



Government of Jammu & Kashmir

Academic Calendar-Cum-Syllabus

MIDDLE STAGE

Grade-6th

Session 2024-25







State Council of Educational Research & Training (SCERT)- JK UT

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Preface

We are delighted to present the Syllabus and Academic Calendar for the 2024-25 academic year for the J&K UT, crafted in alignment with the visionary National Curriculum Framework-SE, 2023.

This calendar meticulously maps learning outcomes with the curricular goals and competencies outlined in the NCF School Education 2023. The coding system within the document is designed to guide you effortlessly: the first digit denotes the Curricular Goal, the second indicates the corresponding Competency, and the final digit represents the Learning Outcome derived from the goals, competencies, and textbook content. Nevertheless, Competency No. "0" means that there is no competency available in the NCF-2023.

Our heartfelt gratitude extends to the dedicated resource persons whose invaluable contributions have made this calendar a reality: Irshad Ahmad Wani, Abdul Rashid Mala, Ayjaz Ahmad War, Bashir Ahmad Sheikh, Bashir Ahmad Gojri, Aijaz Jahanger Rather, Mohammad Sharif Bhat, Gurnam Singh, Satinder Singh, M. Younus Malik, Satbir Singh, M. Iqbal Shah, Naveed Gul, Hilal Ahmad Wani, Shahli Vohra, Rauf Ahmad, and Rameez Ahmad.

We also deeply appreciate the proactive involvement of the JKSCERT faculty members who played a crucial role in this endeavour. Special thanks to the Director, Joint Director (Central), Joint Director Jammu/Kashmir Division, and various Academic Unit Heads of JKSCERT for their unwavering support and guidance.

Teachers are encouraged to thoroughly review the competencies and associated Learning Outcomes (LOs). For any clarifications or assistance, please reach out to us at ersajkscert@gmail.com.

Warm regards,
Academic Planner Development Team/
Team ERSA, JKSCERT

INTRODUCTION

National Education Policy 2020 envisages shift from rote learning to competency based /experiential learning in schooling. The early stages of schooling from classes Foundational, Preparatory and Middle require proper planning and thorough understanding of mechanism for teaching learning process. The structure for scheme of studies and curriculum includes five major subjects viz; Mathematics, Science, English, Hindi/ Urdu & Social Science.

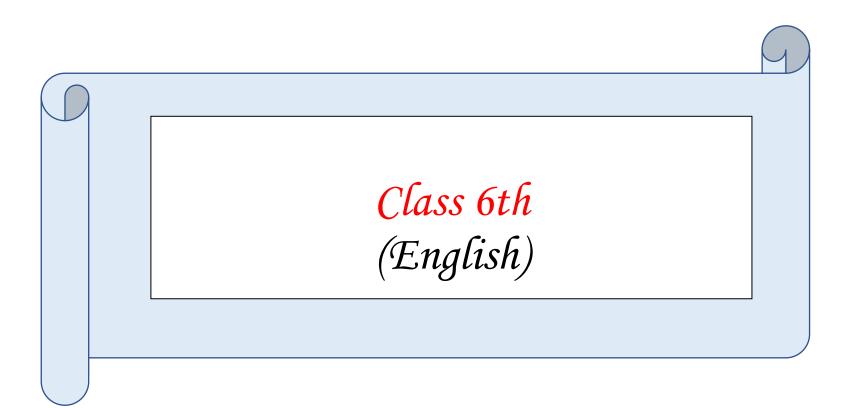
The Syllabus has been designed to provide students a broad and balanced understanding of subjects to enable them to communicate effectively, analyze information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The focus of current syllabus is on the development of 21st century skills in settings where each student feels independent, safe and comfortable with their learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education and other Co-Scholastic areas. The syllabus will help teachers as well as students to plan accordingly for achieving the desired learning competencies.

This Syllabus-cum-academic calendar is in synchronization with National Curriculum Framework for School Education 2023.

Teachers must be aware and make use of all available material resources (blended) - online supporting material /TLM available at DIKSHA, NISHTHA, e-Pathshala, Swayam Prabha, NCERT & SCERT-J&K website for making inclusive education a reality and update themselves for progressive uniformities.

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Curricular Goals and competencies as per NCF-SE 2023

Curricular Goals	Competencies	Learning Outcomes The Learners:
CG-1 Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, news reports) and shows interest in reading books	(inferring, predicting) to	LO-1.1.1. identify and explain basic character traits based on textual clues (actions, dialogue, descriptions). LO-1.1.2. use descriptive details in the text to infer the setting (time and place) of a story. LO- 1.1.3: predict upcoming events in a narrative based on their knowledge of story structure (beginning, middle, end)
	C-1.2. Identifies main points, summarises after a careful reading of the text, and responds coherently	LO-1.2.1. identify the main topic and key details of a short, fictional text. LO-1.2.2. write a simple summary of a short text, focusing on the main events in chronological order. LO-1.2.3: respond coherently to a literal comprehension question about a short text.

	C-1.3. Identifies and appreciates the main idea in the various texts.	LO-1.3.1 identify the main idea of simple fictional texts. LO-1.3.2: identify the main idea of short informational texts and explain its connection to the supporting details. LO-1.3.3: appreciate the main idea by explaining how it contributes to the overall enjoyment or purpose of the text.
	C-1.4. Shows interest in choosing and reading a variety of books.	LO-1.4.1: identify genres of their interest based on descriptions and recommendations. LO-1.4.2: choose books based on personal preferences and interests explored in class. LO-1.4.3: express their initial impressions and opinions about the books they are reading.
CG-2 Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions)	writing strategies, such as	LO-2.1.1: sequence ideas chronologically to write a simple narrative text with a beginning, middle, and end. LO-2.1.2: identify and use simple transition words (e.g., then, next, because) to connect ideas within paragraphs LO-2.1.3: write a simple paragraph with a clear topic sentence and supporting details. LO-2.2.1: write simple narratives that express personal experiences and emotions. LO-2.2.2: identify and use basic vocabulary to describe their feelings and reactions to different situations. LO-2.2.3: write simple opinion pieces expressing basic likes and dislikes about familiar topics.

