

ROADMAP ENGLISH CLASS V:(2026-27)

1.Subject: ENGLISH

2.Objectives:

English syllabus for Class V aims to prepare the students to communicate effectively in English and to enhance their four language skills i.e. listening, speaking, reading and writing. After completing the course, students will be able to:

- develop interest in reading English passages/ literatures.
- enhance competencies in writing in own words/ language.
- develop their insight and favorable attitude towards English language.
- developing the understanding about rules of grammar and their use in writing English.
- develop the skill of speaking,
- develop the skill of reading,
- develop the skill of writing,
- develop the skill of listening,
- analyze the element of language and establish the appropriate relationship among linguistic components.
- diagnose the weakness of speaking and writing English,
- compare and illustrate linguistic components,
- classify the elements of English language,
- understand the meaning of prose, poetry, story and drama by reading.

3. Month wise division of syllabus

S. No.	English Literature	English Practice Book	Writings	Learning Outcomes: The Learners will be able to-	Month
1.	• Monday Morning Blues • The Tale of A Tail	• Abstract Nouns • Determiners	• Paragraph Writing	• 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. • develop skills in editing and revising their paragraphs, focusing on clarity, coherence, grammar, punctuation, and spelling	April

2.	• Adventure With Books	• Comparisons	• Letter Writing (Informal)	• write words/ phrases/ simple sentences and short paragraphs as dictated by the teacher • respond to oral messages, telephonic communication in English and communicates them in English or home language. • write grammatically correct sentences for a variety of • situations, using comparison of adjectives, nouns, adjectives, etc.	May
3.	• The Boy Who Borrowed • I Wish I Were	• Apostrophe • Emphasizing and Reflexive Pronouns	• Picture Composition	• 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.	• Limits of the Mind	• Prepositions • Sentences	• Notice Writing	• read a variety of texts in English and identify main ideas, characters, sequence of ideas and events and relates with his/her personal experiences. • develop an appreciation for literature as a means of exploring complex themes and grappling with fundamental questions about the human condition, fostering a lifelong love of reading and learning. • write grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.	August
5.	• The Fearless Fighter	• Verbs	• Letter Writing (Informal) Art Integrated Activity: Ordinary People Extraordinary lives:	• recite and share poems, and tongue twisters, etc. • gain an understanding of the theme of "Fearless Fighter," exploring the concept of courage, resilience, and determination in the face of challenges. • participate in activities in English like role play, group discussion, debate etc.	October

			Making an album with an insight into the lives of people who achieved success despite of their disabilities.	• draft, revise and write short paragraphs based on verbal, print and visual clues.	
6	• Five Chums and The Hacker • I Have Got E-Mail	• Adverbs	• Paragraph Writing	• read a variety of texts in English and identify 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.	November
7	• It's Getting Hotter	• Present Perfect Tense	• Art Integrated Activity - Flipped Classroom Activity Pre-Class learning at home: reading of the chapter and watching a video. In class activity- Class Discussion on the chapter followed by Poster making on	• read a variety of texts in English and identify 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.	December

			Global Warming		
8	• The Green Act	• Modals I and II • Reading For Understanding	• Letter Writing (Informal) • Diary Entry	• read a variety of texts in English and identify 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. • write coherently with focus on appropriate beginning, middle and end in English.	January

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	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	Monday Morning Blues The Tale of a Tail
Grammar (English Practice Book)		Abstract Nouns Determiners Comparisons Integrated Grammar, Rearrangement , Editing based on given syllabus
Writings		Paragraph Writing Informal Letter Writing

- **Periodic -II** (Activity Based)
- **Half Yearly** (September first week)

ENGLISH LITERATURE	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	Monday Morning Blues The Tale of a Tail Adventure With Books (poem) The Boy Who Borrowed IWish I Were Limits of The Mind
ENGLISH PRACTICE BOOK	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 8 Lesson 12 Lesson 13	Abstract Nouns Determiners Apostrophe Comparisons Sentences Emphasizing and Reflexive Pronouns Prepositions Integrated Grammar, Rearrangement, Editing based on given syllabus
	WRITINGS	Paragraph Writing Informal Letter Writing Picture Composition Notice Writing

● **Periodic -III**

LITERATURE	Lesson 5 Lesson 6	The Fearless Fighter Five Chums And The Hacker
Grammar (English Practice Book)	Lesson 7 Lesson 8	Verbs Present Perfect Tense Integrated Grammar (editing, sentence rearrangement)
Writings	1	Informal Letter Writing

● **Periodic -IV (Activity Based)**

● **Final Term (March first week)**

ENGLISH LITERATURE	Lesson 5 Lesson 6 Lesson 7 Lesson 8	Fearless Fighter Five Chums And The Hacker I've Got E-mail The Green Act
GRAMMAR (ENGLISH PRACTICE BOOK)	Lesson 5 Lesson 6 Lesson 7 Lesson 10 Lesson 11	Verbs Present Perfect Tense Adverbs Modals I Modals II Integrated Grammar (editing, sentence rearrangement)
	WRITINGS	Paragraph Writing Informal Letter Writing Diary Entry Picture Composition 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	can explain the desired content upto a good level through the character	can explain the desired content through the character played in	can explain the desired content through the character played in a realistic way but	Gaps in the explanation of the desired content through the

	played in a realistic and consistent manner.	played in a realistic and consistent manner.	somewhat realistic and consistent manner	performance was not consistent.	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.

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

5. Project : Art Integrated Project (One for each Term)

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:

a. My English Reader (Class – V)

b. English Practice Book (Class – V)

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

SUPPLEMENTARY BOOKS:

By Burlington Publications

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

1. Subject:Hindi

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	Month	
भाषा माधुरी तथा भाषा अभ्यास			
पाठ 1	दिमागी लड़ाई	अप्रैल	
पाठ 2	लौहपुरुष	अप्रैल	
पाठ 3	पेड़	अप्रैल	
पाठ 4	पूरे एक हज़ार	मई	
पाठ 5	दो पहलवान	मई	
पाठ 6	नदी यहाँ पर	जुलाई	
पाठ 7	पतीले की मृत्यु	जुलाई	
पाठ 8	टपके का डर	अगस्त	

पाठ 9	अजंता की सैर	अगस्त	
पाठ 10	यह बात समझ में आई नहीं	अक्टूबर	
पाठ 11	बिरसा मुंडा	अक्टूबर	
पाठ 12	अगर न नभ में बादल होते	अक्टूबर	
पाठ 13	प्रिय पौधा	नवंबर	
पाठ 14	बुद्धिमान राजा	नवंबर	
पाठ 15	अँधेर नगरी	दिसंबर	
पाठ 16	चाँद का कुर्ता	दिसंबर	
पाठ 17	हार की जीत	जनवरी	
पाठ 18	बेट्टिना का साहस	जनवरी	
पाठ 19	लौट आया आत्मविश्वास	जनवरी	
पाठ 20	कोशिश करने वालों की-----	जनवरी	

3. Lesson Wise Activities

Name of the activity	Learning Objectives	Learning outcomes	Mode (Individual /pair/group)	Methodology /Procedure
पाठ-1 दिमागी लड़ाई (चित्र कथा संवाद)	1. कहानी को नाट्य मंचन द्वारा कक्षा में प्रस्तुत करवाया जाएगा।	1. नाट्य मंचन द्वारा विराम चिह्नों के प्रयोग व उपयोगिता को जानेंगे		1. चित्रकथा को संवाद के रूप में लिखेंगे। (Art Integrated)

पाठ- 2 लौह पुरुष (संवाद लेखन)	2) क्रमानुसार पाठ का अध्ययन करवाया जाएगा। कहानी की शिक्षा को समझेंगे व ज्ञान में वृद्धि।	2) कहानी की रोचकता का आनंद लेंगे। भारतीय स्वतंत्रता सेनानियों के त्याग और समर्पण को जानेंगे	1.व्यक्तिगत	2 'अगर आपके और आपके भाई के बीच में झगड़ा हो जाए तो आप उसे कैसे सुलझाएँगे जाएँगे ?' विषय पर संवाद लेखन । (Experiential learning)
पाठ-3 पेड़ (पौधा रोपण /प्रक्रिया का वर्णन व संवाद लेखन)	3) 'पेड़' कविता के माध्यम से कविता के मूल भाव को समझाना । वृक्षों और प्रकृति के प्रति संवेदनशीलता का भाव जागृत करवाना एवं उच्चारण की शुद्धता और स्वर की स्पष्टता होना	3) , 'पेड़' कविता के माध्यम से कविता के मूल भाव को समझेंगे । वृक्षों और प्रकृति के प्रति संवेदनशील होंगे एवं शुद्ध उच्चारण करने में सक्षम होंगे ।	2)व्यक्तिगत	3. पेड़ पौधों के महत्त्व पर आधारित स्लोगन लेखन एवं अनुच्छेद लेखन। (Experience learning,Art integrated)
पाठ- 4 पूरे एक हज़ार केवल अध्ययन के लिए(प्रार्थना लेखन)	4) क्रमानुसार पाठ का अध्ययन करवाया जाएगा ।	4) वाचन कौशल विकसित होगा एवं शब्द भंडार में वृद्धि होगी	3)व्यक्तिगत एवं सामूहिक	
पाठ- 5 दो पहलवान (विज्ञापन लेखन)	5) संतुलित आहार का महत्त्व समझाना	5) संतुलित आहार का महत्त्व समझाना	4)व्यक्तिगत	4 .भगवान से प्रार्थना करते समय आपके मन में कौन से विचार आते हैं, उन्हें प्रार्थना के रूप में लिखें । (Experiential learning)
पाठ-6 नदी यहाँ पर पोस्टर	6)कविता के माध्यम से नदी के महत्त्व को समझेंगे एवं जल स्रोतों को साफ रखने की आदत डलवाना।	6) पोस्टर व स्लोगन लेखन द्वारा निरंतर प्रदूषित होती नदियों के प्रति जागरूक होंगे जल स्रोतों को साफ़ रखने का प्रयास करेंगे। 7) मुसीबत के समय में कठिन परिस्थितियों से	5) व्यक्तिगत	

