

Road Map for ClassVI (2026-2027)

1. Subject: English

2. Objectives:

To enable the learner to:-

- (a) Acquire the ability to listen and respond orally 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.

3. Month wise division of syllabus

S.no .	English Literature	English Practice Book	My English Reader	Writings	Learning Outcomes: The Learners will be able to-	Month
1.	LESSON 1 – HOW DADDY DECIDED WHAT HE WANTED TO BE LESSON 2 – THE WHITE ELEPHANT	LESSON 1 – PUTTING IT TOGETHER LESSON 3- DETERMINERS	LESSON 5 – VACATION TIME	Diary Entry	- respond to a variety of questions on familiar and unfamiliar texts verbally and in writing. - write grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc. - refer to dictionary to check meaning and spelling, and to suggested websites for information.	April
2.	LESSON 3 – LEISURE	LESSON 2 – REGULAR AND IRREGULAR VERBS	LESSON 5 – VACATION TIME (Contd.)	Picture Composition	- write words/ phrases/ simple sentences and short paragraphs as dictated by the teacher - respond to oral messages, telephonic communication in	May

					English and communicates them in English or home language. • write messages and short paragraphs with a sense of audience.	
3.	LESSON 4 – MY EXPERIMENTS WITH TRUTH LESSON 5 – TODAY AND TOMORROW	LESSON 5 – TENSES(PART – I) SIMPLE TENSES LESSON 6 - TENSES(PART – II) CONTINUOUS TENSES	LESSON 2 – HOBBIES	E – mail Writing	• use synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts. • write coherently with focus on appropriate beginning, middle and end in English.	July
4.	LESSON 6 – THE HELPFUL YOUNG MAN	LESSON 7 - TENSES(PART – III) PERFECT TENSES LESSON 4 – SUBJECT VERB AGREEMENT	LESSON 1 – CELEBRATIONS	Notice Writing Art Integrated Activity: Comic Strip	• read a variety of texts in English and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. • write grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.	August
5.	LESSON 7 – BHARAT DESH LESSON 8 – HANUMAN AND I		LESSON 4 – PERFORMING ARTS	LETTER WRITING(Informal)	• recite and share poems, and tongue twisters, etc. • participate in activities in English like role play, group discussion, debate etc. • draft, revise and write short paragraphs based on verbal, print and visual clues.	October
6	LESSON 9 – OUR TREE	LESSON 8 – MODALS	LESSON 3 – THRILL	Diary Entry	• read a variety of texts in English / Braille and	November

	LESSON 10 – ATTILA		IN SCHOOL LIFE	Art Integrated Activity: Poster Designing on Cruelty towards Animals	identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences • read to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc. • write coherently with focus on appropriate beginning, middle and end in English.	
7	LESSON 11 – THE CASE OF COPIED QUESTION PAPERS	LESSON 9 - CONDITION ALS	LESSON 6 – TINSEL WORLD	DIARY ENTRY	• read a variety of texts in English and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. • participate in activities in English like role play, group discussion, debate etc. • respond to a variety of questions on familiar and unfamiliar texts verbally and in writing.	Decem ber
8		LESSON 10 – PASSIVE VOICE LESSON 11 – READING FOR UNDERSTA NDING		LETTER WRITING (informal)	• read a variety of texts in English and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. • write grammatically correct sentences for a variety of situations, using noun, pronoun,	January

					verb, adverb, determiners, etc. • write coherently with focus on appropriate beginning, middle and end in English.	
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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 Assessments

- Periodic -I (May)

LITERATURE	Lesson 1 Lesson 2	How Daddy Decided What He Wanted To Be The White Elephant
Grammar (English Practice Book)	Lesson 1 Lesson 2	Putting It Together Determiners Regular And Irregular Verbs
Writings	1 2	Picture Composition Diary Entry

- Periodic -II (Activity Based)

- Half Yearly (September first week)

ENGLISH LITERATURE	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	How Daddy Decided What He Wanted To Be The White Elephant Leisure My Experiments With Truth Today And Tomorrow The Helpful Young Man
ENGLISH PRACTICE BOOK	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7	Putting It Together Regular And Irregular Verbs Determiners Subject Verb Agreement Tenses(Part – I) Simple Tenses Tenses (Part – II) Continuous Tenses Tenses (Part – III) Perfect Tense
ENGLISH READER	Lesson 1 Lesson 2 Lesson 5	Celebrations Hobbies Vacation Time
	WRITINGS	Informal Letter Writing Diary Entry Picture Composition

		Notice Writing
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• **Periodic -III**

LITERATURE	Lesson 7 Lesson 8	Bharat Desh Hanuman And I
Grammar (English Practice Book)	Lesson 4 Lesson 8	Subject Verb Agreement Modals
Writings	1 2	Informal Letter Writing Diary Entry

• **Periodic -IV -(Activity Based)**

Final Term (March first week)

ENGLISH LITERATURE	Lesson 2 Lesson 4 Lesson 5 Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11	The White Elephant My Experiments With Truth Today And Tomorrow Bharat Desh Hanuman and I Attila Our Tree The Case of Copied Question Paper
ENGLISH PRACTICE BOOK	Lesson 2 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 10	Regular And Irregular Verbs Subject Verb Agreement Tenses(Part – I) Simple Tenses Tenses (Part – II) Continuous Tenses Tenses (Part -III) Perfect Tense Modals Passive Voice
ENGLISH READER	Lesson 4 Lesson 5 Lesson 6	Performing Arts Thrill in School Life Tinsel World
	WRITINGS	Application Writing Informal Letter Writing Diary Entry Notice Writing

5. For Activity based Assessment:

A. Periodic II Activity: Listening Activity

Nature of Activity: Individual Activity

Material required if any: No

Rubrics:

RUBRICS FOR LISTENING ACTIVITY

	Excellent	Good	Fair	Average	Needs improvement
PARAMETERS	4-5	3-4	2-3	1-2	0-1

Listening for context	All Answers accurate and related to content.	Answers mostly accurate and related to content.	Some Answers accurate and related to content.	Answers rarely accurate and related to content.	Answers mostly left unattempted and not related to content.
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	Listened to all the specific information and included them in answers	Listened to most of the specific information and included them in answers	Listened to some specific information and included them in few answers	Listened to very less specific information and could not include them in answers	Not able to listen to specific details

B. Periodic IV Activity: Role Play

Nature of Activity: Group Activity

Material required if any: No

Rubrics:

RUBRICS – ROLE PLAY					
	Excellent	Good	Adequate	Limited Understanding	Needs Improvement
PARAMETERS	5	4	3	2	1
CONTENT KNOWLEDGE AND SCRIPT	can explain the desired content in an excellent way through the character played in a realistic and consistent manner.	can explain the desired content upto a good level through the character played in a realistic and consistent manner.	can explain the desired content through the character played in somewhat realistic and consistent manner	can explain the desired content through the character played in a realistic way but performance was not consistent.	Gaps in the explanation of the desired content through the character played.
CLARITY OF SPEECH	Speech is always clear and easy to understand with correct voice modulation and intonation.	Speech is usually clear and easy to understand with correct voice modulation and intonation.	Speech is often clear and easy to understand with correct voice modulation and intonation.	Speech is clear and easy to understand but needs improvement in voice modulation and intonation.	Speech is rarely clear and not easy to understand.
	Is able to express emotions through facial	Is able to express emotions	Is able to express emotions	Is somewhat able to express emotions through	Is rarely able to express emotions

EXPRESSION AND BODY LANGUAGE	expression and gestures with great confidence.	through facial expression and gestures with confidence.	through facial expression and gestures but needs to be more confident.	facial expression and gestures with little confidence.	through facial expression and gestures.
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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 : Art Integrated Activity (One for each Term)

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:

1. English Literature (Class – VI)

2. My English Reader (Class – VI)

3. English Practice Book (Class – VI)

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

SUPPLEMENTARY BOOKS:

- By Burlington Publications
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Reading Bonus Assessment of 4 marks will be conducted in each term from the Supplementary Reading Books.

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 सृजनशक्ति का विकास करना
- 7)व्याकरणिक ज्ञान में वृद्धि करना
- 8)पाठन तथा श्रवण कौशल विकसित करना
- 9)तार्किक कुशलता तथा कल्पना शक्ति का विकास करना
- 10)रचनात्मक तथा वाचन कौशल विकसित करना

3. Month wise division of syllabus :-

Lesson No./Topic	Name of the lesson and activity	Month
ज्ञानसागर तथा अभ्यास सागर		
पाठ 1	साथी हाथ बढ़ाना	अप्रैल
पाठ 2	चिट्ठी के अक्षर	अप्रैल
पाठ 3	बरसते जल के रूप अनेक	अप्रैल
पाठ 4	पुरस्कार	मई
पाठ 5	सीखो	जुलाई
पाठ 6	अनोखा वरदान	जुलाई
पाठ 7	सुंदरलाल	जुलाई
पाठ 8	नजानू कवि बना	अगस्त
पाठ 9	दोहे	अगस्त

पाठ 10	पोंगल	अगस्त
पाठ 11	तेनालीराम ने चोरों को उल्लू बनाया	अक्टूबर
पाठ 12	दस आमों की कीमत	अक्टूबर
पाठ 13	अनोखी दौड़	अक्टूबर
पाठ 14	एक रोमांचक यात्रा	नवंबर
पाठ 15	परिश्रम	नवंबर
पाठ 16	धान का महत्त्व	दिसंबर
पाठ 17	यात्रा और यात्री	दिसंबर
पाठ 18	पंच परमेश्वर	दिसंबर
पाठ 19	सिकंदर और साधु	जनवरी
पाठ 20	आया वसंत	जनवरी

4. Lesson Wise Activities

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure
पाठ 1 साथी हाथ बढ़ाना (कविता पाठ) पाठ 2) चिट्ठी के अक्षर (अनौपचारिक पत्र लेखन) पाठ 3 बरसते जल के रूप अनेक	1)कविता के भावार्थ को समझाना शुद्ध उच्चारण सीखाना एवं तुकांत शब्दों से अवगत करवाना । 2) कहानी की शिक्षा को समझाना ,शब्द ज्ञान में वृद्धि करवाना एवं उच्चारण संबंधित	1)कविता के भावार्थ को समझेंगे, शुद्ध उच्चारण सीखेंगे एवं तुकांत शब्दों से अवगत होंगे, कविता की लय और ध्वनि से परिचित होंगे।	1)व्यक्तिगत	1 विद्यार्थी कविता के मूल भाव पर आधारित 'मेहनत एवं एकता पर आधारित अनुच्छेद लिखेंगे तथा देश के विकास में मेरा सहयोग विषय पर अपने विचार लिखेंगे। (Art Integrated) 2) विद्यार्थी कहानी कहानी के मूल भाव को समझते हुए दिए गए विषय पर मित्र को पत्र लिखेंगे ।