CG-3 Develops the capacity for effective communication using language skills for questioning, describing, analysing, and responding	C-3.1. Writes different kinds of letters and essays using appropriate style and registers for different audiences and purposes	LO-3.1.1: write personal letters to friends or family members using a friendly and informal style. LO-3.1.2: write simple informative letters to request information or make inquiries. LO-3.1.3: write simple narratives or descriptive essays expressing personal experiences or observations.
CG-4 Explores different literary devices and forms of literature	C-4.1. Identifies and appreciates different forms of literature (samples of prose, poetry, and drama)	LO-4.1.1: identify basic characteristics of prose, poetry, and drama (e.g., sentences, stanzas, dialogue). LO-4.1.2: enjoy listening to and reading simple examples of prose, poetry, and drama, identifying basic themes or messages. LO-4.1.3: begin to make connections between their own experiences and the characters or events in literary works.
	C-4.2. Identifies literary devices, such as simile, metaphor, personification (alankaras), hyperbole (athishayokthi), and alliteration (anuprasa), by reading a variety of literature and uses in writing	LO-4.2.1: identify basic literary devices (e.g., simile, metaphor, personification) in simple poems and short stories. LO-4.2.2: explain how basic literary devices contribute to the overall meaning or mood of a literary work. LO-4.2.3: begin to use basic literary devices (simile, metaphor, personification) in their own writing to create vivid descriptions and enhance their creative expression.

CG-5 Develops the ability to recognise basic linguistic aspects (word and sentence structure) and uses them in oral and written expression	C-5.1. Uses appropriate grammar and structure in their writing	LO-5.1.1: identify and use basic sentence structures (subject, verb, object) to write clear and grammatically correct sentences. LO-5.1.2: apply basic punctuation rules (e.g., periods, commas, question marks) to enhance the clarity and meaning of their writing. LO-5.1.3: vary sentence structure by using simple compound and complex sentences to improve the flow and interest of their writing.
CG-6 Develops an appreciation of the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	C-6.1 Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used C-6.2 Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable	6.1.1.differentiates between vowels and consonants based on sound production (voiced vs. voiceless) and identify them in written words. 6.1.2. Recognize short vowel sounds (a, e, i, o, u) and their corresponding spellings in one-syllable words. 6.1.3. begin to identify and blend consonant sounds (single consonants and simple consonant blends) to decode one-syllable words. LO-6.2.1: identify and differentiate between basic forms of wordplay (puns, rhymes) in spoken language and simple texts. (e.g., recognize puns that play on the multiple meanings of words.) LO-6.2.2: create simple puns and rhymes to add humour and playfulness to their spoken language. LO-6.2.3: appreciate how wordplay can be used by authors and poets to add humour, surprise, and deeper meaning to their work.
	C-6.3 Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)	LO-6.3.1: identify and participate in simple word games that involve basic manipulation of letters and sounds. LO-6.3.2: understand and follow the rules of common word games like spoonerisms and acrostics. LO-6.3.3: appreciate how word games can be fun and educational, promoting vocabulary development and critical thinking skills.

Month wise Time Line	Chapter: Melody/Let's Read/ Integrated Grammar & Writing Skills	Learning Outcomes	Suggested Pedagogies
1	Who Did Patrick's Homework? A House, A Home A Tale of Two Birds Paragraph writing	The Learners: LO-1.1.1. identify and explain basic character traits based on textual clues (actions, dialogue, descriptions). LO- 1.1.3: predict upcoming events in a narrative based on their knowledge of story structure (beginning, middle, end) LO-1.2.1. identify the main topic and key details of a short, fictional text. LO-1.2.3: respond coherently to a literal comprehension question about a short text. LO-1.3.1 identify the main idea of simple fictional texts (e.g., folktales, fables) and explain its importance to the story LO-1.4.1: identify genres of their interest based on descriptions and recommendations. LO-2.1.1: sequence ideas chronologically to write a simple narrative text with a beginning, middle, and end. LO-4.1.1: identify basic characteristics of prose, poetry, and drama (e.g., sentences, stanzas, dialogue). LO-4.1.2: enjoy listening to and reading simple examples of prose, poetry, and drama, identifying basic themes or messages. LO-5.1.1: identify and use basic sentence structures (subject, verb, object) to write clear and grammatically correct sentences. LO-5.1.2: apply basic punctuation	Create charts outlining common story structures. After reading story beginnings, have students predict what might happen next based on the structure and any clues provided. Use graphic organizers (e.g., story maps) to identify and record key information from the text. After reading a short story, have students complete a cloze activity where they fill in the blanks with the main character, setting, and key events. Play "who, what, where, when, why"

2	How the Dog Found Himself a New Master! The Kite The Friendly Mongoose Diary Entry	text to infer the setting (time and place) of a story. LO-1.2.2. write a simple summary of a short text, focusing on the main events in chronological order. LO-1.3.2: identify the main idea of short informational texts and explain its connection to the supporting details. LO-1.3.3: appreciate the main idea by explaining how it contributes to the overall enjoyment or purpose of the text. LO-2.1.2: identify and use simple transition words (e.g., then, next, because) to connect ideas within paragraphs, etc. LO-4.2.1: identify basic literary devices (e.g., simile, metaphor, personification) in simple poems and short stories. LO-4.2.2: explain how basic literary devices contribute to the overall meaning or mood of a literary work. 6.1.1. Differentiate between vowels and consonants based on sound production (voiced vs. voiceless) and identify them in written words.	Ask clear and specific comprehension questions that focus on the main ideas of the text. Have students justify their answers with evidence from the text (e.g., "I know this because it says"). Use exit tickets with simple questions to assess comprehension. Read aloud a variety of engaging children's
3	The Quarrel	text to infer the setting (time and place) of a story. LO-1.4.1: identify genres of their interest based on descriptions and	events, or themes on a personal level. Creative
	The Shepherd's Treasure	recommendations. LO-1.4.3: express their initial	writing or art projects where students respond to a literary work by expressing their interpretations

