदी के स्वाभाविक अनुतान का प्रयोग करना।
- सामान्य विषय पर बातचीत करना और परिचर्चा में भाग लेना।
- हिंदी कविताओं को उचित लय, आरोह -अवरोह और भाव के साथ पढ़ना।

- हिंदी भाषा के प्रति रुचि जागृत करना।
- व्याकरण का समुचित ज्ञान एवं व्याकरण भाषा का प्रयोग करने की क्षमता का विकास करना।
- शब्द भंडार में वृद्धि करना।
- स्वाध्याय की प्रवृत्ति का विकास करना।
- मौलिक लेखन हेतु प्रेरित करना।
- पाठ्यवस्तु से संबंधित विचारों की सहज अभिव्यक्ति एवं उनके व्यवहारिक प्रयोग की क्षमता का विकास करना।

1. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
ज्ञान सागर	ज्ञान सागर	मार्च
पाठ 1 (कविता)	1. हम पंछी उन्मुक्त गगन के	मार्च
पाठ 2 (कहानी)	2. असल धन	मार्च
पाठ 3 (निबन्ध)	3. अच्छे पड़ोसी के गुण	मार्च
अभ्यास सागर	अभ्यास सागर	मार्च
पाठ 1	1. अनुस्वार, अनुनासिक, नुक्ता	

पाठ 2	'र'के रूप , अपठित काव्यांश	मार्च
पाठ 3	2. तत्सम तद्भव, विरामचिह्न,अपठित गद्यांश। 3.उपसर्ग ,प्रत्यय	मार्च
ज्ञान सागर	ज्ञान सागर	मार्च
पाठ 4 (कविता)	पाठ 4 दोपहरी	अप्रैल
पाठ 5 (कहानी)	पाठ 5 आकाश को 7 सीढ़ियां (केवल पढ़ने के लिए)	अप्रैल
पाठ 6 (संस्मरण)	पाठ 6 आश्रम के अतिथि और संस्मरण	अप्रैल
अभ्यास सागर	अभ्यास सागर	अप्रैल
पाठ 4	पाठ 4 दोपहरी -अलंकार अनुप्रास ,उपमा ,रूपक ,मानवीकरण अपठित काव्यांश।	अप्रैल
पाठ 5	पाठ 5 आकाश को 7 सीढ़ियां --कहानी लेखन पाठ -6 आश्रम के अतिथि और संस्मरण --भाववाचक संज्ञा अपठित गद्यांश। पाठ 7 अन्याय के खिलाफ लड़ाई	अप्रैल

पाठ 6	पाठ 8 दोहे पद्य	
ज्ञान सागर	अभ्यास सागर	मई
पाठ 7 (जीवनी)	पाठ 7 अन्याय के खिलाफ लड़ाई वाक्यांशों के लिए एक शब्द, वाक्य शुद्धिकरण।	
पाठ 8। (पद्य)	पाठ 8 दोहे अलंकार- उत्प्रेक्षा, श्लेष ,यमक ,अतिशयोक्ति, अपठित काव्यांश।	मई
अभ्यास सागर		
पाठ 7	पाठ 9 जब भोलाराम ने पंप लगाया ।	मई
पाठ 8	पाठ 10 बातचीत की कला ।	मई
ज्ञान सागर	अभ्यास सागर	जुलाई
पाठ 9 (व्यंग्य)	पाठ 9 जब भोलाराम ने पंप लगाया विशेषण, प्रविशेषण ,अपठित गद्यांश ।	
पाठ 10 (निबन्ध)	पाठ 10 बातचीत की कला	जुलाई
अभ्यास सागर	संधि ,स्वर संधि।	जुलाई
पाठ 9	ज्ञान सागर	
	पाठ 11 सितारों से आगे	

पाठ 10	पाठ 12 पौधे के पंख	जुलाई
ज्ञान सागर	पाठ 13 सूर और तुलसी के पद	
पाठ 11 जीवनी	अभ्यास सागर	अगस्त
पाठ 12 डायरी	पाठ 11 समास तत्पुरुष, द्विगु, द्वंद पाठ 12 पौधे के पंख निपात अपठित गद्यांश	अगस्त
पाठ 13 पद्य	पाठ 13 सूर और तुलसी के पद अलंकार पुनरावृत्ति	अगस्त
अभ्यास सागर	ज्ञान सागर	
पाठ 11 (जीवनी)	पाठ 14 बहू की विदा	
पाठ 12। (डायरी)	पाठ 15 कामचोर	अगस्त
पाठ 13 (पद्य)	पाठ 16 तिनका कविता (केवल पढ़ने के लिए)	
ज्ञान सागर	पाठ 17 सोना	सितम्बर
पाठ 14 (एकांकी)	अभ्यास सागर	सितम्बर
पाठ 15 (कहानी)	पाठ 14 रचना के आधार पर वाक्य भेद	
	पाठ 15 समास कर्मधारय, अव्ययीभाव, बहुव्रीहि	सितम्बर

पाठ 16 (कविता) केवल पढ़ने के लिए	पाठ 16 एक तिनका डायरी लेखन	सितम्बर
पाठ 17 (रेखाचित्र संस्मरण)	पाठ 17 सोना व्यंजन संधि	अक्तूबर
अभ्यास सागर	ज्ञान सागर	अक्तूबर
पाठ 14	पाठ 18 दुख में हार ना मानो	अक्तूबर
पाठ 15	पाठ 19 जीवन का सच	अक्तूबर
पाठ 16	पाठ 20 ईर्ष्या तू न गई मेरे मन से	अक्तूबर
पाठ 17	अभ्यास सागर	
ज्ञान सागर	पाठ 18 अलंकार ,अपठित काव्यांश पाठ 19 व्यंजन संधि अपठित गद्यांश	नवम्बर
पाठ 18(कविता)	पाठ 20 अर्थ के आधार पर वाक्य भेद	नवम्बर
पाठ 19। (पत्र)		नवम्बर
पाठ 20 (निबन्ध)		

अभ्यास सागर		नवम्बर
पाठ 18		
पाठ 19		
पाठ 20		

2. (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:

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	जाएगा।	Skills developed
पाठ 1 हम पंछी उन्मुक्त गगन के (कविता पाठ)	<ul style="list-style-type: none"> कविता के भावार्थ को समझेंगे 	कविता की लय और ध्वनि से परिचित होंगे।	व्यक्तिगत	7 आजादी के बाद भी हमारा देश किन किन समस्याओं से जूझ रहा है इस विषय पर भाषण प्रतियोगिता कक्षा नहीं करवाई जाएगी।	वाचन कौशल <ul style="list-style-type: none"> वाचन में शुद्धता ।
पाठ 2 असल धन (कहानी लेखन)	<ul style="list-style-type: none"> विषय की पूर्ण जानकारी। कहानी की शिक्षा को समझेंगे। 	कहानी की रोचकता का आनंद लेंगे।	व्यक्तिगत	8 दोहे पाठ के दोहे याद करके कक्षा में कोई दो- दो दोहे प्रत्येक विद्यार्थी सुनाएंगे।	<ul style="list-style-type: none"> उच्चारण की शुद्धता और स्वर की स्पष्टता । वाचन के समय हावभाव और आत्मविश्वास के भाव ।

पाठ 3 अच्छे पड़ोसी के गुण किन्हीं (दो पड़ोसियों के विषय में जानकारी हासिल करें।)	<ul style="list-style-type: none"> ● ज्ञान में वृद्धि। ● पड़ोसियों के प्रति स्नेह के भाव रखेंगे ● भाषा का विकास। 	उच्चारण संबंधी त्रुटियों को जानकर उन्हें दूर करने के लिए प्रेरित किया जाएगा	समूह	9 वाद विवाद प्रतियोगिता पाठ 9 भोलाराम ने पंप लगाया से करवाया जाएगा जिसमें विषय रहेगा कि भोलाराम नील भ्रष्टाचारी का साथ देकर किस किया या गलत।	<ul style="list-style-type: none"> ● प्रभावशाली प्रस्तुतीकरण। ● आत्मविश्वास सहित वचन।
पाठ 4 दुपहरी (किसी एक ऋतु पर कविता याद कर कक्षा में सुनाएं।)	<ul style="list-style-type: none"> ● कविता में आए अमीरी और गरीबी के अंतर को समझेंगे। 	भाषा की प्रभावशीलता और क्रमबद्धता।	व्यक्तिगत	10 मीठी वाणी विषय पर अनुच्छेद लिखेंगे। ये अनुच्छेद A4 साइज शीट पर लिखा जाएगा और यह प्रतियोगिता होगी।	<ul style="list-style-type: none"> ● प्रवाह के साथ बोली जाती हुई हिंदी को अर्थबोध के साथ वाचन
पाठ 5 आकाश को 7 सीढ़ियां (केवल अध्ययन के लिए)	<ul style="list-style-type: none"> ● कठिन शब्दों की जानकारी। 	उच्चारण की शुद्धता और स्वर की स्पष्टता होना।	व्यक्तिगत		<ul style="list-style-type: none"> ● वार्ताओं और संवादों का भी सही वाचन।
पाठ 6 आश्रम के अतिथि और	<ul style="list-style-type: none"> ● पठन-पाठन में सुधार विकास। 	आत्मविश्वास की भावना का भरना	समूह	11 मेरे जीवन का लक्ष्य इस विषय पर विद्यार्थी अनुच्छेद लिखेंगे और उसकी कक्षा चर्चा	<ul style="list-style-type: none"> ● पठन कौशल से स्वयं के ज्ञान के निर्माण की क्षमता

<p>संस्मरण (गांधीजी के जीवन पर आधारित किसी एक विषय पर नाटक प्रस्तुति)</p> <p>पाठ 7 अन्याय के खिलाफ लड़ाई (भाषण प्रतियोगिता)विषय आजादी के बाद भी हमारे देश में किस तरह की समस्याएं व्याप्त हैं ।</p> <p>पाठ 8 दोहे (दोहे याद करके कक्षा में सुनाएं)</p>	<ul style="list-style-type: none"> ● गांधीजी के जीवन से संबंधित जानकारी हासिल होगी ।नाटक प्रस्तुति से विषय की विस्तृत जानकारी। ● स्वाध्याय के लिए प्रेरित करना ● ज्ञान का विस्तार । ● सार प्रस्तुति का अभ्यास । 	<p>शब्द भंडार में वृद्धि होना</p> <p>ज्ञान की प्राप्ति होने से वाचन क्षमता का विकास होना</p> <p>छात्रों के सामूहिक प्रयासों की सराहना</p> <p>अभिनय व प्रस्तुति को प्रोत्साहन।</p>	<p>व्यक्तिगत</p> <p>व्यक्तिगत</p>	<p>करेंगे विद्यार्थी अपने अपने लक्ष्य के बारे में कक्षा में बताएं।</p> <p>12 पाठ 12 पौधे के पाठ डायरी लेखन पर आधारित है अतः विद्यार्थी 1 दिन की डायरी लिखेंगे और कक्षा में उसकी चर्चा करेंगे ।</p> <p>13 सूर और तुलसी के पद विद्यार्थी लाए और ध्वनि से कक्षा में सुनाएं और इसके अतिरिक्त विद्यार्थी श्री राम और कृष्ण के चरित्र से संबंधित वर्णन कक्षा में करेंगे।</p>	<ul style="list-style-type: none"> ● पठन कौशल से आत्मावलोकन। ● जीवनी पत्र आदि को अर्थबोध के साथ पढ़ने की कुशलता ● लेखन कौशल से हिंदी भाषा के परिचित और अपरिचित शब्दों की सही वर्तनी का ज्ञान। ● लेखन कौशल में विराम चिन्हों का समुचित प्रयोग का ज्ञान।
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<p>पाठ 9 जब भोलाराम ने पंप लगाया (वाद विवाद प्रतियोगिता) क्या भोलाराम ने भ्रष्टाचारी का साथ देकर ठीक किया या गलत</p>	<ul style="list-style-type: none"> ● स्वतंत्र दृष्टिकोण का विकास । ● शब्द भंडार में वृद्धि एवं उसके अनुप्रयोग की प्रेरणा । 	<p>विचार विश्लेषण की क्षमता का विकास होगा</p> <p>चिंतन मनन की प्रवृत्ति का विकास होगा</p> <p>स्वतंत्र दृष्टिकोण का विकास होगा</p>	<p>व्यक्तिगत</p>	<p>14 बहू की विदा पाठ एक नाटक है कक्षा में विद्यार्थियों को अलग-अलग के चरित्र दिए जाएंगे और इसका नाट्य रूपांतर कक्षा में ही किया जाएगा।</p>	<ul style="list-style-type: none"> ● लिखते हुए व्याकरण सम्मत भाषा का प्रयोग । ● मातृभाषा हिंदी का सही अनुवाद कर। ● श्रवण कौशल का विकास ।
<p>पाठ 10 बातचीत की कला (अनुच्छेद लेखन विषय मीठी वाणी)</p> <p>पाठ 11 सितारों से आगे मेरे जीवन का लक्ष्य</p>	<ul style="list-style-type: none"> ● वाचन क्षमता का विकास ● सकारात्मक दृष्टिकोण का विकास 	<p>वाचन कौशल का विकास होगा ।</p> <p>शब्द भंडार में वृद्धि एवं अनुप्रयोग विकास।</p>		<p>15 कामचोर पाठ बच्चों की गतिविधियों पर आधारित है जिसमें बच्चे घर के काम करते हैं। वे बच्चों के चरित्रों का अभिनय कक्षा के विद्यार्थी करेंगे। पाठ के आधार पर ही चरित्र बांटे</p>	

<p>इस विषय पर अनुच्छेद लेखन</p> <p>पाठ 12 पौधे के पंख डायरी लेखन</p> <p>पाठ 13 सूर और तुलसी के पद राम और कृष्ण लीला का वर्णन</p> <p>पाठ 14 बहू की विदा नाट्य रूपांतर पाठ 15 कामचोर बच्चों द्वारा पाठ में किए गए कामों का अलग-अलग दृश्य में करना।</p>	<ul style="list-style-type: none"> ● भावुकता व संवेदनशीलता का विकास ● आत्मिक दृढ़ता की प्रेरणा ● आम आदमी के अनुभवों से परिचित होना । ● समाज में विभिन्न श्रेणियों की अनुभूतियों को समझना । ● बातचीत की कला से अवगत कराना । 	<p>लेखन कौशल तथा ग्रहण शीलता का विकास होगा ।</p> <p>संवाद शैली का विकास होगा।</p> <p>शुद्ध उच्चारण और कौशल का विकास होगा</p> <p>सहभागिता की प्रवृत्ति का विकास होगा</p>	<p>व्यक्तिगत</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p>	<p>जाएंगे और विद्यार्थी अभिनय करेंगे।</p> <p>17 सोना पाठ पशु पक्षी और जीव-जंतुओं के संरक्षण पर आधारित है विद्यार्थी सूची में लेख लिखेंगे यह एक प्रतियोगिता के रूप में होगी।</p> <p>18. पाठ दुख में हार ना मानो एक कविता है विद्यार्थी कविता याद करेंगे और कक्षा में सुनाएंगे।</p> <p>19 हेलन कैलर के जीवन से संबंधित लाइब्रेरी से पुस्तक लेकर पढ़ेंगे और उसकी कक्षा में चर्चा की जाएगी।</p>	
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पाठ 16 केवल अध्ययन के लिए	<ul style="list-style-type: none"> ● साक्षात्कार विधा से परिचित कराना । 	आत्मविश्वास का संचार होगा		पाठ 20 की गतिविधि में सकारात्मक और नकारात्मक विचारों पर एक चार्ट तैयार करेंगे। चार्ट A4 साइज का भी हो सकता है। A4 साइज के चार्ट को व्यक्तिगत रूप में इस्तेमाल करेंगे। अगर बड़ा चार्ट बनाएंगे तो उनसे समूह गतिविधि के अनुसार इस्तेमाल करेंगे।	
पाठ 17 सोना लेख प्रतियोगिता विषय पर्यावरण की दृष्टि से पशु पक्षियों का संरक्षण क्यों आवश्यक है	<ul style="list-style-type: none"> ● समाज के सभी वर्गों के लिए संवेदनशील बनाना । 	शब्द चयन सटीक वाक्य रचना और उपयुक्त विराम चिन्हों का प्रयोग करेंगे ।	समूह		
पाठ 18 दुख में हार ना मानो कविता पाठ पाठ 19 जीवन का सच हेलन केलर की आत्मकथा द स्टोरी ऑफ माय लाइफ लाइब्रेरी	<ul style="list-style-type: none"> ● शब्द भंडार में वृद्धि । ● समान अर्थ वाले शब्द की पहचान। ● चयन क्षमता का विकास वाचन कौशल का विकास । 	संवादों की प्रस्तुति और उच्चारण की शुद्धता होगी	समूह		

<p>से पढ़ेंगे पाठ 20 ईर्ष्या तू न गई मेरे मन से चार्ट पर अपनी नकारात्मक और सकारात्मक भाव लिखेंगे</p>	<ul style="list-style-type: none"> ● उच्चारण क्षमता का विकास । ● मुहावरों की पहचान । ● वाक्य प्रयोग द्वारा अनुप्रयोग की क्षमता का विकास । ● स्वाध्याय की प्रेरणा सृजनात्मक क्षमता का विकास 	<p>आत्मविश्वास बढ़ेगा ।</p> <p>सहभागिता और का सक्रिय योगदान होगा।</p> <p>विचार अभिव्यक्ति में वृद्धि ।</p> <p>पर्यावरण के प्रति संवेदनशीलता का विकास होगा</p>	<p>व्यक्तिगत</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p>		
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	<ul style="list-style-type: none"> ● कल्पनाशीलता का विकास । ● वाचन का अभ्यास ● सहभागिता की प्रवृत्ति का विकास। ● चिंतन मनन निरीक्षण एवं आत्मसात करने की प्रवृत्ति का विकास ● आत्मिक बल की महत्ता से परिचित करवाना। 	<p>तार्किक और आलोचनात्मक दृष्टि का विकास होगा ।</p> <p>ज्ञान का विकास।</p> <p>मंच भय से मुक्ति होगी ।</p> <p>सामान्य अशुद्धियों का निदान होगा</p>	<p>व्यक्तिगत</p> <p>व्यक्तिगत/समूह</p>		
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		स्व मूल्यांकन की प्रेरणा दी जाएगी ।			
		प्रस्तुतीकरण में सुधार			