व स्लोगन लेखन)	7) मुसीबत के समय में कठिन परिस्थितियों से झूझते हुए उनसे बाहर निकालने के सक्षम बनाना। 8) शब्द भंडार में वृद्धि एवं उसके अनुप्रयोग की प्रेरणा । वाचन क्षमता का विकास 8) कहानी की रोचकता का आनंद एवं शब्द युग्मों का ज्ञान 9) भारत के ऐतिहासिक स्थलों की जानकारी देना एवं ऐतिहासिक स्थलों के संरक्षण की आदत डलवाना	झूझते हुए उनसे बाहर निकालने के सक्षम बनेंगे। 8) कहानी की रोचकता का आनंद एवं युग्म शब्दों का प्रयोग करने में सक्षम बनेंगे 9) भारत के ऐतिहासिक स्थलों की जानकारी मिलेगी एवं ऐतिहासिक स्थलों के संरक्षण की आदत विकसित होगी 10) वाचन कौशल का विकसित होगा एवं शब्द भंडार में वृद्धि होगी 11) देशभक्ति की भावना जागृत होगी एवं क्रांतिकारियों के प्रति आभार व्यक्त करने की आदत विकसित होगी 12) वाचन कौशल विकसित, आत्मविश्वास में वृद्धि एवं रचनात्मक कौशल विकास होगा 13) पर्यावरण के प्रति सजग बनेंगे 14) आत्मविश्वास बढ़ेगा स्वमूल्यांकन की प्रेरणा दी जाएगी ।	6) व्यक्तिगत 7) व्यक्तिगत 8) व्यक्तिगत 9) व्यक्तिगत 10) व्यक्तिगत 11) व्यक्तिगत 12) व्यक्तिगत एवं सामूहिक 13) व्यक्तिगत	5. सुपाच्य , सात्विक व पौष्टिक भोजन पर खाद्य पिरामिड बनाएँ । (Experiential learning ,Art integrated) 6. पोस्टर व स्लोगन लेखन। (Art integrated)
पाठ -7 पतीले की मृत्यु केवल पढ़ने के लिए (पत्र लेखन)				
पाठ -8 टपके का डर (चित्र वर्णन)				
पाठ -9 अजंता की सैर (पत्र लेखन)				

पाठ- 10)यह बात समझ में आई नहीं - केवल पढ़ने के लिए (स्वरचित कविता लेखन) पाठ- 11) बिरसा मुंडा - डायरी लेखन एवं नारा लेखन) पाठ- 12 अगर न नभ में बादल होते (नाट्य प्रस्तुति व सचित्र अनुच्छेद लेखन) पाठ- 13 प्रिय पौधा (अनुच्छेद लेखन)	करने की आदत विकसित करवाना 12)वाचन कौशल विकसित, आत्मविश्वास में वृद्धि एवं रचनात्मक कौशल का विकास करवाना 13) पर्यावरण के प्रति सजग बनाना 14) विपरीत परिस्थितियों में हार न मानना और स्वयं को प्रमाणित करने के अनुभवों से परिचित होना । आत्मिक बल की महत्ता से परिचित करवाना। 15) 'यथा राजा तथा प्रजा' कहावत की सार्थकता को समझना । 16) चाँद की हठ के माध्यम से उनके बदलते स्वरूप को जानना। 17) चिंतन, मनन निरीक्षण एवं आत्मसात करने की प्रवृत्ति का विकास 18) दृढ़ संकल्प शक्ति द्वारा कठिन परिस्थितियों से झूझने की आदत विकसित करवाना	15) 'यथा राजा तथा प्रजा' कहावत की सार्थकता को समझेंगे । 16) चाँद के बदलते स्वरूप को जानेंगे। 17) सकारात्मक विचारों का विकास होगा 18) दृढ़ संकल्प शक्ति से कठिन परिस्थितियों से बाहर निकलने में सक्षम होंगे 18) रचनात्मक कौशल विकसित करवाना एवं सब ज्ञान भंडार में वृद्धि 19) लेखन कौशल विकसित होगा 20) कठिन कार्य का बार-बार अभ्यास करने की आदत बनेंगी एवं स्वतंत्र दृष्टिकोण का विकास होगा वाचन कौशल व लेखन कौशल का विकास होगा ।	14.समूह 15.व्यक्तिगत 16.व्यक्तिगत	7. पाठ- 7 केवल अध्ययन के लिए है अतः पाठ अध्ययन करेंगे एवं कहानी को पत्र के रूप में लिखेंगे । (Experiential learning) 8) चित्र के माध्यम से अपने बरसात के दिन के रोमांचक अनुभव को अनुच्छेद के रूप में लिखें। (Experiential learning)
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पाठ- 14 बुद्धिमान राजा (अनुच्छेद लेखन)	19) रचनात्मक कौशल विकसित करवाना एवं शब्द भंडार में वृद्धि । 20) अभ्यास करने की आदत डलवाना चिंतन, मनन			9.अपनी किसी ऐतिहासिक स्थल की यात्रा का वर्णन करते हुए पत्र लिखिए। (Experiential learning)
पाठ- 15 अंधेर नगरी (कहानी लेखन)	निरीक्षण एवं आत्मसात करने की प्रवृत्ति का विकास होगा व			10.तुकबंदी करते हुए स्वरचित कविता लिखें। (Experiential learning)
पाठ- 16 चाँद का कुर्ता (डायरी लेखन)	उच्चारण क्षमता का विकास ।		17.समूह	
पाठ- 17 हार की जीत (सूचना लेखन)				
पाठ- 18 बेट्टि ना का साहस (पत्र लेखन)			18.समूह	11. विख्यात क्रांतिकारियों के नारे सचित्र A-4 शीट पर लिखेंगे व डायरी लेखन के माध्यम से अपने प्रिय स्वतंत्रता सेनानी के प्रति आभार व्यक्त करेंगे। (Art Integrated)
पाठ- 19)लौट आया आत्मविश्वास (विख्यात दिव्यांग महिला का सचित्र वर्णन)			19 व्यक्तिगत	12. वसंत ऋतु का चित्र के माध्यम से वर्णन कर उसके विषय में अनुच्छेद लिखेंगे।

पाठ- 20 कोशिश करने वालों की कभी हार नहीं होती (फ्लिप एक्टिविटी द्वारा कविता की भाषण के रूप में प्रस्तुति व अनुच्छेद लेखन)			20.व्यक्तिगत	(Art Integration, Experiential learning) 13).यदि पेड़ - पौधे बोल पाते तो वे हमसे क्या कहते - इसे अनुच्छेद रूप में लिखिए। (Experiential learning) 14. जब आपने विपरीत परिस्थिति में बुद्धि से काम लिया हो और बिगड़ी बात को बना दिया हो इसे अनुच्छेद रूप में लिखिए। (Experiential learning) 15.अँधेर नगरी एकांकी को कहानी रूप में प्रस्तुत करना/एकांकी को कहानी रूप में लिखें। (Experiential learning) 16).सूर्य ग्रहण /चंद्र ग्रहण का सचित्र वर्णन (Art Integrated)
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				17.सही प्रारूप का प्रयोग करते हुए सूचना लिखें । (Experiential learning) 18.बेट्टिना के साहस व दृढ़संकल्प का वर्णन करते हुए दादाजी को पत्र लिखें। (Experiential learning) पाठ- 19) केवल अध्ययन के लिए है अतः पाठ अध्ययन करेंगे । विख्यात दिव्यांग महिला का सचित्र वर्णन। (Experiential learning) 20. 'मेरे जीवन का लक्ष्य' इस विषय पर विद्यार्थी अनुच्छेद लिखेंगे/कविता के मूल भाव को भाषण के रूप में प्रस्तुत करेंगे।) (Experiential learning)
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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)**

भाषा माधुरी	पाठ 1,2 एवं 3
भाषा अभ्यास	पाठ 1, 2 एवं 3
रचनात्मक लेखन	अनुच्छेद लेखन ,पत्र लेखन(अनौपचारिक)।

● **Half Yearly (september)**

भाषा माधुरी	पाठ 1 2,3,5,6,8 एवं 9
भाषा अभ्यास	पाठ 1 2,3,5,6,8 एवं 9
रचनात्मक लेखन	अनुच्छेद लेखन, पत्र लेखन(अनौपचारिक)।

● **Periodic -IV (December)**

भाषा माधुरी	पाठ 11 ,12,13,14 एवं 15
भाषा अभ्यास	पाठ 11 ,12,13,14 एवं 15
रचनात्मक लेखन	अनुच्छेद लेखन एवं पत्र लेखन (औपचारिक)।

● **वार्षिक परीक्षा हेतु पाठ्यक्रम**

भाषा माधुरी	पाठ 11, 12,13,14,15,16,17,18 एवं 20
भाषा अभ्यास	पाठ 11, 12,13,14,15,16,17,18 एवं 20

रचनात्मक लेखन	अनुच्छेद लेखन , पत्र लेखन (अनौपचारिक एवं औपचारिक-केवल प्रधानाचार्य/प्रधानाचार्य प्रधानाचार्या को) , सूचना लेखन ।
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6. For Activity based Assessment:

*Periodic II(July/August)

● गतिविधियों पर आधारित मूल्यांकन

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	स्लोगन लेखन
वाचन कौशल	एकल 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

● Periodic -III (October/November)

गतिविधियों पर आधारित मूल्यांकन

मूल्यांकन आधार	गतिविधियाँ
लेखन कौशल	कविता लेखन / कहानी लेखन
वाचन कौशल	नाटक अभिनय
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 :

● 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	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

अनुच्छेद लेखन इत्यादि।					
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 और 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।
हावभाव	प्रभावशाली प्रस्तुतिकरण	प्रस्तुतीकरण सराहनीय	प्रस्तुतीकरण में कमी	आत्मविश्वास की कमी	प्रस्तुतीकरण 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 भाषा माधुरी तथा भाषा अभ्यास

Suggested Books - कहानी संचयन

Subject: Mathematics

2.Objectives:

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

- 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 generalize 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.
- To develop abstract, logical and critical thinking upon their work and the work of others.
- To develop inventiveness and creativity along with competence.
- Recognizing, identifying and strengthening the unique capabilities of each student in mathematics
- Multi-disciplinary and a Holistic education across Mathematics and other subjects to ensure the unity and integrity of all knowledge.

