

ROADMAP

Class VII (2026-27)

ENGLISH

OBJECTIVES

To enable the learner to:-

- (a) Acquire the ability to listen and respond verbally and in writing;
- (b) Speak about self, report events accurately and appropriately, to make connections and draw inferences;
- (c) Recite poems, speak and write dialogues, use appropriate vocabulary and sentence structures;
- (d) Understand the central idea and locate details in text, both familiar and unfamiliar;
- (e) Write coherently and with a sense of purpose and audience;
- (f) Engage in creative writing to express thoughts and opinions effectively;
- (g) Develop sensitivity towards culture and heritage, aspects of contemporary life, gender and socially relevant issues.
- (h) Develop sensitivity towards a sustainable way of life and education.
- (i) Understand and apply language functions appropriately;
- (j) Predict outcomes, follow ideas in a sequence and frame sentences appropriately;

MONTH WISE DIVISION OF SYLLABUS

Literature	Writing & Grammar	My English Reader	Learning Outcomes	Month
*Monkey Trouble *Birdie, Will you pet?	*Articles *The Sentence *Diary Entry	*Men At Work	*reads aloud stories and recites poems with appropriate pause, intonation and pronunciation *infers the meaning of unfamiliar words by reading them in context *uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time, and tense, passivisation, adjective adverb, etc. *asks and responds to questions based on texts(from books or other resources) and out of curiosity.	April
*A Hero	*Compound Sentence *Transitive and	*Relationships	* identifies details, characters, main idea and sequence of ideas and events in textual/ non textual material *thinks critically, compares and contrast characters, events, ideas, themes and relate them to	May

	Intransitive Verbs *Informal Letter writing		life * writes formal letters, personal diary, lists, email, SMS, etc * refers to a dictionary, thesaurus and encyclopedia to find meanings/spelling of words while reading and writing for reference work. * takes notes while teacher teaches from books/ from online material	
*Fight, Manju, Fight! *I Dream A World	*Phrases and Clauses *Modals *Letter to Editor * Email		* reads a variety of text for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading) * writes descriptions/ narratives showing sensitivity to gender, environment and appreciation of cultural diversity * organises sentences coherently in English/ in Braille with the help of verbal and visual clues and with the sense of audience * identifies details, characters, main idea and sequence of ideas and events in textual/ non textual material * speaks about excerpts, dialogues, skits, short films , news and debate on TV and radio, audio- video programmes on suggested websites	July
*Stone Soup in Bohemia	*Voice *Notice Writing *Dialogue Completion	*Attitude	*reads aloud stories and recites poems with appropriate pause, intonation and pronunciation *answers questions orally and in writing on a variety of texts *participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organizations *refers dictionary, thesaurus and encyclopedia to find meanings/ spellings of words while reading and writing for reference work	August

			*organises sentences coherently in English /in Braille with the help of verbal and visual clues and with a sense of audience *uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb etc.	
Revision/ Exams	Revision/ Exams	Revision/Exams	*uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb etc. *writes formal letters, personal diary, list, email, etc. *answers questions orally and in writing on a variety of texts	September
*A Stormy Adventure *The Spider and the Fly	*Linkers *Perfect Progressive Tenses	*Achievers	*writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity *infers the meaning of unfamiliar words by reading them in context *thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life *asks and responds to questions based on texts(from books or other resources) and out of curiosity *reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading)	October
*The Human Robot	*Future Time Reference *Article writing	*The Future World	*identifies details, characters, main idea and sequence of ideas and events in textual / non-textual material * engages in conversations in English with family, friends and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary *reads a variety of texts for	November

			pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc. (extensive reading) *answers questions orally and in writing on variety of texts *takes notes while teacher teaches/ from books/ from online materials	
*Friends and Flatterers	*Reported Speech		* reads aloud stories and recite poems with appropriate pause, intonation and pronunciation * reads textual/ non-textual materials in English/Braille with comprehension * thinks critically, compares and contrast character, events, ideas, themes and relates them to life * refers to a dictionary, thesaurus and encyclopedia to find meanings/ spelling of words while reading and writing for reference work. * uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc.)	December
*Chocolates In Your Dreams Too	*Reported Speech	*Unity in Diversity	*participates in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organised by school and other such organisations *engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary	January
Revision/ Exams	Revision	Revision/Exams	*uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb etc. *writes formal letters, personal diary, list, email, etc.	February

			*answers questions orally and in writing on a variety of texts *takes notes while teacher teaches/from books/ from online materials.	
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Art Integrated Activity:

- **Chapter: A Hero**

Real Life Legends- Create a scrap book about the real-life superheroes who inspire us through their actions, resilience, and values

- **Poem: I Dream A World**

Poem Recitation/ Composition: Based on the theme of the poem, students will recite/compose poems.

- **Poem: Friends and Flatterers**

The "Two-Faced" Mask.

Draw a mask one half representing the "Flatterer" (bright, superficial colors, exaggerated smile) and the other half representing the "True Friend" (steady, calm colors, honest expression). Inside the mask, write quotes from the poem that match each side.

4.Scheme of assessment & weightage:

Sr. No.	Assessment Cycle	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	35
3	Half YEARLY	September	Pen paper Test	70
4	PT3	November/ December	Pen Paper Test	35
5	PT4	January	Activity Based Assessment	35
6	Final	February/March	Pen paper Test	70

Syllabus for periodic tests

PT 1: (MAY)

READING	story/ article/poem based comprehension
GRAMMAR	Articles, Transitive and Intransitive Verbs , The Sentence (English Practice Book)
WRITING	Informal Letter Writing, Diary Entry
LITERATURE	Lesson 1: Monkey Trouble, Lesson 2: Birdie, Will You Pet?

PT 2: – July (Activity Based)

Nature of Activity	Assessment of Listening & Speaking
Material Required	NA

RUBRICS FOR SPEAKING SKILLS

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	4-5	3-4	2-3	1-2	0-1
Content management (relevance, accuracy and coherence)	The content is relevant and accurate. The information is coherent.	The content is mostly relevant and accurate. The speaker needs to present it more coherently.	The speaker is not using sufficient relevant information. The information presented is not accurate or coherent.	The speaker is not able to manage the content . The information presented is relevant but is not coherent at all.	The speaker does not understand the topic and is not able to present the information appropriately.
Vocabulary and grammar in context	Vocabulary used is appropriate and varies contextually. The sentences are framed in the correct grammatical structures.	Vocabulary used is appropriate but repetitive. The sentences are framed in appropriate grammatical structures.	Vocabulary used is limited and not suitable to the context. The sentences are not framed in appropriate grammatical structures .	Vocabulary used is extremely repetitive and not appropriate to the context. The grammatical structures and transition words are not used effectively.	Vocabulary used is extremely poor and the speaker is not able to frame appropriate sentences to support the spoken information.
Voice modulation and articulation (tone, pitch, pace and pronunciation)	Voice modulation and articulation is appropriate. The use of phonic sounds and the pace is according to the content presented.	Voice modulation is appropriate but the speaker is unable to articulate effectively. The tone and pace of the content delivery needs attention.	The speaker is unable to use voice modulation effectively. The pronunciation and tone is rightly used.	Voice modulation and articulation is not used appropriately . The speaker needs to work on the pace of delivery of content.	The speaker is not able to present with appropriate voice modulation and articulation. The tone, pitch ,pace and pronunciation are not suitably used.

RUBRICS FOR LISTENING SKILLS

↓	Excellent	Good	Fair	Average	Needs improvement
COMPETENCY	4-5	3-4	2-3	1-2	0-1
Listening for General details	Able to concentrate and comprehend the content fully.	Able to concentrate and comprehend most of the content	Able to concentrate but easily distracted, therefore missed on some information.	Rarely able to concentrate and easily distracted, not able to comprehend relevant information.	Not able to concentrate and easily distracted, cannot comprehend the main idea of the content
Listening for Specific details	Listens for all the specific information and includes them in answers	Listens for most of the specific information and includes them in answers	Listens for some specific information and includes them in few answers	Listens for very less specific information and does not include them in answers	Not able to listen for specific details

Half Yearly (SEPTEMBER FIRST WEEK)

Reading	Comprehension based on story/ article/ poem
GRAMMAR	● Lesson 1: Articles ● Lesson 2: The Sentence ● Lesson 3: The Compound Sentences ● Lesson 4: Phrases and Clauses ● Lesson 5: Transitive and Intransitive Verbs ● Lesson 6: Modals ● Lesson 7: Passive Voice ● Integrated Grammar, Rearrangement, Editing: Error correction based on the given syllabus
WRITING	Notice Writing, Diary Entry, Informal Letter Writing, Email, Letter to Editor, Dialogue Completion
LITERATURE	Lesson 1 to 6 ● Lesson 1: Monkey Trouble ● Lesson 2: Birdie, Will you Pet? ● Lesson 3: A Hero ● Lesson 4: Fight, Manju, Fight! ● Lesson 5: I Dream a World ● Lesson 6: Stone Soup in Bohemia

ENGLISH READER	Men at Work, Relationships, Attitude

PT 3: – December (Pen Paper Test)

Literature	Lesson 7 -A Stormy Adventure Lesson 8- The Spider and the Fly
Grammar	Perfect Progressive Tenses, Passive Voice, Future Time Reference
Writing	Article Writing, Letter to Editor, Diary Entry, Informal Letter Writing

PT4: Activity Based

Nature of Activity	Brochure Designing and Presentation
Material Required	A4 size sheet (One), Colours, Reference Material

Rubrics- Presentation

Parameters	Excellent	Good	Fair	Average
	4-5	3-4	2-3	1-2
Content Management	*Demonstration- depth understanding of topic *Accurately utilizes researched information in the brochure	*Demonstrate understanding of the topic *Employs research information with adequate degree of accuracy	*Demonstrate little understanding of the topic *Employs research information with fair degree of accuracy	*Lacks understanding of the topic *Reports only the most basic parts of the information
Visual Appeal	*Imaginative; original * Use of graphics make the message 'come alive'	*Creativity is acceptable *Use of graphics adequate to present message	*Little creativity used *Poor selection of graphics	*No originality *Graphics do not tie in with the message

	Excellent	Good	Fair	Average	Needs improvement
Parameters	4-5	3-4	2-3	1-2	0-1
Vocabulary and grammar in context	Vocabulary used is appropriate and varies contextually. The sentences are framed in the correct grammatical structures.	Vocabulary used as appropriate but repetitive. The sentences are framed in appropriate grammatical structures.	Vocabulary used is limited and not suitable to the context. The sentences are not framed in appropriate grammatical structure.	Vocabulary used is extremely repetitive and not appropriate to the context. The grammatical structures and transition words are not used effectively.	Vocabulary used is extremely poor and the speaker is not able to frame appropriate sentences to support the spoken information.
Voice modulation and articulation(ton e, pitch, pace and pronunciation)	Voice modulation and articulation is appropriate. The use of phonic sounds and the pace is according to the content presented.	Voice modulation is appropriate but the speaker is unable to articulate effectively. The tone and pace of the content delivery needs attention.	The speaker is unable to use voice modulation effectively. The pronunciation and tone is rightly used.	Voice modulation and articulation is not used appropriately. The speaker needs to work on the pace of delivery of content.	The speaker is not able to present with appropriate voice modulation and articulation. The tone, pitch, pace and pronunciation are not suitably used.

Final Exam –Students will be tested on the following syllabus.

LITERATURE	Lesson1 to Lesson 11
GRAMMAR	Lesson 1-11

WRITING	Diary Entry, Informal Letter, Article Writing, Notice Writing, Email, Letter to Editor, Dialogue Completion
ENGLISH READER	Achievers, Relationships, Unity in Diversity

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2,3,4, 5 and 8 marks weightage

6. Project : Art Integration Activity (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

- English Literature --- DAV CMC, New Delhi.
- English Practice Book --- DAV CMC, New Delhi.
- My English Reader --- DAV CMC, New Delhi.

***GOOD READER BONUS SCHEME :** To encourage reading among the students, DAVCAE has designed the Good Reading Bonus Scheme, where the students will read a specific book in each term. The English periodic exam will have a 'reading bonus section' at the end of the question paper. This will comprise comprehension based questions from the recommended books.