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

मूल्यांकन के आधार बिंदु :

प्रकार :

- (1) विषय भाव के अनुरूप- कविता स्वरचित कविता) वाद-विवाद, कविता लेखन कहानी लेखन इत्यादि।
- (2) लयात्मकता एवं भावात्मकता प्रस्तुति
- (3) उच्चारण की शुद्धता व स्वर की स्पष्टता।
- (4) हावभाव ।
- (5) आत्मविश्वास और प्रस्तुतीकरण।

अति उत्तम (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-कहीं रुकना)
- (6) लेखन में सुधार की आवश्यकता।
- (7) लेखन में त्रुटियां।

सराहनीय (3 अंक)

- (1) विषय से हटकर किसी अन्य विषय पर वाचन व लेखन ।
- (2) कविता स्वरचित ना 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) आत्मविश्वास की कमी।

अच्छा प्रयास (2 अंक)

- (1) विषय के अनुरूप वाचन या लेखन का ना होना।
- (2) कविता का स्वरचित ना होना ।
- (3) भावात्मक और लयात्मकता की ओर ध्यान देने की आवश्यकता।
- (4) उच्चारण की शुद्धता में कमी।
- (5) कविता, भाषण या लेखन इत्यादि की प्रस्तुति में त्रुटियां ।
- (6) आत्मविश्वास की कमी।
- (7) लेखनी में सुधार की आवश्यकता।

सुधार आवश्यक (1अंक)

- (1) विषय सामग्री का ज्यादा प्रभावशाली ना होना
- (2) भाव और लय का अभाव।
- (3) उच्चारण में शुद्धता की कमी ।
- (4) प्रस्तुतीकरण का प्रभावशाली ना 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 कार्य तालिका दी जाएगी।

5.Syllabus for periodic tests

- Periodic -I (May)

सामयिक परीक्षा - 1 हेतु पाठ्यक्रम।

कुल अंक -40

- अपठित गद्यांश। (5 अंक)

व्यवहारिक व्याकरण

- अलंकार। (2 अंक)
- अनुस्वार, अनुनासिक और नुक्ता
- र के विभिन्न रूप, उपसर्ग एवं प्रत्यय (10 अंक)
- ज्ञान सागर
- पाठ 1. हम पंछी उन्मुक्त गगन के

पाठ 2. असल धन

पाठ 3 .अच्छे पड़ोसी के गुण. (13 अंक)

अनुच्छेद लेखन ,पत्र लेखन अनौपचारिक. (10 अंक)

- Periodic -II (September first week)

सामयिक परीक्षा- 2का पाठ्यक्रम।

कुल अंक- 80

खण्ड-(क)

अपठित गद्यांश। (कुल अंक 10)

अपठित काव्यांश (कुल अंक 05)

खण्ड-(ख)

व्यावहारिक व्याकरण (अंक 20)

अभ्यास सागर

- (1) हम पंछी उन्मुक्त गगन के
- (2) असल धन
- (3) अच्छे पड़ोसी के गुण
- (4) दोपहरी
- (5) आश्रम के अतिथि और संस्मरण

- (6) अन्याय के खिलाफ लड़ाई
- (7) दोहे
- (8) भोलाराम ने पंप लगाया
- (9) बातचीत की कला
- (10) सितारों से आगे
- (11) पौधे के पंख
- (12) सूर और तुलसी के पद

खण्ड- (ग)

(अंक-30)

पठित गद्यांश

(5 अंक)

पठित काव्यांश।

(4 अंक)

लघु उत्तर प्रश्न। (25 से 30 शब्द।)

(8 अंक)

लघु उत्तर प्रश्न। (50 से 7 शब्द)

(9 अंक)

निबंधात्मक प्रश्न

(4 अंक)

- (1) हम पंछी उन्मुक्त गगन के
- (2) अच्छे पड़ोसी के गुण
- (3) दोपहरी
- (4) आश्रम के अतिथि और संस्मरण
- (5) अन्याय के खिलाफ लड़ाई
- (6) दोहे
- (7) जब भोलाराम ने पंप लगाया
- (8) बातचीत की कला
- (9) सितारों से आगे
- (10) पौधे के पंख
- (11) सूर और तुलसी के पद

रचनात्मक लेखन।

(कुल अंक 15)

- अनुच्छेद लेखन
- पत्र लेखन।
- सूचना लेखन।

(कुल अंक-80)

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

सामयिक परीक्षा-3 का पाठ्यक्रम

अ। * अपठित काव्यांश। (5 अंक)

व्यवहारिक व्याकरण

ज्ञान सागर एवं अभ्यास सागर पर आधारित। (12 अंक)

पाठ 13 सूर और तुलसी के पद

पाठ14 बहू की विदा

पाठ 15 कामचोर

रचनात्मक लेखन।

(13 अंक)

अनुच्छेद लेखन ,पत्र लेखन ,सूचना लेखन। (10 अंक)

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class)**कक्षा आठवीं में वार्षिक परीक्षा में संपूर्ण पाठ्यक्रम आएगा ।****6.(a) Enrichment Activity**

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

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
गतिविधि का नाम कविता पाठ हम पंछी उन्मुक्त गगन के	<ul style="list-style-type: none"> नवीन प्रणाली के प्रति जागरूकता कविता की लय और ध्वनि से परिचित। 	<ul style="list-style-type: none"> अभिव्यक्ति तथा प्रस्तुतीकरण भाषाई दक्षता एवं संबद्धता सहभागिता तथा सक्रिय योगदान 	व्यक्तिगत	विद्यार्थियों को स्मार्ट बोर्ड के द्वारा शिवमंगल सिंह सुमन की लिखी हुई कविता हम पंछी उन्मुक्त गगन के दिखाई जाएगी विद्यार्थी कविता को याद करेंगे और कक्षा में एक एक विद्यार्थी	<ul style="list-style-type: none"> तय समय में कार्य करना सीखना । वाचन श्रवण कौशल का विकास शब्द भंडार में वृद्धि

	<ul style="list-style-type: none"> ● चिंतन मनन प्रवृत्ति का विकास । ● स्मरण शक्ति का विकास ● भाषा का प्रभावशाली और सशक्त होना 	<ul style="list-style-type: none"> ● अभिव्यक्ति तथा प्रस्तुतीकरण । ● भाषाई दक्षता ● आत्मविश्वास एवं हाव-भाव 	<p>कविता की प्रस्तुति करेगा विद्यार्थी A4 साइज शीट पर कविता को लिखेंगे और इससे संबंधित चित्र भी बनाएंगे।</p>	<ul style="list-style-type: none"> ● भाषा और उच्चारण ● विषय संबंधी ज्ञान में वृद्धि । ● जिज्ञासु प्रवृत्ति का विकास।
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सामयिक गतिविधि- 2 संवाद लेखन विषय अच्छे पड़ोसी के गुण	<ul style="list-style-type: none"> ● ज्ञान का विस्तार । ● सकारात्मक दृष्टिकोण का विकास ● विषय की समझ ● प्रकाशन अभिव्यक्ति व आत्मविश्वास ● शुद्ध उच्चारण 	<ul style="list-style-type: none"> ● प्रभावशीलता तथा क्रमबद्धता 	Pair	<ul style="list-style-type: none"> *विद्यार्थियों को दो-दो के समूहों में बांटकर विषय के संदर्भ में संक्षेप में समझाया जाएगा । *प्रत्येक समूह के विद्यार्थी संवाद वाचन करेंगे । *अच्छे पड़ोसियों के गुणों की चर्चा की जाएगी और बुरे पड़ोसियों की चर्चा भी होगी। * मूल्यांकन के आधार बिंदुओं के आधार पर अंक दिए जाएंगे। * प्रत्येक विद्यार्थी को 2 से 3 मिनट का समय दिया जाएगा। 	<ul style="list-style-type: none"> *तार्किक क्षमता का विकास उपयुक्त उदाहरण देकर तर्क के लिए पुष्टि करना। *आत्मविश्वास तथा धाराप्रवाह अभिव्यक्ति का विकास । *वाचन क्षमता का विकास।
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	<ul style="list-style-type: none"> ● प्रस्तुति और शैली का विकास ● सटीक वाक्य क्रम पद्धति का विकास । 	<ul style="list-style-type: none"> ● विषय अनुसार विषय वस्तु। 			* भाषा के विकास के साथ-साथ बौद्धिक क्षमता का विकास।
सामयिक गतिविधि-3 नाट्य रूपांतर पाठ बहू की विदा	<ul style="list-style-type: none"> ● शुद्ध उच्चारण कौशल का विकास । ● प्रस्तुतीकरण शैली का विकास । ● सटीक वाक्य क्रम बद्धता का विकास । 	*अभिव्यक्ति प्रस्तुतीकरण और सभ्यता के आधार पर एक अंक दिया जाएगा		<p>*शिक्षक पाठ को पढ़ा कर सेना के रूप देने के विषय में चर्चा करेंगे ।</p> <p>*शिक्षक द्वारा विद्यार्थियों को विभिन्न समूहों में बांटा जाएगा वह प्रत्येक समूह में 5-6 विद्यार्थी हो सकते हैं ।</p>	

	<ul style="list-style-type: none"> ● आत्मविश्वास में वृद्धि ● शब्द भंडार में वृद्धि । ● चिंतन मनन प्रवृत्ति का विकास । ● स्मरण शक्ति का विकास । ● भाषा का प्रभावशाली और सशक्त होना। 		सामूहिक कार्य	<p>*शिक्षक द्वारा कहानी को नाटक के रूप प्रदान करने के लिए संवाद लेखन शैली का ज्ञान विद्यार्थियों को दिया जाएगा ।</p> <p>*प्रत्येक समूह को पाठ पढ़कर नाट्य रूप में प्रस्तुत करने के लिए प्रेरित किया जाएगा ।</p> <p>*मूल्यांकन के आधार बिंदु विद्यार्थियों को पहले से ही स्पष्ट कर दिए जाएंगे ।</p> <p>*नियत दिन पर प्रत्येक समूह की प्रस्तुति के समय शिक्षक उनका मूल्यांकन भी करेंगे।</p>	<p>*शब्द भंडार में वृद्धि ।</p> <p>*लेखन, वाचन ,श्रवण ,कौशल का विकास</p> <p>कल्पनाशीलता</p> <p>रचनात्मकता का विकास।</p> <p>वाक्य संरचना का विकास।</p> <p>अभिनय क्षमता का विकास ।</p> <p>सहभागिता की प्रवृत्ति का विकास ।</p> <p>प्रस्तुतीकरण शैली का विकास।</p>
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7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

- मूल्यांकन के आधार बिंदु
- 5 अंक विभाजन के आधार पर
- वाचन कौशल कविता पाठ (स्वरचित कविता को प्राथमिकता) भाषण ,वाद-विवाद ,संवाद लेखन, वाचन।

प्रकार

- (1) विषय भाव के अनुरूप कविता भाषण वाद विवाद मुहावरे पीपीटी
- (2) लयात्मकता और भावात्मकता की प्रस्तुति।
- (3) उच्चारण की शुद्धता व स्वर की स्पष्टता ।
- (4) हावभाव ।
- (5) आत्मविश्वास

अति उत्तम (5अंक)

- (1) विषय भाव के अनुरूप(स्वरचित कविता को प्राथमिकता) ।

(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) दिशा अनुरूप व विषय के अनुकूल ।

(2) लय और भाव का ध्यान ।

(3) शुद्ध उच्चारण ।

(4) प्रस्तुतीकरण सराहनीय ।

(5) आत्मविश्वास में कमी (कहीं कहीं रुक जाना)।

सराहनीय (3 अंक)

(1) कविता स्वरचित नहीं परंतु विषय के अनुकूल थी /विषय से हटकर किसी अन्य विषय पर वाचन।

(2) लय और भावात्मकता का ध्यान रखा गया ।

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

(4) प्रस्तुतीकरण में कमी।

(5) आत्मविश्वास की कमी।

अच्छा प्रयास (2 अंक)

(1) विषय के अनुरूप वाचन का ना होना/ कविता का स्वरचित ना होना।

(2) भावात्मकता और लयात्मकता की ओर ध्यान देने की आवश्यकता।

(3) उच्चारण की शुद्धता में कमी।

(4) कविता ,भाषण इत्यादि की प्रस्तुतीकरण में कमी।

(5) आत्मविश्वास में कमी।

सुधार आवश्यक (1 अंक)

(1) विषय सामग्री का ज्यादा प्रभावशाली ना होना/ कविता का स्वरचित ना होना।

(2) भाव और लय का अभाव।

(3) उच्चारण में शुद्धता की कमी।

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

(5) आत्मविश्वास की कमी होना।

8.Chapter/ unit wise allocation of marks

Chapter/ Unit			Allocation of Marks
अंक विभाजन प्रणाली			10 अंक
प्रथम एवं द्वितीय सत्र			
आंतरिक मूल्यांकन।	20 अंक		16 अंक
क्षेत्रीय मूल्यांकन।	80 अंक		
क्रम स.	खण्ड का नाम।	अंक	
खण्ड (क)			
1.	अपठित गद्यांश।	10	28 अंक
2.	अपठित काव्यांश।	05	

खण्ड (ख)		
3.	व्यवहारिक व्याकरण.	20
खण्ड (ग)		
4.	पठित काव्यांश पर आधारित प्रश्न.	05
5.	पठित गद्यांश पर आधारित प्रश्न.	04.
6.	लघुत्तरात्मक प्रश्न 1 (25 से 30 शब्द)	08
7.	लघुत्तरात्मक प्रश्न 2 (50-60 शब्द)	09
8.	निबंधात्मक प्रश्न।	04
खण्ड (घ)		
9.	रचनात्मक लेखन।	15
(अनुच्छेद, पत्र, सूचना लेखन)		
कुल 80		
		26 अंक
		कुल अंक - 80

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

प्रश्न पत्र प्रारूप

कुल अंक 80

क प्रश्नों के प्रकार

1 दीर्घ उत्तरात्मक

प्रश्नों की संख्या - 3

अंक -14

ख प्रश्नों के प्रकार

2 लघूत्तरात्मक -1

प्रश्नों की संख्या 7

अंक - 35

ग प्रश्नों के प्रकार

3 लघूत्तरात्मक -2

प्रश्नों की संख्या - 2

अंक - 14

घ . प्रश्नों के प्रकार

अति लघूत्तरात्मक प्रश्न

प्रश्नों की संख्या 6

अंक 17

कुल प्रश्नों की संख्या 18

कुल अंक - 80

10. Prescribed Books

1. ज्ञान सागर
2. अभ्यास सागर

11. Suggested Books (If Applicable)

व्याकरण अयन

MATHEMATICS

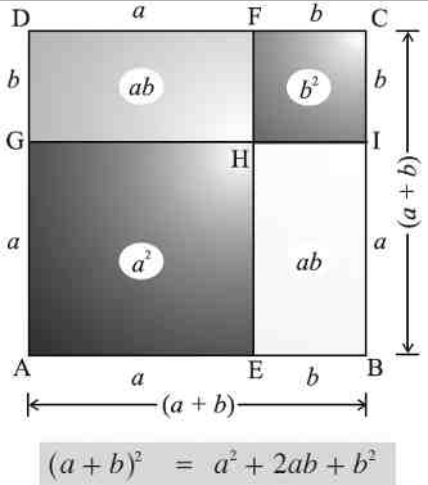
1) OBJECTIVE OF TEACHING MATHEMATICS AT MIDDLE LEVEL ARE TO HELP THE LEARNER TO:

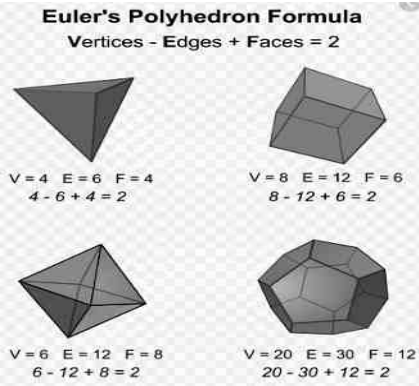
- I. To develop interest in mathematics as problem solving tools in various fields
To develop ability to think, analyse and articulate logically.
- II. To acquaint students with different aspects of mathematics in daily life.
- III. To develop necessary skills to work with modern technological devices and mathematical software.
- IV. To develop reverence and respect towards great Mathematicians for their contribution in the field of Mathematics.