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

Lesson No./Topic	Name of the lesson	Learning Outcomes	Month
01	Numbers Up To 99,99,99,999	• Understanding place value up to crore (10,000,000). • Reading and writing numbers in expanded form.	April
02	Operations on Large Numbers	• Comparing and ordering numbers. • Performing addition and subtraction with numbers up to crore. • Identifying odd and even numbers within the given range. • Solving word problems involving large numbers. • Explaining the importance of zero as a placeholder in the Indian number system. • Recognizing patterns in number sequences.	April
03	Multiple and Factors(Quiz)	• Understanding the concept of multiples and factors. • Identifying multiples and factors of given numbers.	May

		• Finding the least common multiple (LCM) and greatest common factor (GCF) of pairs of numbers. • Applying knowledge of multiples and factors to solve real-life problems. • Recognizing prime and composite numbers. • Explaining the relationship between multiples and factors. • Using divisibility rules to determine whether a number is divisible by another number. • Applying the concept of multiples and factors in mathematical operations such as multiplication and division.	
04	Fractional Numbers Art integrated activity: “Fraction Pizza Party” Objective: Students will understand fractions by visually representing parts of a pizza, connecting math with art and creativity. Materials Needed: A4 sheet or chart paper Pencil and eraser Colored pencils, crayons, or markers Ruler Learning Outcomes: Students visualize and understand fractional numbers. Connects fractions with real-life objects. Encourages artistic creativity while reinforcing math concepts.	• Understanding what fractions are, representing fractions on a number line, comparing fractions, adding, subtracting, multiplying, and dividing fractions, and solving word problems involving fractions.	May
05	Decimals	• Understanding the concept of decimals and their relationship to whole numbers. • Identifying place value positions for decimals	July

06	Addition and Subtraction of Decimal Numbers (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 decimal numbers with examples. 2. Explore a Real-Life Scenario: Teacher will ask students to check a grocery bill or petrol pump reading at home and note down decimal numbers from it. 3. Try a Simple Worksheet: Teacher will give them a few basic decimal addition/subtraction problems to attempt before class. In-Class Activity (Collaborative Learning) 1. Discussion & Concept Check Start with a quick discussion about what they learned from the video. •Ask students to share real-life decimal numbers they noted (from grocery bills, petrol prices, etc.). 2. Group Activity: "Decimal Shopping" •Divide students into small groups and give them fake price lists of grocery items with decimals (e.g., ₹12.75, ₹45.50, etc.). •Each group will act as shoppers and make a list of items they want to "buy" within a budget of ₹200. They will add the prices to check if they stay within the budget. If they exceed the budget, they must subtract to adjust their total. 3. Class Discussion & Reflection Groups present their total cost and how they adjusted their selection. Discuss real-world applications of decimal operations (bank transactions, shopping, weight measurements, etc.). Learning Outcomes: • Students develop self-learning skills before class.	• Adding and subtracting decimals using place value strategies. • Applying addition and subtraction skills to solve real-life problems involving decimals. • Communicating solutions using appropriate mathematical notation. • Demonstrating fluency and accuracy in decimal calculations. • Recognizing and correcting errors in decimal operations. • Explaining the importance of precision when working with decimals. • Connecting decimal addition and subtraction to concepts of money and measurement. • Applying mental math strategies to compute sums and differences of decimals.	July
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| | <ul style="list-style-type: none">• Enhances collaborative learning through hands-on activities.• Reinforces decimal addition and subtraction in a practical context. | |
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14	Bills Art integrated activity: “Design Your Own Bill” Objective: Students will practice calculating totals, quantities, and money while designing a creative bill layout, connecting math with real-life shopping. Materials Needed: A4 sheet or chart paper Pencil and eraser Colored pencils, crayons, or markers Ruler (for neat tables) Learning Outcomes: Students practice addition and multiplication with money. Understand real-life application of bills. Integrates art and creativity with math learning.	•Students might learn about the concept of bills, their purpose, how they become laws, the different types of bills (like money bills or private members' bills), and the legislative process involved in passing them. They may also learn about the roles of various branches of government in the legislative process.	August
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15.	Temperature	By the end of this chapter, students will be able to: 1. Understanding the Concept Define temperature as the measure of hotness or coldness of a body. Identify the thermometer as the instrument used to measure temperature. 2. Knowledge of Temperature Scales Recognize and differentiate between: Celsius scale ($^{\circ}\text{C}$) Fahrenheit scale ($^{\circ}\text{F}$) Recall key reference points: Freezing point of water ($0^{\circ}\text{C} = 32^{\circ}\text{F}$) Boiling point of water ($100^{\circ}\text{C} = 212^{\circ}\text{F}$) 3. Types of Thermometers Identify the clinical thermometer and its use in measuring body temperature. 4. Conversion Skills Convert temperature: From Celsius to Fahrenheit From Fahrenheit to Celsius Apply conversion formulas correctly in numerical problems. 5. Application in Daily Life Interpret temperature readings in real-life situations (weather, body temperature, etc.). Compare temperatures and identify hotter/colder values. 6. Problem Solving & Reasoning Solve numerical problems based on temperature conversion. Answer logical questions (e.g., identifying reasonable temperatures for situations). □ learncram.com 7. Mathematical Skills Developed Use multiplication, division, and basic operations in conversion formulas. Improve estimation and comparison skills with numbers.	August
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17	Data Handling	Students will be able to understand the concept of data and its importance in everyday life. • Students will learn how to collect and organize data using various methods such as tally marks, tables, and charts. • Students will be able to interpret simple data presented in tables and charts. • Students will learn basic concepts of data analysis such as finding the mean, median, mode, and range of a set of numbers. • Students will be able to draw conclusions from data presented and make simple predictions based on trends observed. • Students will practice effective communication skills by presenting their findings and interpretations of data to their peers.	August
	Revision for Mid-Term		September
07	Multiplication and Division of Decimal Numbers	Understanding the concept of decimals and their relationship to whole numbers. • Mastering the techniques for multiplying decimals by whole numbers and other decimals. • Practicing division of decimals by whole numbers and other decimals. • Applying multiplication and division of decimals in real-life scenarios, such as money or measurements. • Developing fluency and accuracy in performing calculations with decimals. • Solving word problems involving multiplication and division of decimals to enhance problem-solving skills.	October

08	Simplification of Numerical Expressions	• Understand the concept of numerical expressions and how they represent mathematical operations. • Identify the different components of numerical expressions, such as numbers, operations (+, -, ×, ÷), and parentheses. • Demonstrate the ability to evaluate numerical expressions by performing the operations in the correct order (following BODMAS). • Simplify numerical expressions by combining like terms and performing operations from left to right. • Recognize the importance of using parentheses to clarify the order of operations in complex expressions. • Apply simplification techniques to solve real-life word problems involving numerical expressions. • Communicate mathematical thinking clearly and justify steps taken in simplifying expressions. • Develop mental math skills to simplify expressions quickly and accurately.	October
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10	Averages	• Understand the concept of averages and how they represent the "typical" value in a set of data. • Calculate the mean (average) of a set of numbers by adding them up and dividing by the total count. • Recognize the difference between mean, median, and mode as measures of central tendency. • Interpret the average as a way to represent a large amount of data in a single value. • Apply the concept of averages to solve real-life problems, such as finding the average score of a sports team or the average temperature for a week. • Analyze how changes in data values affect the average. • Use critical thinking skills to evaluate whether the average is a meaningful representation of the data set. • Communicate mathematical reasoning clearly when discussing averages and their applications.	November
09	Rounding Off Numbers	• Understanding the concept of rounding, being able to round numbers to the nearest ten, hundred, and thousand, and applying rounding skills to real-life situations like estimating quantities or measurements.	November

11	Profit and Loss (Experiential learning) Activity: "The Mini Market Challenge" Objective: Students will apply the concepts of cost price (CP), selling price (SP), profit, and loss in a real-life scenario. Materials Needed: Fake currency notes (or printed ones) Small objects to sell (stationery items, fruits, or handmade crafts) Price tags Chart paper & market Steps to Conduct the Activity: 1. Set Up a Mini Market: •Divide the class into small groups. •Each group will act as shopkeepers and customers. •Provide each shop with a few items to sell (e.g., pencils, erasers, fruits, or toys). 2. Assign Cost Price (CP) & Selling Price (SP): •Let each group decide the Cost Price (CP) of their products. •Allow them to set their own Selling Price (SP) (either higher or lower than CP). 3. Buying & Selling Activity: •Customers will visit different shops with the fake currency and buy items. •After all transactions, each group will calculate whether they made a Profit or Loss using formulas: Profit = SP - CP (if SP > CP) Loss = CP - SP (if CP > SP) 4. Discussion & Reflection: •Each group presents their profit/loss calculations. •Discuss factors affecting profit and loss (pricing strategy, demand, etc.).	•Understanding the concept of profit and loss, solving simple problems involving calculating profit and loss, and applying these concepts in real-life situations such as buying and selling goods.	December
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	Learning Outcomes: •Students will understand how businesses earn profit or incur loss. •They will practice basic calculations in a fun and interactive way. • Develops decision-making and teamwork skills.	
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12	Percentage Art integrated activity: “My Creative Report Card” Objective: Students will calculate total marks, percentage, and average, then design their own colorful report card, integrating math and art. Materials Needed: A4 sheet or chart paper Colored pencils, crayons, or markers Ruler Pencil and eraser Learning Outcomes: Students calculate total marks, averages, and percentages. Encourages creativity and visualization in learning math. Helps students connect real-life applications of math (like report cards) to classroom concepts.	• Understand the concept of percentages as fractions out of 100. • Learn to convert percentages to fractions and decimals, and vice versa. • Apply percentages in real-life situations, such as understanding discounts or calculating tips. • Practice solving percentage problems involving finding the part, whole, or percent. • Develop problem-solving skills by applying percentages to solve word problems in various contexts, such as money, measurement, and data interpretation	December
13	Simple Interest	• Understanding what simple interest is and how it works. • Identifying the principal amount, interest rate, and time period in simple interest calculations. • Learning how to calculate simple interest using the formula. • Solving simple interest problems involving borrowing money, lending money, and saving money. • Recognizing the importance of simple interest in everyday financial transactions.	January

16	Triangles Art integration activity: “All About Triangles – Brochure Making” Objective: Students will create an informative and visually appealing brochure to explain the different types of triangles based on sides and angles. Materials Needed: A4 sheets or colored chart paper Markers, colored pencils, crayons Ruler Pencil and eraser Optional: stickers or decorative borders Learning Outcomes: Students identify and classify triangles clearly. Enhances creativity and presentation skills. Reinforces geometry concepts through art.	Identify and classify different types of triangles based on their sides and angles (equilateral, isosceles, scalene, acute, obtuse, and right triangles). • Understand the properties of triangles, such as the sum of interior angles always equaling 180 degrees. • Demonstrate the ability to construct triangles using given measurements or criteria. • Apply knowledge of triangles to real-life situations, such as in geometry puzzles or practical measurements.	January
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4.Scheme of assessment & weightage:

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

5. For Activity based Assessment:

Nature of Activity: (Periodic Test –II) : **BINGO- Game based activity**

Material required: to be intimated later.