	Formal Letter	impressions and opinions about the	l
		books they are reading.	Introduce common literary devices with clear
	Unseen Paragraphs	LO-2.2.1: write simple narratives that	definitions and examples (visual aids, pictures, or
		express personal experiences and	short videos can be helpful).
		emotions.	Read children's literature rich in basic literary
		LO-2.2.2: identify and use basic	devices and have students identify them within
		vocabulary to describe their feelings	the text. Matching games where students match
		and reactions to different situations.	definitions or examples of literary devices to their
		LO-3.1.1: write personal letters to	names. After identifying literary devices, engage students
		friends or family members using a	After identifying literary devices, engage students in discussions about how they affect the reader's
		friendly and informal style.	understanding and emotional response to the
		6.1.2: recognize short vowel sounds (a,	text. Activities where students rewrite sentences
		e, i, o, u) and their corresponding	without literary devices and then with them,
		spellings in one-syllable words.	comparing the impact on meaning and tone.
			Create illustrations or short dramatic
			performances to represent how literary devices
			enhance the meaning of a text.
			Model the use of literary devices in writing by
			providing mentor texts and examples. Sentence
			starters or writing prompts that encourage
			students to incorporate specific literary devices in
			their creative writing pieces. Peer review
			activities where students identify and offer suggestions for using basic literary devices
			effectively in each other's writing.
	An Indian American	LO-1.2.1. identify the main topic and	Use graphic organizers (e.g., story maps) to
4	Woman in Space	key details of a short, fictional text.	identify the main events and the overall lesson or
•	(Kalpana Chawla)	LO-1.3.1 identify the main idea of	message of the story. After reading a short story,
	(11 2 11 11 11 11 11	simple fictional texts.	have students discuss the main idea and how
	Beauty	LO-1.4.2: choose books based on	different events contribute to it. Play "theme
		personal preferences and interests	charades" where students act out different
	Tansen	explored in class.	themes or morals from stories, and others guess
		LO-2.1.3: write a simple paragraph	the main idea.
	Informal Letter	with a clear topic sentence and	Read informational texts together, highlighting
	Unseen Paragraphs	supporting details.	the main topic sentence(s) and key details. Have
		LO-3.1.2: write simple informative	students complete "fill-in-the-blank" activities
		letters to request information or make	where they identify the missing main idea based
		inquiries.	on supporting details. Use Venn diagrams to compare and contrast the main ideas of two short
		LO-3.1.3: write simple narratives or	informational texts on similar topics.
		descriptive essays expressing personal	miormanoriai texto ori orilliai topico.

experiences or observations. Have students discuss how the main idea makes LO-4.1.3: begin to make connections a story or informational text interesting, relevant, between their own experiences and the or thought-provoking. characters or events in literary works. Create "Dear Author" letters where students write LO-6.2.1: identify and differentiate to the author explaining what they learned or appreciated about the main idea. between basic forms of wordplay (puns, Read stories with different themes and have rhymes) in spoken language and simple students compare which messages they find most texts. (e.g., recognize puns that play on impactful or relatable. the multiple meanings of words.) Introduce the concept of a sentence and its key LO-6.2.2: create simple puns and components (subject, verb, object) through add humour rhymes to and engaging activities and visuals. Sentenceplayfulness to their spoken language. building exercises where students manipulate words to form grammatically correct sentences. Interactive games or quizzes to reinforce the identification of sentence parts and subject-verb agreement. Model the structure of a friendly letter (greeting, body paragraphs, closing) and discuss appropriate language for informal. Role-playing activities where communication. students practice writing letters in different scenarios (e.g., thanking a friend for a birthday gift). Letter exchange projects with students from another classroom or school, encouraging them to write friendly letters introducing themselves. Introduce the purpose and structure of informative letters (clear request, polite tone). Brainstorming activities where students generate questions, they might want to ask a specific organization or person. Practice writing informative letters to school officials, local businesses, or pen pals, following the appropriate format and maintaining a respectful tone. Review the basic structure of narratives (beginning, middle, end) and essays (introduction, body paragraphs, conclusion). Brainstorming activities where students generate ideas for personal narratives or descriptive essays based on their own experiences and interests. Sentence

starters and graphic organizers to guide students

			in developing their narratives or essays, focusing
			on clear organization and engaging details.
			Analyze the differences in writing styles and
			registers used in various online contexts (blogs,
			social media, online forums). Research projects
			where students gather information on a topic and
			then write blog posts or create social media
			content targeting a specific audience, adapting
			their style and language accordingly. Peer review
			activities focusing on the effectiveness of online
			writing in engaging the target audience and
			achieving the intended purpose
		LO-1.1.1. identify and explain basic	Introduce different genres (fantasy, mystery,
5	School	character traits based on textual clues	historical fiction) with visuals and brief
		(actions, dialogue, descriptions).	descriptions. Play genre classification games
	Where Do All the	LO-1.4.2: choose books based on	where students sort book covers or blurbs based
	Teachers Go?	personal preferences and interests	on genre characteristics. Curate a classroom
		explored in class.	library with a variety of genres and allow students
	The Monkey and the	LO-1.2.2. write a simple summary of a	to explore book jackets and read opening
	Crocodile	short text, focusing on the main events	paragraphs to discover their interests.
		in chronological order.	Create "genre menus" where students select
	Descriptive Writing	LO-2.2.3: write simple opinion pieces	books based on their preferred themes, settings,
	Unseen Paragraphs	expressing basic likes and dislikes	or character types. After reading a classical
		about familiar topics.	novel, recommend individual books related to the
		LO-3.1.3: write simple narratives or	genre or themes explored. Student presentations
		descriptive essays expressing personal	where they share their chosen books and explain
		experiences or observations.	what drew them to the story.
		LO-4.2.3: begin to use basic literary	Start a "Book Buzz" board where students write
		devices (simile, metaphor,	short blurbs about books they're enjoying,
		personification) in their own writing to	encouraging others to read them. Dedicate time
		create vivid descriptions and enhance	for short "reader's response" journals where
		their creative expression.	students record their initial thoughts and feelings
		LO-6.3.1: identify and participate in	about the book. Class discussions focused on
		simple word games that involve basic	initial impressions of a book, generating
		manipulation of letters and sounds.	predictions and curiosity about the plot.
			Teach common punctuation marks (period,
			comma, question mark) through clear
			explanations and demonstrations. Punctuation
			practice activities where students insert missing
			punctuation marks in sentences or short
			passages. Dictation exercises where students