(जल संरक्षण पर आधारित स्लोगन) पाठ 4 पुरस्कार (औपचारिक पत्र लेखन) पाठ 5 सीखो (केवल अध्ययन के लिए) पाठ 6 अनोखा वरदान कहानी की नाटक के रूप में प्रस्तुति) पाठ 7 सुंदर लाल (वृक्षों के महत्व पर स्लोगन लेखन)	त्रुटियों को दूर करवाना । 3) भाषा विकसित करवाना, कठिन शब्दों के अर्थ समझाना एवं पर्यावरण के प्रति सजग बनाना । 4) सर्वनाम शब्दों का प्रयोग करना सीखाना, सत्य बोलने की आदत विकसित करवाना एवं लेखन कौशल विकसित करवाना । 5) शब्द भंडार में वृद्धि एवं उनके अनुप्रयोग की प्रेरणा कविता के मूल भाव को समझाना, कठिन शब्दों का अर्थ समझाना एवं पठन-पाठन में सुधार करवाना। 6) वाचन कौशल विकसित करवाना 7) पेड़ पौधों का महत्व समझाना 8) विराम चिह्नों का प्रयोग करना सीखाना एवं रचनात्मक कौशल विकसित करवाना	2) कहानी की रोचकता का आनंद लेंगे। उच्चारण संबंधी त्रुटियों को पहचान कर उन्हें दूर करने में सक्षम होंगे 3) भाषा विकसित होगी । कठिन शब्दों के अर्थ समझेंगे एवं जल संरक्षण की आदत विकसित होगी । 4) सर्वनाम शब्दों का प्रयोग करना सीखेंगे, सत्य बोलने की आदत विकसित होगी, लेखन कौशल विकसित होगा । 5) भाषा की प्रभावशीलता , क्रमबद्धता एवं उच्चारण की शुद्धता और स्वर की स्पष्टता होगी कविता के मूल भाव , कठिन शब्दों के अर्थ समझेंगे एवं पठन-पाठन में सुधार होगा।	2) व्यक्तिगत 3) व्यक्तिगत 4) व्यक्तिगत 5) व्यक्तिगत 6) सामूहिक 7) व्यक्तिगत 8) व्यक्तिगत 9) सामूहिक	(Experiential learning) 3) विद्यार्थी 'जल के संरक्षण' पर विचार करते हुए उससे संबंधित विज्ञापन बनाएँगे । Art Integrated 4) विद्यार्थी छात्रवृत्ति प्राप्त करने हेतु प्रधानाचार्या को पत्र लिखेंगे । (Experiential Learning) 5) विद्यार्थी कविता के मूल भाव को समूह में चर्चा करने के पश्चात् डायरी के रूप में लिखेंगे। (Flip Classroom) 6) कहानी को नाटक के रूप में समूह में प्रस्तुत करेंगे । (Flip Classroom) 7) वृक्षों के महत्व को दर्शाते हुए चित्र बनाएँगे एवं स्लोगन लिखेंगे । (Art Integrated) 8) सूचना लेखन । (Experiential learning)
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Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure
पाठ 11) तेनाली राम ने चोरों को उल्लू बनाया - केवल अध्ययन के लिए (डायरी लेखन)	11).तार्किक और आलोचनात्मक दृष्टिकोण व शुद्ध उच्चारण का विकास करवाना।	11.तार्किक और आलोचनात्मक दृष्टिकोण विकास व शुद्ध उच्चारण का विकास होगा।	11.व्यक्तिगत	11. तेनालीराम की कहानी का अनुभव डायरी के रूप में लिखेंगे। (Experiential learning)
पाठ 12) दस आमों की कीमत (अनौपचारिक पत्र लेखन)	12).विचार विश्लेषण की क्षमता व चिंतन मनन की प्रवृत्ति का विकास करवाना ।	12.विचार विश्लेषण की क्षमता व चिंतन मनन की प्रवृत्ति का विकास होगा ।	12.व्यक्तिगत	12. छुट्टियों की योजना के विषय में बताते हुए मित्र को पत्र लिखें। (Experiential learning)
पाठ 13) अनोखी दौड़ (संवाद लेखन)		13.आत्मविश्वास बढ़ेगा एवं सहभागिता की प्रवृत्ति का विकास होगा ।		13. उचित विराम चिह्नों का प्रयोग करते हुए कहानी को संवाद के रूप में लिखेंगे एवं संवाद को कक्षा में प्रस्तुत करेंगे। (Flip Classroom)
पाठ 14) एक रोमांचक यात्रा (सूचना लेखन)	13)आत्मविश्वास की भावना भरना व सहभागिता की प्रवृत्ति का विकास करवाना ।	14.ज्ञान का विस्तार होगा व विद्यार्थी कार्य पत्रक द्वारा कारकों की पहचान करने में सक्षम हो जाएँगे।		14. सूचना लेखन । (Experiential learning)
पाठ 15) परिश्रम (अनुच्छेद लेखन एवं भाषण)	14).शब्द भंडार में वृद्धि करने के साथ-साथ कारक के भेद व चिह्नों	15)सटीक वाक्य रचना और उपयुक्त कारक चिह्नों का प्रयोग	13.व्यक्तिगत	15. उचित कारक चिह्नों एवं विराम चिह्नों का प्रयोग करते हुए परिश्रम ही उत्तरी और सफलता का आधार -विषय पर अनुच्छेद लेखन एवं भाषण।

पाठ 16) धान का महत्त्व -केवल अध्ययन के लिए (विज्ञापन लेखन)	से अवगत करवाना।	करेंगे ।		(Experiential learning)
पाठ 17 यात्रा और यात्री (समान लय वाले शब्दों का निर्माण)	15)समरूपी भिन्नार्थक शब्दों की पहचान के साथ कारकों की पुनरावृत्ति करवाना	16). पठन एवं लेखन कौशल विकसित होगा । 17) निरंतर आगे बढ़ने व लक्ष्य प्राप्त करने की ओर प्रेरित होंगे एवं समान लय वाले शब्दों का निर्माण करने में सक्षम होंगे।	14.व्यक्तिगत	16. जल संरक्षण विषय पर विज्ञापन बनाकर स्लोगन लिखिए । (Art Integrated)
पाठ 18 पंच परमेश्वर (नाट्य प्रस्तुति एवं पत्र लेखन)	16) स्वाध्याय की प्रेरणा , लेखन कौशल का विकास।	18.विचार अभिव्यक्ति में वृद्धि होगी।	15.व्यक्तिगत	17. कक्षा चर्चा के माध्यम से समान लय वाले शब्दों का निर्माण करवाया जाएगा। (Experiential learning)
पाठ 19 सिकंदर और साधु (गतिविधि -संवाद लेखन एवं वाचन)	17).निरंतर आगे बढ़ने व लक्ष्य प्राप्त करने की ओर प्रेरित करना एवं समान लय वाले शब्दों का निर्माण करना सिखाना।	19.तार्किक और आलोचनात्मक दृष्टिकोण का विकास, संवादों की प्रस्तुति और उच्चारण की शुद्धता होगी ।	16.व्यक्तिगत	18. पंचायत के दृश्य की नाट्य प्रस्तुति व ईमेल लेखन । Experiential learning, Flip Classroom)
पाठ -20) आया बसंत - (स्वरचित कविता लेखन व व्याकरण पर आधारित प्रश्नोत्तरी)	18).मुहावरों की पहचान व वाक्य प्रयोग द्वारा अनुप्रयोग की क्षमता का विकास।	20.पर्यावरण के प्रति संवेदनशीलता का विकास होगा व सामान्य अशुद्धियों का निदान होगा ।	17.व्यक्तिगत 18.सामूहिक/ व्यक्तिगत	19 . उचित विराम चिह्नों का प्रयोग करते हुए कहानी को संवाद के रूप में लिखेंगे।

	19).स्वाध्याय की प्रेरणा ,सृजनात्मक क्षमता का विकास वआत्मिक बल की महत्ता से परिचित करवाना।		19.व्यक्तिगत/ सामूहिक	(Experiential learning)
	20).बदलते परिवेश की जानकारी दी जाएगी एवं कल्पनाशीलता का विकास करवाया जाएगा।		20.व्यक्तिगत	पाठ 20) अपनी पसंदीदा ऋतु का वर्णन स्वरचित कविता द्वारा एवं प्रश्नोत्तरी द्वारा व्याकरण के विभिन्न विषयों का ज्ञानवर्धन किया जाएगा। (Experiential learning)

एक भारत श्रेष्ठ भारत परियोजना कार्य

(नृत्य और त्योहार)

हरियाणा एवं मणिपुर राज्य के लोक नृत्यों एवं त्योहारों से संबंधित चित्र लगाएँ तथा उनके विषय में लिखें।

5. 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	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					

● **Periodic -I (May)**

ज्ञान सागर	पाठ 1 ,2 एवं 3
अभ्यास सागर	पाठ 1, 2 एवं 3
रचनात्मक लेखन	अनुच्छेद लेखन, अनौपचारिक पत्र लेखन

● **Half Yearly (September)**

ज्ञान सागर	पाठ 1 ,2, 3, 4,6 ,7 ,8, 9 एवं 10
अभ्यास सागर	पाठ 1 ,2 ,3 ,4 6, 7, 8, 9 एवं 10
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन (औपचारिक एवं अनौपचारिक), सूचना लेखन ।

Periodic -IV (December)

ज्ञान सागर	पाठ 12,13,14 एवं 15
अभ्यास सागर	पाठ 12,13,14 एवं 15
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन(अनौपचारिक एवं औपचारिक दोनों)

वार्षिक परीक्षा हेतु पाठ्यक्रम

ज्ञान सागर	पाठ 6, 10 ,12,13,14,15 ,17,18,20
अभ्यास सागर	पाठ 3,6, 10 ,12,13,14,15 ,17,18 एवं 20
रचनात्मक लेखन	अनुच्छेद लेखन, सूचना लेखन , संवाद लेखन ,पत्र लेखन (अनौपचारिक एवं औपचारिक दोनों)

6. For Activity based Assessment:-

● Periodic II(July/August)

गतिविधियों पर आधारित मूल्यांकन:-

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	दोहा लेखन ,वाचन/गायन
वाचन कौशल	संवाद/ नाटक अभिनय
श्रवण कौशल	छात्रों को कहानी सुनकर उस पर आधारित प्रश्नों के उत्तर देने होंगे
पठन कौशल	विद्यार्थियों को कथा पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे

● Periodic -III (October/November)

गतिविधियों पर आधारित मूल्यांकन:-

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	वर्ग पहेली
वाचन कौशल	प्रश्नोत्तरी गतिविधि
श्रवण कौशल	छात्रों को किसी रोचक संस्मरण को सुनकर उस पर आधारित प्रश्नों के उत्तर देने होंगे।
पठन कौशल	विद्यार्थियों को किसी महान विभूति की जीवनी पढ़कर उस पर आधारित प्रश्नों के उत्तर देने होंगे

Rubrics :-

मूल्यांकन के आधार बिंदु :

प्रकार	अति उत्तम 5	उत्तम 4	सराहनीय 3	अच्छा प्रयास 2	सुधार वंचित 1
विषय भाव के अनुरूप- संवाद, कविता लेखन, कहानी लेखन तथा अनुच्छेद लेखन इत्यादि।	विषय भाव के अनुरूप	विषय के अनुकूल	विषय से हटकर किसी अन्य विषय कविता स्वरचित न होना	विषय के अनुरूप वाचन या लेखन का न होना। कविता का स्वरचित न होना	विषय सामग्री का ज्यादा प्रभावशाली न होना
लयात्मकता एवं भावात्मकता प्रस्तुति	लय और भाव का पूरा ध्यान रखा गया	लय और भाव का ध्यान	लय और भावात्मकता का ध्यान रखा गया	भावात्मक और लयात्मकता की ओर ध्यान देने की आवश्यकता	भाव और लय का अभाव
उच्चारण की शुद्धता व स्वर की स्पष्टता	शुद्ध उच्चारण व स्पष्ट स्वर	शुद्ध उच्चारण	उच्चारण की शुद्धता पर ध्यान देने की आवश्यकता	उच्चारण की शुद्धता में कमी	उच्चारण में शुद्धता की कमी
हाव भाव	प्रभावशाली प्रस्तुतिकरण	प्रस्तुतिकरण सराहनीय	प्रस्तुतिकरण में कमी	आत्मविश्वास की कमी	प्रस्तुतिकरण का प्रभावशाली न होना और बीच-बीच में भूल जाना
आत्मविश्वास और प्रस्तुतिकरण	आत्मविश्वास सहित	आत्मविश्वास की कमी (कहीं-कहीं रुकना)	आत्मविश्वास की कमी	आत्मविश्वास की कमी	लेखनी में सुधार की आवश्यकता

- **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 : कहानी संचयन

Subject: Mathematics

1. Objectives:

- Develop a positive attitude towards learning Mathematics.
- Perform Mathematical operations and manipulation with confidence, speed and accuracy;
- Think and reason precisely, logically and critically in any given situation;
- Comprehend, analyze, synthesize, evaluate and make generalizations so as to solve Mathematical problems;
- to develop an interest in students to study Mathematics as a discipline;
- to perform mathematical operations and manipulations with confidence.
- to develop speed and accuracy in Mathematical skills.
- to develop investigative skills in Mathematics.
- to appreciate the usefulness, power and beauty of Mathematics.
- Communicate mathematical ideas related to SDGs.