Rubrics:

Parameters of assessment	5 Excellent	4 Very Good	3 Good	2 Fair	1 Needs Improvements
Evaluation and Inference	Student provides a clearly stated inference that is reasonable for the question	Student provides an inference that is reasonable for the question	Student provides an inference that is ok for the question	Student provides an inference that demonstrates the misunderstanding of the question	Student provides an inference that is not relevant to the question.
Critical thinking	Student clearly identified the problem and solved it	Student clearly identified the 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 sufficient knowledge of the concept & could apply to great extent	Student had limited knowledge of the concept & could apply to a limited extent	Student had a little knowledge of the concept & displayed limited application of the concept	Student had little knowledge of the concept but lacked in application

(Periodic Test –IV): Role play followed by quiz

Material Required (if any): To be intimated later

Rubrics: Role Play					
Parameters of assessment	5 Excellent	4 Very Good	3 Good	2 Fair	1 Needs Improvements

Application of concept	Students always exhibited complete knowledge of the concept in the play which is applicable to day to day life problems as well.	Students usually exhibited complete knowledge of the concept in the play which is applicable to day to day life problems up to an extent.	Students often exhibited complete knowledge of the concept in the play which is applicable to day to day life to a little extent.	Students rarely exhibited complete knowledge of the concept in the play which is applicable to day to day life .	Students never exhibited complete knowledge of the concept in the play which is not applicable to day to day life.
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 were very creative and a well balanced script was made.	Most of the props made by the group were creative and a more or less balanced script was made.	Some of the props made by the group were creative and at few places script was going weak.	Few of the props made by the group were creative and script was going weak.	The props were not made properly and the script was not proper.
Critical thinking And Problem Solving	Students clearly identified the problem and presented the most appropriate solution to it.	Students clearly identified the problem and presented an appropriate solution to it.	Students identified the problem and presented a fairly appropriate solution to it.	Students identified the problem and tried to present a solution to it.	Students didn't identified the problem and did not present a solution to it.
Evaluation and Inference	Student provided a clearly stated inference that is reasonable for the	Student provided an inference that is reasonable for the questions asked.	Student provided an inference that is ok for the questions asked.	Student provided an inference that demonstrates the misunderstanding for the questions asked.	Student provided an inference that is not relevant for the questions asked.

	questions asked.				
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RUBRICS – QUIZ

Criteria	Excellent	Very Good	Good	Fair	Needs Improvement
Understanding	Understands or responds to all the Questions	Understands or responds to most Questions	Understands and responds Correctly to Questions Attempted	Understands and responds to few Questions	Responds to fewer than half the Questions or Misunderstood
Knowledge	Shows Concept Clarity and Substantial Knowledge other than the Book	Shows Concept and Knowledge of Content given in the Book	Shows some Knowledge of the Content	Shows little Knowledge of the Content	Shows no Knowledge or Incorrect Knowledge of the Content
Interpretation	Goes beyond literal meaning to conceptual	Interprets concepts 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

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:

Primary Mathematics, DAV College Managing Committee

Additional book: NCERT text book by CBSE Class V

Subject: Environmental Studies(General Science)

2. Objectives:

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

- Recognize, identify and strengthen the unique capabilities of each student in science.
- 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.
- 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 carryout 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; Recognize 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.

3. Month wise division of syllabus:

Lesson No./Topic	Name of the lesson	Month
2	Plants Art integrated activity: “The Adventures of Leafy – A Photosynthesis Comic Strip” Objective: Students will understand the process of photosynthesis by creating a comic strip where plant parts and elements (sun, water, carbon dioxide) become characters. Materials Needed: A4 sheets or small comic strip templates Pencil and eraser Colors, markers, or crayons Learning Outcomes:	April
3	Students can explain photosynthesis in simple words. Encourages creativity, storytelling, and visual learning. Reinforces memory of sunlight, water, CO ₂ , glucose, and oxygen in a fun way. Forests (Flipped classroom) Pre-Class Activity (At Home)	

	Before coming to class, students will: 1. Watch a Video: Teacher will share a YouTube link or an animated video about forests, their importance, and types (tropical, deciduous, evergreen, etc.). 2. Observation Task: Teachers will ask students to observe trees and plants around their home or neighborhood. They should note different types of trees, birds, and insects they see. If possible, they can take pictures or draw what they observe. 3. Think & Reflect: Teacher will ask them to think about: Why do we need forests? How do forests help animals and humans? What will happen if forests disappear? They can write short answers in their notebooks. In-Class Activity (Interactive Learning) 1. Discussion & Concept Check Start by asking students about their observations at home. Discuss the importance of forests and why they are called the "lungs of the Earth." 2. Group Activity: "Build a Forest Model" Divide students into small groups. Provide them with chart paper, colored pencils, leaves, twigs, and pictures of animals. Each group will create a mini forest model on paper, showing: Trees and plants Animals and insects living there People using forest resources (wood, fruits, etc.) Groups will present their models and explain their forest ecosystem. 3. Role-Playing Game: "Save the Forest" Assign roles: Forest Officer, Farmer, Woodcutter, Villager, Environmentalist, and Animal. Students will act out a scenario where a forest is being cut down, and they must debate: Why do some people want to cut trees? How can we use forests without harming them? Encourage them to come up with solutions like afforestation, sustainable use, etc. 4. Class Reflection Students share what they learned and discuss how they can help protect forests. Teacher connects the discussion to real-life issues like deforestation and conservation efforts. Learning Outcomes: • Encourages self-learning before class through videos and observations.	
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	•Develops creativity and teamwork through model-making. •Improves critical thinking through debates on forest conservation.	
5	Food and Health (Quiz)	May
1	My body Art integrated activity:“Breathe In, Breathe Out – Build Your Lungs” Objective: Students will learn the structure and function of the lungs and understand how breathing works through a creative model. Materials Needed: Two plastic bottles (500 ml) – optional: cut in half Balloons (2 small ones for lungs, 1 for diaphragm) Straws Rubber bands Tape Scissors Learning Outcomes: Students understand how breathing works and the function of lungs and diaphragm. Hands-on model improves conceptual understanding and retention. Encourages creativity, fine motor skills, and scientific observation.	July
4	Animals-our friends	August
6	Spoilage and wastage of food and food preservation	
7	Importance of water Art integrated activity: “Save Water, Save Life” – Water Conservation Poster Objective: Students will understand the importance of conserving water and represent it visually through a creative poster. Materials Needed: Chart paper / A3 sheet Crayons, markers, colored pencils Blue cellophane / foil (for water effect) – optional Glue and scissors Cotton balls (for clouds/rain) Old magazines (for cutouts of water-related images) Learning Outcomes: Students understand why water must be conserved. Visual representation helps retain water conservation concepts. Encourages creativity, labeling, and communication skills.	September

8 9	Properties of water (Experiential learning) Activity: "Exploring Water – A Hands-On Investigation" Objective: Students will explore the properties of water, including solubility, transparency and floating/sinking through simple experiments. Materials Needed: Transparent glass of water Salt, sugar, sand (for solubility test) Coins, paper clips, leaves (for floating/sinking test) Food coloring (for transparency test) Steps to Conduct the Activity: 1. Solubility Test (Is water a universal solvent?) Take three glasses of water. Add salt, sugar, and sand separately. Stir and observe which substances dissolve and which do not. Ask: Why do some substances dissolve while others do not? 2. Transparency Test: Take a clear glass of water and add a few drops of food coloring. Place an object (e.g., a coin) behind the glass and check if it is visible. Ask: Why is water transparent? Why do we see objects through it? 3. Floating & Sinking Test Drop a coin, paper clip, leaf, and wooden stick into a glass of water. Observe which objects float and which sink. Ask: Why do some objects float while others sink? (Introduce density) Class Discussion & Conclusion Students share their observations and discuss how these properties help in daily life (e.g., solubility in cooking, transparency in drinking water, adhesion in wet clothes). Relate to real-world applications: Why do some things dissolve in water? Why do boats float? Learning Outcomes: ✓ Develops scientific observation and inquiry skills. ✓ Helps students understand key properties of water in a fun, hands-on way. ✓ Encourages critical thinking and discussion. Fuels	October
10	Air Art integrated activity: “Air is Everywhere” – Poster Making Objective:	November

11	Students will visually represent the presence, properties, and importance of air through a creative poster. Materials Needed: Chart paper / A3 sheet Crayons, markers, colored pencils Cotton balls (for clouds) Transparent sheets (optional, to show movement of air) Glue and scissors Learning Outcomes: Students understand air is everywhere and essential for life. They visualize air movement, presence, and role. Develops creativity, labeling skills, observation, and presentation. Our solar system	
12	Observing the sky	December

4.Scheme of assessment & weightage:

Sr. No.	Assessment Cycle	Month of Assessment	Syllabus	Mode of Assessment	Weightage
1	PT1	May	Chapter-2 and 3	Pen paper Test	35
2	PT2	July/August	Chapter-5	Activity Based Assessment	20
3	Half YEARLY	September	Chapter-1,2,3,4,5 and 6	Pen paper Test	70
4	PT3	October/November	Chapter-9 and 10	Pen paper test	35
5	PT4	December	Chapter- 7	Activity based assessment	20
6	Final	February/March	Chapter- 7,8,9,10,11 and 12	Pen paper Test	70

5. For Activity based Assessment:

Periodic test II- (Group Activity) Role play

* Peer assessment will also be conducted at the end where peer groups will raise their queries on the topic taken.

Material Required: To be intimated later

Rubrics: Role Play					
Parameters	5	4	3	2	1
Application of concept	Students always exhibited complete knowledge of the concept in the play which is applicable to day to day life problems as well.	Students usually exhibited complete knowledge of the concept in the play which is applicable to day to day life problems up to an extent.	Students often exhibited complete knowledge of the concept in the play which is applicable to day to day life to a little extent.	Students rarely exhibited complete knowledge of the concept in the play which is applicable to day to day life .	Students never exhibited complete knowledge of the concept in the play which is not applicable to day to day life.
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 were very creative and a well balanced script was made.	Most of the props made by the group were creative and a more or less balanced script was made.	Some of the props made by the group were creative and at few places script was going weak.	Few of the props made by the group were creative and script was going weak.	The props were not made properly and the script was not proper.
Critical thinking And Problem Solving	Students clearly identified the problem and presented the most appropriate solution to it.	Students clearly identified the problem and presented an appropriate solution to it.	Students identified the problem and presented a fairly appropriate solution to it.	Students identified the problem and tried to present a solution to it.	Students didn't identified the problem and did not present a solution to it.
Evaluation and Inference	Student provided a clearly stated inference that is reasonable for the questions asked.	Student provided an inference that is reasonable for the questions asked.	Student provided an inference that is ok for the questions asked.	Student provided an inference that demonstrates the misunderstanding for the questions asked.	Student provided an inference that is not relevant for the questions asked.

Periodic Test –IV (Individual Activity): Poster- making followed by Quiz.

Material Required : To be intimated later

RUBRICS – POSTER MAKING

Parameters ↓					
Category	Excellent(5)	Very good (4)	Good (3)	Fair (2)	Needs improvement 1)
Diagram components (Critical Thinking)	All required items are represented on diagram.	Most required items are represented on diagram	Some required items are represented on diagram	Few required items a represented on diagram	Only 1 or 2 required items are represented on diagram
Text and labels	All labels are present	Most labels are present	Some labels	Few labels	Only 1 or 2 labels
Creativity and appearance	Highly creative and beautiful diagram	Creative diagram	Diagram appearance meets lesson requirements	Diagram appearance shows less effort required	Diagrams appearance shows least effort required
Application of concept	Students always exhibited complete knowledge of the concept in the diagram which is applicable to day to day life problems as well.	Students usually exhibited complete knowledge of the concept in the diagram which is applicable to day to day life problems up to an extent.	Students often exhibited complete knowledge of the concept in the diagram which is applicable to day to day life problems to a little extent.	Students rarely exhibited complete knowledge of the concept in the diagram which is applicable to day to day life problems .	Students never exhibited complete knowledge of the concept in the diagram which is not applicable to day to day life problems.