		listen to sentences and write them down with
		proper punctuation. Introduce the concept of
		compound and complex sentences with clear
		definitions and examples. Sentence
		transformation activities where students rewrite
		simple sentences into compound or complex
		sentences. Writing assignments that encourage
		students to use a variety of sentence structures to
		create a more engaging and dynamic writing style.
		Introduce consonant sounds through clear
		pronunciation demonstrations and visual aids
		(mouth diagrams). Activities where students
		manipulate pictures or letter tiles to represent
		and blend consonant sounds (single and simple
		blends) for decoding one-syllable words. Games
		that involve matching pictures to spoken words
		based on initial consonant sounds.
6 Who I am?	LO- 1.1.3: predict upcoming events in	Use picture prompts or graphic organizers with a
Will I thin	a narrative based on their knowledge of	beginning, middle, and end structure to help
The Wonderful Words	story structure (beginning, middle, end)	students sequence their ideas for a story.
	LO-1.2.3: respond coherently to a	Play storytelling games where students take turns
The Wonder Called Sleep	-	adding sentences to a collaborative narrative,
THE HEIRE CAME STOP	short text.	ensuring a logical sequence of events.
The Banyan Tree	LO-1.3.2: identify the main idea of	After reading short stories, have students identify
July	short informational texts and explain	the beginning, middle, and end events, and then
Article/Festival	its connection to the supporting details.	rewrite the story in their own words while
Unseen Paragraph	LO-2.1.1: sequence ideas	maintaining the sequence.
	chronologically to write a simple	Introduce common transition words categorized
	narrative text with a beginning, middle,	by function (e.g., time order, cause and effect).
	and end.	Create activities where students sort transition
	LO-5.1.3: vary sentence structure by	words based on their function and then practice
	using simple compound and complex	using them in short writing exercises. Highlight
	sentences to improve the flow and	transition words in mentor texts (well-written
	interest of their writing.	examples) and have students identify their
	6.1.3. begin to identify and blend	
	consonant sounds (single consonants	Model the structure of a paragraph (topic
	and simple consonant blends) to decode	sentence, supporting details, concluding
	one-syllable words.	sentence) and provide graphic organizers for
	LO-6.2.3: appreciate how wordplay can	students to practice. After reading informational
	be used by authors and poets to add	texts, have students identify the topic sentence
	humour, surprise, and deeper meaning	and supporting details of different paragraphs.

			T
		to their work	Sentence building activities where students start
			with a topic sentence and brainstorm or write
			details to support it, eventually forming a
			paragraph.
_	Fair Play	LO-1.3.3: appreciate the main idea by	Use journaling prompts that encourage students
7	9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9 9	explaining how it contributes to the	to reflect on personal experiences and emotions
•	Vocation	overall enjoyment or purpose of the	(e.g., "Describe a time you felt
		text.	happy/scared/proud").
	Spring	LO-1.4.3: express their initial	Create writing activities where students write
		impressions and opinions about the	short stories from their own perspectives,
	Honey and the Sting	books they are reading.	incorporating descriptive details and emotional
		LO-2.2.1: write simple narratives that	language.
	A Pact with the Sun		Sharing circles where students read then
	Debate	express personal experiences and emotions.	narratives aloud (voluntary) and offer supportive
	/Speech		feedback focused on the expression of
	Unseen Paragraph	LO-3.1.1: write personal letters to	experiences and emotions.
		friends or family members using a	Create "emotion wheels" or charts with different
		friendly and informal style.	emotions and their synonyms to help students
		LO-4.1.1: identify basic characteristics	expand their vocabulary for expressing feelings.
		of prose, poetry, and drama (e.g.,	Read short stories with diverse characters and
		sentences, stanzas, dialogue).	discuss how characters express their emotions
		LO-4.2.2: explain how basic literary	through words and actions. Sentence-building
		devices contribute to the overall	activities where students practice using emotional
		meaning or mood of a literary work.	vocabulary to describe different scenarios
		LO-4.2.3: begin to use basic literary	Introduce the concept of opinion writing and
		devices (simile, metaphor,	model the use of phrases like "I believe" or "In my
		personification) in their own writing to	opinion" to express preferences. Brainstorming activities where students generate lists of things
		create vivid descriptions and enhance	they like or dislike related to a specific topic.
		their creative expression.	Short writing assignments where students
		LO-5.1.1: identify and use basic	express their opinions on familiar topics,
		sentence structures (subject, verb,	supporting their claims with simple reasons.
		object) to write clear and grammatically	Introduce the concepts of vowels and consonants
		correct sentences.	through interactive activities that involve sound
		0011000 00110011000.	production and identification. Games and songs
		LO-6.2.2: create simple puns and	that reinforce the recognition of vowel and
		rhymes to add humour and playfulness	consonant sounds and their corresponding
		to their spoken language.	letters. Matching activities where students link
		LO-6.2.3: appreciate how wordplay can	sounds (pictures representing mouth positions) to
		be used by authors and poets to add	letters (vovvels and consonants)
		humour, surprise, and deeper meaning	Focus on short vowel sounds (a, e, i, o, u)
		to their work.	1 code off officer vower bounds (a, c, i, o, a)

	through clear pronunciation demonstrations and visual aids (mouth diagrams). Activities where students manipulate letters to form one-syllable words with short vowels, practicing spelling and sound association. Dictation exercises focusing on short vowel sounds to reinforce the link between sounds and spellings.
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Selected Learning Outcomes for Summative Assessment Class—VI