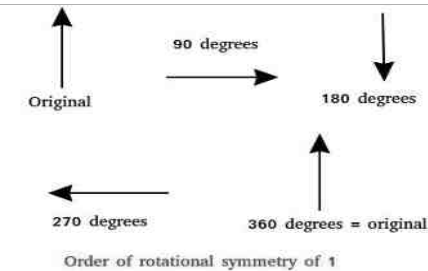
2) MONTH WISE SPLIT OF SYLLABUS

Lesson #	Term	Topic	Month
1	Term 1	Squares and Square Roots	April
2		Cubes and Cube Roots	April
7		Algebraic Identities	May
4		Direct and Inverse Variation	July
10		Parallel Lines	July
13		Introduction to Graph	August
14		Mensuration	August
5		Profit, Loss and Discount	August

3	Term II	Exponent and Radicals	October
6		Compound Interest	October
11		Understanding Quadrilaterals	November
8		Polynomials	November
9		Linear Equations	December
15		Statistics and Probability	December
12		Construction of Quadrilaterals	January
16		Rotational Symmetry	January

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual Or Group)	Methodology	Skill Developed	
1) Diagonal method to calculate squares.	To find the square of any number	Students will find out the square of any large number using diagonal method and verify by multiplication.	Individual	<p>Steps to find out square by Diagonal Method</p> <p>1) Form a square and divide it into sub-squares based on the number of digits, row and column wise. Then draw the diagonals of the smaller squares.</p> <p>2) Multiply each digit on the left of the square with each digit on the top of the column one by one.</p>	Time saving method of calculation	
2) Verify the algebraic identity using geometrical interpretation.	To verify the identity $(a + b)^2 = a^2 + b^2 + 2ab$	Students will understand that $(a + b)^2$ will give the area of a square whose each side is $(a + b)$	Individual	 <p>$(a + b)^2 = a^2 + 2ab + b^2$</p>	Conceptualizing skill and application skill	

3) Making 3-D models of prisms and pyramids using their net and verify Euler's formula.	To make models of different types of Prisms and Pyramids and verify Euler's formula. $F + V - E = 2$	Students will count the number of faces , vertices and edges and verify the formula.	Group	<p>F – Faces E – Edges V – Vertices</p> <p>Euler's Polyhedron Formula Vertices - Edges + Faces = 2</p>  <p>Top-left: $V = 4, E = 6, F = 4$ $4 - 6 + 4 = 2$</p> <p>Top-right: $V = 8, E = 12, F = 6$ $8 - 12 + 6 = 2$</p> <p>Bottom-left: $V = 6, E = 12, F = 8$ $6 - 12 + 8 = 2$</p> <p>Bottom-right: $V = 20, E = 30, F = 12$ $20 - 30 + 12 = 2$</p>	Conceptualizing skill and problem solving	
4) S	4) Paper folding activity	To fold a paper 8 times in any way and then unfold and locate various convex and concave polygon	The students will be able to form various concave and convex polygons using paper folding process.	Individual	Students will fold a coloured paper 8-times in any way. They will press the creases. After they will unfold all the creases and will mark the different polygons (convex and concave).	Knowledge and logical thinking

To verify angle sum property of a quadrilateral	To understand that sum of the angles of a quadrilateral is 360 degree	Students will learn activity method to understand the property.	Individual	The students will cutout a quadrilateral from a sheet, mark the angles cut them and join them to form a circle.	Creativity and understanding the concept	
8) Activity based on Line of symmetry and Rotational symmetry	To understand the difference between Line of symmetry and Rotational symmetry through English alphabets	The students will find out the lines of symmetry and order of rotation of different geometrical shapes and English alphabets.	Group Activity	 <p>Students will cut out different English alphabets and geometrical figures from ivory sheet and demonstrate the lines of symmetry and order of rotation for them.</p>	Creativity presentation and application skill	

FINAL EXAMS - FULL SYLLABUS**3(a) ACTIVITIES****3(b) RUBRICS FOR CLASS ACTIVITY**

	4	3	2	1
NEATNESS	Activity is orderly done and is incredibly neat, with no smudges and tears	Activity is orderly done and is neat with a few smudges and tears	Activity is not done very orderly. There are several smudges and tears	Activity is not done orderly with lots of smudges and tears.
COMPLETION	All of the assigned work is complete.	Most of the assigned work is complete	Some of the assigned work is complete	The child did not show the assigned work.
TIMELINESS	Activity is completed well on time	Assigned activity is one day late	Assigned activity is two days late	Activity is not completed even after 3 days
ACCURACY	Activity is accurately done	Most of the steps are correct	Some of the steps are incorrect.	Most of the steps are incorrect

4) NUMBER OF WORKSHEETS - 16 (One for each chapter)**5) SYLLABUS FOR PERIODIC TESTS****PERIODIC TEST 1 (MAY)****40 Marks**

- 1. Squares and Square roots**
- 2. Cubes and cube roots**
- 3. Algebraic Identities**

PERIODIC TEST 2 (September first week)**80 Marks**

- 1. Direct and Inverse Variation**
 - 2. Parallel Lines**
 - 3. Introduction to Graph**
 - 4. Mensuration**
 - 5. Profit, Loss and Discount**
- (Syllabus of periodic – 1 will be included)**

PERIODIC TEST 3 (November)**40 Marks**

- 1. Exponent and Radicals**
- 2. Compound Interest**
- 3. Understanding Quadrilaterals**

6(a) ENRICHMENT ACTIVITIES

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual Or Group)	Methodology Procedure	Skill Developed
To Study the life and works of any Indian Mathematician highlighting his contribution in the field of Mathematics.	To know the life history of any Indian Mathematician and highlight his/her contribution in the field of Mathematics.	Students will learn about our great Indian Mathematicians	Group activity Project or PPT	Students will be divided into different groups and they will prepare either PPT or Chart	Communication and presentation skill

To make a Tessellations or Rangoli design using different geometrical shapes.

To integrate art with Maths

Students will learn to use Maths effectively in their art work.

Individual

The students will be asked to create and draw beautiful Rangoli designs and color them.

Creativity and presentation skill

7(b) RUBRICS FOR ENRICHMENT ACTIVITY

CATEGORY

Excellent

Very good

Good

Fair

Needs improvement

(5)

(4)

(3)

(2)

(1)

CONTENT

The content is well researched and comprehensive.

The content is relevant but a little less comprehensive.

The content is just adequate.

The content is not sufficient.

The content is insufficient.

MATHS SKILLS

Demonstrates a clear knowledge and application of maths skills.

Demonstrates a good knowledge but less application of Maths skills.

Demonstrates a general knowledge and application of Maths skills.

Demonstrates a limited knowledge and skills.

Demonstrates little or no knowledge and application of Maths skills.

PRESENTATION	The matter is presented in a clear step by step manner.	The matter is presented in a logical manner.	The matter is not very well organised.	The matter is difficult to follow sometimes.	The matter is not presented properly.
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CREATIVITY	High degree of creativity.	A good degree of creativity.	Some creativity is visible.	Creativity is required.	No creativity.
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- 8) Chapter/ unit wise allocation of marks (As per the DAV guide lines)**
- 9) Question paper design: (Typology of questions with respective weightage)**
(As per the DAV guide lines)
- 10) PRESCRIBED BOOKS:**
- ☐ **Secondary mathematics by D. A.V. Board**
 - ☐ **R. D. Sharma**
 - ☐ **R.S. Aggarwal**

SCIENCE

1. Objectives –

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

- ❑ Develop a scientific attitude and temper;
- ❑ Understand scientific concepts, principles and laws;
- ❑ Acquire the knowledge of scientific terms, facts, definitions and processes;
- ❑ Understand the principles and processes related to simple scientific and technological activities;
- ❑ Develop experimental skills and sharpen their Sense of enquiry;
- ❑ Develop measurement and observational skills and to encourage the use of locally available resources;
- ❑ Inculcate science and technology related values.
- ❑ Recognize the relationship of science, technology and society;
- ❑ Appreciate the contribution of science towards development and progress in all fields of life.
- ❑ Create awareness and concern for a healthy environment and preservation of ecosystems.

2. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
1	The cell- its structure and functions	March
2	Microorganisms: Friends or Foes	

6	Sources of Energy	April
7	Combustion	
20	Pollution of Water	
19	Pollution of Air	May
18	Earthquakes	
4	Force and Pressure	July
5	Friction	
16	Electric current & its Chemical effects	
8	Conservation of Plants and animals	August
9	Crop production and its Management	
3	Metals and Non Metals	September
10	Refraction & Dispersion of Light	October
11	The Human Eye	
13	Synthetic fibers and Plastics	
12	Sound	November
17	Stars & Solar System	

14

Reproduction in Animals

December

15

Reaching the age of Adolescence

3. (a) Chapter wise Activities:

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
Lesson-1 Study of plant cell and animal cell. (Permanent slide)	To make students understand the difference between plant cell and animal cell.	Students will be able to understand the differences between plant cell and animal cell.	Individual	Students will observe different cells of unicellular organisms and cells of plants from permanent slides under a microscope.	Observational skills, analytical skills.
Lesson-2 Classify useful and harmful microorganisms.	To make students understand useful and harmful microorganisms.	Students will be able to identify harmful and useful microorganisms.	Individual	Students will collect information on different types of microorganisms and classify them as harmful and useful	Observational skills, analytical skills.

				microorganisms to us.	
Lesson-3 Identify and classify materials as metal and non-metals on the basis of their properties.	To make students understand physical and chemical properties of metal and non-metals	Students will be able to understand physical and chemical properties of common metal and non-metals	Group	Students will perform lab experiments to check properties of metal and non-metals	Experimental skills, observation skills, analytical skills.
Lesson-4 Identify and demonstrate the relation between force, area and pressure.	To make students understand relation between pressure, force applied, and area of contact	Students will be able to understand that pressure is directly proportional to force applied and inversely proportional to area of contact.	Group	Students will perform lab experiments	Experimental skills, observation skills, analytical skills.
Lesson-5 Differentiate among static, sliding and rolling	To make students understand the relation between	Students will be able to understand the relation between	Group	Students will perform lab experiments to	Experimental skills, observation skills, analytical skills.

Friction	static ,sliding, rolling friction.	different types of frictions.		understand the topic.	
Lesson-6 Worksheet based on different sources of energy	To take out what students know about different types of sources of energy.	Students will be able to understand different type of sources of energy	Individual	A worksheet will be given for solving.	Analytical skills
Lesson-7 To study the parts of a flame.	To make students understand different parts of candle flame and the cause of different colours of parts of flame.	Students will be able to understand what happens in each part of candle flame.	Group	Students will perform lab experiments to observe different parts of flame.	Experimental skills, observation skills, analytical skills.
Lesson-8 Collection of information on any one endangered animal or plant.	To make students understand about vulnerable, endangered and extinct species and reasons for the same.	Students will be able to understand the different terms like vulnerable, endangered, and extinct species of plants and animals and also	Group	Students will collect different pictures and information on any one endangered species of animal and put it in a scrapbook	Artistic, analytical skills

the cause for the same.

Lesson-9

To collect pictures/draw diagrams of various agricultural tools or machines.

To make students identify different agricultural implements.

Students will be able to identify different agricultural implements

Individual

Students will collect or draw pictures of different agricultural implements in science notebook.

Drawing skills, analytical skills

Lesson-10

Drawing ray diagrams for image formation by spherical lenses.

To make the students understand how to draw ray diagram for image formation by convex lens

Students will be able to draw ray diagrams for different cases of image formation by convex lens.

Individual

Students will draw ray diagrams for different cases for image formation by convex lens

Drawing skills, analytical skills

Lesson-13

Identify the characteristics of different fibres on the basis of some of the physical properties.

To make students understand properties of synthetic and natural fibers.

Students will be able to understand properties of synthetic and natural fibers and will be able to

Group

Students will bring different fibers and test there properties in lab

Experimental skills, observation skills, analytical skills.

use that to
identify the
different fibers

Lesson-15

Poster making on
good health and No to
drugs

To make students
understand the
importance of good
health and harmful
effects of narcotic
drugs.

Students will be
able to
understand the
importance of
good health and
harmful effects of
narcotic drugs.

Individual

Students will
prepare a poster
on topics of good
health during
adolescence or say
no to drugs.

Artistic, analytical
skills

Lesson-16

Demonstration of
electrolysis of water.

To make students
understand that
water conducts
electricity.

Students will be
able to
understand that
hydrogen and
oxygen gas are
released during
electrolysis of
water.

Group

Students will
conduct
electrolysis of
water in groups.

Experimental skills,
observation skills,
analytical skills.

Lesson-17

Collect information on any one planet of solar system

To make students understand characteristics of different planets

Students will be able to understand characteristics of different planets

Individual

Students will collect information on one planet other than

Analytical, problem solving skills

Lesson-20

Presentation: “Every drop of water is precious”

To make students understand causes of water pollution and importance of water conservation

Students will be able to understand causes of water pollution and importance of water conservation

Group

Students will give an oral presentation or poster making on given topics.

Artistic, problem solving, analytical skills

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

For Activities From Lesson-1,3,4,5,7,13,16

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 on to 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.</p> <p>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 Techniques	<p>Measurements, skills or techniques are both accurate and precise and may show innovation.</p> <p>Observations are very thorough and may recognize possible errors in data collection.</p> <p>Work is neat and organized.</p>	<p>Measurements, skills or techniques are accurate with reasonable precision.</p> <p>Observations are thorough.</p> <p>Work is generally neat and organized.</p>	<p>Measurements, skills or techniques are mostly accurate.</p> <p>Observations are generally complete.</p> <p>Work is organized.</p>	<p>Measurements, skills or techniques are somewhat inaccurate and very imprecise.</p> <p>Observations are incomplete or recorded in a confusing way.</p>	<p>Measurements, skills or techniques are incomplete, inaccurate and/or imprecise.</p> <p>Observations are incomplete or not included.</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.	<p>Proper safety precautions are generally used,</p> <p>One warning given by teacher</p>	<p>Proper safety precautions are often missed, as listed at left;</p> <p>Two warnings given by teacher.</p>	<p>Proper safety precautions are consistently missed;</p> <p>kneeling or standing on stool; sitting on feet;</p> <p>Using equipment not for intended purpose.</p> <p>Three warnings given by teacher</p>
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Clean-up	<p>Consistently uses proper clean-up procedures</p> <p>Station left neat and clean, and helps others clean up and directs others to do the same.</p>	<p>Consistently uses proper clean-up procedures.</p> <p>Reminds others of their responsibility;</p> <p>Station generally neat and clean.</p>	<p>Proper clean-up procedures generally used.</p> <p>May need reminding once to complete clean-up.</p> <p>Station generally left clean.</p>	<p>Needs to be reminded more than once during the lab to use proper clean-up procedures.</p> <p>1 or 2 items left at station or not cleaned.</p>	<p>Proper clean-up procedures are seldom used.</p> <p>Requires teacher's help to complete clean-up.</p> <p>3 or more items left at station or station not cleaned.</p>
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For Activities From Lesson-6,17

RUBRICS FOR CLASS ACTIVITY

	4	3	2	1
NEATNESS	Activity is orderly done and is incredibly neat, with no smudges and tears	Activity is orderly done and is neat with a few smudges and tears	Activity is not done very orderly. There are several smudges and tears	Activity is not done orderly with lots of smudges and tears.
COMPLETION	All of the assigned work is complete.	Most of the assigned work is complete	Some of the assigned work is complete	The child did not show the assigned work.

TIMELINESS**Activity is completed well on time****Assigned activity is one day late****Assigned activity is two days late****Activity is not completed even after 3 days****ACCURACY****Activity is accurately done****Most of the steps are correct****Some of the steps are incorrect.****Most of the steps are incorrect****For Activities from Lesson -9,10,15**

Category	Excellent(5)	Very good (4)	Good (3)	Fair (2)	Needs improvement 1)
Diagram components	All required items are represented on the diagram.	Most required items are represented on diagram	Some required items are represented on diagram	Few required items a represented on diagram	Only 1 or 2 required items are represented on diagram
Text and labels	All labels are present	Most labels are present	Some labels	Few labels	Only 1 or 2 labels
Creativity and appearance	Highly creative and beautiful diagram	Creative diagram	Diagram appearance meets lesson requirements	Diagram appearance shows less effort required	Diagrams appearance shows least effort required
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

Rubrics for Collage, project, scrap book group activity:-**For Lesson-2,8**

CATEGORY	Excellent (4)	Very Good (3)	Average (2)	Needs Improvement (1)
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Team work	The workload is divided and shared equally by all team members.	The workload is divided and shared fairly by all team members, though workloads may vary from person to person.	The workload was divided, but one person in the group is viewed as not doing his/her fair share of the work.	The workload was not divided OR several people in the group are viewed as not doing their fair share of the work.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Presentation	Project is neat, organized, and easy to understand. Project is complete with strong evidence of effort.	Project is neat, organized, and easy to understand. Project is complete with some evidence of effort.	Project is either messy, disorganized, or hard to understand. Project is either incomplete or does not show strong evidence of effort.	Project is messy, disorganized, and hard to understand. Project is incomplete and does not show effort.