2. Month wise division of syllabus:

LESSON NO.	Name of Chapter	Learning Outcomes	MONTH
1	Natural Numbers and Whole Numbers	1. Understanding the concept of natural numbers as counting numbers starting from 1. 2. Recognizing whole numbers as including zero along with natural numbers. 3. Identifying the properties of natural and whole numbers, such as closure, commutativity, and associativity under addition and multiplication. 4. Performing basic operations (addition, subtraction, multiplication, and division) with natural and whole numbers.	April
2	Factors and Multiples	Understanding Factors: Define factors as numbers that can be multiplied together to give a certain product. Identify factors of a given number. Recognize prime and composite numbers. Understanding Multiples: Define multiples as numbers that are the product of a given number and an integer. Identify multiples of a given number. Recognize the concept of least common multiple (LCM) and greatest common factor (GCF).	April
8	Basic Geometrical concept	Familiarity with basic geometric terms such as vertices, sides, angles, perimeter, and area. Comprehension of concepts related to lines and angles, including types of angles (e.g., acute, obtuse, right), parallel lines, perpendicular lines, and intersecting lines.	April
9	Line Segments	Understanding Line Segments: Students should be able to define a line segment as a	May

		part of a line that is bounded by two distinct endpoints. Measuring Line Segments: They should learn how to measure the length of a line segment using appropriate units, such as centimeters, meters, or inches.	
3	Integers (Flipped Classroom) Pre-Class Activity (At Home) Before coming to class, students will: 1. Watch a Video: Teacher will provide a YouTube link or an animated video explaining the addition and subtraction of integers with examples. 2. Explore a Real-Life Scenario: Teacher will ask students to check weather report and note down readings from it. 3. Try a Simple Worksheet: Teacher will give them a few basic addition/subtraction problems of integers to attempt before class. In-Class Activity (Collaborative Learning): Hands-on Activities: 1. Number Line Walk: Draw a large number line on the floor and let students physically move to understand addition and subtraction. 2. Integer War (Card Game): Give students number cards with positive and negative integers. They compare, add, or subtract to find the highest value. 3. Real-Life Connection: Discuss real-life examples like temperature, bank balances, and elevator movement. Post-Class Activities	Understanding Integers: Students should understand the concept of integers as positive and negative whole numbers and zero. Ordering Integers: Students should be able to order integers on a number line and understand the relationship between positive and negative integers. Adding and Subtracting Integers: Students should be able to add and subtract integers using various strategies, including using number lines, rules for signs, and mental math. Multiplying and Dividing Integers: Students should understand the rules for multiplying and dividing integers, including the effects of multiplying/dividing positives and negatives.	July

	1.Homework: Assign a mix of simple and tricky integer problems. 2.Reflection: Ask students to write what they found easy, difficult, or interesting. 3 Follow-up Quiz: Conduct a quick quiz in the next class to assess understanding. Learning Outcomes: • Students develop self-learning skills before class. • Enhances collaborative learning through hands-on activities. • Reinforces addition and subtraction of integers in a practical context.		
4	Ratio, Proportion and Unitary method	Define what a ratio is and represent ratios in different forms (e.g., fraction, decimal, percentage). Recognize and compare ratios in various contexts (e.g., recipes, maps, word problems). Apply ratios to solve real-life problems involving quantities, proportions, and comparisons Define proportion as an equality between two ratios. Identify proportional relationships in different scenarios (e.g., similar shapes, constant speed, direct variation).	July
10	Angles	Understanding the concept of angles: Students should be able to define an angle as the figure formed by two rays with a common endpoint. Identifying types of angles: Students should be able to identify and classify angles as acute, obtuse, right, straight, and reflex angles based on their measurements Understanding angle relationships: Students should understand the concept of complementary and supplementary angles,	July

		and how to use this knowledge to solve problems.	
11	Pair of Lines and transversal	Students should be able to identify and define what a line is. They should understand that a line extends infinitely in both directions and consists of an infinite number of points. Students should be able to identify and describe the relationships between angles formed when a transversal intersects a pair of lines. This includes vertical angles, corresponding angles, alternate interior angles, and alternate exterior angles.	August
15	Perimeter and Area	Understanding Perimeter: Define perimeter as the total distance around the outside of a shape. Calculate the perimeter of various shapes (rectangles, squares, triangles, etc.) using appropriate formulas or by adding the lengths of all sides. Understanding Area: Define area as the amount of space inside a shape. Understand that area is measured in square units (e.g., square centimeters, square meters). Calculate the area of rectangles and squares using the formula: $\text{length} \times \text{width}$. Calculate the area of triangles using the formula: $\frac{1}{2} \times \text{base} \times \text{height}$. Understand the concept of units and how they affect area measurements (e.g., converting square meters to square centimeters).	August
6	Algebra	Understanding Basic Algebraic Concepts: Students should be able to understand and apply basic algebraic concepts such as variables, expressions, and equations. Solving One-Step Equations: Students should be able to solve one-step equations involving addition, subtraction, multiplication, and division. Solving Two-Step Equations: Students should be able to solve two-step equations involving multiple operations.	October
7	Linear Equations	Understanding the concept of a linear equation and its components (variables, coefficients, constants). Solving simple linear equations with one variable using addition, subtraction, multiplication, and division. Recognizing and understanding the concept of the solution set of a linear equation. Applying linear equations to real-life situations and problem-solving.	October

16	Statistics	Understanding basic statistical terms such as data, variables, frequency, and range. Collecting and organizing data through methods like tally charts, frequency tables, and bar graphs. Interpreting data representations including pictographs, line plots, and histograms.	November
5	Percentage & it's Applications Experiential Learning for "Percentage and Its Applications" Experiential learning means learning through hands-on activities and real-life experiences instead of just reading and writing. Here are some fun and engaging ways to teach Percentage and Its Applications using real-life experiences: 1. Shopping Discount Hunt  Activity: - Bring fake price tags of different products (e.g., ₹500 for shoes, ₹800 for a shirt). - Assign different discount percentages (e.g., 20%, 35%). - Students calculate the final price after applying the discount. - Bonus: Give some students "cashback" offers and ask them to calculate savings. Learning Outcome: - Understand how discounts work in real life. - Apply percentage calculation in shopping scenarios. 2. Simple Interest & Banking Role Play  Activity: - Assign students roles as bankers and customers. - Give them different deposit amounts and interest rates.	Understanding the Concept of Percentage: Students should grasp the basic concept of percentages as fractions of 100 and be able to relate them to real-life situations. Problem-Solving Skills: Students should be able to solve word problems involving percentages, understanding how to interpret the information given and apply appropriate strategies to find solutions.	November

	- They calculate the simple interest earned in a year. Learning Outcome: - Understand how banks calculate interest. - See how percentages apply to savings and loans.		
12	Triangles	Identifying and Naming Triangles: Students should be able to identify and name different types of triangles based on their sides (equilateral, isosceles, scalene) and angles (acute, obtuse, right). Understanding Triangle Properties: Students should understand basic properties of triangles, such as the sum of angles in a triangle is always 180 degrees, and the relationship between the lengths of sides and the measures of angles.	December
13	Circles	Students should be able to define key terms related to circles such as radius, diameter, circumference, and center. Students learn about the properties of circles, including the relationship between the radius, diameter, and circumference ($\pi d = 2\pi r$). Students learn to identify and label the different parts of a circle, such as the radius, diameter, circumference, and center.	December
14	Constructions	Understanding basic geometric concepts related to constructions, such as points, lines, and angles. Learning to use a straightedge and a compass to construct various geometric figures, such as triangles, quadrilaterals, and circles.	January

3. 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

Ch 1 Natural Numbers and Whole Numbers
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Ch 2 Factors and Multiples (Worksheet 1 to 5)
 Ch 8 Basic Geometrical concept
 Ch 9 Line Segments

4. Periodic test 2

For Activity based Assessment:

Nature of Activity: Spray Diagram on Factors and multiples

Material Required (if any): Coloured A3 sheet, Colours, Sketches etc.

Rubrics: Parameters of assessment

Category	5	4	3	2	1
Evaluation and 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 ok for the question	Student provide an inference that demonstrate s the misunderstanding of the question	Student provide an inference that is not relevant to the question.
Critical thinking	Student clearly identified problem and solved it	Student clearly identified problem and almost solved it	Student identified the problem And tried to solve it.	Student tried to identify the problem and tried to solve it.	Student tried to identify the problem but not able to solve.
Creative thinking	Student had an innovative way to solve the problem	Student had solved the problem in a good way.	Student had almost solved the problem.	Student had solved the problem a little bit.	Student had not solved the problem.
Application of concept	Student had applied knowledge of the concept in solving the problem	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

Half yearly Syllabus

Ch 1 Natural Numbers and Whole Numbers
 Ch 2 Factors and Multiples
 Ch 8 Basic Geometrical concept
 Ch 9 Line Segments
 Ch 3 Integers
 Ch 10 Angles
 Ch 4 Ration proportion & Unitary method
 Ch 11 Transversal & Pair of lines
 Ch 15 Perimeter & Area

Art Integration Activity : Warli Art with Angles

Objective: Find angles in tribal art

Steps:

1. Draw simple **Warli figures** (triangles, lines, huts).
2. Identify angles in each figure.
3. Colour in traditional brown/white style.
4. Write angle names beside the drawing.

PERIODIC TEST 4

Chapter 14 : Constructions

Nature of Activity: Showing various angles using Compass.

Material Required (if any): A3 size coloured sheet, Chart papers, colours, sketches etc.