The learners: -

- LO-1.1.1. identify and explain basic character traits based on textual clues (actions, dialogue, descriptions).
- LO-1.1.2. use descriptive details in the text to infer a story's setting (time and place).
- LO-1.2.1. identify the main idea and supporting details of a longer text with a clear structure. (e.g., Identify a news article's main idea and supporting details.)
- LO-1.2.2. write a simple summary of a short text, focusing on the main events chronologically.
- LO-1.3.3: appreciate the main idea by explaining how it contributes to the overall enjoyment or purpose of the text.
- LO-1.4.1: identify genres of their interest based on descriptions and recommendations.
- LO-2.1.1: sequence ideas chronologically to write a simple narrative text with a beginning, middle, and end.
- LO-2.2.3: write simple opinion pieces expressing basic likes and dislikes about familiar topics.
- LO-3.1.2: write simple informative letters to request information or make inquiries.
- LO-4.1.3: begin to make connections between their own experiences and the characters or events in literary works.
- LO-4.2.3: begin to use basic literary devices (simile, metaphor, personification) in their writing to create vivid descriptions and enhance their creative expression.
- LO-5.1.1: identify and use basic sentence structures (subject, verb, object) to write clear and grammatically correct sentences.
- LO-5.1.2: apply basic punctuation rules (e.g., periods, commas, question marks) to enhance the clarity and meaning of their writing.
- LO-5.1.3: very sentence structure by using simple compound and complex sentences to improve the flow and interest of their writing.
- LO- 6.1.2. recognize short vowel sounds (a, e, i, o, u) and their corresponding spellings in one-syllable words.
- LO-6.1.3. begin to identify and blend consonant sounds (single consonants and simple consonant blends) to decode one-syllable words.

Design of Summative Assessment for Class-VI

Section-A Reading Comprehension (14 Marks)

- 1. One seen stanza from the prescribed poems to be attempted followed by 3 MCQs, one open-ended question and one fill-up, based on comprehension, literary devices, inference, etc. $1 \times 5 = 5$ Marks
- 2. One unseen passage of about 200-250 words to be attempted followed by MCQs, comprehension questions, providing a suitable title to the passage, one-word substitution, and vocabulary based on inference, analysis, etc. $1 \times 5 = 5$ Marks
- 3. One question on visual clues/ statistical data/ bar graphs/ pie charts/ histograms to be attempted followed by 4MCQs including one open-ended question based on inference, analysis, evaluation, etc.

Section-B Grammar (9 Marks)

- •Parts of speech
- Auxiliary verbs
- Articles
- Tenses
- •Reported speech (Statements, Questions)
- Punctuation marks
- •Phonetic transcription of simple words (encoding/decoding)
- 4. One passage given in direct/indirect speech to be converted into vice-versa.

2 Marks

- 5. One contextualized passage/ story/ paragraph to be edited testing the use of tenses, parts of speech, articles, auxiliaries, punctuation and the appropriate spelling etc.

 5 Marks
 - 6. One short passage containing simple words to be phonetically transcribed.

2 Marks

Section-C Writing Skills (12 Marks)

7. One question to be attempted on story/dialogue/speech/report writing on the given situation with the help of hints. (70-90 words)

3 Marks

8. One question to be attempted on message/email/social media post writing on the given situation (50 words).

2 Marks

- 9. One question to be attempted on letter writing out of two letters with some given situations (formal/informal) (70-90 Words).
- 10. One question to be attempted on essay/paragraph writing on incidents, events, situations etc out of the two with the given hints, visual clues. (80 -100 words)

4 Marks

Section - D Literature (15 Marks)

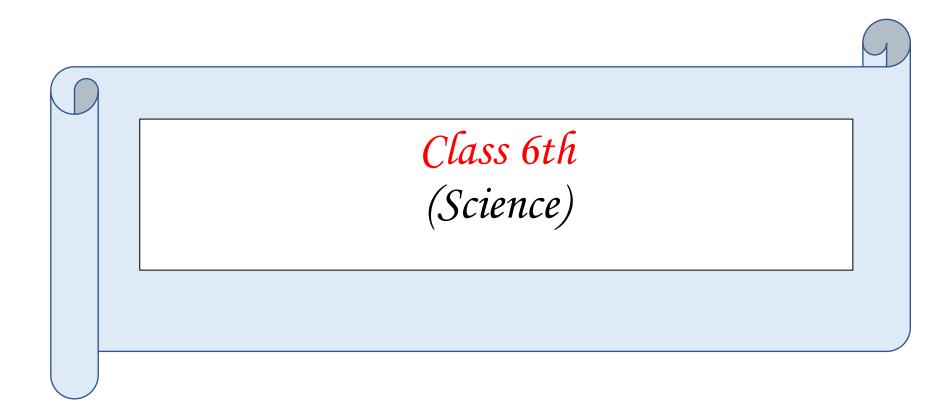
11. Three out of five short competency-based questions to be attempted from the prose lessons of the prescribed textbook.

 $3 \times 2 = 6 \text{ Marks}$

- 12. Two out of four short competency-based questions based on theme, central idea, literary devices etc. to be attempted from the poems excluding the one given in reading comprehension. $2 \times 2 = 4$ Marks
- 13. One out of three long answer competency-based questions to be attempted based on character, scene, theme, plot, situation, event, irony, literary devices etc. from the short stories and the play.

 1 × 5 = 5 Marks

Summative Assessment			
S.No	Section	Chapter Name/ Content	Marks Allotted
01	A	Reading Comprehension	14
02	В	Grammar	9
03	С	Writing Skills	12
04	D Writing Skills Literature A Different Kind of School Where Do All the Teachers Go? The Monkey and the crocodile Who I am? The Wonderful Words The wonder called sleep The Banyan Tree Fair Play Vocation Spring Honey and the sting Pact with the Sun		15
	Total 50 Marks		



Science Education

Science is the study of the natural and physical world around us through a systematic process of observing, questioning, forming hypotheses, testing hypotheses through experiment, analysing evidence, and thereby continuously revising our knowledge. The process of Science is not something that only scientists do in laboratories alone. It also develops an important set of capacities (and dispositions) essential for leading a rational and fulfilling lives. These capacities (and dispositions) help us make informed and good decisions that benefit us and our communities.