For Lesson -20

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<p>Consistent use of direct eye contact with audience, but still returns to notes</p> <ul style="list-style-type: none"> • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage
Content/ Organization	<p>Demonstrates full knowledge by answering all class questions with explanations and elaboration</p> <ul style="list-style-type: none"> • Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence 	<p>Is at ease with expected answers to all questions, without elaboration</p> <ul style="list-style-type: none"> • Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions 	<ul style="list-style-type: none"> • Is uncomfortable with information and is able to answer only rudimentary questions • Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence 	<ul style="list-style-type: none"> • Does not have grasp of information and cannot answer questions about subject • Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions

Enthusiasm/ Audience Awareness	Demonstrates strong enthusiasm about topic during entire presentation • Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject	• Shows some enthusiastic feelings about topic • Raises audience understanding and awareness of most points	• Shows little or mixed feelings about the topic being presented • Raises audience understanding and knowledge of some points	• Shows no interest in topic presented • Fail to increase audience understanding of knowledge of topic
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4. Number of Worksheets planned per chapter: One

5. Syllabus for periodic tests

- Periodic -I (May)
 1. Cell–Its structures & functions
 2. Microorganisms: Friends or Foes
 3. Sources of Energy
 4. Combustion
 5. Pollution of Air
 6. Pollution of Water
- Periodic -II (September first week)

1. The cell- its structure and functions

2. Microorganisms: Friends or Foes
3. Sources of Energy
4. Combustion
5. Pollution of Air
6. Pollution of Water
7. Earthquakes
8. Force and Pressure
9. Friction
10. Electric current & its Chemical effects
11. Conservation of Plants and animals
12. Crop production and its Management

● Periodic -III (November)

1. Metals and Non Metals
2. Refraction & Dispersion of Light
3. The Human Eye
4. Synthetic fibers and Plastics
5. Stars and Solar System

IMPORTANT NOTE: FINAL EXAM WILL INCLUDE THE ENTIRE SYLLABUS

CHAPTER NO	NAME OF THE CHAPTER
1	Cell–Its structures & functions

2	Micro-organisms –Friends and Foes
3	Metals & Non-metals
4	Force and Pressure
5	Friction
6	Sources Of Energy
7	Combustion
8	Conservation of Plants and Animals
9	Crop Production & its Management
10	Refraction & Dispersion of Light
11	The Human Eye
12	Sound
13	Synthetic fibers and Plastics
14	Reproduction in Animals
15	Reaching the age of Adolescence
16	Electric Current and its effects
17	Stars & Solar System
18	Earthquakes
19	Pollution of Air
20	Pollution of Water

6. (a) Enrichment Activity

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
PERIODIC-1 Make a report on different methods used for storing perishable and non-perishable food items. (Individual Activity)	To make students understand what are perishable and non-perishable items, and causes of spoilage of food items	Students will be able to learn what are perishable and non-perishable items, and causes of spoilage of food items	Group	Students will study different food items at home like milk, fruits ,vegetables, dry grains ets and will record observations in lab notebook	Experimental skills, observation skills, analytical skills.
PERIODIC-2 Awareness programme on disaster management	To make students understand bad effects of earthquake and find out some different ways for disaster management	Students will be able to understand how bad an earthquake can be and they will learn do's and dont's during and after earthquake. They	Group	Student will prepare a report of awareness programme for disaster management after an earthquake in different classes of	Analytical, problem solving, leadership skills

	during or after earthquake at home or school	will learn ways of disaster management during or after earthquake.		school and the sectors in which they live	
PERIODIC-3 To observe refraction of light through a glass slab.	To make students understand how light changes its path when it travels from air into a glass slab and to understand different terms related to refraction.	Students will be able to understand and explain how light changes its path when it travels from air into a glass slab and to understand different terms related to refraction.	Individual	Student will perform the lab experiment under the guidance of teacher.	Experimental skills, observation skills, analytical skills.

**6.(b) Assessment parameters & Rubrics for respective Enrichment Activity:
For Periodic-1 and 2 Activity:-**

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

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

7. Chapter/ unit wise allocation of marks

Chapter/ Unit

Allocation of Marks

Physics

1. Force and Pressure (Chapter - 4)	4
2. Friction (Chapter - 5)	4
3. Refraction & Dispersion of Light (Chapter - 10)	5

4. The Human Eye (Chapter - 11)	3
5. Sound (Chapter - 12)	3
6. Electric Current & its Chemical Effects (Chapter - 16)	5
7. Stars and Solar System (Chapter - 17)	3
8. Earthquakes (Chapter - 18)	3
Total	30
Chemistry	
9. Metals and Non-metals (Chapter - 3)	6
10. Sources of Energy (Chapter - 6)	3
11. Combustion (Chapter - 7)	6
12. Synthetic Fibers and Plastics (Chapter - 13)	4
13. Pollution of Air (Chapter - 19)	3
14. Pollution of Water (Chapter - 20)	3
Total	25
Biology	
15. The cell - Its structure and its function (Chapter - 1)	5
16. Microorganisms - Friends and Foes (Chapter - 2)	4
17. Conservation of Plants and Animals (Chapter - 8)	3

18.	Crop Production and its management (Chapter - 9)	3
19.	Reproduction in Animals (Chapter - 14)	5
20.	Reaching the age of Adolescence (Chapter - 15)	5
Total		25

Prescribed Books: The Living World –By DAV Class VIII

Links for extended learning:

<http://davcae.net.in/>

<https://www.youtube.com/watch?v=MYdb3NTE4nQ>

<https://www.youtube.com/watch?v=M95rTLomCIU>

https://www.youtube.com/watch?v=s86O-K_cjcg

<https://www.youtube.com/watch?v=2ut7i6YHvAY>

Social Science

Objectives – Approximately 8-10

To enable the students to:

- Relate to their everyday life and the issues discussed in the textbook.
- Know various types of sources of information and reflect on them critically and 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 importance of freedom struggle and the contribution of national leaders and the people of India.
- · Appreciate the interdependence of various regions and countries.
- Learn about the global distribution of economic resources and the ongoing process of globalization.
- Develop skills to analyse and interpret political, social and economic developments from the point of view of the marginalised.
- Imbibe the social and constitutional values like democratic way of life, secularism, social justice, humanitarianism, dignity of labour and scientific attitude.
- Understand the need of conservation of resources and the concept of sustainable development and comprehend the relation between resources and development.

1. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
1	Resources: Utilization And Development	March
8	The Modern Period	
16	Our Constitution	April
2	Natural Resources: Land, Soil And Water	

9	Establishment Of Company Rule In India	
17	Fundamental Rights, Fundamental Duties And Directive Principles Of State Policy	
17	Fundamental Rights, Fundamental Duties And Directive Principles Of State Policy (cont.)	
3	Natural Resources: Vegetation And Wildlife	May
10	Colonialism : Rural And Tribal Societies	
11	The First War Of Independence-1857	July
18	The Union Government: The Legislature	
19	The Union Government: The Executive	
19	The Union Government: The Executive (cont.)	
4	Mineral and Energy Resources	August
	Exams	September
5	Agriculture	October
12	Impact of British Rule in India	
20	The Union Government: The Judiciary	

6	Manufacturing Industries	November
13	Colonialism And Urban Changes	
14	The Nationalist Movement (1870 to 1947)	
21	Social Justice and the Marginalised	
15	India Marches Ahead	December
7	Human Resources	
22	Safeguarding the Marginalized	

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

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
Ch 3 Map making	To locate and mark different types of forests found in the World.	Students will know about different types of forest along with their location in the world.	Individual	Each student will mark different types of forests on political map of the World.	Critical Thinking

Ch 4 Project Poster Making	To make a poster on the importance of Conventional and Non-Conventional Sources of energy	Students will have a broader understanding of importance of Non-Conventional Sources of Energy	Pair	In pairs the students will be given the task to make the poster	Analytical and Critical Thinking
Ch. 5 Mind Map	To understand the geographical conditions required for various crops through mind mapping	Students will be able to define the various geographical conditions required for the growth of various crops	Individual	Students will do mind mapping of cereals, fiber crops and beverages	Critical Thinking
	To enable the students to know about the	Students will have broader understanding of national			Analytical Skills

Ch 8 Class Discussion	importance of National monuments	monument as a part of national heritage	Group	The class will be divided into groups and they will be given a topic for discussion	Critical thinking
Ch 9 Flow Chart	Helping the learners to prepare a flow chart to show Carnatic wars and Anglo Mysore Wars	Students will be able to learn the causes and consequences of the wars	Group	What steps should be taken to protect old monuments of our country	
Ch 11 Class Discussion	Enabling the learners' to understand the reasons behind the failure of the First war of Independence	Students will be able to know about the causes and consequences of the revolt of 1857	Group	Each child will make a flow chart of the wars	Analytical Thinking
		Students will gain the knowledge of the life history of		What preparations should have been made to make the First War Of	

Ch 12 Project	To help the learners' to know about the achievements and contributions of Social Reformers	various reformers' and their contribution in the field of education, religion and society as a whole Britishers to build various structures in India	Group	Independence a complete success Students will prepare a report highlighting the teachings and achievements of any one Indian Social Reformer	Critical Thinking
	Enabling the learners' to know about the various events of Nationalist Movement	Children will be able to critically analyze the major elements hampering the growth of India Eg Terrorism CorruptionPoverty	Group		Critical and Analytical Thinking
Ch 14					

Time Line	Enabling the learners to understand the importance of rules and regulations given in the Constitution	Students will be able to differential the various subjects.	Individual	Students will complete the given timeline worksheet	Critical Thinking
Ch 17					
Class Discussion	To help the students understand the concept of Division of subjects under Union, State, Concurrent and Residuary lists.	Students will be able to know about the various measures taken by the Government of India to uplift the marginalised.	Individual	Teacher guided discussion on the topic Major challenges hampering growth of India	Analytical skills
Ch 18					
Collage	Enabling the students to analyse the steps taken by the Government of India to			Students will be told to collect the pictures of various subjects and	

Ch 21 Project (case study)	safeguard the interests of the marginalised.		Individual	present them in the form of a collage under the Union List, State List and the Concurrent List.	Critical thinking
			Group	Students will be given time to critically analyze the various policies adopted by the Government of India and their advantages.	Analytical skills Critical Thinking

3 (b) Assessment parameters & Rubrics for respective Activity:**RUBRICS -PROJECT WORK**

	Excellent	Good	Fair	Average	Needs Improvement
PARAMETERS ↓	5	4	3	2	1
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 ACCURACY	The effort put into this task is the best it can be by the learner. Little or no spelling/grammar errors.	Work is done with good effort that shows the capability of the learner. It is evident that time was put into this project. Some spelling errors noticed.	Work is done with fair effort, but the quality is not what the learner is capable of. It is evident that the work was rushed or not given appropriate time and attention. spelling/ grammatical errors noticed.	Work is done with little effort, shows lack of quality, and may be incomplete. It is evident little time was spent on the final product. Spelling/grammar errors.	Work shows lack of quality and is incomplete. Many spelling/ grammatical errors.

Verbal PRESENTATION	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.

RUBRICS FOR POSTER/ COLLAGE

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS ↓	5	4	3	2	1
Drawing/pictures used to develop main idea.	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.

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

ASSESSMENT TOOLS: MAP WORK

CRITERIA	5(EXCELLENT)	4 (VERY GOOD)	3 (GOOD)	2 (FAIR)	1(NEEDS IMPROVEMENT)
1.Presentation and Accuracy	Well-presented and high degree of accuracy	Well Presented and clear	To some extent presentation is good.	The map is missing most of the important elements.	The map is missing all the important elements. Presentation is not clear at all.
2 Identification /Labeling	Correct Identification and Labeling of maps	Most of the identification and labeling on the map is accurate	Most of the identification and labeling on the map is not accurate but it is legible.	Most of the identifications and labeling on the map are not accurate.	Almost all identifications and labeling on the map are not correct.
3. Use of Symbols Colors	Appropriate Use of Symbols and Colors. Making map very colorful	Varieties Of colors are used and almost all symbols are marked correctly	Same color is used and few symbols are marked incorrect	Limited use of colors and symbols are not marked	Rarely Uses Colors and Symbols

4. Spelled/ Capitalized Correctly	All words on the map are Spelled/ Capitalized Correctly	4.Nearly every word on the map is Spelled/ Capitalized Correctly	Spelling errors Most words on the map are spelled/ Capitalized Correctly	Few words on the map are spelled/ Capitalized Correctly	Rarely any word on the map found correct
5. Ability to Complete the Task in A Stipulated Time	Able to Complete the Task in a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete the Task in a Stipulated Time

MIND MAP, FLOW CHART & TIME LINE

CRITERIA	5	4	3	2	1
1.Effectiveness of Presentation	Very Effective Presentation	Effective Presentation	Not much creativity is involved	Not eye catching or memorable	Not clear and difficult to separate from other information
2. Content Accuracy	Accurate content	Most of the content is appropriate	Limited content accuracy	Missing some of the components of the topic	Missing most or all of the required elements
3. Sequencing of Information and Design	Correct and neat Sequencing of Information	Correct and neat Sequencing of Information	To some extent demonstrates the understanding of concept	Needs improvement in design or Neatness	The layout is poor and difficult to read
4.Depth of Coverage	Important keywords clearly connects to central image of the mind map	Links to meaningful clarify Connections	Clearly uses all the aspects of mind map	Shows a basic level of Content coverage	Insufficient coverage of content covered coverage

		for all aspects of mind maps			
5. Ability to Complete the Task in A Stipulated Time Complete the Task in Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete the Task in a Stipulated Time

ASSESSMENT TOOLS: DEBATE & CLASS DISCUSSION

CRITERIA	5(EXCELLENT)	4 (VERY GOOD)	3 (GOOD)	2 (FAIR)	1(NEEDS IMPROVEMENT)
Presentation & Style	Tone of voice, Clarity of expression contribute to keeping audience's attention	Mostly clear and orderly in all parts	Tone of voice is good but clarity of expression not clear	Few style features were used convincingly	Counter-arguments were not accurate and/or relevant
Relevance of The Content	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Most counter-arguments were accurate and relevant, but several were weak	Very Few arguments were accurate and supportive with the facts	All points were not supported with the facts

Confidence	Appears Very confident, poised and comfortable. Excellent use of appropriate hand gestures to emphasize points	Good cross-exam and rebuttals, with only minor slip-ups. Occasionally use of meaningful hand gestures.	Occasionally refers to notes to notes and appears to be slightly nervous	Appears nervous or distractive, poor use of hand gestures and very frequently refers to notes	Unclear and disorganized throughout. No eye contact with the audience
Research Work/ Word choice	Excellent cross-exam and defense against opponent team's objections& excellent word choice	No inappropriate language, word choice is good, sources cited appropriately	Word choice illustrate grasp of content & sources cited appropriately	To some extent word choice is not appropriate, lack of appropriate source citations	Abrupt transition from one topic from other. Word choice is inappropriate
Ability to Complete the Task in a Stipulated Time	Able to Complete the Task in a Stipulated Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete the Task in a Stipulated Time

4.Number of Worksheets planned per chapter: 19 in all.

5.Syllabus for periodic tests

- Periodic -I (May)

Lesson No.	Name of the Lesson
Geography	
1	Resources: Utilization and Development

History

8	The Modern Period
9	Establishment of Company Rule in Indian

Civics

16	Our Constitution
17	Fundamental Rights, Fundamental Duties & Directive Principles of State Policy

- Periodic -II (September first week)

Lesson No. Name of the Lesson

Geography

- 1 Resources: Utilization and Development
- 2 Natural Resources: Land, Soil and Water
- 3 Natural Resources: Vegetation and Wildlife

History

- 8 The Modern Period
- 9 Establishment of Company Rule in India
- 10 Colonialism: Rural and Tribal Societies
- 11 The First War of Independence-1857

Civics

- 16 Our Constitution
- 17 Fundamental Rights, Fundamental Duties and Directive Principles of State Policy
- 18 The Union Government: The Legislature

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

6	Manufacturing Industries
14	The Nationalist Movement (1870-1947)
18	The Union Government: The Legislature
19	The Union Government: The Executive

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class): 100%

6.(a) Enrichment Activity

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

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed

1. MAP Chapter-2 (Natural Resources: Land, Soil and Soil)	Students will be able to locate and identify the various regions of High and Low rainfall in the world map	Students get familiar with the regions receiving high and low rainfall in the world map	Individual	Teacher will guide the students to locate and identify the distribution of rainfall in the various parts of the world	Analytical and Practical Skill
2. HISTORY Ch 8 (Modern Period) Mind Map	Students will be able to know about the various Sources of Information about the Modern Period.	Students will be able to know the importance of various sources of information of Modern History	Individual	Each student will make a Mind map mentioning the sources of information which will enhance their knowledge about The Modern History in A-4 size sheet.	Analytical Skills and Critical Thinking
3 CIVICS Flow Chart The Union Government: The Judici	Enabling the learners to know about the hierarchy of the Indian Judicial System.	Students will be able to know about the working of Indian Judicial System.	Individu	Students will be guided prepare a presentable flow chart mentioning all the hierarchical orders of Indian Judicial System.	Practical and Analytical skills

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

MAP

CRITERIA	5(EXCELLENT)	4 (VERY GOOD)	3 (GOOD)	2 (FAIR)	1(NEEDS IMPROVEMENT)
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MIND MAP, FLOW CHART & TIME LINE

CRITERIA	5	4	3	2	1
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3. Sequencing of Information and Design	Correct and neat Sequencing of Information	Correct and neat Sequencing of Information	To some extent demonstrates the understanding of concept	Needs improvement in design or Neatness	The layout is poor and difficult to read
4.Depth of Coverage	Important keywords clearly connects to central image of the mind map	Links to meaningful clarify Connections for all aspects of mind maps	Clearly uses all the aspects of mind map	Shows a basic level of Content coverage	Insufficient coverage of content covered coverage
5. Ability to Complete the Task in A Stipulated Time Complete the Task in Time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Able to complete the task in a stipulated time	Could Not Complete the Task in a Stipulated Time

8.Chapter/ unit wise allocation of marks

Chapter/ Unit	Allocation of Marks
Geography-Unit-1: Resources And Development	
1.Resources: Utilization And Development	3
2.Natural Resources: Land, Soil And Water	6
3.Natural Resources: Vegetation And Wildlife	4
4.Mineral And Energy Resources	Project Only
5.Agriculture	5
6.Manufacturing Industries	5
7.Human Resources	4
Total	27
History-Unit 2: Our Pasts-3	
8.The Modern Period	1
9. Establishment Of Company Rule In India	5
10.Colonialism : Rural And Tribal Societies	4
11.The First War Of Independence-1857	6

12.Impact Of British Rule On India	Project Only
13.Colonialism And Urban Changes	3
14.The Nationalist Movement (1870-1947)	6
15.India Marches Ahead	2
Total	27
Political Science-Unit-3: Rule of Law and Social Justice	
16.Our Constitution	6
17.Fundamental Rights, Fundamental Duties And Directive Principles Of State Policy	3
18.The Union Government: The Legislature	4
19. The Union Government: The Executive	5
20. The Union Government: The Judiciary	4
21.Social Justice And Marginalised	Project Only
22.Safeguarding The Marginalised	4
Total	26

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

ALLOCATION OF MARKS

DIVISION OF SYLLABUS MARKS

Geography	27
History	27
Civics	26
Internal Assessment	20 (5+5+10)
Total	100

BLUE PRINT OF EXAM PAPER

Nature of the Question	Number of Questions With their S.No.	Total Marks
Very Short- Answer Questions (1 mark each)	9 Sr.No. 1- 9	9
Short Answer Questions (3 marks each)	10 Sr.No. 10-19	30
Long Answer Questions (5 marks each)	07 Sr.No. 20-26	35
Map Work (History & Geography))	02 Sr.No. 27-28	6
	Total 28	80 Marks