Rubrics: Parameters of assessment

Criteria	5 (Excellent)	4 (Very Good)	3 (Good)	2 (Fair)	1 (Needs Improvement)
Understanding	Understands or responds to all the Questions	Understands or responds to most Questions	Understands and responds Correctly to Questions Attempted	Understands and responds to few Questions	Responds to fewer than half the Questions or Misunderstood
Knowledge	Shows Concept Clarity and Substantial Knowledge other than the Book	Shows Concept and Knowledge of Content given in the Book	Shows some Knowledge of the Content	Shows little Knowledge of the Content	Shows no Knowledge or Incorrect Knowledge of the Content
Interpretation	Goes beyond literal meaning to conceptual	Interprets documents in own words	Generally, uses own words	Some Responses rely on Cited texts	Uses Language that is Vague
Demonstration	Expert in Demonstration in context of whole text	Demonstrates Accurate Understanding of the Topic	Demonstrates Considerable Understanding of the Topic	Demonstrates little Understanding of the Topic	Demonstrates Meaningless or Inconsistent Understanding

Art Integration Activity: CIRCLES

Circle Mandala Art

Objective: Learn parts of a circle through art

Materials:

- Drawing sheet / notebook
- Compass
- Colour pencils / sketch pens

Steps:

1. Draw a big circle using a compass.
2. Divide it into beautiful mandala patterns.
3. Draw and label:
 - Centre
 - Radius
 - Diameter
 - Chord
 - Arc

- Circumference

4. Colour the design neatly.

Learning Outcome:

Students understand parts of a circle visually and creatively.

Syllabus for Periodic Test 3

Ch 6 Introduction to Algebra Ch 7 Linear Equation Ch 16 Statistics Ch 5 Percentage and its applications
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Final exam Syllabus

Ch 3 Integers Ch 5 Percentage & it's Applications Ch 6 Introduction to Algebra Ch 7 Linear Equations Ch 10 Angles Ch 11 Pair of Lines and transversal Ch 12 Triangle Ch 13 Circles Ch 14 Constructions Ch 15 Perimeter and Area Ch 16 Statistics
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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:

Secondary Mathematics (Class 6th) of DAV syllabus.

SCIENCE

Objectives: The teaching of Science will help the learners:

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

Month wise division of syllabus

Chapter No.	Name of Chapter	Month
1	Our Environment	April
2	Food	April
3	Nature of Matter	May
4	Separation of Substances	July
7	The World of Living	August
8	Structure and Functions of Living Organisms-Plants	August
5	Changes Around Us	September
6	Measurement and Motion	October

14	Fabric from Fibre	October
9	Structure and Functions of Living Organisms- Animals	October
10	Work and Energy	November
12	Light and Shadow	November
13	Magnets	December
11	Electric Currents and Circuits	January

Scheme of assessment & weightage:

Sr. No.	Assessment cycle	Syllabus	Month of Assessment	Mode of Assessment	Weightage
1	PT1	Ch-1 Our Environment Ch-2 Food Ch-3 Nature of Matter	May	Pen paper Test	35
2	PT2	Ch-4 Separation of substances Ch-5 Changes around us Ch-7 The World of Living	July/August	Activity Based Assessment	20
3	Half YEARLY	Ch-1 Our Environment Ch-2 Food Ch-3 Nature of Matter Ch-4 Separation of substances Ch-5 Changes around us Ch-7 The World of Living Ch-13 Magnets	September	Pen paper Test	70
4	PT3	Ch-6 Measurement and motion	October/November	Pen paper test	20

		Ch-9 Structure and Function of living organisms- Animals Ch-12 Light and Shadow			
5	PT4	Ch-14 Fabric from fibre Ch- 8 Structure and function of living organisms- Plants Ch- 10 Work and Energy Ch-11 Electric current and circuits.	December	Activity based Assessment	35
6	Final	80% of total syllabus	February/March	Pen paper Test	70

Activity based Assessment: (PA-II)

Nature of Activity: Group activity

Material required: Students to decide themselves

Rubrics: Separation of substances

Parameters/ Competencies	Excellent	Very Good	Good	Fair	Needs Improvement
Collaboration	Separation of substance is completely finished, well thought out and is effectively collaborated with equal efforts of the all members of group.	Separation of substance is well thought out and implemented correctly. Missing a little detail here and there and almost	Separation of substances shows some planned collaboration given topic but some details were wrong.	It shows less collaboration in planning.	It doesn't show any desired collaborated efforts by group.

		all the members of the group helped each other.			
Creative Thinking	It is carefully constructed with materials that showcase students creativity and are appropriate	It is carefully constructed with materials but creativity is missing to some extent.	It is constructed with some creativity but missed some essential components.	It is constructed with very less creative thinking and most part is from original content.	It doesn't show any creative idea and is copy paste from original content available.
Application of concepts/Problem solving	Performing separation techniques shows actual concept and is applied completely in daily life.	Most of the concepts are depicted but few concepts are missing. Children will be able to find real life problem related to most	While performing they have missed some concepts or having errors and also some of the solutions related to real life problems won't be answered.	Their technique has explained very few concepts and contains many errors. many of the solutions related to real life problems will be answered	Technique applied is messy or hard to follow and no any concept appropriately applied. Hardly any of the solutions related to real life problems will be answered.

		of the concept.			
Accuracy	Substances accurately separated and depicts the original scientific structure accurately.	Most of the parts of substance s are accurately separated and shows the scientific structure.	Some of the parts of substances are accurately separated and shows the scientific structure	Few substances are separated accurately and show the scientific structure.	It doesn't show any separation of substance and scientific structure.

For Activity based Assessment: (PA-III)

Nature of Activity: Group activity

Material Required: To be intimated later

Rubrics: Role Play

Parameters	5	4	3	2	1
Application of concept	Students always exhibit complete knowledge of the concept in the play which is applicable to day to day life problems as well.	Students usually exhibits complete knowledge of the concept in the play which is applicable to day to day life problems	Students often exhibit complete knowledge of the concept in the play which is applicable to day to day life to a little extent.	Students rarely exhibit complete knowledge of the concept in the play which is applicable to day to day life.	Students never exhibit complete knowledge of the concept in the play which is applicable to day to day life.

		up to an extent.			
Collaboration	Always listen, shares and supports others in the group.	Usually listen, shares and supports others in the group.	Often listen, shares and supports others in the group.	Rarely listen, shares and supports others in the group.	Never listen, shares and supports others in the group.
Creativity	The props made by the group are very creative and a well balanced script is made.	Most of the props made by the group are creative and less balanced script is made.	Some of the props made by the group are creative and at few places script is weak.	Few of the props made by the group are creative and script is weak.	The props are not made properly and the script is not proper.
Critical thinking And Problem Solving	Students clearly identify the problem and present the most appropriate solution to it.	Students clearly identify the problem and present an appropriate solution to it.	Students identify the problem and present a fairly appropriate solution to it.	Students identify the problem and try to present a solution to it.	Students unable to identify the problem and do not present a solution to it.
Evaluation and Inference	Students provide a clearly stated inference that is reasonable for the questions asked.	Students provide an inference that is reasonable for the questions asked.	Students provide an inference that is ok for the questions asked.	Students provide an inference that demonstrates the misunderstanding for the questions asked.	Students provide an inference that is not relevant for the questions asked.

Art Integrated activity:

Chapter: 6 - Motion and Measurement

Activity: Showing types of motion.

Objective: Students will represent the motions in various forms through paper, model etc.

Material needed: Paper, cardboard, craft material etc.

Learning outcome: Students will be able to understand about various types of motion. It develops creativity, innovation and analytical skills.

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

CRAB Worksheets per chapter will be assigned.

Prescribed Book: My Living World (DAV Publications)

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

Social Science

1. Subject: Social-Sciences

2. Objectives of teaching Social Sciences

The major objective of Social Sciences is to help the students to acquire a knowledge of their environment, an understanding of human relationships and certain attitudes and values which are vital for intelligent participation in the affairs of the community, the state, the nation and the world. An effective program of Social Sciences is essential for the development of good citizenship and emotional integration.

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

- Develop Reading skills, interpreting, using, and making of different types of graphic materials like maps, graphs, tables, charts, pictures, diagrams, time lines, posters, cartoons, etc.
- Observe things and phenomena related to the physical and social environment.
- Understand the various social problems existing in the environment.
- Develop the skill to use available resources to meet the basic human needs related to food, clothing and shelter.
- Recognize, identify and strengthen the unique capabilities of each student in Social Sciences.
- Develop inventiveness and creativity along with competence.
- Acquire Multi-disciplinary and a Holistic approach to education across the Social Sciences and other subjects to ensure the unity and integrity of all knowledge.
- Develop cooperation, sympathy, tolerance, love, and trust towards people belonging to different castes, cultures, religions, language groups, regions, states, and nations.

3. Month wise division of syllabus:

GEOGRAPHY (UNIT-1 THE EARTH – OUR HABITAT)

Lesson No	Name of the Lesson	Month	Learning Outcomes
1	The Planet Earth and the Solar System	April	Students will be able to: ● define the universe, stars and Constellations. ● identify all the planets of the solar systems and write a few lines about them. ● define and distinguish between meteors and comets.
2	Representation of the Earth Pre-Class Activities (Students Learn at Home) • Videos & Simulations – Share engaging YouTube videos or interactive apps that explain: • Difference between a globe and a map • Basics of latitude and longitude • How to read a map using scale, directions, and symbols • Handout or Infographic – Provide a visual summary explaining key concepts. • Quick Quiz or Reflection – Ask students to note down: • Two things they understood • One question they have	April	Students will be able to: ● Understand the concept of the Earth as a three-dimensional sphere and the challenges of representing it on two-dimensional surfaces, such as maps and globes. ● Explore different map projections, including cylindrical, conic, and azimuthal projections, and understanding their distortions and advantages ● Explore thematic maps, such as choropleth maps, dot maps, and cartograms, and understand how they represent spatial data and patterns.

In-Class Activities (Active Learning in School) • Discussion – Address student doubts based on pre-class learning. • Interactive Group Activities • Treasure Hunt with Maps – Students solve clues using a physical map or an online mapping tool (Google Maps). • Globe Race – Ask students to locate given coordinates (latitudes & longitudes) on a globe. • Sketch a Map – Give students a blank paper and ask them to create a rough map of their classroom or school, marking key locations. • Debate: Map vs. Globe – Divide students into two groups to argue which is more useful. • Wrap-Up & Reflection • Exit Ticket: Each student writes one new thing they learned. • Discuss how maps help in real life (navigation, disasters, geography).		
3. Locating Places on the Earth	May	Students will be able to: • Understand the concept of latitude and longitude as coordinates used to identify locations on the Earth's surface. • Learn how to read and interpret maps, globes, and atlases to locate specific places and geographical features. • Explore the significance of the Prime Meridian and the Equator as reference points for measuring latitude and longitude.
4 The Motions of the Earth (Day-Night and Seasons) ART INTEGRATED ACTIVITY Day and Night Model (3D) Objective: • Understand how rotation of the Earth causes day and night. Material: Cardboard/balloon, , black chart, torch, colours. Task: Drawing in notebook with 3–4 lines explanation.	July	Students will be able to: • name and describe the two motions of the Earth and list their effects. • explain how day and night are caused. • explain how seasons are caused.
5 The Realms of The Earth	October	Students will be able to: • name, define and list major domains of the Earth.

		● list, name and identify the - major continents and oceans of the Earth. ● explain the greenhouse effect and Atmospheric pressure .
6 India – My Motherland	November	Students will be able to: ● Name and define landforms and explain the process of their formation. ● Identify the features and significance of each landform. ● Analyze the impact of landforms on people.
7 India – The Land Of Monsoon Climate	December	Students will be able to: ● Analyze why the Indian climate is known as tropical monsoon climate. ● Analyze the factors responsible for climate variation. ● State and explain the pattern and characteristics of each season.