Suggested books for reading:

- Suggested book by Burlington

Suggested book for grammar:

- BBC Compacta

1.Subject : हिंदी

2.Objectives

1)परिवार मित्र तथा शिक्षक आदि की भाषा सुनकर समझने की योग्यता उत्पन्न करना
2)दूसरों के साथ वार्तालाप तथा प्रतिक्रिया करने में कुशल बनाना
3)लिखित सामग्री को ध्वनि व मात्राओं की शुद्धता के साथ पढ़ने में कुशल बनाना
4)वर्तनी की शुद्धता सहित सही से लिखने की योग्यता का विकास करना
5)सीखे हुए ज्ञान को परिवेश से जोड़कर रखने की जागरूकता उत्पन्न करना
6)अधिगम का स्वयं के जीवन में उपयोग एवं सृजन शक्ति का विकास करना
7)व्याकरणिक ज्ञान में वृद्धि करना
8)पाठन तथा श्रवण कौशल विकसित करना
9)तार्किक कुशलता तथा कल्पना शक्ति का विकास करना
10)रचनात्मक तथा वाचन कौशल विकसित करना

3.Month wise division of syllabus

Lesson No./Topic	Name of the lesson And activity	Month
ज्ञान सागर तथा अभ्यास सागर		
पाठ 1	बारहमासा	अप्रैल
पाठ 2	नाटक में नाटक	अप्रैल
पाठ 3	निर्मला, साँप और सयाल	अप्रैल
पाठ 4	बातूनी	मई
पाठ 5	राजू का सपना	मई
पाठ 6	समय	मई
पाठ 7	स्कूल की छुट्टियाँ	जुलाई
पाठ 8	एवरेस्ट की चुनौती	जुलाई
पाठ 9	सवाल का जवाब	अगस्त
पाठ 10	झंडा ऊँचा रहे हमारा	अगस्त

पाठ 11	उस रात की बात	अक्तूबर
पाठ 12	दोहे	अक्तूबर
पाठ 13	साहस को सलाम	अक्तूबर
पाठ 14	एस रामानुजन	नवंबर
पाठ 15	अन्नदाता कृषक	नवंबर
पाठ 16	देशभक्त पुरु	दिसंबर
पाठ 17	काकी	दिसंबर
पाठ 18	बाल लीला और कुंडलियाँ	दिसंबर
पाठ 19	गणेशोत्सव	जनवरी
पाठ 20	कर्मवीर	जनवरी

4. Lesson Wise Activities

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure
पाठ 1 बारहमासा (बढ़ते हुए ग्लोबल वार्मिंग के खतरे को कम करने में आपका सहयोग विषय पर टी- चार्ट)	1)कविता के मूल भाव ,लय एवं ध्वनि को समझाना एवं पर्यावरण के प्रति सजग बनाना ।	1)कविता की लय , ध्वनि एवं मूल भाव को समझेंगे एवं पर्यावरण के प्रति सजग बनेंगे।	1)व्यक्तिगत	1) विद्यार्थी A4 साइज़ शीट पर बढ़ते हुए ग्लोबल वार्मिंग के खतरे को कम करने में अपने सहयोग को सतत विकास लक्ष्य के साथ चक्र रूप में लिखेंगे । (Art Integrated)
2 नाटक में नाटक (आपका सहपाठी मंच पर जाते ही अपना संवाद भूल जाता है और फिर नाटक में जो कुछ भी होता	2) कहानी के मूल भाव को समझाना एवं रचनात्मक कौशल विकसित करवाना । अनुस्वार एवं अनुनासिक शब्दों में अंतर समझाते हुए सही उच्चारण करना सीखाना ।	2)रचनात्मक कौशल विकसित होगा अनुस्वार एवं अनुनासिक शब्दों में अंतर समझाते हुए सही उच्चारण करना सीखेंगे ।	2) व्यक्तिगत 3) व्यक्तिगत 4) सामूहिक	2 नाटक में नाटक पाठ कहानी पर आधारित है। विद्यार्थी कहानी की रोचकता का आनंद लेंगे और दिए गए विषय पर पत्र लिखेंगे । (Experiential learning)
		3)एक दूसरे से मैत्रिपूर्ण व्यवहार	5)व्यक्तिगत	3) विद्यार्थी अपने बहादुरी के कारनामे का वर्णन करते

है उसके बारे में बताते हुए अपने मित्र को पत्र लिखिए) पाठ 3 निर्मला, साँप और सयाल (अपनी बहादुरी के कारनामे का वर्णन करते हुए मित्र को पत्र लिखें) पाठ 4 बातूनी (आपके चाचा जी आपके मित्र के पड़ोसी हैं। आपने अपने मित्र को कुछ सामान चाचा जी को देने के लिए कहा है। सामान देते हुए आपके मित्र और आपके चाचा जी के मध्य जो बातचीत हुई उसे संवाद के रूप में लिखें।)	3) मित्रता का महत्त्व समझाना एवं कठिन परिस्थितियों में साहस से काम लेने की आदत डलवाना। 4) ज़रूरत से ज़्यादा बोलना अच्छा नहीं होता- इस बात का महत्त्व समझाना एवं शब्द ज्ञान भंडार विकसित करवाना तथा अपने भावों को शब्दों में व्यक्त करने के काबिल बनाना। 5) स्वाध्याय के लिए प्रेरित करना एवं उच्चारण संबंधित त्रुटियों को दूर करवाना। 6) शब्द ज्ञान भंडार में वृद्धि करवाना, वाचन कौशल विकसित करवाना , समय के सदुपयोग की आदत डलवाना । 7) शब्द ज्ञान भंडार विकसित करवाना, शब्दों का शुद्ध उच्चारण करना सीखाना एवं रचनात्मक कौशल विकसित करवाना। 8) एवरेस्ट पर चढ़ने वाले भारतीयों के जीवन के माध्यम से सकारात्मक दृष्टिकोण विकसित करवाना एवं उनसे प्रेरणा लेकर	करेंगे एवं कठिन परिस्थितियों में साहस से काम लेंगे। 4) ज़रूरत से ज़्यादा बोलना अच्छा नहीं होता - इस बात का महत्त्व समझेंगे ,उसके अनुसार व्यवहार करेंगे एवं शब्द ज्ञान भंडार विकसित होगा तथा अपने भावों को शब्दों में व्यक्त करने में सक्षम होंगे । 5) स्वाध्याय के लिए प्रेरित होंगे एवं उच्चारण संबंधी त्रुटियाँ दूर होंगी । 6) शब्द ज्ञान भंडार में वृद्धि होगी ।वाचन कौशल विकसित होगा तथा समय का सदुपयोग करेंगे। 7) शब्द ज्ञान भंडार विकसित होगा, शब्दों का शुद्ध उच्चारण करना सीखेंगे एवं रचनात्मक कौशल विकसित होगा । 8) एवरेस्ट पर चढ़ने वाले भारतीयों के जीवन के माध्यम से सकारात्मक दृष्टिकोण उत्पन्न होगा एवं उनसे प्रेरणा लेकर उन्नति की ओर बढ़ने का प्रयास करेंगे ।	6)व्यक्तिगत 7)व्यक्तिगत 8) व्यक्तिगत 9)व्यक्तिगत	हुए मित्र को पत्र लिखेंगे (Experiential learning) 4)आपके चाचा जी आपके मित्र के पड़ोसी हैं। आपने अपने मित्र को कुछ सामान चाचा जी को देने के लिए कहा है। सामान देते हुए आपके मित्र और आपके चाचा जी के मध्य जो बातचीत हुई उसे संवाद के रूप में लिखें एवं बोलें । (Flip Classroom) 5) पाठ 5 केवल अध्ययन के लिए है अतः पाठ का अध्ययन करेंगे समूह में उसकी चर्चा करेंगे । (Flip Classroom) 6) छात्र समय के महत्त्व पर अनुच्छेद लिखेंगे एवं उसके विषय में भाषण देंगे। (Experiential learning) 7) परीक्षा के अंतिम दिन के अनुभव को डायरी के रूप में लिखेंगे। (Experiential learning) 8) दुनिया की सबसे ऊँची पांच चोटियों को ग्राफ के रूप में प्रदर्शित करेंगे । (Art Integrated) 9) परोपकार के महत्त्व पर अनुच्छेद लेखन एवं दिवाली पर पटाखे न चलने का संदेश देते हुए पोस्टर लेखन ।
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पाठ 5 राजू का सपना (केवल अध्ययन के लिए)	उन्नति की ओर बढ़ाना ।	9) समाज के सभी वर्गों के लिए संवेदनशील एवं भावुक बनेंगे एवं सकारात्मक दृष्टिकोण विकसित होगा ।	10)व्यक्तिगत	(Experiential Learning and Art integration)
पाठ 6 समय (कविता का सस्वर वाचन एवं समय के महत्त्व पर भाषण)	9) समाज के सभी वर्गों के लिए संवेदनशील एवं भावुक बनाना ।	10) देशभक्ति की भावना उत्पन्न होगी एवं भारतीय झंडे के इतिहास की जानकारी मिलेगी।		10) देश भक्ति का संदेश देने वाली कहानी लेखन एवं भारतीय झंडे के इतिहास का सचित्र वर्णन । (Experiential Learning, Art Integration)
पाठ 7 स्कूल की छुट्टियाँ (परीक्षा के अंतिम दिन के अनुभव को डायरी के रूप में लेखन)	10) देशभक्ति की भावना उत्पन्न करवाना एवं भारतीय झंडे के इतिहास की जानकारी मिलेगी।	11) अतिथि देवो भव - भारतीय संस्कृति का अनुसरण करते हुए अतिथियों का आदर करना सीखेंगे ।	11)व्यक्तिगत	11) सूचना लेखन (Experiential Learning)
पाठ-8 एवरेस्ट की चुनौती (एवरेस्ट के शिखर पर चढ़ने वाले किन्हीं दो विख्यात भारतीयों का चित्र सहित वर्णन)	11) 'अतिथि देवो भव' -भारतीय संस्कृति का अनुसरण करना सीखाना ।	12) शुद्ध उच्चारण सीखेंगे एवं वाचन कौशल विकसित होगा ।		12) 'दोहे' पाठ के दोहे याद करके कक्षा में दो विद्यार्थी समूह में सुनाएँगे एवं देश में साफ सफाई के प्रति जागरूकता जगाने हेतु विज्ञापन लेखन । (Flip Classroom and Art Integration)
पाठ 9	12) शुद्ध उच्चारण सीखाना एवं वाचन कौशल विकसित करवाना ।	13)शब्द ज्ञान भंडार विकसित होगा, मुश्किल परिस्थितियों का साहस से सामना करने का प्रयास करेंगे ।	12) सामूहिक	13) 'मन के हारे हार है मन के जीते जीत' विषय पर अनुच्छेद लेखन ।(Experiential learning)
	13) शब्द ज्ञान भंडार विकसित करवाना, मुश्किल परिस्थितियों में से साहस के बल पर बाहर निकलने के सक्षम बनाना ।	14) शब्द ज्ञान भंडार एवं वाचन कौशल विकसित होगा ।		14) 'एस रामानुजन' पाठ पढ़कर उसके विषय में जानकारी कक्षा में बोलेंगे । (Flip Classroom)
	14) शब्द ज्ञान भंडार एवं वाचन कौशल विकसित करवाना ।	15) कविता के सुर एवं लय से परिचित होंगे एवं समान लय वाले शब्दों का निर्माण करने में सक्षम होंगे तथा उच्चारण क्षमता विकसित होगी ।	13) व्यक्तिगत	15) कविता गायन । (Flip Classroom)
	15) कविता के सुर एवं लय से परिचित करवाना एवं समान लय वाले शब्दों का निर्माण करना सीखाना तथा उच्चारण क्षमता का विकसित करवाना ।		14) व्यक्तिगत	16) छात्रों को 'देशभक्त पुरु' नामक नाटक के विभिन्न चरित्र बनवाकर उनसे कक्षा में नाट्य मंचन करवाया जाएगा । (Flip Classroom)

सवाल का जवाब (परोपकार का महत्त्व विषय पर अनुच्छेद लेखन) पाठ10) झंडा ऊँचा रहे (यह कविता केवल पढ़ने के लिए है - कविता गायन एवं भारतीय झंडे के इतिहास को चित्र सहित A4 शीट पर लिखें) पाठ-11 उस रात की बात (सूचना लेखन) पाठ 12 दोहे (दोहे याद करके कक्षा में सुनाएँ) पाठ13 साहस को सलाम ('मन के हारे हार एवं मन के जीते जीत' विषय पर	16) देश भक्ति की भावना उत्पन्न करवाना एवं उनका आत्मविश्वास बढ़ाना तथा स्वाध्याय के लिए प्रेरित करना । 17)चिंतन ,मनन ,निरीक्षण एवं आत्मसात करने की प्रवृत्ति का विकास करवाना एवं रचनात्मक कौशल विकसित करवाना। 18) आत्मविश्वास बढ़ाना,वाचन का अभ्यास करवाना एवं रचनात्मक कौशल विकसित करवाना । 19) विराम चिह्नों का प्रयोग करना सीखाना एवं रचनात्मक कौशल विकसित करवाना । 20) व्याकरणिक ज्ञान में वृद्धि,रचनात्मक कौशल ,लेखन कौशल एवं आत्मविश्वास विकसित करवाना ।	16) देश भक्ति की भावना उत्पन्न होंगी एवं उनका आत्मविश्वास बढ़ेगा । 17)चिंतन ,मनन ,निरीक्षण एवं आत्मसात करने की प्रवृत्ति विकसित होगी एवं रचनात्मक कौशल विकसित होगा । 18) आत्मविश्वास बढ़ेगा ,वाचन एवं रचनात्मक कौशल विकसित होगा। 19)विराम चिह्नों का प्रयोग करना सीखेंगे एवं रचनात्मक कौशल विकसित होगा । 20) व्याकरणिक ज्ञान में वृद्धि,रचनात्मक कौशल ,लेखन कौशल एवं आत्मविश्वास विकसित होगा ।	15) सामूहिक 16) सामूहिक 17)व्यक्तिगत 18)व्यक्तिगत एवं सामूहिक 19) व्यक्तिगत 20) सामूहिक /व्यक्तिगत	17) पतंग उड़ाते समय किन सावधानियों को ध्यान में रखना चाहिए ? उसके विषय में बताते हुए अनुज को पत्र लिखें (Experiential Learning) 18)सूर के पद विद्यार्थी उचित लय और ध्वनि के साथ समूह में कक्षा में सुनाएँगे । (Flip Classroom) 19) 'सबसे अलग है दोस्तों बचपन का ज़माना' नामक विषय पर एक स्वरचित कविता लिखेंगे । (Experiential Learning) 19) प्रधानाचार्य को पत्र लेखन करवाया जाएगा । (Experiential Learning) 20)अनुच्छेद लेखन एवं व्याकरण पर आधारित प्रश्नोत्तरी । (Experimental Learning and Flip classroom)
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अनुच्छेद लेखन) पाठ-14 एस रामानुजन (एस. रामानुजन के विषय में डायरी लेखन) पाठ 15 अन्नदाता कृषक कविता का सस्वर वाचन 16) देशभक्त पुरु (नाट्य रूपांतर) 17) काकी (पतंग उड़ाते समय कौन- कौन सी सावधानियाँ बरतनी चाहिए उसके विषय में बताते हुए अनुज को पत्र) 18) बाल लीला और कुंडलिया (साखी गायन) 19) गणेशोत्सव (औपचारिक पत्र एवं स्वरचित कविता लेखन) 20)				
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कर्मवीर- अनुच्छेद लेखन एवं व्याकरण पर आधारित (प्रश्नोत्तरी)				
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5. Scheme of assessment & weightage:

Sr. No.	Assessm ent cycle	Month of Assessm ent	Mode of Assessm ent	Weightag e		
1	PT1	May	Pen paper Test	35		
2	PT2	July/Augu st	Activity Based Assessm ent	20		
3	Half YEARLY	Septembe r	Pen paper Test	70		

4	PT3	October/November	Activity Based Assessment	20		
5	PT4	December	Pen paper Test	35		
6	Final	February/March	Pen paper Test	70		

• Periodic -I (May)

ज्ञान सागर	पाठ 1 से 3
अभ्यास सागर	पाठ 1 से 3
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन (अनौपचारिक) ।

Half Yearly (September)

ज्ञान सागर	पाठ 1 2,3,4,6,7,8 एवं 9
अभ्यास सागर	पाठ 1 ,2,3,4,5,6,7,8 एवं 9
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन (औपचारिक एवं अनौपचारिक दोनों), संवाद लेखन सूचना लेखन ।

Periodic -IV (December)

ज्ञान सागर	पाठ 11 , 12 13 एवं 15
अभ्यास सागर	पाठ 11 12 13 एवं 15
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन(औपचारिक एवं अनौपचारिक दोनों) ।

वार्षिक परीक्षा हेतु पाठ्यक्रम

ज्ञान सागर	पाठ 6, 8, 11 12,13,15,16,17,18,19 एवं 20
अभ्यास सागर	पाठ 4,7, 8, 11 12,13,15,16,17,18,19 एवं 20
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन (औपचारिक एवं अनौपचारिक दोनों), संवाद लेखन, सूचना लेखन ।

6. For Activity based Assessment:

- Periodic II(July/August)
- गतिविधियों पर आधारित मूल्यांकन

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	वर्ग पहेली
वाचन कौशल	नाटक अभिनय
श्रवण कौशल	छात्रों को कोई कहानी सुनकर उस पर आधारित प्रश्नों के उत्तर देने होंगे

पठन कौशल	विद्यार्थियों को गद्यांश पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे
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Periodic -III (October/November)
गतिविधियों पर आधारित मूल्यांकन

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	दोहा लेखन ,वाचन/गायन
वाचन कौशल	प्रश्नोत्तरी गतिविधि
श्रवण कौशल	छात्रों को कहानी सुनकर प्रश्नों के उत्तर देने होंगे।
पठन कौशल	विद्यार्थियों को किसी महान विभूति की जीवनी पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे

Rubrics :

प्रकार	अति उत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार वंचित 1
विषय सामग्री का चयन	विषय सामग्री रोचक तथा प्रभावशाली	विशेष सामग्री रोचक व प्रभावशाली	विषय सामग्री प्रभावशाली	विषय सामग्री रोचक	विषय सामग्री अनुकूल नहीं
विचार विश्लेषण तत्वों का संकलन	तथ्य विषय के अनुसार	तथ्य विषय के अनुसार	तथ्य और जोड़े जा सकते हैं	मुख्य तत्वों का अभाव	विषय संबंधी तथ्यों का नितांत अभाव

शब्द चयन व प्रभावशाली भाषा	विषय अनुसार शब्दावली प्रयुक्त	विषय अनुसार शब्दावली प्रयोग	विषयानुसार शब्दावली प्रयोग	शब्दों व भाषा शैली में सुधार वांछित	शब्द चयन व भाषा में सुधार वांछित
रचनात्मकता व कलात्मकता मौलिक प्रस्तुत	सामग्री हस्तलिखित अति आकर्षक	रोचक हस्तलिखित सामग्री	हस्तलिखित परंतु कलात्मकता और मौलिकता का अभाव	रचनात्मकता का अभाव	प्रस्तुतीकरण पर ध्यान आवश्यक
समय सीमा	निर्धारित समय सीमा पर पूर्ण	समय सीमा का ध्यान नहीं	निर्धारित समय सीमा से अधिक समय लिया गया	समय सीमा का ध्यान नहीं रखा गया	निर्धारित समय सीमा का ध्यान नहीं रखा गया विषय संबंधी तथ्यों का नितांत अभाव

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

7. Project : Trans-Disciplinary (One for each Term)

8. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage	
1	Activity Based Assessment	20	
2	Portfolio	5	
3	Project and Viva	5	

9. CRAB Worksheets per chapter will be assigned

10. Prescribed Books ज्ञान सागर तथा अभ्यास सागर

Suggested Books (If Applicable) - कहानी संचयन

ROAD MAP (2026-27)
Class: VII (Mathematics)

1. **Subject: Mathematics**
2. **Objectives:**

Conceptual Understanding

1. Develop strong foundational knowledge of Number Systems, Fractions, Decimals, Integers and Rational numbers.
2. Understand and apply properties of whole numbers, factors, multiples, primes, etc.
3. Comprehend algebraic expressions and simple equations including forming and simplifying them.
4. Recognise geometric shapes and understand basic terms like points, lines, angles and shapes.

Procedural Skills & Fluency

5. Perform accurate operations with integers, fractions, decimals and rational numbers.
6. Master techniques for solving simple linear equations.
7. Construct geometric figures using appropriate tools (Compass, ruler, protractor).
8. Apply correct measurement methods for length, area, volume and mass.

Higher Order Thinking & Problem Solving

9. Apply mathematical reasoning to identify patterns and relationships.
10. Solve real life problems using arithmetic, algebra and geometry.
11. Analyse and interpret data from charts/tables and draw conclusions.
12. Enhance logical thinking through puzzles, games and brain teasers.

Application & Real World Relevance

13. Connect classroom learning with everyday situations (money, time, measurement).
14. Use mathematics in other subjects (science, art, environment).
15. Solve real life contextual problems (budgeting, measurement, scaling).

Mathematical Communication

16. Communicate mathematical ideas clearly using correct symbols and language.
17. Explain solutions and reasoning orally and in writing.
18. Represent information visually using tables, graphs, diagrams and models.

Use of Technology & Tools

19. Use calculators/tools appropriately for exploration and verification.
20. Integrate digital resources (educational apps, simulations) to understand concepts.

Mathematical Attitudes & Dispositions

21. Develop curiosity and confidence in dealing with numerical problems.
22. Encourage collaborative learning through group work and discussions.
23. Build a positive mindset towards mistakes as part of learning.

Assessment- Centric Goals

24. Demonstrate understanding through both formative and summative assessments.
25. Self-evaluate progress and reflect on strengths/weaknesses.
26. Apply feedback constructively to improve mathematical reasoning.

3. Month wise division of syllabus:

Lesson number	Name of lesson	Month	Learning Outcomes

1	Rational numbers		• Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; • represent addition and subtraction on a horizontal or vertical number line diagram. • Apply properties of operations as strategies to add and subtract rational numbers. • Model and interpret real-world situations using addition and subtraction of rational numbers • Know that numbers that are not rational are called irrational. • Understand that irrational numbers cannot be written as a fraction. • Understand that rational numbers can be written as a fraction.
2	Operations on rational numbers	April	
3	Rational numbers as Decimal Exressions		• Show that a number is rational by writing it as a fraction. • Understand informally that every number has a decimal expansion.
13	Symmetry		• identify shapes that have a line of symmetry. • draw lines of symmetry. • explain why or why not a shape has symmetry. • create an image with point symmetry using graph paper. • Develop conceptual clarity of the chapter • Understand 3 D shapes identification, FACES, EDGES AND VERTICES and Building 3 D shapes
14	Visualizing solids	May	
4	Exponents and powers		• understand that a power is a repeated multiplication, • identify the base and exponent of a power, • write a power in expanded form (repeated multiplication) and vice versa, • evaluate powers of integers and rational numbers with positive integer exponents,

6	Algebraic Expressions	July	• solve real-world problems using powers and exponents • Understand the concept of Multiplication of algebraic expression(Understanding) • Multiply the monomial by monomial (applying) • Multiply the binomial and polynomial by monomial (Applying) • Multiply the polynomial by polynomial (Applying) • Find the HCF of algebraic expressions. • Factorize the given algebraic expressions. • factorize a polynomial expression where the HCF is a binomial that has already been factored in the individual terms Apply the properties and characteristics of all triangles to solve real-world problems. • Identify and use the unique characteristics of right, isosceles, equilateral, acute, obtuse, and scalene triangles. • The sum of all the angles of a triangle (of all types) is equal to 180°. • The sum of the length of the two sides of a triangle is greater than the length of the third side. In the same way, the difference between the two sides of a triangle is less than the length of the third side. • know the Pythagorean Theorem. • use the Pythagorean Theorem to find side lengths of right triangles.
8	Triangles and Properties		
8 5	Triangles and its Properties Application of Percentage	August	• use tools to construct triangles given information about side lengths or angle measurements, • measure the angles or side lengths of triangles they have constructed, • classify triangles they have constructed.

			● solve real-life problems by finding percentage increases or decreases or percentage changes of a given value, ● solve simple interest problems. ● convert the percentage into a decimal. convert the percentage into a fraction. ● determine how much something will cost if it is discounted by a given percentage. ● Students will gain confidence in handling the problems related to profit law. Selling price, cost price and simple interest.
7	Linear equations	October	● Understand the concept of linear and non-linear equation (understanding) ● Differentiate between the like terms and unlike terms, monomial, binomial and trinomial (analyzing) ● Find the degree of the polynomial (remembering) ● Find the solution of the equations (applying)
9	Congruent Triangles	Novem ber	● Represent the word problem into equation (analyze) ● determine the area and perimeter of a composite rectilinear shape, ● determine missing side lengths of a composite rectilinear shape and then determine its area and perimeter, ● determine missing side lengths of a composite rectilinear shape given its area or perimeter, ●
11	Perimeter and Area		
12	Data Handling	Decem ber	● calculate and identify the mean, mode, and median of a given set of data. ● express data in tables, analyze them using statistical methods, and present them in graphical formats. ● Draw double bar graphs

4. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen Paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half YEARLY	September	Pen paper Test	70
4	PT3	October/November	Pen paper Test	35
5	PT4	December	Activity Based Assessment	20
6	Final	February/March	Pen paper Test	70

Syllabus for Periodic Test 1

Chapter 1: Rational numbers Chapter 2: Operations on rational numbers Chapter 13: Symmetry
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5. Periodic Test 2

For Activity Based Assessment:

Chapter 13, Chapter 14

Activity: Mirror Magic- Find the lines of symmetry.

Nature of Activity: Individual + Hands on + Visual & Creative

Material Required: A4 sheets with printed shapes (Butterfly, leaf, heart, square, rectangle, star, alphabet A, B, H etc., Small mirror strips/ruler, Pencil, Color Pencils

Rubrics: Parameters of Assessment

Skills /competencies	Excellent	Very Good	Good	Satisfactory	Can do better
Collaboration &creative thinking	Consistently and actively contributes knowledge, opinions, and skills.	Contributes knowledge, opinions, and skills without prompting	Contributes to the group with occasional prompting.	Contributes to the group sometimes when prompted.	Contributes to the group only when prompted.
Critical Thinking & Evaluation	Engage in abstract reasoning, questioning and	Reformulate a collection of available ideas to solve a	Incorporates alternate, divergent, or contradictory perspectives or ideas in a	Sometimes Incorporates alternate, divergent, or contradictory perspectives to	Hardly Incorporates alternate, divergent, or contradictory perspectives to solve the problems.

	understanding.	question.	simple way.	solve the problems.	
Problem Solving & Inference	Not only develops a logical, consistent plan to solve the problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Multiple approaches are considered and are used to solve the problem.	Considers and rejects less acceptable approaches to solving problems.	Only a single approach is considered and is used to solve the problem.	No approach is considered and is used to solve the problem.
Application of concept	students can develop and work with complex situations, identifying constraints and specifying assumptions.	students can answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. They are able to identify information.	. They are able to identify information and to carry out routine procedures according to direct instructions in explicit situations	. They are sometimes able to identify information and to carry out routine procedures according to direct instructions in explicit situations	They are not capable of making literal interpretations of the situations of different problems.