10. Prescribed Books: WE AND OUR WORLD Prescribed by D.A.V Board

11. Suggested Books (If Applicable)

12. Links for extended learning: (Related to curriculum)[http://en.wikipedia.org/wiki/Government of India](http://en.wikipedia.org/wiki/Government_of_India)

Sanskrit

Objectives - Approximately 8-10

- विविध -भाषा -कौशलानां विषयक- ज्ञानवर्धनम्
- लेखनशक्ते विकासः भविष्यति ।
- शब्द -भण्डार -वृद्धिः ।
- आधुनिक -सहायक -सामग्रीनां विषयक- ज्ञानं एवं तासां उपयोगे नैपुण्यम् ।
- संभाषण- क्षमतायाः विकासः भविष्यति येन छात्राः भाषा - विकासं कर्तुं अधिक सक्षमाः स्युः।
- गतिविधिषु द्वारा शिक्षणं रुचिकरं भविष्यति ।
- बालकानां विषये रुचि भविष्यति ।
- ते व्यावहारिक- व्याकरणस्य प्रयोगे निपुणता प्राप्स्यन्ति ।
- विविध - कौशलानां विकासः भविष्यति ।
- जीवनकौशलानां कृते प्रेरणां प्राप्स्यन्ति ।

Month wise division of syllabus

पाठ- संख्या	पाठ- नाम	मास
पाठ- 1	सुवचनानि	मार्च
पाठ- 2	वसुधैव कुटुम्बकम्	अप्रैल
पाठ- 3	अहं नदी अस्मि	अप्रैल
पाठ- 4	क्षमस्व महर्षे क्षमस्व	मई
पाठ- 5	दिव्या गीर्वाण भारती	जुलाई
पाठ- 6	मधुराणि वचनानि	जुलाई
पाठ- 7	सफलं तस्य जीवितम्	अगस्त
पाठ- 8	क्रोधेन कार्यं न सिध्यति	अगस्त
पाठ- 9	अविश्वस्ते न विश्वसेत्	अक्तूबर
पाठ- 10	गुणाः पूजास्थानं गुणिषु	नवम्बर
पाठ- 11	हितं मनोहारि च दुर्लभम् वचम्	दिसंबर
पाठ- 12	स्वाध्यायात् मा प्रमद	दिसंबर

	स्वर संधि- दीर्घ ,गुण -	मार्च , अप्रैल
1	शब्दरूप राम, लता, फल ,नदी	मई -जुलाई
2	धातुरूप-पठ, गं, भू, हस,	मई -जुलाई
3	किं, सर्व (त्रिषु लिङ्गेषु ,अस्मद, युष्मद	
4	संख्या (1-50)	अगस्त
5	कारक एवं उपपदविभक्ति -	मई
6	द्वितीया(उभयत,अभित,परित प्र	प्रति)
7	तृतीया (विना, कान, अलं, बधिर ,सह)	
8	प्रत्यय- तुमुन् , क्त्वा,ल्यप्	मई -जुलाई
9	सेव, लभ्, रुच, शुभ (लट् एवं लृट्लकारे)	जुलाई
10	स्वर संधि -वृधि, यण	

<p>चित्राधारित वाक्यरचना- पूर्णसत्रे चलिष्यति।</p> <p>पत्रलेख - पूर्णसत्रे चलिष्यति।</p>	<p>शब्दरूप -मुनि, मति, साधु मातृ, पितृ</p> <p>तत्,एतत्,इदं (त्रिषु लिङ्गेषु)</p> <p>1-4, प्रथमा</p> <p>संख्या -(51-100)</p> <p>अव्यया- पुरा, ऋते, विना, नाम,एव, नीचै</p> <p>,उच्चै,अधुना,श्व,ह्य</p> <p>उपपदविभक्ति चतुर्थी, पञ्चमी, षष्ठी,सप्तमी)</p> <p>धातुरूप -रुच, दा, उपरि, अध, पुरत, पृष्ठत, स्वस्ति,</p> <p>नम</p> <p>वद,नम्, त्यज, लिख्, पा, कृ (पञ्चलकारेषु)</p> <p>सेव, लभ्, रुच, शुभ (लङ्गलकारे) लट् एवं लृत्</p> <p>लकारे) प्रत्यय -क्तवतु, क्त</p>	<p>अक्तूबर- नवम्बर</p> <p>अक्तूबर</p> <p>दिसंबर</p> <p>अक्तूबर- नवम्बर</p> <p>अक्तूबर- नवम्बर</p> <p>दिसंबर</p>
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4. (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:

Name of the activity	Learning Objectives	Learning outcome	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
<ul style="list-style-type: none"> सामूहिकरूपेण श्लोकानां सस्वरवाचनं चित्रवर्णन भारतस्य मानचित्रे प्रमुखा नदी दर्शयित्वा तासां नामलेखनम् कक्षायां महर्षि दयानन्द विषयक चर्चा संस्कृत -ग्रन्थानां विषयक वर्गप्रहेलिका सामूहिकरूपेण 	<ul style="list-style-type: none"> विविध -भाषा - कौशलानां विषयक-ज्ञानवर्धनम् अध्यापन-कौशलानां विकासः भविष्यति । लेखनशक्ते विकासः भविष्यति । शब्द -भण्डार - वृद्धिः । 	<ul style="list-style-type: none"> ते बालकानां विषये रुचिं उत्पन्ना कर्तुं सक्षमाः भविष्यन्ति । गतिविधिषु द्वारा शिक्षणं रुचिकरं कर्तुं अपि ते सक्षमाः भविष्यन्ति । ते व्यावहारिक-व्याकरणस्य प्रयोगे निपुणता प्राप्स्यन्ति । 	<p>सामूहिक</p> <p>व्यक्तिगत</p> <p>व्यक्तिगत</p>	<ul style="list-style-type: none"> व्यक्तिगत गतिविधिः सर्वे छात्रा निजीरूपेण करिष्यन्ति सामूहिकगतिविधिः कृते छात्रानाम् द्वयोः वर्गयोः विभाजनं भविष्यति। 	<ul style="list-style-type: none"> भाषायाः चत्वारि सोपानानि भवन्ति - श्रवणं वाचनं पाठनं एवं लेखनं । एताभिः गतिविधिभि चतुर्णां कौशलानां विकासः भविष्यति । विविध - कौशलानां विकासः भविष्यति ।

- श्लोकोच्चारणं
- चित्रवर्णन
/परोपकारविषये
पञ्च वाक्यलेखनं
- भारतस्य पूर्व
राष्ट्रपतिनां
छायाचित्रम्
संगृहीत्वा तेषां
विषयक सूचना-
संग्रहणं
- नीतिकथनानां
संकलनं
- पाठात् काम अपि
एकां सुक्तिं आधृत्य
तस्या भावस्पष्टी
कुर्वन् चित्र निर्माणं
- वेदेभ्यः पञ्च
उपदेशात्मक
वाक्यानि चित्वा
कक्षायां श्रावणम्
- आधुनिक -
सहायक -
सामग्रीनां
विषयक- ज्ञानं
एवं तासां उपयोगे
नैपुण्यम् ।
- प्रशिक्षणम्
संभाषण-
क्षमतायाः
विकासः
भविष्यति येन
ते छात्राणाम्
विकासं कर्तुं
अधिक सक्षमाः
स्युः।
-
- ते अष्टमी ,
नवमी दशमी -
कक्षाभ्यः नवीन
पाठ्यक्रम -
विषये परिचिताः
भविष्यन्ति।
- सामूहिक
- व्यक्तिगत
- सामूहिक
- व्यक्तिगत
- व्यक्तिगत
- जीवनकौशलानां कृते
प्रेरणां प्राप्स्यन्ति ।

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

श्रवणाधारितगतिविधि: मूल्यांकनस्य बिन्दवः -गतिविधि संख्या -1, 3, 10

मूल्यांकनस्य अङ्काः

मूल्यांकनस्य बिन्दवः

अत्युत्तम (5)

श्रवणम्

उत्तम(4)

ग्रहणम्

मध्यम्(3)

अवधारणम्

सामान्यम् (2)

मननम्/चिन्तनम्

निम्न (1)

विषयस्य बोधम्

दर्शन- आधारितगतिविधे: मूल्यांकनस्य बिन्दवः -गतिविधि संख्या -2,5,7

मूल्यांकनस्य अङ्काः

मूल्यांकनस्य बिन्दवः

अत्युत्तम (5)

रुचि

उत्तम(4)

एकाग्रता /धैर्य

मध्यम(3)

ग्रहण /धारण

सामान्यम् (2)

मननम्/चिन्तनम्

निम्न (1)

अर्थविज्ञानम्

पाठन/वाचन-कौशल आधारितगतिविधे: मूल्यांकनम् -गतिविधि संख्या -4,9

मूल्यांकनस्य अङ्काः

मूल्यांकनस्य बिन्दवः

अत्युत्तम (5)

माधुर्य,

उत्तम(4)

अक्षरव्यक्तिः, उच्चारणम्

मध्यम्(3)

सामान्यम् (2)

निम्न (1)

लयसामर्थ्यः , धैर्यः

भाषा-प्रवाहः

पदच्छेदः

लेखन कौशल आधारितगतिविधे: मूल्यांकनम् गतिविधि संख्या -6, 2, 8

मूल्यांकनस्य अङ्काः

मूल्यांकनस्य बिन्दवः :

अत्युत्तम (5)

सुलेखं /प्रस्तुती

उत्तम(4)

अक्षरव्यक्तिः

मध्यम्(3)

भावाभिव्यक्ति :

सामान्यम् (2)

भाषा-प्रवाहः

निम्न (1)

शब्दवली

4. Number of Worksheets planned per chapter: पाठस्य विषयानुसारं

5. Syllabus for periodic tests

सामयिकपरीक्षाभ्य कृते पाठ्यक्रम विभाजनम्

सामयिकपरीक्षा-1 (मई)

पाठ- 1

स्वर संधि- दीर्घ ,गुण -

शब्दरूप -राम, लता, फल ,नदी

धातुरूप- गम्, पठ, हस्, भू (पञ्चलकारेषु)

प्रत्यय- तुमुन्, क्त्वा, ल्यप्

सामयिकपरीक्षा-2 (सितम्बर)

पाठाः-- 1-6

स्वर संधि -वृद्धि, यण

शब्दरूप -मुनि, मति, साधु मातृ, पितृ

तत्, एतत्, इदं (त्रिषु लिङ्गेषु)

संख्या -(51-100)

1-4, प्रथमा विभक्ति

अव्यया- पुरा, ऋते, विना, नाम, एव, नीचैः, उच्चैः, अधुना, श्वः, ह्यः

उपपदविभक्ति -चतुर्थी, पञ्चमी, षष्ठी, सप्तमी)

धातुरूप -रुच, दा, उपरि, अध, पुरतः, पृष्ठतः, स्वस्ति, नमः

वद, नम्, त्यज्, लिख्, पा, कृ (पञ्चलकारेषु)

सेव, लभ्, रुच, शुभ (लङ्गलकारे) लट् एवं लृट् लकारे)

सामयिकपरीक्षा-3 (दिसंबर)

पाठा-- 7-9

स्वर संधि -वृधि, यण, दीर्घ

शब्दरूप -मुनि, मति, साधु मातृ, पितृ

तत्,एतत्,इदं (त्रिषु लिङ्गेषु)

संख्या -(51-100)

अव्यया- पुरा, ऋते, विना, नाम, एव, नीचैः, उच्चैः, अधुना, श्वः, ह्यः

उपपदविभक्ति -चतुर्थी, पञ्चमी, षष्ठी, सप्तमी)

धातुरूप -रुच, दा, उपरि, अध, पुरतः, पृष्ठतः, स्वस्ति, नमः

वद, नम्, त्यज्, लिख्, पा, कृ (पञ्चलकारेषु)

****सामयिकपरीक्षासु पाठ्यक्रमे परिवर्तनं भवितुं शक्यते

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class) As per DAV Board

6.(a) Enrichment Activity

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

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills Developed
1.संभाषणं/वार्ता/ समाचार वाचनम्	छात्रानाम् वाचनशक्ते :	छात्रानाम् लेखनशक्ते: विकास भविष्यति ।	व्यक्तिगत	व्यक्तिगत गतिविधि: सर्वे छात्राः निजीरूपेण करिष्यन्ति	उच्चारणम् प्रस्तुती वाचनं/

2.प्रश्नोत्तरी	विकासः भविष्यति ।	छात्रानाम् चिन्तनमनन -		पाठनं भाषा-प्रवाहः
	शब्दावली वृद्धिः भविष्यति ।	लेखनशक्तेः विकासः भविष्यति ।		
3. प्रश्न निर्माणं	छात्रानाम् चिन्तन एवं समीक्षण शक्तेः विकासः भविष्यति । शब्दावली वृद्धिः भविष्यति ।	सामूहिक छात्रानाम् चिन्तन -मनन -वाचनशक्तेः विकासः भविष्यति ।	सामूहिकगतिविधिः कृते छात्रानाम् द्वयोः वर्गयोः विभाजनं भविष्यति। क्रमेण द्वे दले प्रश्नम् प्रक्ष्यन्ति एवं उत्तरं दास्यन्ति	समीक्षणम् श्रवणं ग्रहणम् वाचनं
	छात्रानाम् चिन्तन -मनन - वाचनशक्तेः विकासः भविष्यति ।		छात्रा व्यक्तिगत प्रश्न निर्माणं निजीरूपेण करिष्यन्ति	सुलेखं /प्रस्तुती

शब्दावली वृद्धिः
भविष्यति ।

व्यक्तिगत

समीक्षणम्
एवं लेखनं
अर्थविज्ञानम्

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

श्रवनाधारितगतिविधेः मूल्यांकनस्य बिन्दवः

मूल्यांकनस्य अङ्काः

मूल्यांकनस्य बिन्दवः

अत्युत्तम (5)

श्रवणम्

उत्तम(4)

ग्रहणम्

मध्यम्(3)

अवधारणम्

सामान्यम् (2)

मननम्/चिन्तनम्

निम्न (1)

विषयस्य बोधम्

दर्शन- आधारितगतिविधेः मूल्यांकनस्य बिन्दवः

मूल्यांकनस्य अङ्काः

मूल्यांकनस्य बिन्दवः

अत्युत्तम (5)

रुचि

उत्तम(4)

एकाग्रता /धैर्य

मध्यम(3)

ग्रहण /धारण

सामान्यम् (2)

मननम्/चिन्तनम्

निम्न (1)

अर्थविज्ञानम्

पाठन/वाचन-कौशल आधारितगतिविधे: मूल्यांकनम्

मूल्यांकनस्य अङ्काः

मूल्यांकनस्य बिन्दवः

अत्युत्तम (5)

माधुर्यं,

उत्तम(4)

अक्षरव्यक्तिः, उच्चारणम्

मध्यम्(3)

लयसामर्थ्यः , धैर्यः

सामान्यम् (2)

भाषा-प्रवाहः

निम्न (1)

पदच्छेदः

लेखन कौशल आधारितगतिविधेः मूल्यांकनम्

मूल्यांकनस्य अङ्काः

मूल्यांकनस्य बिन्दवः :

अत्युत्तम (5)

सुलेखं /प्रस्तुती

उत्तम(4)

अक्षरव्यक्तिः

मध्यम्(3)

भावाभिव्यक्ति :

सामान्यम् (2)

भाषा-प्रवाहः

निम्न (1)

शब्दावली

8. Chapter wise allocation of marks. - As per DAV Board

वार्षिकपरीक्षायाः कृते अन्कविभाजनं एवं प्रश्नपत्र प्रारूपः-

खण्ड क -अपठित गद्यांशम् - अस्मिन् खण्डे गद्यांशाधारितप्रश्नानाम् उत्तराणि दातव्यानि।

(10)

खण्ड ख- रचनात्मकं कार्यम्- अस्मिन् खण्डे प्रदत्त मन्जूषाया सहायतया एकं पत्रं एवान एकस्य चित्रस्य वर्णनं कर्तव्यं ।

(5+5)

पत्रं

खण्ड ग- अनुप्रयुक्त व्याकरणम् अस्मिन् खण्डे व्याकरणात् शब्दरूपप्रयोगं, धातुरूपप्रयोगं,, संख्यावाचक विशेषणानां, प्रत्ययानां, उपसर्गानां, उपपदविभक्ति प्रयोगं कर्तव्यम्।

संधि 3

शब्दरूपप्रयोगं, 4

धातुरूपप्रयोगं,, 4

संख्यावाचक विशेषणाः

प्रत्ययाः

उपसर्गाः

उपपदविभक्तिः

अव्यया

खण्ड घ अस्मिन् खण्डे पुस्तकात् एकं गद्यान्शं ,एकं पद्यान्शं एकं नाट्यान्शं आधृत्य प्रश्ना प्रष्टव्या। अपि च भावार्थे रिक्तस्थानपूर्ति, श्लोकस्य अन्वय, प्रश्ननिर्माणम्, तथा शब्दार्थमेलनं कर्तव्यम्।

गद्यान्श	5	
पद्यान्श	5	
नाट्यान्श	5	
भावार्थे रिक्तस्थानपूर्ति,		4
श्लोकस्य अन्वय	4	
प्रश्ननिर्माणम्	4	
शब्दार्थमेलनं	3	

10. Prescribed Books - सुरभि

11. Suggested Books (If Applicable) Any book on grammar .

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

PUNJABI

ਉਦੇਸ਼ (OBJECTIVES) :