HISTORY (UNIT II- PEOPLE AND THE SOCIETY IN THE ANCIENT PERIOD)

Lesson No	Name of the Lesson	Month	
8	Studying the Past	April	Students will be able to: ● define history and state it's importance. ● Identify different sources of history ● Define and explain the types of literary and archaeological sources. ● List and analyze the impact of geography on history.
9	Life of Early Man	April/May	Students will be able to: ● Identify the lifestyle of earliest humans through stone tools and rock painting. ● define and distinguish between different stages of The Stone Age. ● Analyze the impact of environmental changes on human life.
10	Development of Civilization ART INTEGRATED ACTIVITY Then & Now Flip Book What students will do: ● Make a flip book using 6–8 sheets. ● Each page shows THEN (Past) on the left and NOW (Present) on the right. Pages can include: Shelter (cave □ house)	July	Students will be able to: ● explain how early humans started farming and domestication of animals. ● analyze the role and importance of archaeological evidence in reconstructing history. ● identify features of the chalcolithic Age.

Food (hunting □ cooking) Transport (walking □ vehicles) Tools (stone tools □ machines) Art Integration: Drawing & colouring Folding and page design		
11 The Iron Age Civilization	July	Students will be able to: - State the role of vedas in finding about the past. - describe how the iron age helped in the establishment of Civilizations.
12 Janapadas and Mahajanapadas (600-100 BCE)	August	Students will be able to: - define and distinguish between the Janapadas and Mahajanpadas. - trace the developments that took place during that time(600-100 BCE) like agriculture , trade etc. - explain the Varna system.
13 The Mauryan Dynasty	August	Students will be able to: - Identify the sources for the Mauryan Empire. - describe the reign of the rulers of the Mauryan Empire. - explain what Ashoka's Dhamma was and list his welfare measures.
14 Early History of Deccan and South India	October	Students will be able to: - trace the development of the second urbanization phase. - trace the growth of iron tools for the benefit of agriculture . - state the role of the people belonging to different categories.
15 North India after Mauryans and Sungas(First Century BCE to Third Century BCE)	October/November	Students will be able to: - Understand the political fragmentation and regional developments in North India following the decline of the Mauryan and Sunga empires. - Analyze primary sources, archaeological evidence, and historical narratives to reconstruct the political history of North India during this period.
16 The Gupta Empire : Ions & Icons through Experiential Learning Pre-class Activity: Research Task students will be assigned a famous figure (Aryabhata, Kalidasa, Samudragupta, Chandragupta II, etc.).	November	Students will be able to: - use literary and archaeological sources to drive information. about the Gupta Dynasty. - list the features of the administration of the rulers of the pallava and the Chalukya dynasties.

• Students will research one interesting fact about their figure and write it on a sticky note or flashcard. • Facts will be exchanged with the class before the lesson begins. IN-CLASS ACTIVITY 1. Science in the Gupta Era Metallurgy & Coinage • The Gupta period was known for gold, silver, and copper coins. • Science Connection: Gold doesn't corrode because it is least reactive, unlike iron, which rusts. • Iron Pillar of Delhi: Discuss why this ancient structure has not rusted for centuries (special iron composition). 2. Great Minds of the Gupta Age Aryabhata & Mathematics • Introduced zero, pi, and planetary motion, forming the base of modern math. Kalidasa & Literature • His poetry and plays influenced language and storytelling for generations Icon & Image Matching Game: • Give students a set of icons (key influencers like rulers, invasions, scholars) and images (symbols of their impact). • Ask them to match and explain how each shaped history.. Interactive Activities • Coin Chemistry Lab – Test different metal coins with vinegar/lemon to observe reactions. • Debate: Was Aryabhata's math more impactful than Kalidasa's literature? • Timeline Infographic – Students create a dual timeline showing scientific and cultural milestones of the Gupta Age.			
17	The Era of Harsha	December	Students will be able to:

		● trace the life and list the achievements of Harshavardhan. ● Understand the historical context of the reign of Emperor Harsha and the political landscape of ancient India during the 7th century CE. ● Analyzing primary sources and historical accounts related to the reign of Emperor Harsha to develop critical thinking and research skills.
19	India and The Outside World	January
		Students will be able to: ● Explore the significance of ancient Indian trade routes, such as the Silk Road and the Spice Route, in facilitating exchanges with neighboring regions and distant lands. ● Develop critical thinking skills to evaluate the benefits and drawbacks of India's engagement with the outside world and propose strategies for enhancing international cooperation and mutual understanding.
20	The Indian religions	January
		Students will be able to: ● Understand the diversity of religious beliefs and practices within India, including Hinduism, Buddhism, Jainism, Sikhism, and other indigenous faiths. ● Analyze the major tenets and core principles of Hinduism, such as dharma, karma, and moksha, and their significance in shaping Indian culture and society.

CIVICS (UNIT -III COMMUNITY AND ITS DEVELOPMENT)

Lesson No	Name of the Lesson	Month	
21	Our Community Life : Unity in Diversity.	April	Students will be able to: ● Understand the concept of unity in diversity and appreciate the richness of diverse cultures, languages, religions, and traditions within a community. ● Develop empathy and cultural competence to interact respectfully and effectively with individuals from diverse backgrounds.
22	Democracy and Government	July/August	Students will be able to: ● Analyze the functions and roles of government institutions in a democratic system, including the legislature, executive, and judiciary. ● Understand the fundamental principles of democracy, including popular sovereignty, rule of law, and protection of individual rights.

23	Our Rural Governance	October	Students will be able to: - list and describe the various types of occupations in rural areas - describe the working of Gram Panchayat. - list and describe the means of livelihood in the rural areas.
24	Our Urban Governance ART INTEGRATED ACTIVITY Poster – Duties of Municipal Corporation What students will do: - Create a poster showing duties such as: - Garbage collection - Water supply - Street lights - Roads - Public health - Use symbols (broom, tap, bulb, road).	October	Students will be able to: - Explain the functions and responsibilities of urban local bodies in providing essential services and infrastructure to urban areas. - Analyzing the challenges and issues faced by urban areas, including urbanization, population growth, infrastructure development, and environmental sustainability.

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	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

● Periodic -I (May) – Marks 35

Syllabus PT I	Unit/Lesson	Topic
	Ch:1	The Planet Earth and the Solar System
	Ch:8	Studying the Past
	Ch:21	Our Community Life : Unity in Diversity
	Map	Ch-8 Map , pg-74 Ch-1 Map , pg-12

● Periodic – II (July/August) activity based assessment – Marks 20

	Unit/Lesson	Topic
	Ch:2	Representation of the Earth “Symbol Detective Map”

		Task Draw a simple town or village map Create a legend box Use at least 5 conventional symbols: School Hospital Road River Park Learning Outcome Understand importance of symbols & legend

● **Half yearly (September) – 70 Marks**

SyllabusHalf yearly	Unit/Lesson	Topic
	Ch - 2 Ch:3 Ch:4	Representation of the Earth Locating Places on the Earth The Motions of the Earth (Day-Night and Seasons)
	Ch - 8 Ch:9 Ch:10 Ch:11 Ch:12 Ch- 13	Studying the Past Life of Early Man Development of Civilization The Iron Age Civilization Janapadas and Mahajanapadas (600-100 BCE) Mauryan Dynasty
	Ch:22	Democracy and Government
	Map	Ch-12 Map , pg-102 Ch-3 Map , pg-29

● **Periodic – III (October/November) activity based – Marks 20**

Syllabus PT III	Unit/Lesson	Topic
	Ch- 21	Our Community Life : Unity in Diversity Title: “Unity in Diversity Mind Map” Task Draw a mind map Centre: Unity in Diversity Branches: Food Dress Language Festivals

		Add drawings and keywords
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● **Periodic -IV (December) – 35 Marks**

Syllabus PT IV	Unit/Lesson	Topic
	Ch:14	Early History of Deccan and South India
	Ch:23	Our Rural Governance
	Ch: 5	The Realms of The Earth
	Map	Ch-23 Map , done in class Ch-5 Map , done in class

● **Final Term (February/March)(Marks: 70)**

Syllabus Final Term	Unit/Lesson	Topic
	Ch:4 Ch:5 Ch:6 Ch:7	The Motions of the Earth (Day-Night and Seasons) The Realms of The Earth India – My Motherland India – The Land Of Monsoon Climate
<u>Final term + 30% of Mid Term +All Diagrams</u>	Ch:10 Ch-13 Ch - 14 Ch:15 Ch:16 Ch:17 Ch - 19	Development of Civilization The Mauryan Dynasty Early History of Deccan and South India North India after Mauryans and Sungas The Gupta Empire The Era of Harsha India and the Outside World
	Ch- 22 Ch:23 Ch:24	Democracy and Government Our Rural Governance Our Urban Governance
	Map	Final Term Map done in Class

5. For Activity based Assessment:

Chapter- Representation of the Earth

1. Nature of Activity: Symbol Detective Map”

Material required (if any): A3 size sheet, pencil ,colours etc.

Rubrics:

Parameter	Excellent	Very Good	Good	Satisfactory	Needs Improvement
1. Map Accuracy	Map is clear, well-planned, and correct	Minor layout errors	Some confusion in layout	Poorly planned map	Map incorrect or incomplete
2. Use of Symbols	5+ correct conventional symbols	4 symbols correct	3 symbols used	1–2 symbols	Symbols missing/incorrect
3. Legend / Key	Complete, neat, and accurate	Complete but less neat	Incomplete legend	Legend unclear	Legend missing

4. Directions	All directions correctly shown	Main directions correct	Directions partly correct	Directions attempted	Directions missing
5. Presentation & Neatness	Very neat, colorful, well-organized	Neat and attractive	Acceptable effort	Untidy but complete	Very untidy/incomplete

2. Nature of Activity: : “Unity in Diversity Mind Map”
CHAPTER- Our Community Life:Unity in Diversity

Material required (if any): A 3 sheet & colours.

Rubrics:

Parameter	Excellent	Very Good	Good	Satisfactory	Needs Improvement
1. Concept Understanding	Clearly shows meaning of Unity in Diversity	Concept mostly clear	Basic understanding shown	Limited understanding	Concept unclear
2. Content Coverage	All branches (food, dress, language, festivals) well developed	Most branches covered	Some branches covered	Few branches shown	Very little content
3. Organization & Structure	Mind map is well-organized and easy to follow	Mostly organized	Somewhat organized	Poor organization	No clear structure
4. Creativity & Visual Appeal	Very creative with drawings and colours	Creative use of visuals	Some creativity shown	Minimal creativity	No creative effort
5. Neatness & Completion	Very neat and fully complete	Neat with minor issues	Acceptable neatness	Untidy but complete	Incomplete/untidy

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 Project (One for each Term): Details for it will be discussed in class.