As a subject in schools, Science draws significantly from the disciplines of Biology, Chemistry, Physics, Earth Sciences, as well as from Mathematics, Computational Sciences, and, where relevant, from Social Science and Vocational Education, in order to provide an interdisciplinary understanding and appreciation of the role of Science in everyday life. Good education in Science, including the development of a mindset of inquiry and research in students, is critical in addressing the challenges that India and the world face today, such as climate change, improving healthcare, technological advancement and use for sustainable development, creation of just and equitable livelihoods, and living in harmony with nature.

Aims

Science aims to develop an understanding of the natural and physical world through systematic inquiry. Learning Science also builds important capacities such as observation, analysis, and inference. This in turn enables the meaningful participation of individuals in society and the world of work with scientific temper, critical and evidence-based thinking, asking relevant questions, analysing practices and norms, and acting for necessary change. Science Education aims to achieve:

- > Scientific understanding of the natural and physical world.
- > Capacities for scientific inquiry.
- > Understanding the evolution of scientific knowledge
- > Interdisciplinary understanding between Science and other curricular areas.
- > Understanding of the relationship between Science, Technology, and Society.
- > Scientific temper.
- > Creativity.

Curricular Goals and Competencies

In the Middle Stage and Grades 9 and 10 of the Secondary Stage, Science is taught using integrated approach. This integrated approach develops fundamental capacities related to the disciplines of Biology, Chemistry, Physics, and Earth Science while the use of connections across them helps students appreciate the interrelations between these subjects and make sense of their observations and experiences.

At all Stages, along with conceptual understanding, the capacities of scientific inquiry are developed as age appropriate. These concepts and capacities are chosen both from a disciplinary perspective and in terms of what is useful and necessary in their everyday lives. Students thereby understand the world around them with increasing depth, explore scientific questions at different levels through discussion and experimentation, and learn to communicate this understanding in different ways. It is important to note that the Curricular Goals are interdependent, and not separate curricular pieces of study. Following are the nine curricular goals and their subordinate competencies for middle stage as articulated in NCF-SE 2023.

S. No.	Curricular Goals	Competencies
1	CG-1	C-1.1 Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics C-1.2 Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes C-1.3 Explains the importance of measurement and measures physical properties of matter (such as
	Explores the world of matter and its constituents, properties, and behaviour	volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments C-1.4 Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)
	CG-2 Explores the physical world in scientific and mathematical terms	C-2.1 Describes one-dimensional motion (uniform, nonuniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations
2		C-2.2 Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity C-2.3 Describes the properties of a magnet (natural and artificial; Earth as a magnet) C-2.4 Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as plane and curved mirrors, pinhole camera,
		kaleidoscope, periscope) C-2.5 Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images/ photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth)
3	CG-3 Explores the living world in scientific terms	C-3.1 Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)
		C-3.2 Distinguishes the characteristics of living organisms (Need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things C-3.3 Analyses patterns of relationships between living organisms and their environments in terms
		of dependence on and response to each other C-3.4 Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
4	CG-4 Understands the components of health, hygiene, and wellbeing	C-4.1 Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health
		C-4.2 Examines different dimensions of diversity of food—sources, nutrients, climatic conditions,

		diets
		C-4.3 Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being
		C-4.4 Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns
5	CG-5 Understands the interface of Science, Technology, and Society	C-5.1 Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites) as well as some of the harmful uses of science in history
		C-5.2 Shares views on news and articles related to the impact that Science/Technology and society have on each other
6	CG-6 Explores the nature and processes of science through engaging with the evolution of scientific knowledge and	C-6.1 Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)
	conducting scientific inquiry	C-6.2 Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (Through observation of the natural environment, design of simple experiments, or use of Simple scientific instruments)
7	CG-7 Communicates questions,	C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation
	observations, and conclusions related to science	C-7.2 Designs and builds simple models to demonstrate scientific concepts C-7.3 Represents real world events and relationships through diagrams and simple mathematical representations
8	CG-8 Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	C-8.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
9	CG-9 Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific	C-9.1 States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students
	knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	C-9.2 States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate

Month	th Chapter Learning outcomes		Suggestive pedagogy	
1	Components of Food	4.1.1: Writes briefly about the components of food and role of each component e.g. carbohydrates, proteins, vitamins etc 4.1.2: Makes posters, charts, slogan, songs, speeches etc to communicate information regarding balanced diet, deficiency disease, problems with overeating etc. 4.2.1: Lists and describes various dishes of india in terms of their composition (ingredients), preparation and nutritional value. 5.2.1: Shares information about how science and technology	 Use of diagrams, charts (highlighting deficiency diseases, malnutrition, ill effects of bad food habits) and menus. Mid-day meal preparation and fruit "mellas" Use of ICT 	
1	Sorting Materials into Groups	help us in selection, distribution and use of safe food 1.1.1: Groups materials on the basis of simple observable properties e.g., physical state (solid/liquid/gas), soluble/insoluble, floats/sinks, transparent/translucent/opaque, magnetic/nonmagnetic, good conductor/insulator etc 1.1.2: Identifies the basis for sorting or grouping of substances e.g. whether a given material allow the electricity to pass through it or not etc 1.1.3: Exhibits creativity in sorting materials on his/her own.	 Practical demonstration Discussion Hands on activities Exposure visits to shops, kitchens, library etc 	
2	Separation of Substances	1.1.4: Describes various methods of separation e.g. sieving, winnowing, sedimentation, decantation etc 1.1.5: Applies scientific knowledge in day-to-day life e.g. selecting specific methods for separation of substances. 7.2.1: Constructs models (using low-cost material) to demonstrate separation of substances etc 1.1.6: Identifies the basis for separation of substances e.g. size, solubility, magnetic property etc 9.1.1: States concept of evaporation, sedimentation, filtration etc and the application of these processes to purify samples of water for households.	 Practical demonstration General discussion/debate Asking questions 	