Half Yearly Syllabus:

Chapter 1: Rational Numbers
Chapter 2: Operations on Rational Numbers
Chapter 13: Symmetry
Chapter 14: Visualising Solids
Chapter 4: Exponents and Powers

Chapter 6: Algebraic Expressions

chapter 8: Triangles and its Properties

Chapter 5: Applications of Percentage

Periodic Test 3

Syllabus for Periodic Test 3

Chapter5: Applications of Percentage

Chapter6: Algebraic Expressions

Chapter7: Linear Equations in One Variable

Chapter 3: Rational Numbers as Decimal Expressions

Periodic Test 4

For Activity Based Assessment:

Activity: Triangle Detectives – Proving Congruence

Nature of Activity: Group based investigations & Hands on Reasoning Activity

Material Required: * Coloured Paper/Card sheets,

- Ruler, Compass, protractor
- Scissors
- Glue/Tape
- Congruence cards
- Worksheet for recording observations

Rubrics: Parameters of Assessment

Skills /competencies	Excellent	Very Good	Good	Satisfactory	Can do better
Collaboration &creative thinking	Consistently and actively contributes knowledge, opinions, and skills.	Contributes knowledge, opinions, and skills without prompting	Contributes to the group with occasional prompting.	Contributes to the group sometimes when prompted.	Contributes to the group only when prompted.
Critical Thinking & Evaluation	Engage in abstract reasoning, questioning and understanding	Reformulates a collection of available ideas to solve a question.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a	Sometimes Incorporates alternate, divergent, or contradictory perspectives to	Hardly Incorporates alternate, divergent, or contradictory perspectives to solve the problems.

	g.		simple way.	solve the problems.	
Problem Solving & Inference	Not only develops a logical, consistent plan to solve the problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Multiple approaches are considered and are used to solve the problem.	Considers and rejects less acceptable approaches to solving problems.	Only a single approach is considered and is used to solve the problem.	No approach is considered and is used to solve the problem.
Application of concept	students can develop and work with complex situations, identifying constraints and specifying assumptions.	students can answer questions involving familiar contexts where all relevant information is present and the questions are clearly defined. They are able to identify information.	. They are able to identify information and to carry out routine procedures according to direct instructions in explicit situations	. They are sometimes able to identify information and to carry out routine procedures according to direct instructions in explicit situations	They are not capable of making literal interpretations of the situations of different problems.

Final exams syllabus:

Chapter 3: Rational Numbers as Decimals
 Chapter 4: Exponents and Powers
 Chapter 5: Applications of Percentage
 Chapter 6: Algebraic Expressions
 Chapter 7: Linear Equations in One variable
 Chapter 8: Triangles and its Properties
 Chapter 9: Congruent Triangles
 Chapter 11: Perimeter and Area
 Chapter 12: Data Handling
 Chapter 13: Symmetry
 Chapter 14: Visualising Solids

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

Term1

Prepare assertion/ reasoning questions on Rational numbers. Relate the questions to SDG 3,12,and 13.

Mathematical content: Operating with four operations of Mathematics.

Term 2: case study questions based on any two topics:

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

DAV SECONDARY Mathematics for class 7

10 Suggested Books – N.C.E.R.T Finger Tips

Subject: Science

2 Objectives:

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

- Recognise, identify and strengthen the unique capabilities of each student in science.
- Understand the international nature of science and the interdependence of science, technology and society, including the benefits, limitations and implications imposed by social, economic, political, environmental, cultural and ethical factors.
- Think analytically, critically and creatively to solve problems, judge arguments and make decisions in scientific and other contexts.
- Appreciate the contribution of science towards development and progress in all fields of life.
- Acquire the knowledge of scientific terms, facts, definitions, processes, concepts, principles and laws.
- To develop skills of scientific inquiry to design and carry out scientific investigations and evaluate scientific evidence to draw conclusions.
- Develop measurement and observational skills and to encourage the use of locally available resources; Inculcate science and technology related values; Recognise the relationship of science, technology and society.
- To demonstrate attitude and develop values of honesty and respect for themselves, others, and their shared environment.
- Engage with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc.

Month wise division of syllabus:			
Lesson No.	Name of the lesson	Month	Learning outcomes
01	Nutrition in Living Organisms – Plants Art integrated activity: “A Day in the Life of a Leaf” – Comic Strip Objective: To understand how a leaf makes food through photosynthesis To identify raw materials and products of photosynthesis To creatively express the process in comic form Materials Required: Drawing sheet / notebook Pencil, eraser, ruler Colours / sketch pens Optional: stickers or cut-outs for decoration Learning Outcomes: Students will be able to: Describe the process of photosynthesis step by step Identify the role of sunlight, water, and carbon dioxide Show creative thinking by representing a scientific process as a comic	April	1.CONCEPT: Nutrition in Plants Learning Outcome/s: The learner will be able to: identify, differentiate and classify organisms on the basis of mode of nutrition.

02	Nutrition in Living Organisms – Animals and Man(Flipped classroom) Pre-Class Activity (At Home) Before coming to class, students will: 1. Watch an Educational Video: Teacher will share a YouTube link or an animation explaining the human digestive system and nutrition in animals. 2. Explore Their Own Diet: Teacher will ask students to note down what they ate in a day and identify the types of nutrients (carbohydrates, proteins, fats, vitamins, minerals, etc.) in their meals. 3. Think & Reflect: Teacher will give them 2-3 simple questions like: Why do we need different nutrients? How is digestion in humans different from that in ruminants (like cows)? In-Class Activity (Interactive Learning) 1. Discussion & Concept Check : Teacher will begin by discussing students' observations about their meals. Teacher will ask, “Did all of you eat the same type of food? Why do we need different nutrients?” 2. Group Activity: "Digestive System Role-Play" Teacher will divide students into groups and assign each group a part		2.CONCEPT: Nutrition in Animals Learning Outcome/s: The learner will be able to: Identify , classify organs on the basis of their function during digestion. explain organs and the digestive system in humans and cows. draw labeled diagrams of digestive systems in humans and cows.
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	of the human digestive system (mouth, stomach, small intestine, large intestine, etc.). Each group will act out the function of their assigned organ. (For example, the "mouth group" will pretend to chew food, the "stomach group" will mix it with digestive juices, etc.) One group can also role-play the digestion process in ruminants, showing how cud is regurgitated and re-chewed. 3. Application Task: "Nutrient Detective" Teacher will provide students with different food items (pictures or actual packets with labels) They will identify the major nutrients in each food item and discuss why they are essential for the body. 4. Class Discussion & Reflection Groups share what they learned about digestion and nutrition. Discuss real-world applications: Why do doctors recommend a balanced diet? What happens when someone lacks a certain nutrient? Learning Outcomes: • Encourages self-learning through videos and reflection. • Enhances collaborative learning with role-play and group discussions. • Reinforces the topic in a fun and practical way.		
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03	Chemical Substances and Processes	May	3.CONCEPT:Changes Around us-Physical and Chemical Learning Outcome/s: The learner will be able to: Identify and classify materials on the basis of observable features, properties of physical and chemical changes. conduct a simple experiment to seek an answer to the question , Does calcium carbonate release gas when water is added to it? 4.CONCEPT: Chemicals Around Us - Acids,Bases and Salts Learning Outcome/s: The learner will be able to: identify , differentiate and classify materials on the basis of observable features, properties of acidic, basic and neutral substances. write a worded chemical reactions, e.g., acid - base reactions. conduct simple experiments to seek answers to queries , Can extract of hibiscus or any coloured flowers be used as an acid - base indicator? apply learning of scientific concepts in day-to-day life, e.g. dealing with acidity. exhibit values of honesty, objectivity, cooperation and freedom from fear and prejudices.
04	Acids, Bases and Salts (Experiential learning) Activity: "The pH Detective – Testing Everyday Substances" Objective: Students will explore the properties of acids, bases, and salts by testing common household substances using natural indicators. Materials Needed: Turmeric paper or turmeric paste (Natural indicator) Red cabbage juice (Another natural indicator) Litmus paper Lemon juice (citric acid) Vinegar (acetic acid) Baking soda solution (base) Soap solution (base) Salt solution Dropper or cotton swabs Small cups/test tubes Steps to Conduct the Activity: 1. Preparing Indicators (Teacher Demonstration) Show students how to extract turmeric paper (by drying turmeric paste on filter paper) or red cabbage juice (by boiling red cabbage leaves). Explain that turmeric turns red in bases, while		

red cabbage juice changes color depending on pH.

2. Testing Different Substances (Student Experiment)

Divide students into small groups and provide them with the test materials.

Ask them to dip turmeric paper/litmus paper into different solutions and record the color changes.

If using red cabbage juice, they can add drops of various liquids and observe the color change: Acids (like lemon juice, vinegar) turn pink or red. Bases (like baking soda, soap solution) turn blue or green.

Neutral substances (like salt solution) show no significant change.

3. Observing & Recording Results

Students record their observations in a table:

Substance	Initial Color	Final Color (Turmeric)	Final Color (Red Cabbage)	Acid/Base/Neutral?
Lemon Juice	Yellow	No change	Pink	Acid
Baking Soda	Yellow	Red	Green	Base
Soap Solution	Yellow	Red	Blue	Base
Salt Solution	Yellow	No change	No change	Neutral

4. Class Discussion & Conclusion

Each group presents their findings.

Discuss the importance of acids and bases in daily life (e.g., in food,

	medicine, cleaning products). Relate this to real-world applications, like antacids neutralizing stomach acid. Learning Outcomes: • Students will understand acidic, basic, and neutral substances through hands-on experience. • Enhances observation, teamwork, and critical thinking skills. • Encourages scientific inquiry using natural indicators.		
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05	Heat	July	5.CONCEPT: Heat Learning Outcome/s: The learner will be able to: differentiate materials on the basis of conductors and insulators of heat , on the basis of their properties, structure and function conduct simple investigations to classify materials: conductors and insulators of heat. explain modes of transfer of heat . measure and calculate temperature. compare the devices used to measure the temperature apply learning of scientific concepts in day-to-day life, e.g. dealing with utensils in the kitchen, wearing many layers of clothes during winter instead of one layer etc.
06	Motion and Time		6. CONCEPT: Motion and Time Learning Outcome/s: The learner will be able to: calculate speed of moving objects; time period of a simple pendulum. plot and interpret graphs e.g., distance-time graph
07	Respiration in Living Organisms(Quiz)		7.CONCEPT: Respiration in Human Learning Outcome/s: The learner will be able to: conduct simple investigation to seek answer to query, Do muscles start painning after heavy physical exercise? relate processes of gases exchange in human with air pressure. explain processes and phenomena of respiratory systems in human. write a worded equation for chemical reaction for respiration. draw labeled diagram/s respiratory organ system in human. apply learning of scientific concepts in day-to-day life,i.e. dealing with muscle cramps.

08	Transportation in Plants and Animals	August	8. CONCEPT: Transportation in Humans Learning Outcome/s: The learner will be able to: explain processes related to organs- systems in humans. measure and calculate pulse rate. draw labeled diagrams /block diagrams of organ systems in humans.
09	Reproduction in Plants Art integrated activity“Vegetative Propagation Collage” Objective: To represent vegetative propagation methods in plants Materials Required: Drawing sheet / scrap paper Pencil, colours, glue Small real leaves or cut-outs (optional) Learning Outcome: Identify examples of vegetative propagation Understand plant reproduction without seeds		9. CONCEPT: Reproduction in Plants Learning Outcome/s: The learner will be able to: differentiate unisexual and bisexual flowers on the basis of their structure and function. conduct simple investigations to seek answers to query; How plants without seeds reproduce? explain parts of reproductive systems in plants. draw labeled diagrams of organ systems in plants. apply learning of scientific concepts in day-to-day life for e.g.,cultivation by vegetative propagation.
	Revision for Mid-Term	September	

10	Soil Art integrated activity :Make a mini soil profile collage using small stones, sand, dry soil, and leaves. Objective: *To understand the different layers of soil *To identify characteristics of each soil horizon *To represent soil layers creatively in a tactile collage Materials Required: Thick drawing sheet / small cardboard, Glue (Fevicol or similar), Small stones / gravel, Sand, Dry soil, Dry leaves (crushed lightly), Pencil and ruler, Colours (optional) Learning Outcomes: *Identify different soil layers (horizons) *Understand the composition of each layer *Express scientific knowledge creatively	October	10. CONCEPT: Natural Resource : Soil Learning Outcome/s: The learner will be able to: understand the types of soil on the basis of characteristics of the soil. relate the type of crops grown with types of soil. apply learning of scientific concepts in day-to-day life for e.g. treating the natural resources judiciously make efforts to protect the environment by sensitizing others with the consequences of excessive consumption of natural resources by highlighting their importances.
11	Electric Charges at Rest		11. CONCEPT: Electric charges at rest Learning Outcome/s: The learner will be able to: Define electric charge and differentiate between positive and negative charges. Explain how objects get charged by friction, conduction, and induction. Describe static electricity as the accumulation of electric charge on the surface of an object. Give examples of static electricity in daily life (e.g., rubbing a balloon on hair, lightning, shock from touching a metal surface). Explain how objects can be charged by rubbing (frictional charging), like rubbing a plastic scale with dry hair. Demonstrate that like charges repel and unlike charges attract using simple experiments.
12	Light		12. CONCEPT: Light Learning Outcome/s:

			The learner will be able to: identify mirrors on the basis of their functions. differentiate mirrors on the basis of images formed by mirrors. draw near and labeled ray diagrams. apply the concept in day-to-day life, in rear viewing , torches etc.
13	Weather, Climate and Adaptations of Animal	November	13. CONCEPT: Weather, climate and Adaptations of animals Learning Outcome/s: The learner will be able to: Differentiate between weather (short-term atmospheric conditions) and climate (long-term average weather patterns of a region). Identify the various elements of weather (temperature, humidity, rainfall, wind speed, air pressure). Understand how weather data is recorded using instruments like a thermometer, barometer, rain gauge, and anemometer. Explain how latitude, altitude, distance from the sea, and wind patterns influence the climate of a region. Understand why different regions have different climates (tropical, polar, desert, etc.).
14	Fabric from Fibre		14.. CONCEPT: Fabric from fibre Learning Outcome/s: The learner will be able to: Explain how cotton is obtained from the cotton plant and processed (ginning, spinning, weaving). Understand how jute is obtained from the jute plant and its uses. Explain the sources of wool (sheep, goats, yak, camel). Describe the process of obtaining wool (shearing, scouring, sorting, dyeing, spinning). Explain how silk is obtained from silkworms and describe the process of sericulture.