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: We and our world

1.Subject: Punjabi(ਪੰਜਾਬੀ)

2.Objectives:(ਉਦੇਸ਼)

- 1.ਭਾਸ਼ਾ ਸਿਖਾਉਣ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਜੀਵਨ ਬਾਰੇ ਚੇਤਨਤਾ ਪੈਦਾ ਕਰਨਾ ।
2. ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ ।
3. ਨੈਤਿਕਤਾ ਦਾ ਵਿਕਾਸ ।
4. ਪੜ੍ਹਨ , ਲਿਖਣ , ਸੁਣਨ , ਤੇ ਸਮਝਣ ਦੀ ਕੁਸ਼ਲ ਭਰਪੂਰ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
5. ਵਿਸ਼ੇ ਵਿੱਚ ਪਰਪੱਕ ਬਣਾਉਣਾ ।
6. ਚੰਗੇ ਮਾੜੇ ਪਹਿਲੂਆਂ ਦੀ ਪਰਖ - ਨਿਰਖ ਕਰਨਾ ।
- 7.ਸਿਰਜਣਾਤਮਕ ਕਾਰਜਾਂ ਵਿੱਚ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ ।
- 8.ਵਿਆਕਰਨਿਕ ਕੁਸ਼ਲਤਾ ਪ੍ਰਦਾਨ ਕਰਨਾ।
- 9.ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ।
- 10.ਰਚਨਾਤਮਕ ਕੈਸਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

3.Month wise division of syllabus:

LESSON NO.	LESSON NAME	Activity	MONTH	learning outcomes
ਵਿਆਕਰਨ	ਲਿੰਗ ,ਵਚਨ, ਵਿਰੋਧੀ ,ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ ,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਨਾਂਵ ,ਪੜਨਾਂਵ) ਪਾਠ-1,2,3(ਵਿਆਕਰਨ)	ਸ਼ਬਦ ਭੰਡਾਰ	ਅਪ੍ਰੈਲ	ਰੋਜ਼ਾਨਾ ਜੀਵਨ ਵਿੱਚ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨ ਦੇ ਯੋਗ ਬਣਦੇ ਹਨ
ਸਾਹਿਤ	ਪਾਠ - 1,2,3 (ਕਾਵਿ ਬੰਦ,ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ , ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ)	ਪਾਠ 1- ਕਵਿਤਾ ਦਾ ਸੁਲੇਖ ਪਾਠ 2-ਕਹਾਣੀ ਰਚਨਾ ਪਾਠ 3- ਕੋਲਾਜ	ਮਈ	ਪੜ੍ਹਾਈ ਗਈ ਕਹਾਣੀ ਕਵਿਤਾ ਆਦਿ ਵਿੱਚ ਲਿੱਪੀ ਚਿੰਨ੍ਹ, ਸ਼ਬਦ, ਵਾਕਾਂ ਆਦਿ ਨੂੰ ਦੇਖਕੇ ਅਤੇ ਉਹਨਾਂ ਦੀਆਂ ਧੁਨੀਆਂ ਨੂੰ ਸੁਣ ਕੇ ਅਤੇ ਸਮਝ ਕੇ ਉਹਨਾਂ ਦੀ ਪਛਾਣ ਕਰਦੇ ਹਨ
	ਅਣਡਿੱਠਾ ਪੈਰਾ	ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਪਹਿਚਾਨਣਾ		ਅਣਡਿੱਠੀ ਲਿਖਤ ਸਮੱਗਰੀ ਵਿੱਚ ਵੀ ਰੁਚੀ ਦਿਖਾਉਂਦੇ ਹਨ ਅਤੇ ਜਿਸ ਨਾਲ ਪੜਨ ਅਤੇ ਲਿਖਣ ਕੈਸਲ ਦਾ ਵਿਕਾਸ ਵੀ ਹੁੰਦਾ ਹੈ
ਲਿਖਣ ਕੈਸਲ	ਚਿੱਤਰ ਵਰਨਣ	ਵਾਕ ਬਣਤਰ	ਮਈ	ਤਸਵੀਰ ਦੇ ਸੁਖਮ ਅਤੇ ਪ੍ਰਤੱਖ ਪਹਿਲੂਆਂ ਦਾ ਡੂੰਘਾਈ ਨਾਲ ਅਵਲੋਕਨ ਕਰਦੇ ਹਨ

ਵਿਆਕਰਨ	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਡੰਡੀ { }, ਕਾਮਾ { , }, ਪ੍ਰਸ਼ਨ ਚਿੰਨ੍ਹ { ? }, ਛੁੱਟ ਮਰੇਡੀ { ' }, ਪੁੱਠੇ ਕਾਮੇ { " " }, ਸ਼ੁੱਧ-ਅਸ਼ੁੱਧ	ਟੇਬਲ ਚਾਰਟ (ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ)	ਜੁਲਾਈ	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ ਦੇ ਸਹੀ ਪ੍ਰਯੋਗ ਸਿੱਖਣਗੇ ਜਿਸ ਨਾਲ ਭਾਸ਼ਾ ਸੁੱਧੀ ਹੋਵੇਗੀ
ਸਾਹਿਤ	ਪਾਠ -4,5 (ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ ਅਤੇ ਅਭਿਆਸ ਕਾਰਜ)	ਪਾਠ 4- ਚਿੱਤਰ ਕਹਾਣੀ ਰਚਨਾ ਪਾਠ 5- ਰੁੱਖਾਂ ਦੇ ਨਾਂ ਲਿਖਣੇ ਅਤੇ ਚਿੱਤਰ ਬਣਾਉਣੇ Art integrated	ਜੁਲਾਈ	ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਇਹਨਾਂ ਦੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਦੇ ਹਨ
ਵਿਆਕਰਨ	ਮੁਹਾਵਰੇ, ਕਾਲ, ਕਿਰਿਆ	ਨਵੇਂ ਮੁਹਾਵਰੇ ਇਕੱਤਰ ਕਰਨਾ ਕਾਲ ਤੇ ਕਿਰਿਆ ਦਾ ਫਲੇ ਚਾਰਟ		ਭਾਸ਼ਾ ਦੀ ਬਰੀਕੀਆਂ ਤੇ ਧਿਆਨ ਦਿੰਦੇ ਹੋਏ ਆਪਣੀ ਭਾਸ਼ਾ ਘੜਦੇ ਹਨ ਅਤੇ ਉਸ ਦਾ ਇਸਤੇਮਾਲ ਕਰਦੇ ਹਨ
ਸਾਹਿਤ	ਪਾਠ -6,7 (ਪ੍ਰਸ਼ਨ-ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ।) (ਪਾਠ - 7 ਗਤਿਵਿਧੀ)	ਪਾਠ 6- ਵੱਖ ਵੱਖ ਖੋਜਾਂ ਅਤੇ ਵਿਗਿਆਨੀਆਂ ਦੀ ਜਾਣਕਾਰੀ ਇਕੱਤਰ ਕਰਨਾ ਪਾਠ 7- ਪੰਜਾਬੀ ਪੁਰਾਤਨ ਖੇਡਾਂ ਨਾਲ ਸੰਬੰਧਤ ਕਵਿਤਾ ਲੇਖਣ	ਅਗਸਤ	ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਇਹਨਾਂ ਦੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਦੇ ਹਨ
ਲਿਖਣ ਕੋਸ਼ਲ	ਨਿਬੰਧ, ਬਿਨੈ - ਪੱਤਰ, ਚਿੱਤਰ ਵਰਨਣ	ਨੁਕਤੇ ਇਕੱਤਰ ਕਰਨਾ	ਅਗਸਤ	ਵੱਖ ਵੱਖ ਉਦੇਸ਼ਾਂ (ਪੱਤਰ, ਲੇਖ, ਕਵਿਤਾ, ਕਹਾਣੀ ਆਦਿ) ਦੇ ਅਨੁਸਾਰ ਲਿਖਦੇ ਹਨ
ਵਿਆਕਰਨ	ਅਗੇਤਰ-ਪਿਛੇਤਰ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ (ਦੁਬਿੰਦੀ ਡੈਸ { :- }, ਡੈਸ { - }, ਜੋੜਨੀ { -- }, ਬਰੈਕਟ { () }, ਬਿੰਦੀ { . },	ਮੂਲ ਅਤੇ ਉਤਪੰਨ ਸ਼ਬਦਾਂ ਦਾ ਮਿਲਨ	ਅਕਤੂਬਰ	ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ ਦੇ ਸਹੀ ਪ੍ਰਯੋਗ ਸਿੱਖਣਗੇ ਜਿਸ ਨਾਲ ਭਾਸ਼ਾ ਸੁੱਧੀ ਹੋਵੇਗੀ.
ਸਾਹਿਤ	ਪਾਠ -8,9,10 (ਪ੍ਰਸ਼ਨ - ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ, ਅਭਿਆਸ ਕਾਰਜ)	ਪਾਠ 8- ਇਮਤਿਹਾਨਾਂ ਦੀ ਤਿਆਰੀ ਦਾ ਪਲਾਨ ਬਣਾਉਣਾ ਪਾਠ 9- ਪੈਰਾ ਰਚਨਾ (ਸਵੇਰ ਦੀ ਸੈਰ)		ਭਾਸ਼ਾ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਅਤੇ ਵਾਕ ਸੁਧੀ

		ਪਾਠ 10- ਵਿਚਾਰ ਵਟਾਂਦਰਾ		
ਵਿਆਕਰਨ	ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਮੁਹਾਵਰੇ	ਮੁਹਾਵਰੇ ਨਾਲ ਸੰਬੰਧਤ ਗਤੀਵਿਧੀ (ਦਮ ਸ਼ਰਾਜ)	ਨਵੰਬਰ	ਭਾਸ਼ਾ ਦੀ ਬਰੀਕੀਆਂ ਤੇ ਧਿਆਨ ਦਿੰਦੇ ਹੋਏ ਆਪਣੀ ਭਾਸ਼ਾ ਘੜਦੇ ਹਨ ਅਤੇ ਉਸ ਦਾ ਇਸਤੇਮਾਲ ਕਰਦੇ ਹਨ
ਸਾਹਿਤ	ਪਾਠ -11,12 (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ , ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,ਅਭਿਆਸ ਕਾਰਜ)	ਪਾਠ 11-ਪੋਸਟਰ (art integrated) ਪਾਠ 12-ਕਹਾਣੀ ਰੂਪ		ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਇਹਨਾਂ ਦੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਦੇ ਹਨ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ	ਪੜ੍ਹਨ ਕੋਸ਼ਲ		ਅਣਡਿੱਠੀ ਲਿਖਤ ਸਮੱਗਰੀ ਵਿੱਚ ਵੀ ਰੁਚੀ ਦਿਖਾਉਂਦੇ ਹਨ ਅਤੇ ਜਿਸ ਨਾਲ ਪੜਨ ਅਤੇ ਲਿਖਣ ਕੋਸ਼ਲ ਦਾ ਵਿਕਾਸ ਵੀ ਹੁੰਦਾ ਹੈ
ਵਿਆਕਰਨ	ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਕ ਚਿੰਨ੍ਹ)	ਫਲੇ ਚਾਰਟ	ਦਸੰਬਰ	ਵਿਆਕਰਨ ਦੇ ਵਿਸ਼ਿਆਂ ਨੂੰ ਫਲੇ ਚਾਰਟ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਚੰਗੀ ਤਰ੍ਹਾਂ ਸਮਝਣਗੇ
ਲਿਖਣ ਕੋਸ਼ਲ	ਨਿਬੰਧ , ਨਿੱਜੀ - ਪੱਤਰ	ਆਪਣੇ ਨਜ਼ਦੀਕੀ ਰਿਸ਼ਤੇਦਾਰ ਨੂੰ ਪੱਤਰ ਲਿਖਣਾ		ਵੱਖ ਵੱਖ ਉਦੇਸ਼ਾਂ (ਪੱਤਰ ,ਲੇਖ , ਕਵਿਤਾ , ਕਹਾਣੀ ਆਦਿ)ਦੇ ਅਨੁਸਾਰ ਲਿਖਦੇ ਹਨ
ਸਾਹਿਤ	ਪਾਠ- 13,14(ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਵਾਕ ,ਸ਼ਬਦ ਅਰਥ , ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,ਅਭਿਆਸ ਕਾਰਜ)	ਪਾਠ 13- ਇਸ਼ਤਿਹਾਰ ਪਾਠ 14- ਘਟਨਾ ਦੀ ਪੇਸ਼ਕਾਰੀ		ਵੱਖ ਵੱਖ ਤਰ੍ਹਾਂ ਦੀਆਂ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਨਵੇਂ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਇਹਨਾਂ ਦੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਦੇ ਹਨ