2	Getting to Know Plants	3.1.4: Groups plants on the basis of features and characteristics e.g. herbs, shrubs, trees, fungi, insects etc. 3.1.5: Identifies different parts of a plant and their modified forms e.g modified roots, stem, leaves etc 3.1.6: Describes the basic structure of plant parts and their role e.g. roots, leaves and flower 3.1.7: Draws labelled diagrams/flow /cyclic representation/charts/tables e.g., adaptive features in plants and animals/plant parts, root, leaf, flower/ life cycles etc	 Field visits/ Nature walk to foster experiential learning. Observation using senses, touch/taste/small Asking questions Use of ICT
3	Body Movements	3.1.8: Describes movement in animals e.g., birds, insects, worms, fish, humans etc 3.2.2: Identifies different types of bones, muscles and joints in human body 3.1.9: Explains structure and function of joints like hinge, ball and socket joint etc. 3.1.10: Draws labelled diagrams/flow charts/cyclic representation/charts/tables e.g. bones & joints, movements, posture etc	 Use of diagrams, charts Nature walk Field observation for experiential learning Students own body Morning assembly drills Skeletal animations
3	The Living Organisms and Their Surroundings	3.2.3: Identifies various kinds of habitats in the immediate surroundings e.g. stream, pond, orchard, grassland etc 3.1.11: Describes adaptations in organism e.g., camel, tiger, aquatic plants etc 3.1.12: Draws labelled diagrams/flow charts/cyclic representation/charts/tables e.g., adaptive features in plants and animals, plant parts, root leaf modifications, bones & joints, life cycles etc 5.1.1: States briefly how science and technology is affecting natural habitats and wild life and how the same can be used to protect the nature. 6.2.2: Frames pure scientific questions e.g. do all living things respire? etc	 Field visits/ Nature walk to foster experiential learning. Observation using senses, touch/smell/taste Doing google for informative and relevant images/animations/videos

4	Motion and Measurement of Substances	1.3.1: Writes about the old and indigenous methods of measuring length, weight (e.g. measuring length with body parts such as yard, handspan, cubit etc) 1.3.2: Measures physical quantities and expresses in SI units. 1.3.3: Uses appropriate units to measure different lengths, weights etc 1.3.4: Describes the need and importance of measuring length, volume, temperature etc 2.1.1: Describes various types of motion with examples e.g. rectilinear, circular, periodic motion etc	 Comprehensive hands-on class room activities Use of science kit Self-made artifacts
4	Light, Shadows and Reflections	1.1.7: Groups materials on the basis of simple observable properties e.g. physical state (solid/liquid/gas), soluble/insoluble, floats/sinks, transparent/translucent/opaque, etc 2.4.1: Uses devices and artifacts to demonstrate the rectilinear propagation of light, verify laws of reflection etc 7.2.3: Constructs models (using low-cost material) to demonstrate the structure and or function of, e.g., periscope, pinhole camera etc	 Field visit Comprehensive classroom activities Using science kit
5	Electricity and Circuits	 2.2.1: Identifies the different components of a simple circuit – bulb, cell, and wire 2.2.2: Makes a functioning simple circuit using bulb, cell, and wire with different arrangements 2.2.3: Draws representative circuit diagrammatically (without symbols) 2.2.4: Analyses whether a circuit will function looking at the diagrammatic representation (without symbols) 	 Using science kit Hands on activities
6	Fun with Magnets	 2.3.1: Lists various objects from the surroundings that use magnets in one or other way e.g. doors, toys, compass, radio set etc 2.3.2: Describes properties of a magnet 2.3.3: Conducts activities with magnets to demonstrate or verify e.g. freely suspended bar magnet always comes to rest in the same direction, opposite poles attract whereas like pole repel, an iron piece can be magnetised etc 2.3.4: Explains briefly the significance of magnets in day-to-day life. 	 Using science kit Hands on activities Fun based learning

7

Table SA: Summative Assessment Content

S. No.	Chapter Title	Marks in Summative Assessment
1	Components of food	6
2	Sorting materials into groups	5
3	Separation of substances	6
4	Body movements	6
5	The Living organisms and their surroundings	8
6	Motion and measurements of substances	7
7	Electricity and circuits	6
8	Air around us	6
	Total	50

Cognitive Level Weightage

Cognitive levels	Total Marks	% Weightage (approx.)
CL-1: Demonstrate Knowledge and UnderstandingExhibit memory of previously learned material by recalling facts, terms, basic concepts and answersDemonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	18	36%
CL-2: Application of knowledge/concept Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	10	20%
 CL-3: Formulate, Analyse, Evaluate and Create. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations. Present and defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. 	22	44%
Total	50	100

Summative Assessment Blueprint

	Question Format	Marks Per question	Cognitive Levels	Total Questions	Marks
	Multiple Choice Questions(MCQs)	1 Mark	CL-1 CL-2 CL-3 Total	4 1 2	4 1 2
Selected response question	Case Based/Data Based Multiple Choice Questions(CB-MCQs)	1 Mark	CL-1 CL-2 CL-3 Total	1 1 1 1 3	1 1 1 1 3
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1 CL-2 CL-3 Total	1 1 1 3	1 1 1 3
	Very Short Answer Questions (VSAQs)	2 Marks	CL-1 CL-2 CL-3 Total	2 2 2 6	4 4 4 12
Constructed response question	Short Answer Questions(SAQs)	3 Marks	CL-1 CL-2 CL-3 Total	1 1 3 5	3 3 9 15
	Long Answer Questions(LAQs) with internal choice	5 Marks	CL-1 CL-2 CL-3 Total	1 Nil 1 2	5 Ni 1 5
	Total Sum	mative Asse	ssment Marks		50

6th Class (Mathematics)

Mathematics Education

Mathematics has an extremely rich history in India, spanning thousands of years from Vedic times to the modern era. By learning about the development of Mathematics in India as well as throughout the world, a rootedness in India can be enhanced along with a more general appreciation of the history of Mathematics and of the remarkable evolution and development of mathematical concepts through time, and India's critical role in these developments.