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਪਾਠਕ੍ਰਮ ਨੂੰ ਸਮਝ ਕੇ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਉਸਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ।
2. ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ - ਵੱਖ ਵਿਧਾਵਾਂ - ਕਵਿਤਾ , ਨਾਟਕ , ਲੇਖ , ਜੀਵਨੀ , ਕਹਾਣੀ ਆਦਿ ਵਾਰਤਕ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ ।
3. ਭਾਸ਼ਾ ਦੇ ਵੱਖ - ਵੱਖ ਕੋਸ਼ਲਾਂ (ਲਿਖਣਾ , ਪੜ੍ਹਨਾ , ਸੁਣਨਾ, ਬੋਲਣਾ) ਵਿਚ ਨਿਪੁੰਨ ਬਣਾ ਕੇ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ।
4. ਭਾਸ਼ਾ ਦੇ ਮੂਲ ਉਦੇਸ਼ ਨੂੰ ਪੂਰਾ ਕਰਨਾ ਕਿ ਉਹ ਪੰਜਾਬੀ ਸਾਹਿਤਕ ਵਿਰਸੇ ਨਾਲ ਜੁੜਨ ਅਤੇ ਆਪਣੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਕਰਨ ।
5. ਪ੍ਰੀਖਿਆ ਦੀ ਤਿਆਰੀ ਅਤੇ ਸਿਲੇਬਸ ਨੂੰ ਨਾ ਜਾਣ ਸਕਣ ਦੀ ਸਮੱਸਿਆ ਨੂੰ ਦੂਰ ਕਰਨ ਵਿੱਚ ਵੱਧ ਤੋਂ ਵੱਧ ਸਹਾਇਤਾ ਮਿਲ ਸਕੇ ।
6. ਵਿਦਿਆਰਥੀ ਨੂੰ ਵਿਆਕਰਨਿਕ ਤੌਰ 'ਤੇ ਭਾਸ਼ਾ ਸਿੱਖਣ ਵਿੱਚ ਪਰਪੱਕ ਬਣਾਉਣਾ ।
7. ਇਸ ਪਾਠ ਕਰਮ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਅਕਾਦਮਿਕ ਰੂਪ ਵਿੱਚ ਵਿਦਿਆਰਥੀ ਅੰਦਰ ਬੌਧਿਕ , ਮਾਨਸਿਕ , ਅਧਿਆਤਮਿਕ ਅਤੇ ਸਮਾਜਿਕ ਤੌਰ 'ਤੇ ਵਿਕਾਸ ਕਰਨਾ ।
8. ਪਾਠਕ੍ਰਮ ਦੁਆਰਾ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਸਿੱਖਣ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਸੇਧ ਮਿਲ ਸਕੇ ਅਤੇ ਉਹ ਉਸ ਬਾਰੇ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰ ਸਕਣ ।
9. ਇਸ ਪਾਠਕ੍ਰਮ ਰਾਹੀਂ ਵਿਦਿਆਰਥੀ ਜੀਵਨ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਚੰਗੇ ਮਾੜੇ ਪਹਿਲੂਆਂ ਦੀ ਪਹਿਚਾਣ ਕਰ ਸਕਣਗੇ ।
10. ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ ਸ਼ਖਸੀਅਤ ਨੂੰ ਨਿਖਾਰਨ ਲਈ ਨਿਰਧਾਰਿਤ ਪਾਠਕ੍ਰਮ ਭਰਪੂਰ ਸਹਾਇਕ ਸਿੱਧ ਹੋਵੇਗਾ ।

2. MONTH WISE DIVISION OF SYLLABUS :

LESSON NO. /TOPICS	NAME OF THE LESSON	MONTH
ਵਿਆਕਰਨ :		
1 , 2, 3, 4, 5, 6	ਲਿੰਗ ਬਦਲੀ , ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਅਗੇਤਰ , ਪਿਛੇਤਰ , ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ	ਮਾਰਚ
ਸਾਹਿਤ :		
1 , 2 ,3 , 21	ਜਿਊਂਦੇ ਰਹਿਣ ਮੇਰੇ ਦੇਸ਼ ਦੇ ਲੋਕ , ਸਬਰ ਦੀ ਦੌਲਤ , ਰੁੱਖਾਂ ਦਾ ਰਾਖਾ ਦਾ ਰਾਖਾ : ਡਾ. ਯਮਾਨੇ	ਅਪ੍ਰੈਲ
ਪੜ੍ਹਨ ਕੌਸ਼ਲ :		
9	ਅਣਡਿੱਠਾ ਪੈਰਾ	ਮਈ
ਲਿਖਣ ਕੌਸ਼ਲ :		
8	ਚਿੱਤਰ ਵਰਨਣ	ਮਈ
ਸਾਹਿਤ :		
7	ਸਾਡਾ ਵਿਰਸਾ	ਮਈ

ਸਾਹਿਤ :

10 ,11 ,12 ,13

ਫਰਿਆਦ , ਕਸੂਰ ਕਿਸਦਾ ਹੈ ? , ਪੀਣ ਵਾਲਾ ਪਾਣੀ , ਨਿੰਮ ਵਾਲੀ ਤਾਈ,
ਕਰਤਾਰ ਸਿੰਘ ਸਰਾਭਾ

ਜੁਲਾਈ

ਲਿਖਣ ਕੋਸ਼ਲ

10

ਬਿਨੇ - ਪੱਤਰ , ਨਿੱਜੀ ਪੱਤਰ , ਨਿਬੰਧ

ਅਗਸਤ

ਵਿਆਕਰਨ

7

ਮੁਹਾਵਰੇ , ਅਖਾਣ

ਅਗਸਤ

ਸਾਹਿਤ

14 ,15 ,22 ,23

ਕਾਬਲੀਵਾਲਾ , ਅੱਜ ਦੇ ਵਿਆਹ ਤੇ ਫਜ਼ੂਲ ਖਰਚੀਆਂ , ਆਓ ਛੂਤ - ਛਾਤ ਨੂੰ
ਮਿਟਾਈਏ ,ਸਵਾਮੀ ਵਿਵੇਕਾਨੰਦ ,

ਅਕਤੂਬਰ

ਸਾਹਿਤ

16 ,17 ,18 ,20

ਦਿਆਲੂ ਰਾਜਾ , ਸੂਰਜ ਕਦੇ ਛਿਪਦਾ ਨਹੀਂ , ਹਿੰਦ ਦੀ ਚਾਦਰ - ਗੁਰੂ ਤੇਗ
ਬਹਾਦਰ ਜੀ , ਕਿਰਤ ਦਾ ਮੁੱਲ

ਨਵੰਬਰ

ਲਿਖਣ - ਕੋਸ਼ਲ

ਅਣਡਿੱਠਾ ਪੈਰਾ

ਨਵੰਬਰ

3A . CHAPTER / TOPIC WISE ACTIVITIES :

ਸਾਹਿਤ

CHAPTER /TOPIC WISE ACTIVITIES	LEARNING OBJECTIVES	LEARNING OUT COMES	MODE	METHODOLOGY
1. (ਕਵਿਤਾ ਦਾ ਸੁਲੇਖ)	ਸੁੰਦਰ ਲਿਖਾਵਟ, ਕਵਿਤਾ ਲਿਖਣ ਦੀ ਰੁਚੀ, ਲੈਅ - ਬੱਧ ਤੇ ਖੁੱਲੀ ਕਵਿਤਾ ਦੀ ਪਹਿਚਾਣ	ਕਵਿਤਾ ਦੇ ਰੂਪ ਪ੍ਰਤੀ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਲਿਖ ਕੇ
2. (ਸਬਰ ਦੀ ਦੌਲਤ) ਕਹਾਣੀ -ਰਚਨਾ	ਕਹਾਣੀ ਰਚਨਾ ਵੱਲ ਪ੍ਰੇਰਿਤ ਕਰਨਾ, ਆਤਮ - ਵਿਸ਼ਵਾਸ ਪੈਦਾ ਕਰਨਾ, ਵਿਚਾਰਾਂ ਨੂੰ ਉਜਾਗਰ ਕਰ ਸਕਣਾ	ਕਹਾਣੀ ਲਿਖਣ ਤੇ ਉਸਦੇ ਨਿਯਮਾਂ ਨੂੰ ਪਹਿਚਾਣ ਹੋਵੇਗੀ	ਦੇ - ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਰੂਪ ਵਿੱਚ	ਲਿਖ ਕੇ
3. ਰੁੱਖਾਂ ਦਾ ਰਾਖਾ ਡਾ. ਯਮਾਨੇ (ਲਘੁ ਭਾਸ਼ਣ)	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ, ਸਮਾਂ ਸੀਮਾ ਬਾਰੇ ਜਾਣਨਾ, ਬੌਧਿਕ ਵਿਕਾਸ	ਸੋਚ - ਵਿਚਾਰ ਤੇ ਬੋਲਣ ਸਮੇਂ ਆਤਮ- ਵਿਸ਼ਵਾਸ ਜਾਗੇਗਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਬੋਲ ਕੇ

7. ਸਾਡਾ ਵਿਰਸਾ (ਕਾਵਿ - ਟੁਕੜੀ ਸੁਣਾਉਣਾ)	ਯਾਦ ਕਰਨ ਦੀ ਸ਼ਕਤੀ ਵਿੱਚ ਕਰਨਾ ,ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦਾ ਸਹੀ ਉਚਾਰਨ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਯਾਦ ਕਰਨ ਦੀ ਰੁਚੀ , ਸਮਝਣ ਤੇ ਬੋਲਣ ਵਿਚਲੀ ਸੁਧੀ ਵਿੱਚ ਵਾਧਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਸੁਣਾ ਕੇ
10. ਫ਼ਰਿਆਦ (5 ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਨਾਲ ਸੰਬੰਧਤ ਤਸਵੀਰਾਂ ਇਕੱਤਰ ਕਰਨਾ)	ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਨਾਲ ਸੰਬੰਧਤ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨਾ	ਪੰਜਾਬੀ ਸੱਭਿਆਚਾਰ ਬਾਰੇ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਤਸਵੀਰ ਬਣਾਉਣਾ ਜਾਂ ਚਿਪਕਾਉਣਾ
11. ਕਸੂਰ ਕਿਸਦਾ ਹੈ (ਤਸਵੀਰ)	ਵਿਚਾਰਾਂ ਨੂੰ ਉਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ , ਪ੍ਰਦੂਸ਼ਣ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ	ਪ੍ਰਦੂਸ਼ਣ ਨੂੰ ਰੋਕਣ ਦੀ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਵਾਉਣਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਚਿੱਤਰ ਬਣਾ ਕੇ
12 . ਪੀਣ ਵਾਲਾ ਪਾਣੀ (ਗ੍ਰਾਫ਼ ਬਣਾਉਣਾ)	ਪਾਣੀ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨ ਬਾਰੇ ਜਾਣੂ ਕਰਵਾਉਣਾ , ਪਾਣੀ ਨੂੰ ਸੁੱਧ ਰੱਖਣ ਪ੍ਰਤੀ ਉਜਾਗਰ ਕਰਾਉਣਾ	ਪਾਣੀ ਵਿਸ਼ੇ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਦੇਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਲਿਖ ਕੇ

13. ਨਿੰਮ ਵਾਲੀ ਤਾਈ (ਨਿੰਮ ਦੇ ਗੁਣਾਂ ਦਾ ਚਾਰਟ)	ਪ੍ਰਕਿਰਤਕ ਗੁਣਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ, ਸਮਾਜਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਬਾਰੇ ਗਿਆਨ ਦੇਣਾ	ਭਾਸ਼ਾ ਤੇ ਸ਼ਬਦਾਵਲੀ ਪ੍ਰਤੀ ਸੋਝੀ ਤੋਂ ਜਾਣੂ, ਬੌਧਿਕ ਵਿਕਾਸ ਹੋਵੇਗਾ	ਦੇ - ਦੇ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਰੂਪ ਵਿੱਚ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ
14. ਕਾਬਲੀਵਾਲਾ (ਲਘੁ ਨਾਟਕ ਮੰਚਣ)	ਨਾਟਕੀ ਰੂਪ ਤੋਂ ਜਾਣੂ, ਕਿਰਦਾਰਾਂ ਪ੍ਰਤੀ ਜਾਣਕਾਰੀ ਹੋਣਾ ਸੰਵਾਦ ਪ੍ਰਤੀ ਜਾਣਕਾਰੀ ਦੇਣਾ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਜਾਗੇਗਾ, ਪਾਤਰ ਰੂਪਾਂਤਰਣ ਵਿੱਚ ਰੁਚੀ	ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ
15. ਅੱਜ ਦੇ ਵਿਆਹ ਤੇ ਫਜ਼ੂਲ ਖਰਚੀਆਂ (ਚਰਚਾ)	ਸਮਾਜਕ ਰਸਮ - ਰਿਵਾਜਾਂ ਪਿੱਛੇ ਫਜ਼ੂਲ - ਖਰਚੀਆਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ	ਸਮੇਂ ਤੇ ਪੈਸੇ ਦੀ ਕਦਰ ਕਰਨਾ ਸਿਖਾਉਣਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ
16. ਦਿਆਲੂ ਰਾਜਾ (ਪੈਰੂ ਰਚਨਾ)	ਕਿਸੇ ਵਿਸ਼ੇ ਉੱਪਰ ਲਿਖਣ ਲਈ ਤਿਆਰ ਕਰਨਾ, ਵਿਚਾਰਾਂ ਨੂੰ ਪੇਸ਼ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਸਵੈ - ਜਾਣਕਾਰੀ ਦੀ ਪਰਖ ਕਰ ਸਕਣ ਦੇ ਕਾਬਲ ਹੋਣਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਲਿਖ ਕੇ
17. ਸੂਰਜ ਕਦੇ ਛਿਪਦਾ ਨਹੀਂ (ਘਟਨਾ ਦੀ ਪੇਸ਼ਕਾਰੀ)	ਦੇਸ਼ ਪ੍ਰਤੀ ਮਨ ਵਿੱਚ ਪਿਆਰ - ਭਾਵਨਾ ਪੈਦਾ ਕਰਨਾ	ਕਿਸੇ ਗੱਲ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਦੁਆਰਾ ਸ਼ੁੱਧ ਉਚਾਰਨ ਨਾਲ ਬਿਆਨ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ

18. ਸ੍ਰੀ ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ - ਹਿੰਦ ਦੀ ਚਾਦਰ (ਵਿਚਾਰ - ਵਟਾਂਦਰਾ)	ਸ੍ਰੀ ਗੁਰੂ ਤੇਗ ਬਹਾਦਰ ਜੀ ਦੇ ਜੀਵਨ ਪ੍ਰਤੀ ਗਿਆਨ ਦੇਣਾ , ਦੇਸ਼ ਪ੍ਰਤੀ ਪਿਆਰ - ਭਾਵਨਾ ਜਗਾਉਣਾ	ਕਵਿਤਾ ਨਾਲ ਜੁੜੀਆਂ ਗੱਲਾਂ ਬਾਰੇ ਵੱਧ ਤੋਂ ਵੱਧ ਗਿਆਨ ਹਾਸਲ ਕਰਨਾ	ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ
20. ਕਿਰਤ ਦਾ ਮੁੱਲ (ਲਘੁ ਕਹਾਣੀ)	ਉਸੇ ਸਮੇਂ ਕੋਈ ਛੋਟੀ ਕਹਾਣੀ ਬਣਾਉਣ ਲਈ ਤਿਆਰ ਕਰਨਾ ਤੇ ਕਹਾਣੀ ਲਿਖਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ	ਕਹਾਣੀ ਲੇਖਣ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ , ਬੌਧਿਕ ਵਿਕਾਸ ਹੋਵੇਗਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ
21. ਐਲਫਰਡ ਨੇਬਲ (ਜਾਣਕਾਰੀ ਇਕੱਤਰ ਕਰਨਾ)	ਵਾਧੂ ਜਾਣਕਾਰੀ ਇਕੱਤਰ ਕਰਨ ਦੇ ਨਾਲ ਗਿਆਨ ਵਿੱਚ ਹੋਰ ਵਾਧਾ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਵਾਧੂ ਗਿਆਨ ਇਕੱਤਰ ਵਿੱਚ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ
22. ਆਓ ਛੁਤ - ਛਾਤ ਮਿਟਾਈਏ (ਸਲੋਕ ਉਚਾਰਨ)	ਸਲੋਕਾਂ ਨੂੰ ਪੜ੍ਹਨ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ , ਅਧਿਆਤਮਕ ਵਿਚਾਰਾਂ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਾਉਣਾ	ਸੰਤਾਂ ਗੁਰੂਆਂ ਦੀ ਬਾਣੀ ਨੂੰ ਪੜ੍ਹਨ , ਸੁਣਨ ਤੇ ਸਮਝਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ

23. ਸਵਾਮੀ ਵਿਵੇਕਾ ਨੰਦ (ਘਟਨਾ ਕ੍ਰਮ) ਵਾਧੂ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ਜੀਵਨ ਨਾਲ ਸੰਬੰਧਤ ਘਟਨਾਵਾਂ ਇਕੱਤਰ ਕਰ ਕੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ

ਵਿਆਕਰਨ :