15	Forest Art Integrated activity: “Save Our Forests” – Poster Making Objective: To understand the importance of forests To promote awareness about forest conservation To creatively express environmental messages through art Materials Required: Chart paper / drawing sheet Pencil, eraser, ruler Colours / sketch pens / crayons Optional: stickers, cut-outs of animals or trees Learning Outcomes: Students will be able to: Understand the role of forests in maintaining ecological balance Recognize ways to conserve forests Express environmental awareness through creative art	December	15. CONCEPT: Forests Learning outcomes: The learner will be able to: Explain that a forest is a complex ecosystem consisting of plants, animals, and microorganisms interacting with one another and their environment. Describe different layers of a forest (emergent layer, canopy, understory, and forest floor) and their significance. Explain how forests help in maintaining the oxygen-carbon dioxide balance through photosynthesis. Understand the role of forests in preventing soil erosion and maintaining soil fertility. Describe how forests regulate the water cycle and influence rainfall.
16			16.CONCEPT: Water Learning outcomes: The learner will be able to: Explain the significance of water for all living organisms. Describe how water is essential for domestic, industrial, and agricultural purposes. Identify different sources of water such as rivers, lakes, groundwater, glaciers, and oceans. Understand the distribution of water on Earth and why freshwater is limited.
17	Water		17. CONCEPT: Heating and Magnetic Effects of Electric Current Learning Outcome/s: The learner will be able to:

	Electric Current and Its Effects		explain the phenomena of heating and magnetic effect of electric current with the help of an activity. draw labeled diagrams of simple electric circuits / electric bells. apply the concept in day-to-day life.
	Revision of Syllabus	January - February	

4. Scheme of assessment & weightage:

Sr. No.	Assessment cycle	Syllabus for Evaluation	Month of Assessment	Mode of Assessment	Weightage
1	PT1	Chapters :1, 2,3	May	Pen paper Test	35
2	PT2	Chapter-4	July/August	Activity Based Assessment	20
3	Half Yearly	Chapters: 1,2,3,4,5,6,7,8,9	September	Pen paper Test	70
4	PT3	Chapter- 10,11,13	October/November	Pan paper test	35
5	PT4	Chapters: 12	December	Activity based assessment	20
6	Final	90 % of the syllabus Chapters: 1,2,3,4,5,6,7,8,9, 12,13,14,15,16,17.	February/March	Pen paper Test	70

5. For Activity based Assessment:

PT 2

Nature of Activity: individual, Hands on .

ACTIVITY: Activity 1: Testing Substances with Natural Indicators

Objective:

To identify acidic, basic, and neutral substances using natural indicators.

Materials Required:

Turmeric paper / China rose solution

Lemon juice, vinegar, soap solution, baking soda solution, water, Droppers, small bowls

Rubrics for **PT2** Activity :

Skills/competencies	5	4	3	2	1
Collaboration & Creative Thinking	All materials and setup used are clearly ,accurately designed and rightly placed. Helping the classmates to do the same.	Almost all materials and setup used are clearly ,accurately designed and rightly placed.	Most of the materials and setup used are clearly ,accurately designed and rightly placed.	Some of the materials and setup used are clearly ,accurately designed and rightly placed.	Few materials and setup used are clearly ,accurately designed and rightly placed.
Critical Thinking & Evaluation	Students answered all the questions based on the designed activity.	Students answered 90% of the questions based on the designed activity.	Students answered 80% of the questions based on the designed activity.	Students answered 70% of the questions based on the designed activity.	Students answered 50% of the questions based on the designed activity.
Problem Solving & Inference	Student provide a clearly stated inference that is reasonable for the question	Student provide an inference that is reasonable for the question	Student provide an inference that is partially reasonable for the question	Student provide an inference that demonstrate s the misunderstanding of the question	Students provide an inference that is not relevant to the question.
Application of the concept	Student had applied knowledge of the concept in solving the problems	Student had almost all knowledge of the concept	Student had some knowledge of the concept	Student had a little bit knowledge of the concept	Student had no knowledge of the concept

PT 4

Nature of Activity: Individual

Activity : To identify the mirror given to the students by observing the images formed.

Material Required :

- Convex mirror
- Concave mirror
- Plane mirror

Rubrics for **PT 4** Activity :

Criteria	Excellent (5)	Good(4)	Satisfactory (3)	Needs Improvement (2)	Poor(1)

Accuracy in drawing of ray diagram	Ray diagram is clear, accurate, and includes all essential rays with precise directions.	Diagram is mostly accurate, with minor errors in ray positioning or directions.	Diagram is somewhat accurate but has noticeable errors in ray paths or directions.	Diagram has several inaccuracies, making it unclear.	Diagram is confusing, incomplete, or has significant errors in ray paths.
Identification of mirror	Mirror type (plane or spherical) is accurately identified, including concave or convex for spherical mirrors.	Mirror type is correctly identified, but lacks clear distinction between concave or convex if spherical.	Mirror type is somewhat correctly identified, but with some ambiguity.	Mirror type is mostly incorrect or unclear.	Mirror type is completely misidentified or missing.
Characteristic s of the image	Image characteristic s (size, orientation, nature: real or virtual) are accurately described based on mirror type and object location.	Most characteristic s are correctly described, with minor inaccuracies in one aspect (e.g., size or orientation).	Characteristic s are partially correct but lack detail or have significant errors.	Characteristic s are mostly incorrect or unclear, indicating limited understanding .	Characteristic s are incorrect or missing, showing no understanding of image formation.

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Project : Trans-Disciplinary (One for each Term)

7. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

8. CRAB Worksheets per chapter will be assigned.

9. Prescribed books:

My Living World (DAV Publications)

Practical Skills in Science (Saplings World Publications)

1. Subject: Social Science

2.Objectives:

To enable the students to:

- i. Relate to their everyday life and the issues discussed in the textbook.
- ii. Provide a general idea of the developments with the given period of history.
- iii. Explain the establishment of Muslim Rule and its impact on India.
- iv. Know various types of sources of information and reflect on them critically.
- v. Appreciate the interdependent of various region and religions.
- vi. Learn about the global distribution of economic resources and the ongoing process of globalization.
- vii. Develop skills to analyze and interpret political, social and economic developments from the point of view of Government.
- viii. Recognize the ways in which politics affects our daily life.
- ix. Imbibe the social and constitutional values like democratic way of life, secularism, and social justice, and humanitarianism, dignity of labour and scientific attitude.

3.Month wise division of syllabus along with learning outcomes:

GEOGRAPHY (UNIT-1 OUR ENVIRONMENT)

Lesson No	Name of the Lesson	Month	Learning outcomes
1	Components of Environment	April	1. Understand the environment in its totality including various components both natural and human. 2. Appreciate the interdependence of these components and their importance in life. 3. To develop sensitivity towards environment.
2	Earth and the changes on it	April	1. Differentiate between the processes of weathering, erosion, and deposition. 2. Identify and explain the agents responsible for gradation of landforms. 3. Describe the major landforms created by a river along its course. 4. Explain the process of soil formation. 5. Recognize the importance of soil for life and human activities.
3	The surface and the interior of the Earth	May	1. Develop an understanding of the Earth's interior. 2. Explain the structure of the Earth and state its significance. 3. Describe the formation of different types of rocks. 4. Understand the process and stages of the rock cycle.
4	Air around us	July	1. Understand the atmosphere, its layers, and its major elements. 2. Identify and explore the composition of air.

			3. Explain the process and mechanism of rainfall.
5	Water Surrounding the Earth	October	1. Identify the various sources of water available on Earth. 2. Understanding various Ocean water movement – waves, tides & ocean current. 3. Appreciate water as an essential natural resource. 4. Explain the importance of water for human life. 5. Analyse the causes and consequences of water scarcity. 6. Ways to conserve water.
6	Life on the Earth	November	1. To understand the types of vegetation belts of the world along with its features. 2. To appreciate the interdependence of plants and animals on each other. 3. To develop the sensitivity towards environment.
7	Human Environment	November	1. To understand the importance of means of communication. 2. To appreciate the role of transport and communication in the economic development of the country. 3. To develop awareness about different means of transport and communication.
8	Land and the People	December	1. To analyse the difference between hot and cold deserts. 2. A comparative study between different types of grasslands and basins. 3. To prepare the table of difference between Sahara and Ladakh, Amazon and Ganga Brahmaputra basin, Prairie and veld.

HISTORY (UNIT II- OUR PASTS –II)

Lesson No	Name of the Lesson	Month	Learning Outcomes
9	Medieval period	April	1. Compare the events of ancient history with medieval period. 2. Understanding the timeline of medieval period.
10	The Rise of Small kingdoms in North India	April	1. Identify the major small kingdoms of North India during the medieval period. 2. Trace the political developments and power struggles among these kingdoms. 3. Understand the administrative systems and military strategies of the rulers. 4. Explain the role of land revenue and resource mobilisation in governance. 5. Analyse the impact of these kingdoms on the social, cultural, and political life of the period.

11	The Rise of Small kingdoms in South India	July	1. To understand and develop the political institutions and relationships amongst rulers. 2. To understand the role of Chola, Chera and Pandya Dynasty in the history of South India.
12	Turkish Invasion in North India	July	1. Identify the major Turkish invaders and the regions they conquered in India. 2. Trace the causes and sequence of Turkish invasions during the medieval period. 3. Understand the military strategies and administrative methods used by the Turks. 4. Analyse the impact of Turkish invasions on Indian polity and society. 5. Explain how these invasions laid the foundation for the Delhi Sultanate.
13	Delhi Sultanate	August	1. Develop a clear understanding of the historical importance of Delhi as a centre of power. 2. Trace the timeline and major phases of the Delhi Sultanate. 3. Understand the administrative reforms introduced by different rulers of the Delhi Sultanate. 4. Analyse the political, economic, and social changes during the Sultanate period. 5. Appreciate the growth and features of Indo-Islamic architecture and cultural synthesis. 6. Recognise the contributions of the Delhi Sultans to governance, art, and architecture.
14	Regional Powers	October	1. To understand the reasons of conflict between Vijaynagar and Bahamians. 2. To be able to prepare a mind map, showing different kingdoms and its important features.
--15	The Mughal Empire	October	1. Travel through time to discover how the Mughal Empire was established and expanded in India. 2. Identify the major Mughal emperors and understand their contributions to administration and governance. 3. Explore the efficient administrative system, including revenue and military organisation, of the Mughals. 4. Appreciate the rich cultural heritage of the Mughal period, especially art, architecture, and literature. 5. Understand the policy of religious tolerance and its role in maintaining a vast empire.

			6. Analyse the lasting impact of the Mughal Empire on Indian history and culture.
16	Emergence of Independent States	November	1. To understand the emergence of independent states in India. 2. To analyse how the independent states transform into the great empires. 3. To understand the political condition of India after the death of Aurangzeb.
17	Major Religions	December	1. To develop a better understanding about different religions in India.

CIVICS (UNIT -III CHANGING FACE OF INDIAN DEMOCRACY)

Lesson No	Name of the Lesson	Month	Learning Outcomes
18	Democracy & Equality	April	1. Understand the constitution as the primary sources of all laws. 2. Appreciate the features of Indian Constitution. 3. Understand the importance of the idea of equality and dignity in democracy.
19	Our State Governments	May	1. To gain a sense of the nature of decision making within state government. 2. Develop understanding of the domain of power and authority exercised by the state government over people's lives. 3. Gain a critical sense of the politics underlying the provision of services or the distribution of resources.
20	Media – The Mainstay in Democracy	July	1. Define and explore media and its type. 2. To explain the role of media in democracy.
21	Advertising & Democracy	October	1. To develop public awareness regarding gender equality. 2. To create gender sensitivity in the class. 3. To develop among the students, a democratic attitude.
22	Unpacking Gender	October	1. To understand the differences in value attached to the work of males and females. 2. To appreciate the sharing of work between male and female. 3. To develop sensitivity towards women rights.
23	Market Around Us	December	1. To develop a better understanding of different types of market. 2. To understand the meaning of demand and supply. 3. To appreciate the system of marketS.