RUBRICS – QUIZ

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Needs Improvement (1)
Understanding	Understands or responds to all the Questions	Understands or responds to most Questions	Understands and responds Correctly to Questions Attempted	Understands and responds to few Questions	Responds to fewer than half the Questions or Misunderstood

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

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 –By DAV Class V

Additional book: NCERT text book by CBSE Class V

Subject: Social Science

2.Objectives:

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

- understand the facts, concepts, principles, and perspectives that shape social studies
- apply learning to complex situations and contexts
- think critically about important issues and communicate their findings
- engage in the processes of problem solving and discipline-based inquiry
- understand their role and responsibility particularly in relation to social and civic affairs.
- prepare them to participate in their community /society competently and productively as concerned citizens.
- create awareness about diversity and interdependence of the world with multiple cultures and ideologies.
- enable them to address societal and global concerns using literature, technology and other identifiable community resources.
- generate sensitivity towards human values of compassion, trust, peace, cooperation, social justice, environmental protection and other concerns.
- enable them to integrate ideas from different disciplines to come up with reasoned decisions and to make the connection between related concepts and ideas so that they are better able to identify problems affecting society.

3. Month wise division of syllabus:

Lesson No	Name of the Lesson	Month	Learning Outcomes: Students will be able to:
1	Importance of Family Experiential learning based activities- Activity-1 "My Family, My Strength" – Poster Making *Students will create a poster illustrating how their family supports them emotionally, socially, and in daily life. Activity-2 "Dear Family" Letter Writing * Students will write a heartfelt letter to a family	April	● understand family structures: (nuclear, extended, single-parent, blended, etc.) ● appreciate diversity: the fact that families can vary in terms of cultures, traditions, and values ● understand the concept of interdependence within families, where each member plays a role in supporting and caring for one another. ● recognize the importance of emotional support and connection within families ● develop empathy and respect for different family situations ● understand the importance of family values

	member, expressing appreciation for their love and support. *They deliver the letter and share the recipient's reaction in the class. Activity-3 Role-Playing Family Responsibilities *Students will perform different family members roles (parent, sibling, grandparent) and present them with real-life situations (e.g., a child is sick, a festival is being planned).		● recognize that families can experience changes and challenges, such as births, deaths, divorces, and relocations, and understand how families adapt and support each other during such times. ● understand how strong and supportive families contribute to building stronger communities, fostering social cohesion and collective well-being.
2	Human Migration ART INTEGRATED ACTIVITY Story Strip: Migration Journey Activity Students create a 4-box story strip showing: *Life before migration *Problem faced *Journey *New life after migration Students draw and colour each box. Outcome : ● Understand cause and effect ● Improve sequencing skills	April	● identify different types of migration such as internal migration (within a country) and international migration (between countries). ● recognize various push and pull factors that influence migration, such as economic opportunities, political instability, environmental factors, and social reasons. ● discuss the impacts of migration on both the sending and receiving communities, including changes in population demographics, cultural exchange, economic development, and challenges faced by migrants. ● identify patterns and trends in human migration, such as urbanization, migration corridors, and the global distribution of migrants. ● recognize the importance of cultural diversity and how migration contributes to the richness of cultural identity in different regions.

			● develop empathy towards migrants and refugees and understand the importance of global cooperation in addressing migration challenges.
3	Variation in Shelters	May	● identify various types of shelters, including natural shelters ● understand the primary purposes of shelters, meeting basic human needs for shelter. ● recognize that different cultures and geographical regions have unique shelter designs and materials based on their environment, resources, and cultural practices. ● identify common materials used in shelter construction, understand their properties and suitability for different environments. ● compare and contrast different shelter designs in terms of their structure, durability, insulation, and adaptability to different climates and conditions. ● apply their understanding of shelter concepts to design and construct simple models or prototypes of shelters using various materials. ● recognize the importance of sustainable shelter practices, including energy efficiency, use of renewable materials, and minimizing environmental impact
4	Sensitivity Towards Others	July	● demonstrate an understanding of diversity among individuals, including differences in culture, ethnicity, religion, abilities, and socioeconomic status. ● develop empathy towards ● respect for differences and learn to appreciate the value of diversity within their classroom, school, and community. ● learn constructive ways to resolve conflicts and disagreements, including active listening, communication skills, and finding compromises that respect the needs and feelings of all parties involved.

			● become aware of social injustices and inequalities that exist in their communities and around the world, and develop a sense of responsibility to address these issues. ● engage in reflective thinking and self-assessment to evaluate their own attitudes, behaviors, and actions towards others, and identify areas for growth and improvement.
5	Community Services	October	● define community services and understand their importance in supporting and improving the well-being of communities. ● identify various types of community services ● learn about different roles and responsibilities of community workers ● develop an awareness of the diverse needs within their community, including issues related to health, education, poverty, homelessness, environmental sustainability, and social justice. ● develop empathy and compassion towards those in need within their community ● learn to work collaboratively with their peers ● have opportunities to develop leadership skills through organizing and leading community service initiatives, taking on responsibilities, and inspiring others to get involved
6	Leisure Time ART INTEGRATED ACTIVITY Leisure Time Wheel Activity:	November	● learn about how different cultures and societies value and prioritize leisure time ● understand the physical, mental, and emotional benefits of participating in leisure activities

	Students create a spinning wheel divided into sections: ● Reading ● Playing ● Music ● Art ● Rest Learning Outcome *Identify variety of leisure activities		● learn about the importance of balancing leisure time with other responsibilities, develop time management skills ● learn about the importance of maintaining a healthy lifestyle, including engaging in regular physical activity ● learn to critically evaluate the impact of media and technology on their leisure time
7	Changing Trends in Occupation	November	● identify occupations that have been traditionally prevalent in society ● recognize that occupations have changed over time due to technological advancements, globalization, economic shifts, and social changes. ● understand how automation and technological advancements have affected the nature of work and led to changes in job availability, skill requirements, and job stability in various occupations. ● understand that occupations are constantly evolving ● develop skills such as critical thinking, problem-solving, communication, teamwork, and adaptability
8	Respecting Regional Differences	December	● learn to recognize and appreciate the diversity of cultures within their country and around the world ● explore the geographical features of different regions, understand how these geographical factors influence the development of regional differences. ● respect regional variations in language and dialects ● learn about the cultural traditions, celebrations, festivals, and rituals unique to different regions ● explore the diversity of regional cuisines and culinary traditions

			● learn about environmental differences between regions, understand the importance of environmental conservation and sustainable development in preserving regional diversity. ● develop tolerance and acceptance towards people from different regions, cultures, and backgrounds ● have opportunities to engage in cross-cultural exchanges with peers from different regions, promoting mutual understanding, friendship, and collaboration.
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HISTORY (UNIT II- OUR PASTS –II)

Lesson No	Name of the Lesson	Month	Learning Outcomes
9	Exploring India	October	Students will be able to: ● locate India on a map, identify its neighboring countries, major geographical features ● understand how geography has influenced the development of the country ● appreciate India's rich cultural diversity, including its languages, religions, traditions, and festivals, and understand the importance of cultural tolerance and acceptance ● recognize India's significant cultural contributions to the world ● understand the importance of environmental conservation in India
10	Transport in Modern Times Activity-1 *Teacher will show students a PPT of – Scientific Advancements in Transportation		● identify and describe various modes of transportation used in modern times ● understand the impact of transportation on society ● learn about technological advancements in transportation and understand how these advancements

	* Like invention of steam engine to electric engine, electric bulb to LED Bulb *Introduction of maglev (magnetic levitation) trains that use electromagnets to move without friction, making them ultra-fast. Activity-2 *Students will collect and paste information about.(Any one) * Karl Benz (Inventor of the First Car): His innovation led to modern automobiles. Henry Ford (Mass Production of Cars): Made cars accessible through assembly-line production. Elon Musk (Tesla & Hyperloop): Innovated electric transport and high-speed transit ideas. Wright Brothers (Pioneers of Aviation): Their invention of the airplane revolutionized global travel. Ratan Tata (Affordable Transportation): Developed the Tata Nano, aiming for accessible transport. Activity-3		have improved efficiency and safety in transportation ● explore the environmental impact of transportation, including pollution, deforestation, and habitat destruction ● discuss ways to mitigate these impacts through sustainable transportation practices ● understand how transportation has facilitated global connectivity, trade, and cultural exchange ● explore historical and contemporary examples of how transportation networks have connected people and societies around the world ● develop critical thinking skills by analyzing transportation-related issues and proposing solutions.
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	*Students will design their own futuristic transport using ion technology and explain its benefits. Activity -4 *Students will create a Poster on "Future of Transport. Showing evolution in transportation in future.		
11	Mapping India	November	● identify and locate major geographical features of India, including rivers, mountains, plains, and coastlines, on a map ● learn about the different regions of India, understand the characteristics and significance of each region ● identify the capitals of Indian states and union territories on a map and understand their geographical boundaries ● explore the cultural diversity of India by identifying and locating major cultural regions, understand how geography influences culture and vice versa ● learn about important historical sites, landmarks, and monuments in India, locate these sites on a map and understand their significance ● understand the political divisions of India, identify and locate these divisions on a political map.
12	Communication in Modern Times ART INTEGRATED ACTIVITY Model Making: Communication Device	January	● identify and describe various modes of communication used in modern times ● understand the impact of communication technology on society, including how it has changed the way people communicate, share

	(Best-out-of-Waste Model) Activity: Students make a model of: ● Mobile phone ● Laptop ● Television ● Using cardboard, boxes, or paper. Learning Outcome ● Learn through hands-on activity ● Understand device function		information, and interact with each other ● explore how communication technology has facilitated cultural and linguistic exchange, allowing people from different backgrounds to connect and communicate across geographical boundaries ● gain an appreciation for cultural diversity and the importance of language in communication ● learn about responsible and ethical behavior when using digital communication platforms, including issues such as online safety, privacy, cyberbullying, and digital footprints ● explore how communication skills are essential for success in the workplace, including effective verbal and written communication, active listening, and collaboration ● understand how technology has influenced communication practices in various professions ● understand how modern communication technology has facilitated global connectivity and collaboration, allowing people from different parts of the world to work together, share ideas, and solve problems	
13	India's Neighbours	February	● identify and locate the neighboring countries of India on a map ● explore the cultural diversity of India's neighbors, including languages, religions, traditions, and customs, gain an appreciation for the rich cultural heritage shared among neighboring countries ● learn about the historical connections between India and its neighbors, including trade routes, cultural	

			exchanges, and historical events such as the partition of British India and the formation of independent nations ● understand the political relations between India and its neighbors, including diplomatic ties, conflicts, and cooperation agreements ● learn about the importance of maintaining peaceful relations and resolving conflicts through dialogue and diplomac ● explore the economic interactions between India and its neighbors, including trade, investment, and economic cooperation initiatives such as the South Asian Association for Regional Cooperation (SAARC) ● understand the geopolitical significance of India's neighbors in regional and global contexts ● explore examples of cultural exchanges and collaborations between India and its neighbors ● learn about border issues and security challenges faced by India and its neighbors	
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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	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 for PTs

Periodic -I (May)

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

Half Yearly (September)

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

Periodic -IV (December)

Chapter-9 Exploring India
Chapter-10 Mapping India
Chapter -11 Transport in Modern Times

Final Exam (March)

Chapter -8 Respecting Regional Differences
Chapter -9 Exploring India
Chapter -10 Mapping India
Chapter -11 Transport in Modern Times
Chapter -12 Communication in Modern Times
Chapter -13 India's Neighbours

5. For Activity based Assessment:

PT II Syllabus

Chapter -1 Importance of Family

Nature of Activity: “My Family, My Strength” – Poster Making

Material Required (if any): A3 sheet, colours, pencil, eraser, scale, sharpener

Rubrics:

Parameters	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Understanding of Concept	Clearly shows importance of family	Shows idea of family	Partial understanding	Concept unclear
Creativity & Effort	Very creative and original	Creative	Some effort shown	Little effort
Art Work & Neatness	Neat, colourful, well-organised	Mostly neat	Needs improvement	Untidy
Written Expression	Clear sentences, correct ideas	Simple and clear	Few errors	Incomplete/unclear
Completion & Presentation	Fully completed and well presented	Completed on time	Partially completed	Incomplete

PT III Syllabus

Chapter -12 Mapping India (“My India Map” – Map Drawing and Colouring)

Nature of Activity: Students will draw and colour a simple outline map of India on an A4 sheet.