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	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

PERIODIC : 1

PRIODIC - I (MAY)

ਸਾਹਿਤ -ਪਾਠ 1 , 2, 3 (ਪ੍ਰਸ਼ਨ- ਉੱਤਰ, ਵਾਕ, ਸ਼ਬਦ ਅਰਥ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,ਅਭਿਆਸ ਕਾਰਜ)

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

ਪੜ੍ਹਨ ਕੋਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ

ਲਿਖਣ

ਕੋਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

Half yearly

ਸਾਹਿਤ:ਪਾਠ 1,2,3,4,5,7,9

1.ਕਾਵਿ-ਬੰਦ (ਪਾਠ ਵਿੱਚੋਂ): ਪਾਠ-1,4

2.ਛੋਟੇ ਪ੍ਰਸ਼ਨ ,ਉੱਤਰ ,ਸ਼ਬਦ ਅਰਥ , ਵਾਕ ਬਣਾਓ (ਅਭਿਆਸ ਵਿੱਚੋਂ): ਪਾਠ- 3 , 7

3.ਵੱਡੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ, ਵਾਕ ਬਣਾਓ (ਅਭਿਆਸ ਵਿੱਚੋਂ): ਪਾਠ - 2,5,9

ਵਿਆਕਰਨ: ਲਿੰਗ ਬਦਲੇ (page no. 51,52) , ਵਚਨ ਬਦਲੇ(page no.59,60) , ਵਿਰੋਧੀ ਸ਼ਬਦ (page no.98) , ਅਸ਼ੁੱਧ- ਸ਼ੁੱਧ (page no. 91), ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ: 1 ਤੋਂ 25 (page no.112,113) , ਅਗੇਤਰ: 1 to 10(page no 103)ਪਿਛੇਤਰ:1 ਤੋਂ 10 (page no.105,) ,ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ: 1 ਤੋਂ 6 (pg no. 119)

ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ: ਨਾਂਵ,ਪੜਨਾਂਵ,ਵਿਸ਼ੇਸ਼ਣ,ਕਿਰਿਆ(ਦਿੱਤੇ ਗਏ ਸ਼ਬਦਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਲਿਖਣਾ)

ਲਿਖਣ ਕੋਸ਼ਲ

ਨਿਬੰਧ: ਵਿਗਿਆਨ ਦੇ ਲਾਭ ਅਤੇ ਹਾਨੀਆਂ,

ਦੀਵਾਲੀ (ਕੋਈ ਚੋਣ ਨਹੀਂ)

ਪੱਤਰ ਲੇਖਣ: ਬਿਨੈ ਪੱਤਰ (ਕੋਈ ਚੋਣ ਨਹੀਂ)

1.ਜ਼ਰੂਰੀ ਕੰਮ ਦੀ ਛੁੱਟੀ ਲਈ

2. ਸੈਕਸ਼ਨ ਬਦਲਣ ਲਈ

3. ਸਕੂਲ ਛੱਡਣ ਦਾ ਸਰਟੀਫਿਕੇਟ ਲੈਣ ਲਈ

ਚਿੱਤਰ ਵਰਨਣ (30 ਤੋਂ 40 ਸ਼ਬਦਾਂ ਵਿੱਚ ਪੈਰੇ ਦੇ ਰੂਪ ਵਿੱਚ)

ਪੜ੍ਹਨ ਕੋਸ਼ਲ

ਅਣਡਿੱਠਾ ਪੈਰਾ (ਉੱਤਰ ਇੱਕ- ਇੱਕ ਵਾਕ ਵਿੱਚ)

PERIODIC – IV

ਸਾਹਿਤ - ਪਾਠ -9 , 10, 11 , (ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਖਾਲੀ ਸਥਾਨ,ਵਾਕ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ,ਸ਼ਬਦ-ਅਰਥ,ਅਭਿਆਸ ਕਾਰਜ).

ਵਿਆਕਰਨ -ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ,ਅਗੇਤਰ ਪਿਛੇਤਰ,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਸੰਬੰਧਕ ,ਯੋਜਕ, ਕਿਰਿਆ)

PERIODIC – I ਦੀ ਸਾਰੀ ਵਿਆਕਰਨ ਸ਼ਾਮਲ ਹੋਵੇਗੀ ।

ਪੜ੍ਹਨ ਕੋਸ਼ਲ - ਅਣਡਿੱਠਾ ਪੈਰਾ ਲਿਖਣ ਕੋਸ਼ਲ - ਚਿੱਤਰ ਵਰਨਣ

ਇੱਕ ਭਾਰਤ ਸ਼੍ਰੇਣੀ ਭਾਰਤ ਦੇ ਅੰਤਰਗਤ ਗਤੀਵਿਧੀ

ਹਰਿਆਣਾ ਅਤੇ ਤੇਲੰਗਾਨਾ ਦੇ ਤਿਉਹਾਰਾਂ ਦਾ ਕੋਲਾਜ ਬਣਾਓ, ਨਾਮ ਲਿਖੋ ਅਤੇ ਮੁੱਖ ਜਾਣਕਾਰੀ ਵੀ ਦਿਓ।

5. For Activity based Assessment:

Periodic II (July -August)

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ - ਵਿਅਕਤੀਗਤ

ਮੁਲਾਂਕਣ ਅਧਾਰ	ਗਤੀਵਿਧੀਆਂ
ਸੁਣਨ ਕੋਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਕਹਾਣੀ ਸੁਣਨਗੇ
ਬੋਲਣ ਕੋਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਕਹਾਣੀ ਸੁਣ ਕੇ ਪੁੱਛੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਅਣਡਿੱਠੇ ਪੈਰੇ ਨੂੰ ਧਿਆਨ ਨਾਲ ਪੜ੍ਹਨਗੇ
ਲਿਖਣ ਕੋਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਅਣਡਿੱਠਾ ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ

Parameters	5	4	3	2	1
ਭਾਸ਼ਾ ਸੁੱਧਤਾ	ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਮੌਜੂਦ	ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਮੌਜੂਦ	ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਵਿੱਚ ਕਮੀ	ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਮੌਜੂਦ	ਵਾਕਾਂ ਦੀ ਸੁੱਧੀ ਮੌਜੂਦ
ਯਾਦਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਸਹੀ ਵਰਤੋਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਸਹੀ ਵਰਤੋਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਸਹੀ ਵਰਤੋਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ ਪੂਰੀ ਤਰ੍ਹਾਂ ਨਹੀਂ	ਯਾਦਸ਼ਕਤੀ ਦੀ ਵਰਤੋਂ ਵਿੱਚ ਕਮੀ
ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ	ਵਿਸ਼ੇ ਅਨੁਸਾਰ ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ	ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ ਵਿੱਚ ਸੁਧਾਰ ਦੀ ਜ਼ਰੂਰਤ	ਸ਼ਬਦਾਂ ਦੀ ਚੋਣ ਸਹੀ ਨਹੀਂ

Periodic III(October - November)

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ - ਵਿਅਕਤੀਗਤ

ਮੁਲਾਂਕਣ ਅਧਾਰ	ਗਤੀਵਿਧੀਆਂ
ਸੁਣਨ ਕੋਸ਼ਲ	ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਸੁਣਾਇਆ ਜਾਵੇਗਾ
ਬੋਲਣ ਕੋਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਪੈਰੇ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ
ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਅਣਡਿੱਠੇ ਪੈਰੇ ਨੂੰ ਧਿਆਨ ਨਾਲ ਪੜ੍ਹਨਗੇ
ਲਿਖਣ ਕੋਸ਼ਲ	ਵਿਦਿਆਰਥੀ ਅਣਡਿੱਠਾ ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦੇਣਗੇ

Rubrics:

ਮੁਲਾਂਕਣ ਦੇ ਅਧਾਰ ਬਿੰਦੂ	5	4	3	2	ਸੁਧਾਰ ਜ਼ਰੂਰੀ 1
ਭਾਸ਼ਾ ਸ਼ੁੱਧਤਾ ਤੇ ਸਪਸ਼ਟਤਾ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਨਹੀਂ	ਸ਼ੁੱਧ ਭਾਸ਼ਾ ਦੀ ਵਰਤੋਂ ਨਹੀਂ
ਲਿਖਾਵਟ ਤੇ ਭਾਸ਼ਾ ਸ਼ੈਲੀ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਰੂਪ ਵਿੱਚ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ	ਲਿਖਾਵਟ ਸਹੀ ਤੇ ਸ਼ੁੱਧ ਨਹੀਂ
ਸ਼ਬਦ ਤੇ ਵਾਕ ਰਚਨਾ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਨਹੀਂ	ਸ਼ਬਦਾਂ ਤੇ ਵਾਕਾਂ ਦੀ ਢੁੱਕਵੀਂ ਵਰਤੋਂ ਨਹੀਂ
ਵਿਚਾਰਾਂ ਦਾ ਪ੍ਰਗਟਾਓ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ ਨਹੀਂ	ਢੁੱਕਵੇਂ ਵਿਚਾਰਾਂ ਦੀ ਮੌਜੂਦਗੀ ਨਹੀਂ

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:

ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕ 'ਨਵੀਂ ਨੁਹਾਰ' - 3

ਵਿਆਕਰਨ ਪੁਸਤਕ- 'ਨਵੀਂ ਨੁਹਾਰ' - 6

ਸੂਚਕ ਪੁਸਤਕਾਂ : ਪੁਸਤਕਾਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸਤਕਾਂ

ਸਾਹਿਤ:

1.ਕਾਵਿ-ਬੰਦ (ਪਾਠ ਵਿੱਚੋਂ): ਪਾਠ-1,4

2.ਛੋਟੇ ਪ੍ਰਸ਼ਨ ,ਉੱਤਰ ,ਸ਼ਬਦ ਅਰਥ , ਵਾਕ ਬਣਾਓ (ਅਭਿਆਸ ਵਿੱਚੋਂ): ਪਾਠ- 3 , 7

3.ਵੱਡੇ ਪ੍ਰਸ਼ਨ ਉੱਤਰ, ਕਿਸਨੇ ਕਿਸਨੂੰ ਕਿਹਾ, ਵਾਕ ਬਣਾਓ (ਅਭਿਆਸ ਵਿੱਚੋਂ): ਪਾਠ - 2,5,9

ਵਿਆਕਰਨ: ਲਿੰਗ ਬਦਲੇ (page no. 51,52) , ਵਚਨ ਬਦਲੇ(page no.59,60) , ਵਿਰੋਧੀ ਸ਼ਬਦ (page no.98) ,

ਅਸ਼ੁੱਧ- ਸ਼ੁੱਧ (page no. 91), ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ: 1 ਤੋਂ 25 (page no.112,113) , ਅਗੇਤਰ: 1 to 10(page no 103)ਪਿਛੇਤਰ:1 ਤੋਂ 10 (page no.105,) ,ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ: 1 ਤੋਂ 6 (pg no. 119)

ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ: ਨਾਂਵ,ਪੜਨਾਂਵ,ਵਿਸ਼ੇਸ਼ਣ,ਕਿਰਿਆ(ਦਿੱਤੇ ਗਏ ਸ਼ਬਦਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਲਿਖਣਾ)

ਲਿਖਣ ਕੋਸ਼ਲ

ਨਿਬੰਧ: ਵਿਗਿਆਨ ਦੇ ਲਾਭ ਅਤੇ ਹਾਨੀਆਂ,

ਦੀਵਾਲੀ (ਕੋਈ ਚੋਣ ਨਹੀਂ)