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|--|---|---|--------------------------------|-------------------------|
| 1. ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ (ਸ਼ਬਦ ਭੰਡਾਰ) | ਸ਼ੁੱਧ ਲਿਖਣ ਤੇ ਬੋਲਣ ਵਿੱਚ ਮਾਹਿਰਤਾ ਹਾਸਲ ਕਰਾਉਣਾ | ਸ਼ੁੱਧ ਬੋਲੀ ਦਾ ਉਚਾਰਨ ਕਰ ਸਕਣ, ਬੌਧਿਕ ਵਿਕਾਸ ਹੋਵੇਗਾ | ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ | ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ |
| 2. ਲਿੰਗ ਬਦਲੀ ((ਸ਼ਬਦ - ਬਣਤਰ) | ਪੁਲਿੰਗ ਤੇ ਇਸਤਰੀ ਲਿੰਗ ਦੇ ਸ਼ਬਦਾਂ ਵਿਚਲਾ ਲਿਖਣ ਤੇ ਬੋਲਣ ਦਾ ਅੰਤਰ ਸਮਝਾਉਣਾ | ਸ਼ੁੱਧ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦਾ ਗਿਆਨ | ਦੋ -ਦੋ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਰੂਪ ਵਿੱਚ | ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ |
| 3. ਵਿਰੋਧੀ ਸ਼ਬਦ (ਵਾਕਾਂ ਦੇ ਰੂਪ ਤੇ ਬਣਤਰ ਉੱਪਰ ਸ਼ਬਦ ਚੁਣਨੇ) | ਵਿਰੋਧੀ ਅਰਥਾਂ ਵਾਲੇ ਸ਼ਬਦਾਂ ਦਾ ਗਿਆਨ ਦੇਣਾ | ਵਿਰੋਧੀ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥਾਂ ਦੀ ਪਹਿਚਾਣ ਕਰਾਉਣਾ, ਬੌਧਿਕ ਵਿਕਾਸ ਹੋਵੇਗਾ | ਦੋ - ਦੋ ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਰੂਪ ਵਿੱਚ | ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ |
| 4. ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ (ਗਾਗਰ ਵਿੱਚ ਸਾਗਰ) | ਕਿਸੇ ਗੱਲ ਨੂੰ ਬਹੁਤ ਥੋੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਸਪਸ਼ਟ ਤੇ ਬਿਆਨ ਕਰਨ ਦੀ ਕਲਾ ਸਿਖਾਉਣਾ | ਵਿਸਥਾਰ ਤੋਂ ਹਟ ਕੇ ਥੋੜੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਗੱਲ ਨੂੰ ਸਮਝਾ ਸਕਣ ਦੇ ਯੋਗ | ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ | ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ |

5. ਅਗੇਤਰ - ਪਿਛੇਤਰ (ਮੂਲ ਤੇ ਉਤਪਨ ਸ਼ਬਦਾਂ ਦੀ ਮਾਲਾ)	ਮੂਲ ਸ਼ਬਦਾਂ ਨਾਲ ਅਗੇਤਰ ਤੇ ਪਿਛੇਤਰ ਲਗਾ ਕੇ ਨਵੇਂ ਸ਼ਬਦਾਂ ਸਿਰਜਣਾ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ	ਵੱਧ ਤੋਂ ਵੱਧ ਸ਼ਬਦਾਵਲੀ ਦੇ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਣਾ, ਬੌਧਿਕ ਵਿਕਾਸ ਹੋਵੇਗਾ	ਵਿਅਕਤੀ ਗਤ ਰੂਪ ਵਿੱਚ	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ
6. ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਟੇਬਲ - ਚਾਰਟ)	ਇੱਕ - ਇੱਕ ਚਿੰਨ੍ਹ ਦੀ ਪਹਿਚਾਣ ਕਰਵਾਉਣਾ ਤਾਂ ਕਿ ਵਿਦਿਆਰਥੀ ਸਹੀ ਲਿਖਤ ਤੇ ਉਚਾਰਨ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰਤਾ ਹਾਸਲ ਕਰਨ	ਵਿਆਕਰਨਕ ਨਿਯਮਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ ਤੇ ਲਿਖਤੀ ਰੂਪ ਵਿੱਚ ਸਹੀ ਵਰਤੋਂ ਕਰਨ ਦਾ ਗਿਆਨ ਦੇਣਾ	ਵਿਅਕਤੀਗਤ ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ
7. ਮੁਹਾਵਰੇ (ਨਵੇਂ ਮੁਹਾਵਰੇ ਇਕੱਤਰ ਕਰਨਾ	ਆਮ ਬੋਲ - ਚਾਲ ਦੀ ਬੋਲੀ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ , ਸਹੀ ਅਰਥ ਸਮਝ ਸਕਣ	ਮੁਹਾਵਰੇਦਾਰ ਬੋਲੀ ਦੀ ਵਰਤੋਂ ਦੇ ਯੋਗ ਹੋਣਗੇ , ਬੌਧਿਕ ਵਿਕਾਸ ਹੋਵੇਗਾ	ਵਿਅਕਤੀਗਤ ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ
ਪੜ੍ਹਨ ਕੈਸਲ :				
1. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਭਣਾ)	ਪੜ੍ਹਨ ਕੈਸਲ ਦੀ ਨਿਪੁੰਨਤਾ ਦੇ ਯੋਗ ਬਣਾਉਣਾ	ਸਹੀ ਉਚਾਰਨ ਕਰਨ ਤੇ ਸਹੀ ਉੱਤਰਾਂ ਨੂੰ ਲੱਭਣ ਦਾ ਗਿਆਨ ਦੇਣਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ

ਲਿਖਣ – ਕੈਸਲ :

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|--|--|--|---|
| 1. ਚਿੱਤਰ ਵਰਨਣ (ਤਸਵੀਰ ਦੀ ਪਹਿਚਾਣ) | ਦੇਖ ਕੇ ਸਹੀ ਪਹਿਚਾਣ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਬਣਾਉਣਾ | ਬੌਧਿਕ ਵਿਕਾਸ ਹੋਵੇਗਾ ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ | |
| 2. ਬਿਨੈ - ਪੱਤਰ ਨਿੱਜੀ ਪੱਤਰ (ਪੱਤਰ , ਫਾਰਮੇਟ) | ਦੂਰ ਬੈਠੇ ਰਿਸ਼ਤੇਦਾਰ , ਸਾਕ ਰਸਮੀ , ਗੈਰ ਰਸਮੀ ਪੱਤਰ ਤੋਂ ਜਾਣੂੰ ਸੰਬੰਧੀਆਂ ਨਾਲ ਲਿਖਤੀ ਰੂਪ ਕਰਵਾਉਣਾ ਵਿੱਚ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰ ਸਕਣ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ | ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ | ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ |
| 3. ਨਿਬੰਧ / ਲੇਖ (ਚਾਰਟ) | ਕਿਸੇ ਵੀ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਿਤ ਵੱਧ ਤੋਂ ਵੱਧ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਵਾਉਂਦੇ ਹੋਏ ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪਰਪੱਕ ਬਣਾਉਣਾ | ਵੱਖ - ਵੱਖ ਵਿਸ਼ਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਲ ਕਰਦੇ ਹੋਏ ਲਿਖਣ - ਸ਼ੈਲੀ ਵਿੱਚ ਨਿਪੁੰਨ ਬਣਾਉਣਾ | ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ ਲਿਖਤੀ ਤੇ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ |

3B. ASSESSMENT PARAMETER / RUBRICS OF ACTIVITIES :

ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ –	ਸ਼ਾਨਦਾਰ (ਅੰਕ - 5	ਬਹੁਤ ਵਧੀਆ (ਅੰਕ - 4)	ਵਧੀਆ (ਅੰਕ - 3)	ਚੰਗੀ ਕੋਸ਼ਿਸ਼ (ਅੰਕ - 2)	ਸੁਧਾਰ ਜ਼ਰੂਰੀ (ਅੰਕ - 1)
1. WRITING SECTION					

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
ਰਚਕਤਾ	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. READING SECTION					
ਭਾਸ਼ਾ ਸੁੱਧਤਾ ਤੇ ਸਪਸ਼ਟਤਾ	ਸੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਗਈ	ਸੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਗਈ	ਸੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਕੀਤੀ ਗਈ	ਸੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਨਹੀਂ ਕੀਤੀ ਗਈ	ਸੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਨਹੀਂ ਕੀਤੀ ਗਈ

ਉਚਾਰਨ	ਸੁੱਧ ਉਚਾਰਨ	ਸੁੱਧ ਉਚਾਰਨ	ਸੁੱਧ ਉਚਾਰਨ ਨਹੀਂ	ਸੁੱਧ ਉਚਾਰਨ ਨਹੀਂ	ਸੁੱਧ ਉਚਾਰਨ ਨਹੀਂ
ਹਾਵ - ਭਾਵ ਨਾਲ ਪੇਸ਼ਕਾਰੀ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਹਾਵ - ਭਾਵ ਦੀ ਪੇਸ਼ਕਾਰੀ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਹਾਵ - ਭਾਵ ਦੀ ਪੇਸ਼ਕਾਰੀ ਵਿੱਚ ਕਮੀ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਹਾਵ - ਭਾਵ ਦੀ ਪੇਸ਼ਕਾਰੀ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਹਾਵ - ਭਾਵ ਦੀ ਪੇਸ਼ਕਾਰੀ	ਸਥਿਤੀ ਅਨੁਸਾਰ ਹਾਵ - ਭਾਵ ਦੀ ਪੇਸ਼ਕਾਰੀ ਵਿੱਚ ਕਮੀ
ਨਿਰੰਤਰਤਾ	ਵਿਚਾਰਾਂ ਜਾਂ ਭਾਵ ਨੂੰ ਬਿਆਨ ਕਰਨ ਦੀ ਨਿਰੰਤਰਤਾ ਕਾਇਮ	ਵਿਚਾਰਾਂ ਜਾਂ ਭਾਵ ਨੂੰ ਬਿਆਨ ਕਰਨ ਦੀ ਨਿਰੰਤਰਤਾ ਕਾਇਮ	ਵਿਚਾਰਾਂ ਜਾਂ ਭਾਵ ਨੂੰ ਬਿਆਨ ਕਰਨ ਦੀ ਨਿਰੰਤਰਤਾ ਦੀ ਕਮੀ	ਵਿਚਾਰਾਂ ਜਾਂ ਭਾਵ ਨੂੰ ਬਿਆਨ ਕਰਨ ਦੀ ਨਿਰੰਤਰਤਾ ਦੀ ਕਮੀ	ਵਿਚਾਰਾਂ ਜਾਂ ਭਾਵ ਨੂੰ ਬਿਆਨ ਕਰਨ ਦੀ ਨਿਰੰਤਰਤਾ ਕਾਇਮ ਦੀ ਕਮੀ
ਆਤਮ - ਵਿਸ਼ਵਾਸ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ ਕਮ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ	ਆਤਮ ਵਿਸ਼ਵਾਸ ਦੀ ਮੌਜੂਦਗੀ
3. LISTENING SECTION					
ਵਿਸ਼ਾ - ਵਸਤੂ ਪ੍ਰਤੀ ਗਿਆਨ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਗਿਆਨ ਸ਼ਾਮਲ
ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ ਨਹੀਂ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ ਨਹੀਂ	ਪੂਰੀ ਤਰ੍ਹਾਂ ਯਾਦ ਨਹੀਂ

ਪ੍ਰਸ਼ਨਾਂ ਅਨੁਸਾਰ ਸਹੀ ਉੱਤਰਾਂ ਦੀ ਚੋਣ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ ਨਹੀਂ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ	ਸਾਰੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਸਹੀ ਨਹੀਂ
ਸ਼ਬਦ ਤੇ ਵਾਕਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸਹੀ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਵਰਤੋਂ ਨਹੀਂ
ਭਾਸ਼ਾ ਪ੍ਰਯੋਗ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ ਨਹੀਂ	ਸਹੀ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਯੋਗ ਨਹੀਂ

4. SPEAKING SECTION

ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸ਼ੁੱਧੀ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ ਨਹੀਂ	ਸਹੀ ਉਚਾਰਨ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧੀ ਮੌਜੂਦ ਨਹੀਂ
ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ ਨਹੀਂ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਹਾਵ - ਭਾਵ ਮੌਜੂਦ ਨਹੀਂ
ਆਤਮ - ਵਿਸ਼ਵਾਸ	ਆਤਮ -ਵਿਸ਼ਵਾਸ ਦੀ ਭਰਮਾਰਤਾ	ਆਤਮ -ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ	ਆਤਮ -ਵਿਸ਼ਵਾਸ ਦੀ ਭਰਮਾਰਤਾ	ਆਤਮ -ਵਿਸ਼ਵਾਸ ਦੀ ਕਮੀ	ਆਤਮ -ਵਿਸ਼ਵਾਸ ਦੀ ਭਰਮਾਰਤਾ

ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਓ

ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ
ਮੌਜੂਦਗੀਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ
ਮੌਜੂਦਗੀਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ
ਮੌਜੂਦਗੀਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ
ਮੌਜੂਦਗੀ ਨਹੀਂਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ
ਮੌਜੂਦਗੀ ਨਹੀਂ

REMARKS :

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, 21

ਵਿਆਕਰਨ - ਲਿੰਗ ਬਦਲੀ , ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਅਗੇਤਰ -ਪਿਛੇਤਰ , ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ

ਲਿਖਣ ਕੋਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

PERIODIC - II (SEPTEMBER - 1ST WEEK)

ਸਾਹਿਤ - ਪਾਠ – 7, 10, 11, 12, 13 , PERIODIC – I ਦੇ ਪਾਠ ਵੀ ਸ਼ਾਮਲ ਹੋਣਗੇ ।

ਵਿਆਕਰਨ - ਮੁਹਾਵਰੇ , PERIODIC – I ਦੀ ਸਾਰੀ ਵਿਆਕਰਨ ਸ਼ਾਮਲ ਹੋਵੇਗੀ ।

ਪੜ੍ਹਨ ਕੈਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ

ਲਿਖਣ ਕੈਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ , ਬਿਨੇ - ਪੱਤਰ , ਨਿਬੰਧ

PERIODIC – III (NOVEMBER – 2ND WEEK)

ਸਾਹਿਤ - ਪਾਠ – 14 , 15 , 22 , 23

ਵਿਆਕਰਨ - ਮੁਹਾਵਰੇ , PERIODIC – I ਦੀ ਸਾਰੀ ਵਿਆਕਰਨ ਸ਼ਾਮਲ ਹੋਵੇਗੀ ।

ਪੜ੍ਹਨ ਕੈਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ

ਲਿਖਣ ਕੈਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

FINAL EXAMS : ਸਲਾਨਾ ਪ੍ਰੀਖਿਆ ਵਿੱਚ ਸਾਰਾ ਸਿਲੇਬਸ ਆਵੇਗਾ ।

6. ENRICHMENT ACTIVITIES FOR PERIODIC TESTS :

ENRICHMENT ACTIVITY FOR PERIODIC TEST - I	LEARNING OBJECTIVES	LEARNING OUTCOMES	MODE	METHODOLOGY	SKILLS DEVELOPED
ਕਵਿਤਾ ਪ੍ਰਤੀਯੋਗਤਾ	ਮੁਕਾਬਲੇ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨਾ	ਕਾਵਿ -ਰੂਪ ਵਿਚਲੇ ਸ਼ਬਦਾਂ ਦੇ ਉਤਰਾਅ - ਚੜ੍ਹਾਅ ਤੋਂ ਜਾਣੂ ਹੋਇਆ ਜਾਵੇਗਾ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਗਾ ਕੇ	ਪ੍ਰੇਰਨਾਦਾਇਕ ਕਲਾ , ਸੋਚ ਦੀ ਨਾਜ਼ੁਕਤਾ , ਪੇਸ਼ਕਾਰੀ ਦਾ ਹੁਨਰ
ENRICHMENT ACTIVITY FOR PERIODIC TEST – II					

ਮਾਡਲ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਤੇ ਕੁਝ ਖੁਦ ਕਰ ਸਕਣ ਦੀ ਜਗਿਆਸਾ ਪੈਦਾ ਕਰਨਾ	ਕਲਾਤਮਕ ਗੁਣ ਉਜਾਗਰ ਹੋਣਗੇ	ਵਿਅਕਤੀਗਤ ਰੂਪ ਵਿੱਚ	ਤਿਆਰ ਕਰਕੇ	ਹੁਨਰ ਕੈਸ਼ਲ - ਰਚਨਾਤਮਕ , ਕਲਪਨਾਤਮਕ ਹੁਨਰ
ENRICHMENT ACTIVITY PERIODIC TEST - III					
ਵਿਚਾਰ - ਵਟਾਂਦਰਾ	ਦੂਸਰਿਆਂ ਨਾਲ ਆਪਣੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨ ਤੇ ਦੂਸਰਿਆਂ ਦੇ ਵਿਚਾਰਾਂ ਨੂੰ ਸੁਣਨ ਦੀ ਭਾਵਨਾ ਪੈਦਾ ਕਰਨਾ	ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ	ਸਮੂਹਕ ਰੂਪ ਵਿੱਚ	ਸ਼੍ਰੇਣੀ ਵਿੱਚ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਵਿਚਾਰਾਂ ਦਾ ਆਦਾਨ ਪ੍ਰਦਾਨ ਕਰਕੇ	ਨਵੀਨਤਾਕਾਰੀ , ਸਹਿਯੋਗ , ਅਨੁਕੂਲਤਾ ਦਾ ਹੁਨਰ

7. ASSESSMENT PARAMETERS / RUBRIC FOR ENRICHMENT ACTIVITIES :

NAME OF THE ACTIVITY FOR PERIODIC – I	EXCELLENT -ਸ਼ਾਨਦਾਰ (ਅੰਕ – 5)	VERY GOOD- ਬਹੁਤ ਵਧੀਆ (ਅੰਕ – 4)	GOOD - ਵਧੀਆ (ਅੰਕ – 3)	(FAIR - ਕੇਸ਼ਿਸ਼ ਅੰਕ – 2)	ਚੰਗੀ (NEEDS IMPROVEMENT- ਸੁਧਾਰ ਜ਼ਰੂਰੀ (ਅੰਕ - 1)
1.ਕਵਿਤਾ ਪ੍ਰਤੀਯੋਗਤਾ						
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	ਉਚਾਰਨ ਸਹੀ ਤੇ ਸੁੱਧ ਰੂਪ ਵਿੱਚ ਨਹੀਂ