Material Required (if any): A4 sheet, colours, pencil, eraser, scale, sharpener

Rubrics:

Parameters	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Map Accuracy	Correct outline and clear shape of India	Minor errors in shape	Shape needs improvement	Incorrect outline
Labelling	All states and capital correctly labelled	One minor error	Few labels missing	Mostly incorrect
Use of Colour & Key	Proper colouring with neat colour key	Colouring done, key partly correct	Uneven colouring, unclear key	No proper colouring/key
Neatness & Presentation	Very neat and well organised	Mostly neat	Needs improvement	Untidy work

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) (Details will be discussed in the class)

Ek Bharat Shreshtha Bharat

Partner States: Haryana – Telangana

Subject: Social Science & English

Introduction

- The teacher introduces Ek Bharat Shreshtha Bharat.
- Discussion on unity in diversity.
- Brief introduction of Telangana as the partner state.

Group Formation

Students are divided into small groups.

- Each group gets one topic:
- Food
- Clothing
- Festivals & culture
- Art, dance, and language

Preparation

Students collect information with the help of teachers and parents.

Preparation of:

- Charts and posters
- Simple models
- Traditional costumes

Display & Presentation

- Students display their work in the classroom.
- Each group explains their topic.
- Interaction and discussion among students.

Reflection (English Integration)

- Students write a Diary Entry on:
- What they learned about Telangana
- What they liked the most
- How the activity helped them understand India's diversity.

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

ਜਾਬੀ ਪਾਠਕ੍ਰਮ (DIVISION OF PUNJABI SYLLABUS)

ਭਾਸ਼ਾ - ਸਿੱਖਣ ਦੇ ਉਦੇਸ਼ -

- 1.ਭਾਸ਼ਾ ਸਿੱਖਣ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਅੰਦਰ ਜੀਵਨ ਬਾਰੇ ਚੇਤਨਤਾ ਪੈਦਾ ਕਰਨਾ ।
2. ਵਿਸ਼ੇ ਪ੍ਰਤੀ ਰੂਚੀ 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 ਰੂਚੀ ਪੈਦਾ ਕਰਨਾ
- 8.ਵਿਆਕਰਨਿਕ ਕੁਸ਼ਲਤਾ ਪ੍ਰਦਾਨ ਕਰਨਾ
9. ਸ਼ਬਦ ਭੰਡਾਰ ਵਿੱਚ ਵਾਧਾ ਕਰਨਾ
- 10.ਰਚਨਾਤਮਕ ਕੋਸ਼ਲ ਦਾ ਵਿਕਾਸ ਕਰਨਾ

LESSON NO.	LESSON NAME	MONTH	Activity	learning outcomes
ਸਾਹਿਤ	ਵਰਨਮਾਲਾ , ਮਾਤਰਾਵਾਂ (ਮੁਕਤਾ ,ਕੰਨਾ)	ਅਪ੍ਰੈਲ	ਵਰਨਮਾਲਾ ਤੇਰਨ	ਵਰਣਮਾਲਾ ਦੇ ਅੱਖਰਾਂ ਦੀ ਬਣਤਰ ਸਿੱਖਣਗੇ
ਵਿਆਕਰਨ	ਫਲਾਂ ਦੇ ਨਾਮ ,ਸਬਜ਼ੀਆਂ ਦੇ ,ਰੰਗਾਂ ਦੇ ਨਾਮ	ਅਪ੍ਰੈਲ	ਕੋਲਾਜ	ਫਲਾਂ ਸਬਜ਼ੀਆਂ ਦੀ ਪਛਾਣ ਕਰਕੇ ਉਹਨਾਂ ਦੇ ਨਾਂ ਲਿਖਣੇ ਸਿੱਖਣਗੇ
ਸਾਹਿਤ	ਮਾਤਰਾ (ਬਿਹਾਰੀ), ਮਾਤਰਾਵਾਂ (ਮੁਕਤਾ ,ਕੰਨਾ) ਦੇ :- ਖਾਲੀ ਸਥਾਨ , ਸ਼ਬਦ ਜੋੜ , ਅਭਿਆਸ ਕਾਰਜ	ਮਈ	ਫਲੈਸ਼ ਕਾਰਡ Art integrated	ਫਲੈਸ਼ ਕਾਰਡ ਰਾਹੀਂ ਮਾਤਰਾਵਾਂ ਦੀ ਪਛਾਣ ਕਰ ਸਕਣੇ
ਵਿਆਕਰਨ	ਗਿਣਤੀ (੧-੨੦) ਹਫ਼ਤੇ ਦੇ ਦਿਨਾਂ ਦੇ ਨਾਮ	ਮਈ	ਦਿਨਾਂ ਦੇ ਨਾਮ ਦੀ ਚੇਨ	ਦਿਨਾਂ ਦੇ ਨਾਮ ਦੀ ਚੇਨ ਬਣਾ ਕੇ ਦਿਨਾਂ ਦੇ ਨਾਂ ਜਾਨਣਗੇ ਅਤੇ ਲਿਖਣਾ ਸਿੱਖਣਗੇ
ਸਾਹਿਤ	ਮਾਤਰਾਵਾਂ (ਸਿਹਾਰੀ, ਬਿਹਾਰੀ,ਐਕੜ ,ਦੁਲੈਕੜ , ਲਾ ,ਦੁਲਾਵਾਂ)	ਜੁਲਾਈ	ਮਾਤਰਾ ਨਾਲ ਸੰਬੰਧਤ ਤਸਵੀਰਾਂ Art integrated	ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਮਾਤਰਾਵਾਂ ਦੀ ਪਛਾਣ ਕਰਨਗੇ
ਵਿਆਕਰਨ	ਲਿੰਗ ਬਦਲੀ,ਵਚਨ ਬਦਲੀ,ਵਿਰੋਧੀ ਸ਼ਬਦ, ਅਸੁੱਧ ਸੁੱਧ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ	ਜੁਲਾਈ	A 4 ਸੀਟ ਤੇ ਗਤੀਵਿਧੀ	ਰੋਜ਼ਾਨਾ ਜੀਵਨ ਵਿੱਚ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਨਗੇ

			ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ ਦਾ ਫਲੇ ਚਾਰਟ	
ਸਾਹਿਤ	ਮਾਤਰਾਵਾਂ (ਹੋੜਾ ,ਕਨੇੜਾ)	ਅਗਸਤ	ਤਸਵੀਰਾਂ ਬਣਾਉਣਾ	ਤਸਵੀਰਾਂ ਰਾਹੀਂ ਮਾਤਰਾਵਾਂ ਦੀ ਪਛਾਣ ਕਰਨਗੇ
ਲਿਖਣ ਕੈਸਲ	ਚਿੱਤਰ ਵਰਣਨ		ਤਸਵੀਰ ਵਿੱਚ ਰੰਗ ਭਰਨਾ ਅਤੇ ਵਾਕ ਬਣਤਰ	ਤਸਵੀਰ ਦੇ ਸੂਖਮ ਅਤੇ ਪ੍ਰਤੱਖ ਪਹਿਲੂਆਂ ਦਾ ਅਵਲੋਕਨ ਕਰਦੇ ਹਨ
ਵਿਆਕਰਨ	ਮਹੀਨਿਆਂ ਦੇ ਨਾਮ ,ਪੰਛੀਆਂ ਦੇ ਨਾਮ , ਵਰਗ ਪਹੇਲੀ	ਅਗਸਤ	ਕੋਲਾਜ	ਰੋਜ਼ਾਨਾ ਜੀਵਨ ਵਿੱਚ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਨਗੇ
ਸਾਹਿਤ	ਲਗਾਂ ਮਾਤਰਾਵਾਂ ਤੇ ਲਗਾਖਰ ਪਾਠ - 14,15,16 ਲਗਾਖਰ (ਬਿੰਦੀ ,ਟਿੱਪੀ, ਅੱਧਕ) ਮਾਤਰਾਵਾਂ ਤੇ ਲਗਾਖਰ (ਖਾਲੀ ਸਥਾਨ , ਸ਼ਬਦਾਂ ਦੇ ਵਾਕ ,ਪ੍ਰਸ਼ਨ- ਉੱਤਰ)	ਅਕਤੂਬਰ	ਚਾਰਟ	ਗਤੀਵਿਧੀ ਰਾਹੀਂ ਲਗਾਖਰ ਸਿੱਖਦੇ ਹਨ ਜਿਸ ਨਾਲ ਭਾਸ਼ਾ ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੋਵੇਗਾ
ਵਿਆਕਰਨ	ਲਿੰਗ ,ਵਚਨ ,ਵਿਰੇਧੀ ,ਸੁੱਧ- ਅਸੁੱਧ	ਅਕਤੂਬਰ	ਸ਼ਬਦ ਭੰਡਾਰ	ਰੋਜ਼ਾਨਾ ਜੀਵਨ ਵਿੱਚ ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਨਗੇ
ਸਾਹਿਤ	ਪਾਠ – ,17(ਦੁੱਤ ਅੱਖਰ) 23,24, ਗਿਣਤੀ (21 – 50)	ਨਵੰਬਰ	ਤਸਵੀਰਾਂ ਬਣਾਉਣਾ	ਗਿਆਨ ਵਿੱਚ ਵਾਧਾ ਹੁੰਦਾ ਹੈ
ਲਿਖਣ ਕੈਸਲ	ਚਿੱਤਰ ਵਰਣਨ		ਤਸਵੀਰ ਵਿੱਚ ਰੰਗ ਭਰਨਾ ਅਤੇ ਵਾਕ ਬਣਤਰ	ਤਸਵੀਰ ਦੇ ਸੂਖਮ ਅਤੇ ਪ੍ਰਤੱਖ ਪਹਿਲੂਆਂ ਦਾ ਅਵਲੋਕਨ ਕਰਦੇ ਹਨ
ਪੜ੍ਹਨ ਕੈਸਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ		ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਪਛਾਣਨਾ	ਅਣਡਿੱਠੀ ਲਿਖਤ ਸਮੱਗਰੀ ਵਿੱਚ ਰੁਚੀ ਵਿਖਾਉਂਦੇ ਹਨ ਜਿਸ ਨਾਲ ਪੜ੍ਹਨ ਅਤੇ ਲਿਖਣ ਕੈਸਲ ਦਾ ਵਿਕਾਸ ਹੁੰਦਾ ਹੈ
ਲਿਖਣ ਕੈਸਲ	ਨਿਬੰਧ , ਨਿੱਜੀ - ਪੱਤਰ		ਨੁਕਤਿਆਂ ਦੇ ਅਧਾਰ ਤੇ ਨਿਬੰਧ ਲੇਖਣ	ਵੱਖ ਵੱਖ ਉਦੇਸ਼ਾਂ (ਪੱਤਰ ,ਲੇਖ)ਆਦਿ ਦੇ ਅਨੁਸਾਰ ਲਿਖਦੇ ਹਨ
ਵਿਆਕਰਨ	ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੇ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਅਗੇਤਰ -ਪਿਛੇਤਰ	ਨਵੰਬਰ	ਮੂਲ ਅਤੇ ਉਤਪੰਨ ਸ਼ਬਦਾਂ ਦਾ ਮਿਲਾਨ	ਵਿਆਕਰਨ ਦੇ ਵਿਸ਼ਿਆਂ ਨੂੰ ਸਿੱਖਣਗੇ ਜਿਸ ਨਾਲ ਭਾਸ਼ਾ ਸੁੱਧੀ ਹੋਵੇਗੀ