4. Art Integration Chapters:

Sr. No.	Name of Lesson	Activity
1	L- Earth and the changes on it	‘Nature’s Sculptors at Work’

		(poster making)
2	L- The Rise of Small kingdoms in South India	‘Crown the Kingdoms of the South’ (Brochure Making)
3	L- Unpacking Gender	Equality Starts with Me- Breaking the bias (situation cards)
4	L-Mughal Empire	Time line
5	Exhibition	Model making

5. Scheme of assessment & weightage:

Sr. No.	Name of Exam	Month of Assessment	Mode of Assessment	Weightage
1	PT1	May	Pen paper Test	35
2	PT2	July/August	Activity Based Assessment	20
3	Half Yearly	September	Pen paper Test	70
4	PT3	October/November	Activity Based Assessment	20
5	PT4	December	Pen paper Test	35
6	Final	February/March	Pen paper Test	70

5. Syllabus

Periodic Test 1 – Pen Paper Test (Marks : 35)

Syllabus PA 1 35 Marks	Unit/Lesson	Topic
	Ch:1	Components of Environment
	Ch:18	Democracy & Equality
	Ch-9	Medieval Period
	Ch: 10	Rise of Small Kingdoms in North India
	Map	Ch-10 Map

Periodic Test 2 – Activity Based (Marks : 20)

Syllabus PA 2 20 Marks	Unit/Lesson	Topic				
	Ch:11	The Rise of Small Kingdoms In South India				
	Nature of Activity – Boucher (Individual Activity)					
	Material Required –Colours, pen, A-3 sheet.					
	Rubrics:					
	Rubrics	Excellent	Good	Adequate	Limited Understanding	Needs Improvement
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 gestures with great confidence.	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 gestures with little confidence.	Is rarely able to express emotions through facial expression and gestures.
	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.

Half Yearly Exam (Marks : 70)

Syllabus Half Yearly 70 Marks	Ch:2 Ch:3 Ch:4 Ch:10 Ch: 11 Ch:12 Ch:13 Ch:18 Ch:19 Ch:20	Earth and the changes on it The surface and the interior of the Earth Air around us The Rise of Small Kingdoms in North India The Rise of Small Kingdoms in North India Turkish Invasion in North India Delhi Sultanate Democracy & Equality Our State Governments Media – The Mainstay in Democracy
	Map	Ch-13 Map Ch-2 Map

Periodic Test 3 – Activity Based (Marks : 20)

Syllabus PA 3 Marks : 20	Unit/Lesson	Topic				
	Ch: 22	Unpacking Gender				
	Nature of Activity – Situation Card (Group Activity)					
	Material required – Pen, paper.					
	Rubrics					
	Criteria	5 – Excellent	4 – Good	3 – Fair	2 – Average	1 – Needs Improvement
	Content Relevancy	Includes all relevant information; well organized	Includes most information; organized	Includes some information; fairly organized	Missing some important information; not very organized	Many gaps in information; poorly organized
	Content Accuracy	All information accurate; little/no spelling or grammar errors	Mostly accurate; minor spelling/grammar errors	Some errors; work shows moderate effort	Many errors; shows little effort	Work inaccurate; incomplete; many errors

	Verbal Presentation	Clear presentation; full understanding of topic	Clear; good understanding	Partially clear; some understanding; minor errors	Not very clear; several errors; lacks neatness	Unclear; lacks understanding; poorly presented
	Team Work	All members actively participated	Most members contributed	Some members contributed	Few members contributed	Only one or two members did most of the work
	Time Management	Completed on time with excellent quality	Almost completed time	Took extra time; moderate quality	Slightly late; quality affected	Very late; incomplete work

Periodic: 4 Marks (40)

Syllabus PA 4 40 Marks	Unit/Lesson	Topic
	Ch:14	Regional Powers
	Ch:21	Advertising & Democracy
	Ch: 5	Water Surrounding the Earth
	Map	Ch-14 Map, pg-118

FINAL TERM SYLLABUS (Marks: 70)

	Unit/Lesson	Topic
Syllabus FINAL TERM 70 Marks	Ch:5	Water Surrounding the Earth
	Ch:6	Life on the Earth
	Ch:7	Human Environment
	Ch:8	Land and the People
	Ch:14	Regional Power
	Ch:15	The Mughal Empire
	Ch:16	Emergence of Independent States
	Ch:17	Major Religions
	Ch:21	Advertising & Democracy
	CH: 23	Market Around Us
	<u>Final term + 40% of MidTerm +All Diagrams</u>	
	Chapters to be Repeated	
	Ch:3	The Surface and Interior of the Earth
	Ch:4	Air around us
	Ch: 13	Delhi Sultanate
	Ch:12	Turkish Invasion in North India
	Ch:19	Our State Our State Governments
	Map	Ch-15 Map

		Ch-5 Map
		Ch-6 Map (Tropical and Temperate Grasslands) (pg.- 42, 43)

Note: Paper pen tests will consist of VSA, SA, LA, Case Based, LOTs, HOTs questions of 1,2 3 ,4 & 5 marks weightage

6. Internal Assessment Break-up:

Sr. No.	Type of Assessment	Weightage
1	Activity Based Assessment	20
2	Portfolio	5
3	Project and Viva	5

7. CRAB Worksheets per chapter will be assigned.

8. Prescribed books:

D.A.V. Publication Division

WE AND OUR WORLD

1. SUBJECT : PUNJABI

2. 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 ਕੌਸ਼ਲਾਂ (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 ।

3. MONTH WISE DIVISION OF SYLLABUS :

LESSON NO. /TOPICS	NAME OF THE LESSON AND ACTIVITIES	LEARNING OUTCOMES	MONTH
ਪੜ੍ਹਨ ਕੌਸ਼ਲ :			
	ਅਣਡਿੱਠਾ ਪੈਰਾ (ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਉੱਤਰ ਪਹਿਚਾਣਨਾ) ਗਤੀਵਿਧੀ - ਨਿਯਮਾਂ ਦੀ ਸੂਚੀ (ਸਵੈ ਅਨੁਸ਼ਾਸਨ)	ਪੜ੍ਹਨ ਤੇ ਸਮਝਣ ਦੀ ਯੋਗਤਾ ਦੇ ਅਨੁਕੂਲ , ਆਲੋਚਨਾਤਮਕ ਪੜ੍ਹਨ ਦੀਆਂ ਰਣਨੀਤੀਆਂ ਨੂੰ ਪਛਾਣ ਸਕਣਾ , ਪੈਰ੍ਹੇ ਵਿਚਲੇ ਤਰਕ ਤੇ ਬਣਤਰ ਨੂੰ ਜਾਂ ਸਕਣਾ , ਸ਼ਬਦਾਵਲੀ ਨੂੰ ਮਜਬੂਤ ਕਰਨ ਲਈ ਖੋਜ ਤਕਨੀਕ ਦੀ ਭਾਵਨਾ	ਅਪ੍ਰੈਲ
ਸਾਹਿਤ :			
1 , 2 , 3 , 4	ਪ੍ਰਣ (ਸੁਲੇਖ ਰਚਨਾ) ਬੁੱਧੀਮਾਨ ਬਚੁਰਗ (ਮਿੰਨੀ ਕਹਾਣੀ ਰਚਨਾ) , ਪ੍ਰਵਾਸੀ ਪੰਛੀ (ਕੋਲਾਜ) , ਦਾਦੀ ਦੀ ਸਿਫਤ (ਲੈਅਬੱਧ ਕਾਵਿ ਰੂਪ ਰਚਨਾ) ,	ਦੇਸ਼ ਪ੍ਰਤੀ ਪ੍ਰੇਮ ਦੀ ਭਾਵਨਾ , ਕਾਵਿ - ਰਚਨਾ ਦੀ ਰੁਚੀ ਵਿੱਚ ਵਾਧਾ , ਮਾਨਵਤਾ ਦੀ ਭਲਾਈ ਪ੍ਰਤੀ ਹਮਦਰਦੀ ਤੇ ਸਨੇਹ ਪੁਰਾਣੀਆਂ ਕਦਰਾਂ - ਕੀਮਤਾਂ ਬਾਰੇ ਜਾਣਨਾ , ਬੌਧਿਕ ਵਿਕਾਸ ਵਿੱਚ ਵਾਧਾ , ਮਹਾਨ ਸ਼ਖਸੀਅਤਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ , ਆਤਮ - ਵਿਸ਼ਵਾਸ ਪੈਦਾ ਕਰਨਾ , ,	ਅਪ੍ਰੈਲ

ਵਿਆਕਰਨ :			
1, 2, 3, 4, 5, 6, 7	ਲਿੰਗ , ਵਚਨ , ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਅਗੇਤਰ -ਪਿਛੇਤਰ (ਸ਼ਬਦ ਭੰਡਾਰ , ਗਾਗਰ ਵਿਚ ਸਾਗਰ , ਸੱਪ ਤੇ ਸੀੜੀ)	ਸਹੀ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ ਤੇ ਸਹੀ ਵਾਕ ਬਣਾਉਣ ਦੀ ਯੋਗਤਾ , ਵਿਆਕਰਨਿਕ ਨਿਯਮਾਂ ਦੀ ਪਹਿਚਾਣ , ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ , ਲਿਖਣ ਤੇ ਬੋਲਣ ਸਮੇਂ ਉਚਿਤ ਸ਼ਬਦਾਵਲੀ ਤੇ ਚਿੰਨ੍ਹਾਂ ਦੀ ਵਰਤੋਂ	ਮਈ
ਲਿਖਣ ਕੌਸ਼ਲ :			
1	ਚਿੱਤਰ ਵਰਨਣ (ਆਓ ਕਲਪਨਾ ਕਰੀਏ) ਗਤੀਵਿਧੀ - ਕੋਲਾਜ (ਡਿਜੀਟਲ ਜਾਗਰੂਕਤਾ)	ਤਸਵੀਰ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨਾ ਤੇ ਉਸ ਬਾਰੇ ਲਿਖ ਕੇ ਸਿੱਖਣਾ , ਵਰਨਣ ਸਵਾਲ ਤੇ ਵੇਰਵੇ ਬਾਰੇ ਸੋਚਣ ਦੀ ਸਮਰਥਾ ਵਿੱਚ ਵਾਧਾ ਤੇ ਸੋਚਣ ਸ਼ਕਤੀ ਵਿੱਚ ਵਾਧਾ	ਮਈ
ਵਿਆਕਰਨ :			
8	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਟੇਬਲ ਚਾਰਟ) ਗਤੀਵਿਧੀ - ਫਲੋਅ ਚਾਰਟ (ਰਚਨਾਤਮਕਤਾ ਤੇ ਨਵੀਨਤਾ)	ਭਾਸ਼ਾ ਦੀ ਸਪਸ਼ਟਤਾ ਵਿੱਚ ਵਾਧਾ , ਸਹੀ ਭਾਵ ਦਾ ਸਮਝ ਸਕਣਾ , ਸਹੀ ਅਰਥ ਪਰਿਵਰਤਨ ਦੀ ਜਾਣਕਾਰੀ , ਵਿਆਕਰਨ ਤੇ ਲੇਖਣ ਵਿੱਚ ਅੱਖਰਾਂ ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੇ ਰੂਪ ਤੇ ਰਚਨਾ ਦੀ ਸਪਸ਼ਟਤਾ ਦੀ ਜਾਣਕਾਰੀ , ਪ੍ਰਮੁੱਖ ਵਿਚਾਰਾਂ ਤੇ ਅੰਸ਼ਾਂ ਨੂੰ ਸਮਝਣ ਵਿੱਚ ਮਦਦ	ਜੁਲਾਈ
ਸਾਹਿਤ :			
5, 6, 8 , 9	ਚਾਰ ਲਕੀਰਾਂ (ਵਾਰਤਾਲਾਪ), ਰੈਂਡ ਕਰਾਸ (ਚਿੱਤਰ ਬਣਾਉਣਾ), ਅਪੰਗ (ਸੰਵਾਦ) , ਸਾਡੇ ਵਿਹੜੇ ਵਿੱਚ ਖਿੜਿਆ ਗੁਲਾਬ ਨੀ ਸਈਓ (ਨਾਟਕੀ ਰੂਪ)	ਕੁਦਰਤ ਤੇ ਕੁਦਰਤੀ ਤੋਹਫ਼ਿਆਂ ਨਾਲ ਪਿਆਰ ਕਰਨ ਦੀ ਪ੍ਰੇਰਨਾ , ਸਮਾਜਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਪ੍ਰਤੀ ਜਾਣਕਾਰੀ , ਦੇਸੀ ਮਹੀਨਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਤੇ ਸਿਰਜਣਾਤਮਕ ਤੇ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਵਾਕ ਰਚਨਾ	ਜੁਲਾਈ
ਲਿਖਣ ਕੌਸ਼ਲ			
2, 3	ਬਿਨੈ - ਪੱਤਰ , ਨਿਬੰਧ (ਫਾਰਮੇਟ ਡਿਜ਼ਾਈਨਿੰਗ , ਨੁਕਤਿਆਂ ਦੀ ਇਕੱਤਰਤਾ) ਗਤੀਵਿਧੀ : (ਅਗਸਤ- ਸਿਤੰਬਰ)- ਪੋਸਟਰ (ਵਾਤਾਵਰਨ ਸੁਰੱਖਿਆ ਤੇ ਜਾਗਰੂਕਤਾ)	ਸਹੀ ਲੇਖਣ ਦਾ ਅਭਿਆਸ , ਸ਼ੁੱਧ ਤੇ ਢੁਕਵੀਂ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ ਵਿੱਚ ਵਾਧਾ , ਵਾਕ ਰਚਨਾ ਦੇ ਨਿਯਮਾਂ ਦਾ ਗਿਆਨ , ਸਿਰਜਣਾਤਮਕ ਤੇ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਵਾਕ ਰਚਨਾ , ਵਿਆਕਰਨਿਕ ਸ਼ੁੱਧਤਾ ਵਿੱਚ ਵਾਧਾ ਵਿਚਾਰ ਤੇ ਤਰਕਾਂ ਦੀ ਸਹੀ ਤੇ ਤਰਤੀਬ ਅਨੁਸਾਰ ਪੇਸ਼ਕਾਰੀ	ਅਗਸਤ
ਵਿਆਕਰਨ			