ਹਾਵ - ਭਾਵ ਨਾਲ ਭਰਪੂਰ ਤੇ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ	ਹਾਵ - ਭਾਵ ਨਾਲ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ	ਹਾਵ - ਭਾਵ ਨਾਲ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ	ਹਾਵ - ਭਾਵ ਨਾਲ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ	ਹਾਵ - ਭਾਵ ਨਾਲ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ ਨਹੀਂ	ਹਾਵ - ਭਾਵ ਨਾਲ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਪੇਸ਼ਕਾਰੀ ਮੌਜੂਦ ਨਹੀਂ
ਆਤਮ -ਵਿਸ਼ਵਾਸ ਸਮਾਂ ਸੀਮਾ	ਭਰਪੂਰ ਆਤਮ -ਵਿਸ਼ਵਾਸ ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ	ਭਰਪੂਰ ਆਤਮ -ਵਿਸ਼ਵਾਸ ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ ਨਹੀਂ	ਭਰਪੂਰ ਆਤਮ -ਵਿਸ਼ਵਾਸ ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ	ਭਰਪੂਰ ਆਤਮ -ਵਿਸ਼ਵਾਸ ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ	ਭਰਪੂਰ ਆਤਮ -ਵਿਸ਼ਵਾਸ ਨਿਰਧਾਰਤ ਸਮੇਂ ਅਨੁਸਾਰ ਨਹੀਂ
ਯਾਦ ਕਰਨ ਦੀ ਸ਼ਕਤੀ ਦੀ ਭਰਪੂਰਤਾ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ ਨਹੀਂ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ ਨਹੀਂ	ਜ਼ਰੂਰੀ ਗੱਲਾਂ ਯਾਦ ਰੱਖਣ ਵਿੱਚ ਕਾਮਯਾਬ ਨਹੀਂ
NAME OF THE ACTIVITY FOR PERIODIC - II	EXCELLENT - ਸ਼ਾਨਦਾਰ (ਅੰਕ - 5)	VERY GOOD- ਬਹੁਤ ਵਧੀਆ (ਅੰਕ - 4)	GOOD- ਵਧੀਆ (ਅੰਕ - 3)	FAIR- ਚੰਗੀ ਕੋਸ਼ਿਸ਼ (ਅੰਕ - 2)	NEEDS -IMPROVEMENT ਸੁਧਾਰ ਜ਼ਰੂਰੀ (ਅੰਕ - 1)
1.ਮਾਡਲ :					
ਭਾਗੀਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ ਨਹੀਂ	ਹਿੱਸੇਦਾਰੀ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ ਮੌਜੂਦ ਨਹੀਂ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਅ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ	ਵਿਚਾਰਾਂ ਦੇ ਪ੍ਰਗਟਾਅ ਦੀ ਸ਼ਮੂਲੀਅਤ ਨਹੀਂ
ਕਲਪਨਾਸ਼ੀਲ ਵਿਚਾਰ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਭਰਮਾਰਤਾ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਕਮੀ	ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਭਰਮਾਰਤਾ ਦੀ ਕਮੀ

ਰੈਚਕਤਾ	ਭਰਪੂਰ ਰੁਚੀ	ਭਰਪੂਰ ਰੁਚੀ	ਰੁਚੀ ਦੀ ਕਮੀ	ਭਰਪੂਰ ਰੁਚੀ	ਭਰਪੂਰ ਰੁਚੀ
NAME OF THE ACTIVITY FOR PERIODIC TEST - III	EXCELLENT- ਸ਼ਾਨਦਾਰ (ਅੰਕ - 5)	VERY GOOD- ਬਹੁਤ ਵਧੀਆ (ਅੰਕ - 4)	GOOD - ਵਧੀਆ (ਅੰਕ - 3)	FAIR - ਕੇਸ਼ਿਸ਼ (ਅੰਕ - 2)	ਚੰਗੀ NEEDS IMPROVEMENT- ਸੁਧਾਰ ਜ਼ਰੂਰੀ (ਅੰਕ -1)
1. ਵਿਚਾਰ - ਵਟਾਂਦਰਾ :					
ਹਿੱਸੇਦਾਰੀ	ਗਤੀਵਿਧੀ ਅਨੁਸਾਰ ਭਾਗ ਲਿਆ	ਗਤੀਵਿਧੀ ਅਨੁਸਾਰ ਭਾਗ ਲਿਆ	ਗਤੀਵਿਧੀ ਅਨੁਸਾਰ ਭਾਗ ਲਿਆ	ਗਤੀਵਿਧੀ ਅਨੁਸਾਰ ਭਾਗ ਲਿਆ	ਗਤੀਵਿਧੀ ਅਨੁਸਾਰ ਭਾਗ ਲਿਆ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਅ	ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ	ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ	ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ	ਵਿਚਾਰ ਸਾਂਝੇ ਕੀਤੇ	ਵਿਚਾਰ ਸਾਂਝੇ ਨਹੀਂ ਕੀਤੇ
ਉਚਾਰਨ ਤੇ ਸ਼ਬਦਾਵਲੀ ਦੀ ਸੁੱਧਤਾ	ਉਚਾਰਨ ਤੇ ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ	ਉਚਾਰਨ ਤੇ ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ	ਉਚਾਰਨ ਤੇ ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ	ਉਚਾਰਨ ਤੇ ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਉਚਾਰਨ ਤੇ ਸੁੱਧ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ ਨਹੀਂ
ਵਿਸ਼ੇ ਅਨੁਕੂਲ ਹਾਵ - ਭਾਵ ਦੀ ਪੇਸ਼ਕਾਰੀ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਕਮੀ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਕਮੀ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਕਮੀ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਹਾਵਾਂ - ਭਾਵਾਂ ਦੀ ਕਮੀ
ਆਤਮ - ਵਿਸ਼ਵਾਸ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਬਰਕਰਾਰ	ਆਤਮ - ਵਿਸ਼ਵਾਸ ਬਰਕਰਾਰ	ਆਤਮ - ਵਿਸ਼ਵਾਸ 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 - ਕੈਸਲ : 23

ਪੜ੍ਹਨ - ਕੈਸਲ : 05

ਕ੍ਰਮ ਨੰ .	ਪਾਠ ਦਾ ਨਾਮ/ ਨੰਬਰ , ਰੂਪ ਤੇ ਪ੍ਰਸ਼ਨ ਦਾ ਰੂਪ	ਕੁੱਲ ਅੰਕ
1. ਸਾਹਿਤ	ਕਵਿਤਾਵਾਂ : ਪਾਠ - 1 , 7 , 22 (ਕਾਵਿ ਬੰਦ ਤੇ ਪ੍ਰਸ਼ਨ – ਉੱਤਰ)	5
2.	ਕਵਿਤਾਵਾਂ : ਪਾਠ -10 , 13 , 16 (ਸਾਰ)	5
3.	ਕਹਾਣੀਆਂ : ਪਾਠ 2 , 11 , 14 , 17 , 20 (ਵੱਡੇ ਪ੍ਰਸ਼ਨ – ਉੱਤਰ)	2x5 =10
4.	ਲੇਖ ਤੇ ਜੀਵਨੀਆਂ : ਪਾਠ 3 , 12 , 15 , 18 , 21 , 23 (ਇੱਕ ਨੰਬਰ ਵਾਲੇ ਪ੍ਰਸ਼ਨ - ਉੱਤਰ)	1x8 = 8
5.	ਜੀਵਨੀਆਂ : ਪਾਠ - 21 , 23 (ਸ਼ਬਦ - ਅਰਥ ; ਕੇਵਲ ਅਭਿਆਸ ਵਿੱਚ)	1x2 = 2
6.ਵਿਆਕਰਨ	ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ , ਲਿੰਗ ਬਦਲੇ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਲਈ ਇੱਕ ਸ਼ਬਦ ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ , ਮੁਹਾਵਰੇ	3x6 = 18
7.	ਅਗੇਤਰ , ਪਿਛੇਤਰ	2 +2 = 4
8. ਪੜ੍ਹਨ - ਕੈਸਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ	5
9. ਲਿਖਣ - ਕੈਸਲ	ਚਿੱਤਰ ਵਰਨਣ	5
10.	ਬਿਨੈ - ਪੱਤਰ / ਨਿੱਜੀ ਪੱਤਰ , ਨਿਬੰਧ	8 +10= 18
ਕੁੱਲ ਅੰਕ =		80

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

ਪ੍ਰਸ਼ਨਾਂ ਦਾ ਰੂਪ	ਬਹੁਤ ਛੋਟੇ ਪ੍ਰਸ਼ਨ	ਛੋਟੇ ਪ੍ਰਸ਼ਨ	ਵੱਡੇ ਪ੍ਰਸ਼ਨ	ਕੁੱਲ
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ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਨੰਬਰ	07	05	04	16
ਅੰਕ	26	26	28	80

ਨਿਰਧਾਰਤ ਪੁਸਤਕਾਂ :

1. ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕ 'ਕਰੂੰਬਲਾਂ' -7
2. ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲੇਖ ਰਚਨਾ ' ਗਿਆਨ ਸਰੋਵਰ ' – 8
3. ਸੂਚਕ ਪੁਸਤਕਾਂ : ਪੁਸ਼ਕਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸਤਕਾਂ

GENERAL KNOWLEDGE

5. Objectives – Approximately 8-10

GENERAL OBJECTIVES

- To help the students to keep abreast of developments in various fields.
- To stimulate the child's thinking skills.
- To develop in him/her the spirit of inquiry.
- To develop the thinking ability and inquisitiveness of the child.
- To explore the extended information from different sources.
- To arouse the child's curiosity in the world around.
- To develop scientific temper of mind.
- To prepare the students for various QUIZ competitions.

6. Month wise division of syllabus

MONTH	CHAPTER
April	Language and Literature (pg. 1-20)
May	Environment Around (pg.21-53)
July	World Around (pg.54-64)
August	World Around (pg.65-77)
October	Art And culture(pg. 78-103)
November	Math Magic (pg.104-135)
December	Sports and Games(pg.136-158)

- Periodic -I (May)

- Periodic -II (September first week)

Language and Literature
Environment Around
World Around

- Final Exam (February)

Art and Culture
Math Magic
Sports and Games

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class)

6.(a) Enrichment Activity

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

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group)	Methodology /Procedure	Skills developed
Oral Quiz	To develop the thinking ability and curiosity about the world around	The students will be able to explore the information and	Group	By dividing the class into different groups	Interpersonal, critical and communication skill.

Question Answer Session (current affairs)	To help the students to keep abreast of developments in various fields.	facts The students will become updated about the latest information	(pair/group)	The students will frame the questions for the rival groups on the current affairs	Thinking skill and Team work
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6.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

The following rubric describes levels of competence in completing a quiz.

Level	Criteria
4	<ul style="list-style-type: none"> Understands and responds to all questions. Cites specific evidence from relevant portions or text. No errors in text-based facts.
3	<ul style="list-style-type: none"> Understands and responds to all or most questions. Cites evidence from relevant portions or text. No more than one error in text-based facts.
2	<ul style="list-style-type: none"> Understands and responds to all or most questions.

	<ul style="list-style-type: none"> • Cites evidence from relevant portions or text. Some errors in text-based facts.
1	<ul style="list-style-type: none"> • Responds to fewer than half the questions, and/or misunderstands questions. • Understanding vague, inconsistent, or seriously flawed.

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

DIVISION OF SYLLABUS	MARKS
Questions from the syllabus	20
Current Affairs	5
Total	25

10. Prescribed Books

Kid Wiz for class VIII

(D. A.V. Publication)

11. Suggested Books (If Applicable)

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

ART & CRAFT

1. Objectives – Approximately 8-10

To enable the students to:

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

2. Month wise division of syllabus

Lesson No./Topic	Name of the lesson	Month
Poster Making Slogan Writing Best out of waste	Poster Making Slogan Writing Best out of waste	April, May July, August September, October
Folk art Flower Making	Folk art Flower Making	November, December Jan

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:

Name of the activity	Learning Objectives	Learning outcomes	Mode(Individual/pair/group)	Methodology /Procedure	Skills developed
1)Poster making	<ul style="list-style-type: none"> *To enable students to develop interpersonal and intrapersonal skills by working together in groups. *To enhance their aesthetic sense. *To enhance their creative skills. *To put and express their thoughts in artistic way. 	<ul style="list-style-type: none"> *To develop students'interpersonal and intrapersonal skills by working together in groups. *To gain application, analysis and synthesis skills *To think out of the box and to inculcate the idea in the most effective way. *To innovate on different means and ways of putting across the topic in a poster. 	Individual	Students will be guided to make a poster and use all the 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.	<ul style="list-style-type: none"> *Creative skills *Aesthetic skills *Time management skills

Slogan Writing	<p>To enhance their creative skills.</p> <p>*To put and express their thoughts in artistic way.</p> <p>*To write neatly in a meaningful way.</p>	<p>*Enhance their thinking skills.</p> <p>*Enhance their imagination and creativity</p> <p>*Enhance their calligraphy skills.</p>	Individual	<p>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.</p>	<p>*Interpersonal skills</p> <p>*Kinesthetic skills</p> <p>*aesthetic sense</p>
Best out of waste	<p>*To develop conservative attitude.</p> <p>*To enhance their creative skills.</p> <p>*To put and express their thoughts in artistic way.</p>	<p>*Development of innovation and creativity.</p> <p>*Development of aesthetic appreciation.</p> <p>*To develop the ability to think and organize the thinking to create something useful.</p> <p>*Helping the society in conservation of resources.</p> <p>Students will be able to:</p> <p>*Appreciate their cultural heritage</p>	Group	<p>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. .</p>	<p>*Motor skills</p> <p>*Creative skills</p> <p>*aesthetic skills</p>

Folk Art	<ul style="list-style-type: none"> *To develop conservative attitude. *To enhance their creative skills. *To put and express their thoughts in artistic way. 	<ul style="list-style-type: none"> * know the difference between various art forms like Warli Painting, Madhubani, Miniature art and Tribal art *Learn about traditional colours and dyes. 	Individual	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.	<ul style="list-style-type: none"> *Creative skills *aesthetic skills *Time management.
Flower making	<ul style="list-style-type: none"> *To enable students to develop an attitude for teamwork. *To enhance their aesthetic sense. *To enhance their creative skills. *To put and express their thoughts in artistic way. 	<ul style="list-style-type: none"> *Development of innovation and creativity. *Development of aesthetic appreciation. Enhance their imagination and creativity. 	Group		<ul style="list-style-type: none"> *Creative skills *aesthetic skills *Time management.

3 (b) Assessment parameters & Rubrics for respective Activity:**4.Number of Worksheets planned per chapter:****5.Syllabus for periodic tests**

- Periodic -I (May)

Class -8 Subject to the changes introduced by (D.A.V)
 Class -9 & 10 Subject to the changes introduced by (C.B.S.E)

- Periodic -II (September first week)

poster making and slogan writing

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

Best out of waste and folk art

Note: Mention the percentage of syllabus to be tested in final examination. (Specific for each class)

6.(a) Enrichment Activity

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

Name of the activity	Learning Objectives	Learning Outcomes	Mode (Individual /pair/group) Individual	Methodology /Procedure Ideas for poster making will be discussed in the class. Students will be guided to make a poster on Save	Skills developed Skills developed *Creative skills *Aesthetic skills *Time management skills
Poster Making (Save Electricity)	*To sensitize students about the importance of saving electricity	Students will learn ways to conserve electricity in an			

	and to improve their creative skills.	artistic manner.		Electricity and then they will also be asked to make a caption for the poster.	
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7.(b) Assessment parameters & Rubrics for respective Enrichment Activity:

RUBRICS FOR POSTER MAKING					
	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Drawing/pictures used to develop main idea. ↓	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.

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

RUBRICS FOR SLOGAN WRITING

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
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					
	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
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 FOLK ART

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	5	4	3	2	1
Drawing/pictures used to develop main idea.	Neat and effective drawing/ excellent variety of pictures used.	Neat and effective drawing/ good variety of pictures used.	Neat but limited drawing/ some pictures used.	drawing neat but not effective/ few pictures used.	Drawing neither neat nor effective/ very less pictures used with lots of repetition.

Traditional colour scheme and detail work	Traditional colours are used and minute details are also given.	Traditional colours are used but less use of dyes and minute details are done neatly.	Traditional colours are less used and minute details are not given properly.	Traditional colours are very less used and minute details less given.	Traditional colours are not used and minute details are also not given.	
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.	

	Excellent	Good	Fair	Average	Needs improvement	
PARAMETERS	5	4	3	2	1	
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.	
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8.Chapter/ unit wise allocation of marks

Chapter/ Unit	Allocation of Marks
Grading is applicable	

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

10. Prescribed Books

11. Suggested Books (If Applicable)

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

Sports & Games

General Objectives

- 1) Sports and games objectives is to increase the all round development of the child like social development, Emotional development, Physical & Mental development, Emotional development, Physical & Mental development.
- 2) To promote healthy. Life style through regular physical activities.
- 3) To promote the feeling of love, sympathy, co-operation and brotherhood.
- 4) To encourage students to participate in sports activities and competition.
- 5) To develop sports man spirit.

Month wise division of syllabus

April to May	1 to 10 standing & sitting P.T. Exercise in drill period. Foot ball game kicking, passing, throwing the ball. Basket Ball – Lay up shot, chest pass, over head pass.
July to September	Yoga in drill period, March Past & 1 to 10 Dumbbell exercises Kho-Kho-chasing & running. Athletics – Short distance races, (100, 200, 400) Practice of Kabaddi
October to December	Aerobic exercise, March Past, Surya Namaskar, Padamasans in drill period. Basket Ball – Lay up shot, Chest pass, over head pass Cricket – Batting & Bowling Practice. Football – Practice match, Kicking, Passing.
January to February	Dumbbell exercise 1 to 10, standing & sitting P.T. exercise. Athletics – (Field event) – Shot put Kho – Kho game – chasing & running