ਪੱਤਰ ਲੇਖਣ: ਬਿਨੈ ਪੱਤਰ (ਕੋਈ ਚੋਣ ਨਹੀਂ)

- 1.ਜ਼ਰੂਰੀ ਕੰਮ ਦੀ ਛੁੱਟੀ ਲਈ
2. ਸੈਕਸ਼ਨ ਬਦਲਣ ਲਈ
3. ਸਕੂਲ ਛੱਡਣ ਦਾ ਸਰਟੀਫਿਕੇਟ ਲੈਣ ਲਈ

ਚਿੱਤਰ ਵਰਨਣ (30 ਤੋਂ 40 ਸ਼ਬਦਾਂ ਵਿੱਚ ਪੈਰੇ ਦੇ ਰੂਪ ਵਿੱਚ)

ਪੜ੍ਹਨ ਕੇਸ਼ਲ

ਅਣਡਿੱਠਾ ਪੈਰਾ (ਉੱਤਰ ਇੱਕ- ਇੱਕ ਵਾਕ ਵਿੱਚ)

Subject- Sanskrit

1. ਵਿਸ਼ਯ -ਸੰਸਕ੍ਰਿਤ

2. ਉਦੇਸ਼ਯ:-

- ਭਾਸ਼ਾਕੌਸ਼ਲਾਨਾਂ ਵਿਕਾਸ: ਭਵਿੱਧਿਯਤਿ।
- ਸ਼ਬਦਜ਼ਾਨੇ ਵ੍ਰੱਧਿ: ਭਵਿੱਧਿਯਤਿ।
- ਸੰਸਕ੍ਰਿਤਭਾਸ਼ਯਾ ਕਥਿਤਾਨ੍ ਨਿਰੱਦੇਸ਼ਾਨ੍ ਸ਼੍ਰੁਤ੍ਵਾ ਪਠਿਤ੍ਵਾ ਚ ਤਦਨੁਕੂਲੰ ਵਯਵਹਾਰੰ ਕਰ੍ਤੁੰ ਸਮਰ੍ਥਾ: ਭਵੇਯੁ:।
- ਸੰਸਕ੍ਰਿਤਭਾਸ਼ਯਾ ਲਘੁਵਾਕਯਾਨਿ ਵਦੇਯੁ:।
- ਪਾਠਯ -ਪੁਸ੍ਤਕੇ ਦੱਤਾਨ ਸ਼ਲੋਕਾਨ੍ ਪਠਿਤ੍ਵਾ ਭਾਵੰ ਗ੍ਰਹਿਤੁਮ੍ ਸਮਰ੍ਥਾ: ਭਵੇਯੁ:।
- ਸ਼ਲੋਕਾਨਾਂ ਸਸ੍ਵਰਵਾਚਨੇ ਸਮਰ੍ਥਾ: ਭਵੇਯੁ:।
- ਸੰਸਕ੍ਰਿਤਭਾਸ਼ਯਾ ਸਰਲਪਤ੍ਰਾਣਿ ਲਘੂਨ੍ ਅਨੁਚ੍ਛੇਦਾਨ੍ ਚ ਲੇਖਿਤੁਮ੍ ਸਮਰ੍ਥਾ: ਭਵੇਯੁ:।
- ਸੰਸਕ੍ਰਿਤਭਾਸ਼ਯਾ ਪ੍ਰਯੁਕ੍ਤਾਨ੍ ਸ਼ਬਦਾਨ੍ ਅਭਿਜ਼ਾਤੁੰ ਸਮਰ੍ਥਾ: ਭਵੇਯੁ:।
- ਨੈਤਿਕ-ਸਾਮਾਜਿਕਮੂਲ੍ਯਾਨਾਂ ਵਿਕਾਸ: ਭਵਿੱਧਿਯਤਿ।
- ਸੰਸਕ੍ਰਿਤਭਾਸ਼ਯਾ ਜ਼ਾਨੰ ਪ੍ਰਾਪ੍ਸ੍ਯਨ੍ਤਿ।

3. ਮਾਸਿਕ-ਪਾਠਯਕ੍ਰਮ:

1. ਅਧਯਾਯ ਸੰਖਯਾ	ਅਧਯਾਯਸ੍ਯ ਨਾਮ	ਵਯਾਕਰਣਕਾਰਯਮ੍	ਮਾਸ
ਪਾਠ 1	ਪੁਰ:ਪੁਰ:ਪ੍ਰਗਚ੍ਛ ਰੇ	ਸੰਸਕ੍ਰਿਤ ਵਰ੍ਣਮਾਲਾ ਵਰ੍ਣਵਿਚ੍ਛੇਦ: ਸੰਯੋਗ: ਚ	ਅਪ੍ਰੈਲ
ਪਾਠ 2	ਮਮ ਪ੍ਰਿਯ: ਵਿਦ੍ਯਾਲਯ: ਗਤਿਵਿਧਿ:- ਸੰਸਕ੍ਰਿਤਸਮ੍ਭਾਸ਼ਣਮ੍	ਸਰ੍ਵਨਾਮ- ਸ਼ਬਦਰੂਪਾਣਿ (ਤਤ੍ ਏਤਤ੍ ਕਿਮ੍)	ਅਪ੍ਰੈਲ
ਪਾਠ 3	ਚਤ੍ਵਾਰਿ ਪ੍ਰਿਯਮਿਤ੍ਰਾਣਿ ਗਤਿਵਿਧਿ:- ਕਥਾਲੇਖਨਮ੍	ਸਰ੍ਵਨਾਮ-ਸ਼ਬਦਰੂਪਾਣਿ (ਅਸ੍ਮਦ੍ ਯੁਸ਼੍ਮਦ੍)	ਮਈ
ਪਾਠ 4	ਮਧੁਰਾ: ਸ਼ਲੋਕਾ: ਗਤਿਵਿਧਿ: -ਸ਼ਲੋਕੋਚ੍ਚਾਰਣਮ੍	ਸ਼ਬਦਰੂਪਾਣਿ- ਬਾਲਕ, ਬਾਲਿਕਾ, ਫਲ ਕਾਰਕਸ੍ਯਪਰਿਚਯ:	ਮਈ

पाठ 5	जले अपि वसन्ति जीवाः गतिविधि:- नाट्याभिनयः	धातुरूपाणि लट्- लृटलकारयोः- कृ, अस् दृश्, नृत्, भ्रम्, गम्, पठ्, लिख्, पा	जुलाई
पाठ 6	वीरबालिकागुंजनसक्सेना	धातुरूपाणि लङ्.लकारे	जुलाई
नात्मक-कार्यम्		अपठितगद्यांशम्, चित्रवर्णनम्, अनुवादः	अगस्त
पाठ 7	प्रहेलिकाः गतिविधि:-संस्कृतप्रश्नोत्तरी	उपसर्गः, अव्ययपदानि	अक्तूबर
पाठ 8	धन्या मातुः महिमा गतिविधि:- कोलाज निर्माणम्	संख्या (1-50)	अक्तूबर
पाठ 9	“सिक्किम” प्रदेशस्य सौन्दर्यम् गतिविधि:- अनुच्छेदलेखनम्	धातुरूपाणि लृटलकारे	नवंबर
पाठ10	योग्यः शिष्यः	उपपदविभक्त्यः	नवंबर
पाठ 11	मधुराणि वचनानि गतिविधि:-श्लोकोच्चारणम्	प्रत्ययाः- क्त्वा, तुमुन्	दिसम्बर
नात्मक-कार्यम्		अपठितगद्यांशम्, चित्रवर्णनम्, अनुवादः	

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. गतिविधिराधारितं मूल्यांकनम्

गतिविधिः प्रकारम्- श्रवणभाषण-कौशलम्

गतिविधिः - श्रवणभाषणम्

आवश्यकसामग्री- (शून्यम्)

भाषा-संवर्धनायगतिविधयः मूल्यांकनम्

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

वाचन / पाठन (संवाद, संभाषण, अभिनय इत्याद्य) कार्य कृते मापदण्डः					
विषय वस्तु ज्ञानं	विषय वस्तु ज्ञानं पूर्ण अस्ति।	विषय वस्तु ज्ञानं पूर्ण अस्ति ।	विषय वस्तु ज्ञानं पूर्ण न अस्ति।	विषय वस्तु ज्ञानं पूर्ण न अस्ति।	न विषय वस्तु ज्ञानं। न शब्दज्ञानम्

	शब्दज्ञानम् सम्यक् नअस्ति ।	शब्दज्ञानम् सम्यक् न अस्ति ।	शब्दज्ञानम् सम्यक् न अस्ति।	शब्दज्ञानम् त्रुटिपूर्ण अस्ति।	
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 अभिव्यक्ति	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- (एकं भारतं श्रेष्ठं भारतम्- हरियाणा एवं मणिपुर राज्यमधिकृत्य संस्कृतपत्रिका निर्माणम्)

7. आन्तरिक मूल्याङ्कनाय अङ्कभार योजनाः

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

सामयिकपरीक्षा- कृते पाठ्यक्रम विभाजनम्

• सामयिक परीक्षा-1 (मई)

सुरभिः	पाठाः 1-2
व्याकरण	संस्कृत वर्णमाला, सर्वनाम- शब्दरूपाणि (तत्, एतत्, किम्)

- सामयिक परीक्षा-2 (जुलाई/अगस्त)
- गतिविधयः मूल्यांकनम्

गतिविधि:- श्रवणभाषणम्

• अर्धवार्षिक परीक्षा (सितम्बर)

सुरभि:	पाठा: 1, 2, 3, 4, 5, 6
व्याकरणकार्यम्	वर्णमाला, शब्दरूपाणि (बालक, बालिका, फल, तत्, एतत्, किम्, अस्मद्, युष्मद्), कारकपरिचयः, धातुरूपाणि (लट्, लृट् लकारयोः)
रचनात्मक-कार्यम्	अपठित गद्यांशम्, चित्रवर्णनम्, अनुवादः

• सामयिक परीक्षा-3 (अक्तूबर/नवम्बर)

गतिविधयः मूल्यांकनम्

गतिविधि:- वाचनश्रवणम्

• सामयिक परीक्षा- 4 (दिसम्बर)

सुरभि:	पाठा: 7, 8, 9	
व्याकरणकार्यम्	उपसर्गाः, अव्ययपदानि, संख्या (1-50), धातुरूपाणि	
रचनात्मक-कार्यम्	चित्रवर्णनम्, अनुवादः	

वार्षिकपरीक्षा- पाठ्यक्रमः

खण्ड-क (अपठित अवबोधनम्)

अपठित-गद्यांशः

खण्ड:- ख (रचनात्मककार्यम्)

चित्रवर्णनम् ,अनुवादः

खण्ड-ग (अनुप्रयुक्त-व्याकरणम्)

शब्दरूपाणि, धातुरूपाणि, उपपदविभक्तिः, प्रत्ययः, संख्या, अव्ययः, उपसर्गः

खण्ड- घ (पठितावबोधनम्)

सुरभि: पाठ:- 3, 4, 7, 8, 9, 10, 11

पठित-गद्यांशः, पठित- पद्यांशः, पठित- नाट्यांशः

प्रश्ननिर्माणम् , अन्वयः, कथाक्रमसंयोजन, शब्दार्थ

8. प्रत्येकपाठेन सह कार्य-पत्रकः (CRAB)

9. निर्धारित-पुस्तकम् - सुरभि: 6