9 ,10 ,	ਮੁਹਾਵਰੇ , ਅਖਾਣ(ਤਸਵੀਰਾਂ ਤੋਂ ਮੁਹਾਵਰਿਆਂ / ਅਖਾਣਾਂ ਦੀ ਪਹਿਚਾਣ)	ਵਿਆਕਰਨਿਕ ਰੂਪਾਂ ਦੀ ਸਹੀ ਵਰਤੋਂ ਕਰਨਾ , ਨਿਰਮਾਣ ਕਰਨਾ , ਭਾਸ਼ਾ ਦੇ ਵਚਿੱਤਰ ਰੂਪ ਤੋਂ ਜਾਣੂ ਹੋਣਾ ਲਿਖਤੀ ਤੋਂ ਇਲਾਵਾ ਮੌਖਿਕ ਰੂਪ ਵਿੱਚ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ	ਅਗਸਤ
ਸਾਹਿਤ			
10, 11, 12 ,13	ਮਹਾਂਨਗਰਾਂ ਦੀ ਜੀਵਨ ਸ਼ੈਲੀ (ਪੈਰਾ ਰਚਨਾ), ਮਿੱਠ ਬੋਲੜਾ (ਵਿਚਾਰ ਵਟਾਂਦਰਾ), ਮਾਵਾਂ ਠੰਢੀਆਂ ਛਾਵਾਂ (ਸਵਰ ਕਵਿਤਾ ਪਾਠ), ਸਾਡੀ ਸਮਝ (ਘਟਨਾ ਦੀ ਪੇਸ਼ਕਾਰੀ) ਗਤੀਵਿਧੀ - ਕਹਾਣੀ ਨਿਰਮਾਣ (ਸਮੱਸਿਆ ਸਮਾਧਾਨ)	ਆਮ ਬੋਲਚਾਲ ਦੀ ਬੋਲੀ ਨੂੰ ਸਮਝਣਾ ਬੋਲਣਾ , ਪੜ੍ਹਨਾ , ਲਿਖਣਾ ਤੇ ਸਮਝਣ ਦੀ ਸਮਰਥਾ ਦੇ ਯੋਗ ਹੋਣਾ , ਸਭਿਆਚਾਰਕ ਭਾਸ਼ਾ ਦੀ ਅਮੀਰੀ ਤੋਂ ਜਾਣੂ , ਠੇਠ ਭਾਸ਼ਾ ਦੀ ਭਰਪੂਰ ਸ਼ਬਦਾਵਲੀ ਤੇ ਅਰਥਾਂ ਨੂੰ ਸਮਝਣਾ , ਰੁੱਖਾਂ ਨਾਲ ਪਿਆਰ ਦੀ ਭਾਵਨਾ ਵਿੱਚ ਵਾਧਾ , ਸਬਰ ਤੇ ਸਹਿਣ- ਸ਼ਕਤੀ ਵਿੱਚ ਵਾਧਾ	ਅਕਤੂਬਰ
ਸਾਹਿਤ			
14 , 15 , 16 ,17	ਬਹਾਦਰ ਸਿੰਘ ਬੱਲ- ਬਜ਼ੁਰਗ ਖਿਡਾਰੀ (ਜਾਣਕਾਰੀ ਇਕੱਤਰ ਕਰਨਾ , ਹਰਾ ਭਰਾ ਜੱਗ ਨੂੰ ਬਣਾਉਂਦੇ ਭਲਾ ਕੈਣ (ਸਲੋਗਨ ਲੇਖਣ), ਮਿੰਨੀ ਕਹਾਣੀਆਂ (ਵਿਚਾਰ - ਵਟਾਂਦਰਾ) , ਸੱਚਾ ਨਿਆਂ - ਸਿਰਫ਼ ਗਤੀਵਿਧੀ ਲਈ - ਲਘੂ ਨਾਟਕ ਲੇਖਣ) ਗਤੀਵਿਧੀ - ਪ੍ਰਸ਼ਨੋਤਰੀ (ਲੀਡਰਸ਼ਿਪ ਅਤੇ ਸਹਿਯੋਗ ਦਾ ਭਾਵ)	ਸਿਰਜਣਾਤਮਕ ਤੇ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਵਾਕ ਰਚਨਾ , ਵਿਆਕਰਨਿਕ ਸ਼ੁੱਧਤਾ ਵਿੱਚ ਵਾਧਾ ਵਿਚਾਰ ਤੇ ਤਰਕਾਂ ਦੀ ਸਹੀ ਤੇ ਤਰਤੀਬ ਅਨੁਸਾਰ ਪੇਸ਼ਕਾਰੀ	ਨਵੰਬਰ
ਲਿਖਣ - ਕੌਸਲ			
1 , 2 , 3	ਚਿੱਤਰ ਵਰਨਣ , ਨਿਬੰਧ , ਨਿੱਜੀ ਪੱਤਰ ਗਤੀਵਿਧੀ : ਦਿਸੰਬਰ - ਜਨਵਰੀ - ਵਾਦ - ਵਿਵਾਦ (ਵਿਸ਼ਵ- ਜਾਗਰੂਕਤਾ) ਗਤੀਵਿਧੀ : (ਫ਼ਰਵਰੀ -ਮਾਰਚ) ਫਲੇਅ ਚਾਰਟ (ਸਵੈ - ਮੁਲਾਂਕਣ)	ਸਹੀ ਲੇਖਣ ਦਾ ਅਭਿਆਸ , ਸ਼ੁੱਧ ਤੇ ਢੁਕਵੀਂ ਸ਼ਬਦਾਵਲੀ ਦੀ ਵਰਤੋਂ ਵਿੱਚ ਵਾਧਾ , ਵਾਕ ਰਚਨਾ ਦੇ ਨਿਯਮਾਂ ਦਾ ਗਿਆਨ , ਸਿਰਜਣਾਤਮਕ ਤੇ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਕਰਨ ਵਿੱਚ ਮਾਹਿਰ ਵਾਕ ਰਚਨਾ , ਵਿਆਕਰਨਿਕ ਸ਼ੁੱਧਤਾ ਵਿੱਚ ਵਾਧਾ ਵਿਚਾਰ ਤੇ ਤਰਕਾਂ ਦੀ ਸਹੀ ਤੇ ਤਰਤੀਬ ਅਨੁਸਾਰ ਪੇਸ਼ਕਾਰੀ	ਦਿਸੰਬਰ

4. SCHEME OF ASSESSMENT & WEIGHTAGE :

Sr no.	Assessment cycle	Month of assessment	Mode of assessment	Weightage
1.	PRIODIC - I	May	Pen paper test	35
2.	PT2	July /August	Activity based Assessment	20
3.	Half yearly	September	Pen paper test	70
4.	PT3	October / November	Activity based Assessment	20
5.	PT4	December	Pen paper test	35
6.	Final	February /March	Pen paper test	70

PRIODIC - I

ਸਾਹਿਤ	ਪਾਠ 1, 2, 3, 4
ਵਿਆਕਰਨ	ਲਿੰਗ, ਵਚਨ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਅਗੇਤਰ, ਪਿਛੇਤਰ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ
ਲਿਖਣ ਕੋਸ਼ਲ	ਚਿੱਤਰ ਵਰਨਣ

HALF YEARLY :

ਸਾਹਿਤ	ਪਾਠ - 1, 2, 3, 4, 5, 6, 7, 9
ਵਿਆਕਰਨ	ਲਿੰਗ, ਵਚਨ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਅਗੇਤਰ, ਪਿਛੇਤਰ, ਮੁਹਾਵਰੇ, ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ, . ਅਣਡਿੱਠੀ ਕਾਵਿ - ਟੁਕੜੀ
ਲਿਖਣ ਕੋਸ਼ਲ	ਚਿੱਤਰ ਵਰਨਣ, ਬਿਨੈ - ਪੱਤਰ, ਨਿਬੰਧ

PERIODIC - IV

ਸਾਹਿਤ	ਪਾਠ - 9, 10, 11, 12
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ਵਿਆਕਰਨ	ਵਿਰੋਧੀ ਸ਼ਬਦ , ਮੁਹਾਵਰੇ , ਅਗੇਤਰ , ਪਿਛੇਤਰ , ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ , ਅਖਾਣ , ਅਸ਼ੁੱਧ - ਸ਼ੁੱਧ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਕਾਵਿ - ਟੁਕੜੀ
ਲਿਖਣ ਕੋਸ਼ਲ	ਨਿੱਜੀ - ਪੱਤਰ

5. ਕਲਾ ਏਕੀਕ੍ਰਿਤ ਪ੍ਰੋਜੈਕਟ

FINAL EXAMS : ਸਲਾਨਾ ਪਾਠਕ੍ਰਮ ਹਦਾਇਤਾਂ ਅਨੁਸਾਰ ।

NOTE : PAPER PEN TEST CONSIST OF VSA , SA ,LA , CASE BASED , LOTs , HOT s, questions of 1, 2, 3, 4, 5, 6 , 7 & 8 marks weightage

5. FOR ACTIVITY BASED ASSESSMENT :

PERIODIC TEST II (ਕਹਾਣੀ ਲੇਖਣ)

NATURE OF ACTIVITY (ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ) : ਵਿਅਕਤੀਗਤ ਰੂਪ

ਮੁਲਾਂਕਣ - ਅਧਾਰ	ਗਤੀਵਿਧੀਆਂ
ਸੁਣਨ ਕੋਸ਼ਲ	ਉਪ - ਵਿਸ਼ਾ ਨਾਲ ਕਹਾਣੀ ਸੁਣਾਈ ਜਾਵੇਗੀ ਜਿਸ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ
ਬੋਲਣ ਕੋਸ਼ਲ	ਸੁਣੀ ਘਟਨਾ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨ ਦੇ ਉੱਤਰ ਦੇਣਗੇ
ਲਿਖਣ ਕੋਸ਼ਲ	ਦਿੱਤੇ ਗਏ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਨਾਲ ਕਹਾਣੀ ਲਿਖਣਗੇ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਲਿਖੀ ਗਈ ਕਹਾਣੀ ਨੂੰ ਪੜ੍ਹ ਕੇ ਸੁਣਾਉਣਗੇ

RUBRICS (ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ) :

PARAMETERS	5	4	3	2	1
ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧਤਾ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ਾਨਦਾਰ ਸ਼ੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਬਹੁਤ ਵਧੀਆ ਸ਼ੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਵਧੀਆ ਸ਼ੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧਤਾ ਵਿੱਚ ਵਧੀਆ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸ਼ੁੱਧਤਾ ਚੰਗੀ ਕੋਸ਼ਿਸ਼

ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਬਹੁਤ ਵਧੀਆ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਵਧੀਆ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ ਵਿੱਚ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ
ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਬਹੁਤ ਵਧੀਆ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਵਧੀਆ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਵਿੱਚ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਚੰਗੀ ਕੋਸ਼ਿਸ਼

PERIODIC III (ਕਵਿਤਾ ਲੇਖਣ)

NATURE OF ACTIVITY (ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ) : ਵਿਅਕਤੀਗਤ ਰੂਪ

ਮੁਲਾਂਕਣ - ਅਧਾਰ	ਗਤੀਵਿਧੀਆਂ
ਸੁਣਨ ਕੋਸ਼ਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਇੱਕ ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਸੁਣਾਇਆ ਜਾਵੇਗਾ
ਲਿਖਣ ਕੋਸ਼ਲ	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ ਲਿਖਣਗੇ
ਬੋਲਣ ਕੋਸ਼ਲ	ਲਿਖੀ ਗਈ ਕਵਿਤਾ ਸੁਣਾਈ ਜਾਵੇਗੀ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਪੈਰਾ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ

RUBRICS (ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ) :

PARAMETERS	5	4	3	2	1
ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸੁੱਧਤਾ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸਾਨਦਾਰ ਸੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਬਹੁਤ ਵਧੀਆ ਸੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਵਧੀਆ ਸੁੱਧਤਾ ਮੌਜੂਦ	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸੁੱਧਤਾ ਵਿੱਚ ਵਧੀਆ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਭਾਸ਼ਾ ਸ਼ਬਦਾਵਲੀ ਤੇ ਵਾਕਾਂ ਦੀ ਸੁੱਧਤਾ ਚੰਗੀ ਕੋਸ਼ਿਸ਼

ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਬਹੁਤ ਵਧੀਆ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਵਧੀਆ ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ ਵਿੱਚ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਭਾਵਾਤਮਕ ਤੇ ਲੈਆਤਮਕ ਉਚਾਰਨ ਤੇ ਵਿਆਕਰਨਕ ਸੁੱਧੀ
ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਬਹੁਤ ਵਧੀਆ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਵਧੀਆ ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਵਿੱਚ ਚੰਗੀ ਕੋਸ਼ਿਸ਼	ਯਾਦ ਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ , ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਪ੍ਰਪੱਕਤਾ ਚੰਗੀ ਕੋਸ਼ਿਸ਼

NOTE : PAPER PEN TEST CONSIST OF VSA , SA ,LA , CASE BASED , LOTs , HOT s, questions of 1, 2, 3, 4, 5, 6 , 7 & 8 marks weightage

6. PROJECT : Trans- disciplinary (One for each term)

7. INTERNAL ASSESSMENT BREAK – UP :

Sr No.	Type of Assessment	Weightage
1.	Activity based Assessment	20
2.	Portfolio	5
3.	Project and Viva	5

8. CRAB worksheets per chapter will be assigned .

9. ਨਿਰਧਾਰਤ ਪੁਸਤਕਾਂ :

1. ਪੰਜਾਬੀ ਪਾਠ - ਪੁਸਤਕ : ਨਵੀਂ ਨੁਹਾਰ -6

2. ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲੇਖ ਰਚਨਾ 'ਨਵੀਂ ਨੁਹਾਰ' – 7

ਸੂਚਕ ਪੁਸਤਕਾਂ : ਪੁਸਤਕਾਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸਤਕਾਂ

Subject- Sanskrit

1. विषय -संस्कृत

2. उद्देश्याः-

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

3. मासिक-पाठ्यक्रमः

अध्याय संख्या	अध्यायस्य नाम	व्याकरणकार्यम्	मास
पाठ 1	बुद्धिः एव अस्माकम् बलम् गतिविधिः- कथालेखनम्	गुरुपाणि (लट्, लृट्, लङ्, लोट् लकारेषु) पठ्, लिख्, गम्, अस्, दृश्, कृ, पा	अप्रैल
पाठ 2	अभ्यासः एव परमो गुरुः गतिविधिः- सूक्तिरेखनम्	प्रयपदानि- तत्र, कुत्र, सर्वदा, यदा, तदा, कदा, इतस्ततः, अपि, कुतः, कथम्, किमर्थम्, अधुना, एव, उच्चैः, हयः, अद्य, श्वः र्गाः- अनु, अव, आ, उत्, उप, अप, निर्, दुर्, नि, प्र, प्रति, परि, वि, सम्, सु	अप्रैल
पाठ 3	उपकारकाः वृक्षाः गतिविधिः- परियोजना कार्यम्	प्रत्ययाः- क्त्वा, तुमुन्, ल्यप् शब्द रूपाणि- रामवत्, लतावत्, फलवत्, अस्मद्, युष्मद्	मई
पाठ 4	आगच्छ! भोजनम् कुर्यामः गतिविधिः- कोलॉज-निर्माणम्	लोट्-लकारः	जुलाई
पाठ 5	सुवचनानि गतिविधिः- श्लोकोच्चारणम्	कारक विभक्तयः द्वितीया - अभितः, परितः, उभयतः, विना तृतीया - अलम्, सह, साकम् चतुर्थी - दा (धातुः) क्रुध् (धातुः), नमः	जुलाई जुलाई

		पञ्चमी - बहिः, विना, भी (धातुः) षष्ठी - उपरि, अधः, पुरतः सप्तमी - निपुणः, कुशलः, स्निह, विश्वस्	
रचनात्मक- कार्यम्	अपठित गद्यांशः	चित्रवर्णनम्, अनुच्छेदलेखनम् पत्रलेखनम्, संवादपूर्तिः, कथापूर्तिः	अगस्त
पाठ 6	यस्य बुद्धिः तस्य बलम् गतिविधिः- संस्कृत-प्रश्नोत्तरी	तुमुन् प्रत्ययः	अक्तूबर
पाठ 7	क्रोधे बुद्धिः एव उत्तमा	विशेषण विशेष्य संयोजनम् (शब्दरूपाणि)	स्त अक्तूबर
पाठ 8	अविवेकः परमापदाम् पदम् गतिविधिः- नाट्याभिनयः	अस्मद्, युष्मद् शब्दरूप	नवंबर
पाठ 9	बुद्धिमान् गोपालकः गतिविधिः-चित्रवर्णनम्	उपपद विभक्तिः	नवंबर
पाठ 10	मधुरवचनानि गतिविधिः- श्लोकोच्चारणम्	संख्या (1-50) सन्धि- दीर्घ, गुण	दिसम्बर
रचनात्मक-कार्यम्	अपठित गद्यांशः	चित्रवर्णनम्, अनुच्छेदलेखनम् पत्रलेखनम्, संवादपूर्तिः, कथापूर्तिः	दिसम्बर

4. मूल्यांकनम् एवं अंकभारः

क्रम संख्या	आवधिक- मूल्यांकनम्	मूल्याङ्कनम् मास	मूल्याङ्कनम् विधि	अंक भारः
1	सामयिक परीक्षा 1	मई	लिखित परीक्षा	35
2	सामयिक परीक्षा- 2	जुलाई /अगस्त	गतिविधि आधारित परीक्षा	20
3	अर्धवार्षिक परीक्षा	सितम्बर	लिखित परीक्षा	70
4	सामयिक परीक्षा-3	अक्तूबर- नवम्बर	गतिविधि आधारित परीक्षा	20

5	सामयिक परीक्षा - 4	दिसंबर	लिखित परीक्षा	35
6	वार्षिक परीक्षा	फ़रवरी /मार्च	लिखित परीक्षा	70

5. गतिविधिराधारित मूल्यांकनम्

गतिविधि: प्रकारम्- श्रवणभाषण-कौशलम्

गतिविधि: - श्रवणभाषणम्

आवश्यकसामग्री- (शून्यम्)

भाषा-संवर्धनायगतिविधयः मूल्यांकनम्

लेखन कार्य (चित्रवर्णन , पत्रं इत्याद्य, गृहकार्यं) कृते मापदण्डः					
मापदण्डस्य बिन्दवः	अत्युत्तम 5	उत्तम 4	मध्यम 3	साधारण 2	ध्यायतव्यम् 1
विषय वस्तु/ प्रस्तुतीकरण/ सुलेख/ संकलनं/ स्पष्टता	संपूर्ण कार्य शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति। कापि अशुध्यः न सन्ति ।	कार्यं शोभनरूपेण प्रस्तुतं । कार्यतालिका अपि स्पष्टा अस्ति यत्र तत्र काचित् अशुधि अस्ति ।	कार्यं उचित रूपेण कृतं। कार्यतालिका अपि स्पष्टा अस्ति परन्तु कार्ये कानिचित् अति सरला वर्तनी- अशुध्यः सन्ति ।	कार्यं संपूर्ण नास्ति कार्यतालिका अपि स्पष्टा न अस्ति । परन्तु कार्ये कानिचित् बहवः वर्तनी- अशुध्यः सन्ति ।	कार्यस्य औपचारिकता मात्रं कृता। कार्यतालिका अपि न लिखिता ।
स्पष्टता	कार्यं सम्यक् कृतं । सुलेखं वर्तते । अक्षर- पठने स्पष्टता भवति ।	कार्यं सम्यक् कृतं । यत्र तत्र अक्षराणां पठने स्पष्टता न अस्ति।	केचन् अक्षराणां पठने काठिन्यं भवति	कार्यं बहुधा स्वयं न कृतम् ।	पठने स्पष्टता न अस्ति
मौलिकता /	संपूर्ण कार्यं स्वयं कृतम् ।	एक प्रश्नं सहपाठिन	द्वि/त्रि प्रश्नाः स्वयं न कृतम्।		संपूर्ण कार्यं स्वयं न कृतम् ।

विचाराणां अभियक्ति	कार्यं विना अवबोधं कृतम् ।	उत्तरपुस्तिकाया दृष्टम् ।			
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वाचन / पाठन (संवाद, संभाषण, अभिनय इत्याद्य) कार्य कृते मापदण्डः					
विषय वस्तु ज्ञानं	विषय वस्तु ज्ञानं पूर्ण अस्ति। शब्दज्ञानम् सम्यक् नअस्ति ।	विषय वस्तु ज्ञानं पूर्ण अस्ति । शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्ण न अस्ति। शब्दज्ञानम् सम्यक् न अस्ति ।	विषय वस्तु ज्ञानं पूर्ण न अस्ति। शब्दज्ञानम् त्रुटिपूर्ण अस्ति ।	न विषय वस्तु ज्ञानं। न शब्दज्ञानम्
उच्चारणं	उच्चारणं सदैव शुद्धं , कर्णाभ्यां सुखदं , भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं, भाषाप्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं भाषायाः प्रवाहम् उचितं अस्ति	उच्चारणं यदाकदा अशुद्धं , कर्णाभ्यां सुखदं ,भाषाप्रवाहे परिमार्जनस्य आवश्यकता	उच्चारणं सर्वथा अशुद्धं , कर्णाभ्यां कटु,भाषाप्रवाहे परिमार्जनस्य आवश्यकता
मौलिकता / विचाराणां सम्यक् अभियक्ति	विचारा मौलिकाः। विना अवरोधं वदिताः ।	विचारा बहुधा मौलिकाः। विना अवरोधं वदिताः ।	विचारा मौलिकाः न । विना अवरोधं वदिताः ।	विचारा मौलिकाः न । अवरोधयुक्तं वक्तव्यम् ।	विचारा मौलिकाः न । अवरोधयुक्तं सर्वथा वक्तव्यम् ।

विशेष :- लिखितपरीक्षायां 1, 2, 3, 4 अङ्कभारस्य प्रश्नाः भविष्यन्ति

6. परियोजना कार्यम्- (प्रत्येकसत्रे एकम् परियोजनाकार्यम्)

7. आन्तरिक मूल्याङ्कनाय अङ्क भार योजनाः

	मूल्यांकनम् विधि	अंक भारः
1	गतिविधिराधारितं मूल्यांकनम्	20
2	निवेशसूचिका	5
3	परियोजना कार्यम्	5

सामयिकपरीक्षा- कृते पाठ्यक्रम विभाजनम्

- सामयिक परीक्षा-1 (मई)

सुरभि:	पाठा: 1-2
व्याकरण	धातुरूप (लट्, लृट् लङ् लकार) अव्ययपदानि, उपसर्गाः

- सामयिक परीक्षा-2 (जुलाई/अगस्त)

गतिविधयः मूल्यांकनम्

गतिविधि:- श्रवणभाषणम्

- अर्धवार्षिक परीक्षा (सितम्बर)

सुरभि:	पाठा: 1- 5
व्याकरणकार्यम्	धातुरूपाणि (लट्, लृट्, लङ् लोट लकारे) शब्दरूपाणि (राम, लता, फल, अस्मद्, युष्मद्) अव्ययपदानि, उपसर्गाः, प्रत्ययः, कारक- उपपदविभक्तयः
रचनात्मक-कार्यम्	अपठित गद्यांशम्, चित्रवर्णनम्, अनुच्छेदलेखनम् पत्रलेखनम्, कथापूर्तिः, संवादपूर्तिः

- सामयिक परीक्षा-3 (अक्तूबर/नवम्बर)

गतिविधयः मूल्यांकनम्

गतिविधि:- वाचनश्रवणम्

- सामयिक परीक्षा-4 (दिसम्बर)

सुरभि:	पाठा: 6, 7 एवं 8
व्याकरणकार्यम्	तुमुन् प्रत्ययः, विशेषण विशेष्य संयोजनम् (शब्दरूपाणि)
रचनात्मक-कार्यम्	अस्मद्, युष्मद् शब्दरूप चित्रवर्णनम्/अनुच्छेदलेखनम्, कथापूर्तिः/संवादपूर्तिः

वार्षिक परीक्षा पाठ्यक्रमः

खण्ड-क (अपठित अवबोधनम्)

अपठित-गद्यांशः

खण्ड:- ख (रचनात्मक कार्यम्)

पत्रलेखनम्, चित्रवर्णनम्/ अनुच्छेदलेखनम्, कथापूर्तिः/संवादपूर्तिः

खण्ड-ग (अनुप्रयुक्त व्याकरणम्)

सन्धिः, धातुरूपाणि, शब्दरूपाणि, संख्या, उपपदविभक्तिः, प्रत्ययाः, अशुद्धिशोधनम्

खण्ड- घ (पठितावबोधनम्)

सुरभिः पाठाः- 3, 5, 6, 7, 8, 9, 10

पठित-गद्यांशः ,पठित- पद्यांशः ,पठित-नाट्यांशः

प्रश्ननिर्माणम्, अन्वयः, कथाक्रमसंयोजन ,शब्दार्थाः

8. प्रत्येक पाठेन सह कार्य-पत्रकः (CRAB)

9. निर्धारित-पुस्तकम् - सुरभिः 7