ਸਾਹਿਤ	ਪਾਠ -25,26,27,28,29	ਦਸੰਬਰ	ਸ਼ਬਦ ਭੰਡਾਰ ,ਪੋਸਟਰ(art integrated)	ਵੱਖ ਵੱਖ ਰਚਨਾਵਾਂ ਵਿੱਚ ਆਏ ਸ਼ਬਦਾਂ ਨੂੰ ਸਮਝ ਕੇ ਅਰਥ ਨਿਸ਼ਚਿਤ ਕਰਨਗੇ
ਲਿਖਣ ਕੈਸਲ	ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ(ਨਾਂਵ ,ਪੜਨਾਂਵ)	ਜਨਵਰੀ	ਫਲੇ ਚਾਰਟ	ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ ਨੂੰ ਫਲੇ ਚਾਰਟ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਚੰਗੀ ਤਰ੍ਹਾਂ ਸਮਝਣਗੇ

ਅਪਰੈਲ - ਮਈ (ਪਿਰਿਓਡਿਕ ਟੈਸਟ - 1) (PERODIC TEST -1):

ਵਰਨਮਾਲਾ ,ਮਾਤਰਾਵਾਂ (ਮੁਕਤਾ ,ਕੰਨਾ) ਮਾਤਰਾਵਾਂ ਦੇ (ਸ਼ਬਦ ਜੋੜ, ਸ਼ਬਦਾਂ ਦੇ ਵਾਕ , ਖਾਲੀ ਸਥਾਨ,ਅਭਿਆਸ ਕਾਰਜ) , ਫਲਾਂ ਦੇ ਨਾਮ , ਸਬਜ਼ੀਆਂ ਦੇ ਨਾਮ, ਰੰਗਾਂ ਦੇ ਨਾਮ , ਦਿਨਾਂ ਦੇ ਨਾਮ

ਜੁਲਾਈ - ਅਗਸਤ

ਸਾਹਿਤ –ਮਾਤਰਾਵਾਂ (ਸਿਹਾਰੀ, ਬਿਹਾਰੀ ਔਕੜ , ਦੁਲੈਕੜ ,ਲਾਂ, ਦੁਲਾਵਾਂ , ਹੋੜਾ , ਕਨੈੜਾ)
ਵਿਆਕਰਨ - ਲਿੰਗ ਬਦਲੇ ,ਵਚਨ ਬਦਲੇ , ਵਿਰੋਧੀ ਸ਼ਬਦ ,ਅਸੁੱਧ ਸੁੱਧ ,ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ ,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ
(ਨਾਂਵ ,ਪੜਨਾਂਵ)ਮਹੀਨਿਆਂ ਦੇ ਨਾਮ , ਵਰਗ ਪਹੇਲੀ , ਅਣਡਿੱਠਾ ਪੈਰਾ, ਪੰਛੀਆਂ ਦੇ ਨਾਂ, ਗਿਣਤੀ (1-20) , ਚਿੱਤਰ ਵਰਣਨ

ਅਕਤੂਬਰ – ਨਵੰਬਰ (ਪਿਰਿਓਡਿਕ ਟੈਸਟ)

ਲਗਾਖਰ ਦੇ ਚਿੰਨ੍ਹ (ਬਿੰਦੀ . , ਟਿੱਪੀ ਂ , ਅੱਧਕ) ,ਦੁਤ ਅੱਖਰ,ਪਾਠ -14 ਤੋਂ 17 , ਗਿਣਤੀ 21-50
ਵਿਆਕਰਨ - ਲਿੰਗ ਬਦਲੀ, ਵਚਨ ਬਦਲੀ ,ਵਿਰੋਧੀ ਸ਼ਬਦ , ,ਅਗੇਤਰ - ਪਿਛੇਤਰ ,ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ
,ਵਿਆਕਰਨਿਕ ਕਿਸਮਾਂ (ਨਾਂਵ ,ਪੜਨਾਂਵ)

ਦਸੰਬਰ-ਜਨਵਰੀ

ਬਿਨੈ ਪੱਤਰ,ਨਿਬੰਧ , ਵਰਗ ਪਹੇਲੀ , ਅਣਡਿੱਠਾ ਪੈਰਾ , ਚਿੱਤਰ ਵਰਣਨ

ਸਲਾਨਾ ਪਰੀਖਿਆ (Final Examination)

ਕੁਲ ਅੰਕ -70 (Maximum marks -70)

ਟਰਮ 2 ਦਾ ਸਾਰਾ ਸਿਲੇਬਸ ਆਵੇਗਾ।

ਉਦੇਸ਼ (objectives) :

ਕਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਵਿਕਾਸ
ਲਿਖਣ ਤੇ ਵਾਚਣ-ਕੈਸਲ ਦਾ ਵਿਕਾਸ
ਨਵੇਂ ਸ਼ਬਦਾਂ ਦੀ ਜਾਣਕਾਰੀ
ਬੌਧਿਕ ਵਿਕਾਸ

ਅਕਟਿਵਿਟੀਜ਼ (ACTIVITIES) :

QUARTLY (ਤਿਮਾਹੀ)

1) ਗਤੀਵਿਧੀ :ਸੁਰਖੀਆਂ

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ (MODE OF ACTIVITY) : ਵਿਅਕਤੀਗਤ ਰੂਪ

ਵਿਧੀ (METHODOLOGY) :

ਇਸ ਗਤੀਵਿਧੀ ਨੂੰ ਪੂਰਾ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਲਾਈਨਾਂ ਵਾਲੀ ਸ਼ੀਟ ਲੈ ਕੇ ਆਉਣਗੇ। ਬੋਰਡ ਉਪਰ ਨੁਕਤੇ ਲਿਖੇ ਜਾਣਗੇ, ਜਿਨ੍ਹਾਂ ਦੀ ਸਹਾਇਤਾ ਨਾਲ ਵਿਦਿਆਰਥੀ ਆਪਣੀ ਕਾਲਪਨਾ ਸ਼ਕਤੀ ਦਾ ਪ੍ਰਯੋਗ ਕਰਨਗੇ। ਲਿਖਤੀ ਰੂਪ ਲਈ ਸ਼ਬਦ ਸੀਮਾ ਤੇ ਸਮਾਂ ਸੀਮਾ ਨਿਰਧਾਰਿਤ ਹੋਵੇਗੀ।

ਮੁਲਾਂਕਣ ਮਾਨ ਦੰਡ (ASSESSMENT PARAMETER) :

ਕਲਪਨਾਤਮਕ ਸੋਚ -ਵਿਚਾਰ

ਸ਼ਬਦ ਤੇ ਵਾਕ ਰਚਨਾ

ਰੋਚਕਤਾ

ਪ੍ਰਸਤੁਤੀਕਰਨ

ਗਿਆਨ ਦੀ ਜਾਣਕਾਰੀ

HALF YEARLY

2) ਗਤੀਵਿਧੀ : ਕਰਕੇ ਸਿੱਖਣਾ

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ :ਫਲਾਂ ਦੇ ਨਾਂ

ਵਿਧੀ (METHODOLOGY) : ਵਿਦਿਆਰਥੀ ਵੱਖ ਵੱਖ ਫਲ ਲਿਆਉਣਗੇ ਅਤੇ ਉਹਨਾਂ ਦੀਆਂ ਅੱਖਾਂ ਤੇ ਪੱਟੀ ਬੰਨ੍ਹ ਕੇ ਉਹਨਾਂ ਨੂੰ ਫਲ ਦਿੱਤਾ ਜਾਵੇਗਾ, ਉਹ ਫਲ ਨੂੰ ਛੂਹ ਕੇ, ਸੁੰਘ ਕੇ, ਚੱਖ ਕੇ ਦੇਖ ਕੇ ਅਨੁਭਵ ਕਰਨਗੇ ਅਤੇ ਫਲ ਦਾ ਨਾਂ ਦਸਣਗੇਮ ਵਿਦਿਆਰਥੀ ਆਪਣੇ ਪਸੰਦੀਦਾ ਫਲ ਦੀ ਤਸਵੀਰ ਬਣਾਉਣਗੇ ਅਤੇ ਤਸਵੀਰ ਹੇਠਾਂ ਉਸ ਫਲ ਬਾਰੇ ਕੁਝ ਵਾਕ ਲਿਖਣਗੇ।

(Learning Outcomes):

- ਪੰਜਾਬੀ ਵਿੱਚ ਨਵੀਂ ਸ਼ਬਦਾਵਲੀ ਸਿੱਖਣ (ਫਲ ਦੇ ਨਾਮ, ਵਿਸ਼ੇਸ਼ਣ)
- ਇੰਦਰਿਆਂ ਰਾਹੀਂ ਅਨੁਭਵ ਪ੍ਰਾਪਤ ਕਰਨਾ (Sensory Learning)
- ਵਿਸ਼ਲੇਸ਼ਣ ਅਤੇ ਵਿਚਾਰ ਸਾਂਝੇ ਕਰਨਾ (Critical Thinking)
- ਲਿਖਣ ਤੇ ਬੋਲਣ ਦੀ ਯੋਗਤਾ ਵਿੱਚ ਸੁਧਾਰ

PRE - ANNUAL (ਪੂਰਵ ਸਾਲਾਨਾ)

3) ਗਤੀਵਿਧੀ :ਨਾਟਕ ਮੰਚਣ

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ : ਗਰੁੱਪ

ਵਿਧੀ :

ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਚਾਰ-ਚਾਰ ਦਾ ਗਰੁੱਪ ਬਣਾਇਆ ਜਾਵੇਗਾ। ਉਨ੍ਹਾਂ ਨੂੰ ਸਟੇਜ ਤੇ ਆ ਕੇ ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਨਾਟਕ ਪ੍ਰਸਤੁਤ ਕਰਨਾ ਹੋਵੇਗਾ। ਹਰ ਬੱਚਾ ਆਪਣੇ ਕਿਰਦਾਰ ਨੂੰ ਬਾਖ਼ੂਬੀ ਨਿਭਾਏਗਾ।

ਮੁਲਾਂਕਣ ਮਾਨ ਦੰਡ (ASSESSMENT PARAMETER) :

ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਸੋਝੀ

ਸਮਝਣ ਸ਼ਕਤੀ

ਸ਼ਬਦਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ

ਸ਼ਬਦਾਂ ਦੀ ਸੁੱਧੀ

ਨਾਟਕੀ ਰੂਪ ਦੇ ਕਿਰਦਾਰ ਨੂੰ ਨਿਭਾਉਣ ਤੋਂ ਜਾਣੂ ਹੋਣਾ

ਸਲਾਨਾ ਗਤੀਵਿਧੀ

4) Flip classroom

ਗਤੀਵਿਧੀ ਦਾ ਰੂਪ : ਵਿਅਕਤੀਗਤ

ਵਿਧੀ (METHODOLOGY)

ਵਿਦਿਆਰਥੀ ਪਾਠ ਪੜ੍ਹ ਕੇ ਆਉਣਗੇ ਅਤੇ ਜਮਾਤ ਵਿੱਚ flip classroom ਗਤੀਵਿਧੀ ਦੇ ਤਹਿਤ ਪਾਠ ਦੇ ਬਾਰੇ ਚਰਚਾ ਕੀਤੀ ਜਾਵੇਗੀ।

ਮੁਲਾਂਕਣ ਮਾਨ ਦੰਡ (ASSESSMENT PARAMETER) :

ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਸੋਝੀ

ਸਮਝਣ ਸ਼ਕਤੀ

ਸ਼ਬਦਾਂ ਦਾ ਸਹੀ ਉਚਾਰਣ

ਸ਼ਬਦਾਂ ਦੀ ਸੁੱਧੀ

ਵਿਦਿਆਰਥੀ ਪੜ੍ਹ ਕੇ ਪੜ੍ਹਾਉਣਗੇ।

MARKS DISTRIBUTION AND BLUE PRINT FOR FINAL ASSESSMENT TEST

ਅੰਕ ਵੰਡ (ALLOCATION OF MARKS)

ਸਾਹਿਤ :25 ਅੰਕ

ਵਿਆਕਰਨ:20 ਅੰਕ

ਲਿਖਣ ਕੌਸ਼ਲ :20 ਅੰਕ

ਪੜ੍ਹਨ ਕੌਸ਼ਲ :05 ਅੰਕ

BLUEPRINT OF FINAL EXAMINATION

ਕ੍ਰਮ ਨੰਬਰ	ਪਾਠ ਦਾ ਨਾਮ /ਰੂਪ	ਪ੍ਰਸ਼ਨ ਦਾ ਰੂਪ	ਅੰਕ	ਕੁੱਲ ਅੰਕ
1.	ਕਵਿਤਾਵਾਂ	ਵਿਆਕਰਨ (ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ)	1×5	5
2.	ਕਹਾਣੀਆਂ	ਵਿਆਕਰਨ	1×20	20
3.	ਲੇਖ	ਇੱਕ ਨੰਬਰ ਵਾਲੇ ਪ੍ਰਸ਼ਨ ,ਸ਼ਬਦ -ਅਰਥ	10	10
4.	ਵਿਆਕਰਨ	ਖਾਲੀ ਥਾਵਾਂ, ਅਭਿਆਸ	10	10
5.	ਲਿਖਣ ਕੋਸ਼ਲ	ਬਿਨੈ/ਨਿੱਜੀ ਪੱਤਰ,ਨਿਬੰਧ ,ਚਿਤਰ ਵਰਣਨ	7 +8 +5	20
6.	ਪੜ੍ਹਨ ਕੋਸ਼ਲ	ਅਣਡਿੱਠਾ ਪੈਰਾ	05	05

ਨਿਰਧਾਰਿਤ ਪੁਸ਼ਕਤਾਂ :ਡੀ.ਏ.ਵੀ . ਬੋਰਡ ਵੱਲੋਂ ਨਿਰਧਾਰਿਤ ਪੁਸ਼ਕਤਾਂ

ਨਵੀਂ ਨੁਹਾਰ ਪੰਜਾਬੀ ਪਾਠ ਮਾਲਾ (DAV Addition)

ਸੂਚਕ ਪੁਸ਼ਕਤਾਂ: ਪੁਸਤਕਾਲਾ ਦੀ ਮਦਦ ਨਾਲ ਵਿਆਕਰਨ ਤੇ ਸਾਹਿਤਕ ਪੁਸ਼ਕਤਾਂ

Subject- Sanskrit

1. विषयः -संस्कृतम्

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
	संस्कृत भाषा की लिपि तथा वर्णों का परिचय	वर्ण विचार- वर्णविच्छेदः एवं वर्णसंयोगः	अप्रैल
पाठ 1	मधुरा प्रभातवेला	कर्ता-क्रिया-पुरुष-वचनज्ञानञ्च	अप्रैल
पाठ 2	मम परिवारः गतिविधिः- स्वपरिचयम्	कारक-विभक्तिज्ञानञ्च	मई
पाठ 3	वयम् पश्यामः जंतुशालाम्	शब्दरूपाणि- बालक, बालिका, फल	मई
पाठ 4	शाकहट्टम् गतिविधिः- परियोजना कार्यम्	धातुरूपाणि- पठ्, लिख्, अस्, कृ, नृत्, पा, गम् (लटलकारे)	जुलाई
पाठ 5	अस्माकं प्रियमित्राणि	पशुपक्षिणां परिचयः	जुलाई
पाठ 6	ये फलानि खादन्ति ते सुखिनः वसन्ति	वर्णाः	अगस्त

पाठ:-7	चित्रप्रदर्शनी गतिविधि:-संस्कृतप्रश्नोत्तरी	संख्या (1-10)	अगस्त
रचनात्मक- कार्यम्		चित्रवर्णनम्, अनुवादः	सम्पूर्ण सत्रे
पाठ 8	क्रोधे अभिनवः किम् किम् करोति गतिविधि:- दिनचर्या लेखनम्	अनुच्छेद लेखन	स्त अक्तूबर
पाठ 9	विडालः कुत्र अस्ति?	अव्यय शब्द	अक्तूबर
पाठ 10	आगच्छ! गायामः गतिविधि:- गीतगायनम्	घटिका	नवंबर
पाठ 11	हरिणम् मा मारय गतिविधि:-चित्रवर्णनम्	शब्दरूपाणि	नवंबर
पाठ 12	कथयन्तु कस्य कः वर्णः ?	संस्कृत अनुवादः	दिसम्बर
पाठ 13	कः चतुरः अस्ति? गतिविधि:-कथालेखनम्	धातुरूपाणि लृटलकारे	दिसम्बर
पाठ 14	कति वस्तूनि सन्ति?	संख्या (1-20)	जनवरी
रचनात्मक- कार्यम्		चित्रवर्णनम्, अनुवादः	सम्पूर्ण सत्रे

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	फरवरी /मार्च	लिखित परीक्षा	70

5. गतिविधिराधारितं मूल्यांकनम्

गतिविधे: प्रकारम्- श्रवणभाषण-कौशलम्

गतिविधि: - श्रवणभाषणम्

आवश्यकसामग्री- (शून्यम्)

भाषा-संवर्धनायगतिविधयः मूल्यांकनम्

लेखन कार्य (चित्र वर्णन , पत्रं इत्याद्य, गृह कार्य) 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 / विचाराणां अभिव्यक्ति	संपूर्ण कार्य स्वयं कृतम् । कार्यं विना अवबोधं कृतम् ।	एक प्रश्नं सहपाठिन उत्तरपुस्तिकाया दृष्टम् ।	द्वि/त्रि प्रश्नाः स्वयं न कृतम् ।		संपूर्ण कार्य स्वयं न कृतम् ।

वाचन / पाठन (संवाद, संभाषन, अभिनय इत्यादय) 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 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- (प्रत्येकसत्रे एकम् परियोजनाकार्यम्)

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)

सुरभि:	पाठा: 1-2
व्याकरण	कर्ता, क्रिया, पुरुष, वचन ज्ञान कारक तथा विभक्ति ज्ञान

- सामयिक परीक्षा-2 (जुलाई/अगस्त)

- गतिविधयः मूल्यांकनम्
गतिविधि:- श्रवणभाषणम्

- अर्धवार्षिक परीक्षा (सितम्बर)

सुरभि:	पाठा: 1, 2, 3, 4, 5, 6, 7
व्याकरणकार्यम्	वर्णविच्छेदः वर्णसंयोगः च, कर्ता-क्रिया-पुरुष-वचन ज्ञान, कारक तथा विभक्ति ज्ञान, शब्दरूपाणि- बालक, बालिका, फल धातुरूपाणि(पठ्, लिख्, अस्, नृत्, पा, गम्), वर्णाः, पशुपक्षिणां परिचयः
रचनात्मक-कार्यम्	चित्रवर्णनम्, अनुवादः

- सामयिक परीक्षा-3 (अक्तूबर/नवम्बर)

- गतिविधयः मूल्यांकनम्
गतिविधि:- वाचनश्रवणम्

- सामयिक परीक्षा-4 (दिसम्बर)

सुरभि:	पाठा: 8, 9,10
व्याकरणकार्यम्	संख्या (11-20), अव्यय, घटिका
रचनात्मक-कार्यम्	चित्रवर्णनम्, अनुवादः

वार्षिक-परीक्षा पाठ्यक्रमः

खण्ड:- क (रचनात्मक-कार्यम्)

चित्रवर्णनम्

अनुवाद:- हिन्दी से संस्कृत

अनुवाद:- संस्कृत से हिन्दी

खण्ड- ख (अनुप्रयुक्त व्याकरणम्)

शब्दरूपाणि- बालक, देव, बालिका, लता, पुष्प, फल

धातुरूपाणि - पठ्, लिख्, गम्, धाव्, तृ, अस्, कृ (लट् एवं लृट् लकार)

वर्णाः, अव्ययाः, संख्या (1-20), समयलेखनम्, अशुद्धिशोधनम्

खण्ड- ग (पठितावबोधनम्)

सुरभि पाठ:- 8, 9, 10, 11, 12, 13, 14

पठित-गद्यांशः, पठित- पद्यांशः , प्रश्नोत्तराणि, कथाक्रमसंयोजनम्, शब्दार्थाः

8. प्रत्येकपाठेन सह कार्य-पत्रकः (CRAB)

9. निर्धारित-पुस्तकम् - सुरभिः 5