Mathematics education encompasses teaching and learning mathematical concepts, from basic numeracy to advanced problem-solving. It develops logical thinking, problem-solving skills, and clear communication. Through various stages, students grasp foundational numeracy, progress to conceptual understanding, and eventually tackle abstract mathematical concepts. Effective mathematics education cultivates creativity, critical thinking, and prepares students for real-world applications in fields like science, technology, engineering, and finance.

Aims

Mathematics education goes beyond arithmetic, fostering logical thinking, problem-solving, and communication skills. It's vital for understanding science, social studies, art, and making informed decisions. Key aims include:

- 1. Basic Numeracy: Fluency in numbers and measurement for daily life.
- 2. Mathematical Thinking: Developing systematic, logical approaches to understanding the world.
- 3. Problem Solving: Formulating and solving problems, fostering perseverance and creativity.
- 4. Mathematical Intuition: Cultivating a sense of what's true and should not be true in mathematics.
- 5. Joy and Wonder: Inspiring curiosity and appreciation for mathematical patterns and concepts.

Nature of Knowledge

Mathematics holds timeless truths established through rigorous proofs. Its knowledge, built over millennia, grows cumulatively, with new discoveries building on past truths. Discovering patterns, making conjectures, and proving or refuting them requires creativity and elegance. While formal language is used, mathematical intuition is crucial. Mathematicians view their field as more art than science, emphasizing intuition alongside formal proofs.

Current Challenges

Current math education faces challenges: a. Many early-grade students lack foundational numeracy, hindering future learning and participation. b. Math learning tends to be procedural, neglecting creativity and aesthetics. c. Textbooks often disconnect from students' experiences, hindering understanding. d. There's overemphasis on formalism, neglecting intuitive understanding. e. Assessment promotes rote learning, not genuine understanding or creativity. f. Students often fear math; solutions include changing societal attitudes and fostering joy through interactive teaching methods.

Learning Standards

In early grades, foundational numeracy is key, including understanding Indian numerals and basic shapes through play. Preparatory stage focuses on conceptual understanding of numbers, operations, shapes, measurement, and data handling, promoting procedural fluency and problem-solving skills. Middle stage abstracts concepts like algebra and geometry for wider application, emphasizing pattern recognition and problem-solving. Secondary stage deepens logical reasoning skills, focusing on justifying claims and working with abstractions, mathematical modelling, and algorithm development. Each stage builds on the last, fostering a comprehensive understanding of math and computational thinking.

Middle Stage

In the Middle Stage, the emphasis moves towards abstracting some of the concepts learnt in the Preparatory Stage in order to make them more widely applicable. Algebra, in particular, is introduced at this Stage through which students are able to, for example, form

rules to understand, extend, and generalise patterns. More abstract geometric ideas are also introduced at this Stage and relations with algebra are explored to solve problems and puzzles.

Principles of Pedagogy- Every child is capable of learning. Children are natural learners.

- a. Learning is an active process that involves both understanding and doing.
- b. Children learn best when they are respected, valued, and involved in the learning process.
- c. Children learn in a variety of ways, illustratively, through making something, participating in discussion, listening, speaking, reading, writing, questioning, exploring, discovering, and experimenting.
- d. Learning happens best when classroom processes make connections with the life of students and their prior experiences, focus on conceptual clarity, and provide variety and challenge to students.
- e. Practice is a critical and integral part of the learning process.
- f. Learning and assessment activities should incorporate a variety of approaches, including **art integration**, **sports integration**, **toy-based learning**, **technology integration**, or any other suitable method.

Curricular Goals and Competencies in Mathematics (Middle Stage) as per NCF 2023 for School Education

Curricular Goals	Competencies
CG-1 Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks	C-1.1 Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers
for patterns, and appreciates relationships between numbers	C-1.2 Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns

	C-1.3 Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta
	C-1.4 Explores and understands sets of numbers, such as whole numbers,
	fractions, integers, rational numbers, and real numbers, and their
	properties, and visualises them on the number line
	
	C-1.5 Explores the idea of percentage and applies it to solve problems
	C-1.6 Explores and applies fractions (both as ratios and in decimal form) in
	daily-life situations
CG-2 Understands the concepts of variable, constant, coefficient,	C-2.1 Understands equality between numerical expressions and learns to
	check arithmetical equations
expression, and (one-variable)	C-2.2 Extends the representation of a number in the form of a variable or
equation, and uses these concepts	an algebraic expression using a variable
to solve meaningful daily-life	C-2.3 Forms algebraic expressions using variables, coefficients, and
problems with procedural fluency	constants and manipulates them through basic operations
	C-2.4 Poses and solves linear equations to find the value of an unknown,
	including to solve puzzles and word problems
	C-2.5 Develops own methods to solve puzzles and problems using algebraic
	· · · · · · · · · · · · · · · · · · ·
	thinking

CG-3 Understands, formulates, and C-3.1 Describes, classifies, and understands relationships among different	
applies properties and theorems types of two - and three-dimensional shapes using their defining	
regarding simple geometric shapes properties/attributes	
(2D and 3D) C-3.2 Outlines the properties of lines, angles, triangles, quadrilaterals, and	
polygons and applies them to solve related problems	
C-3.3 Identifies attributes of three-dimensional shapes (cubes, parallelepip	eds,
cylinders, cones), works hands-on with material to construct these shapes,	
and also uses two-dimensional representations of three-dimensional object	,
visualise and solve problems	
C-3.4 Draws and constructs geometric shapes, such as lines, parallel lines,	
perpendicular lines, angles, and simple triangles, with specified properties	
using a compass and straightedge	
C-3.5 Understands congruence and similarity as it applies to geometric sha	ipes
and identifies similar and congruent triangles	
CG-4 Develops understanding of C-4.1 Discovers, understands, and uses formulae to determine the area of	a
perimeter and area for 2D shapes square, triangle, parallelogram, and trapezium and develops strategies to f	ind
and uses them to solve day-to-day the areas of composite 2D shapes	

life problems	C-4.2 Learns the Baudhayana-Pythagoras theorem on the lengths of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the Sulba-Sutras
	C-4.3 Constructs various designs (using tiling) on a plane surface using different 2D shapes and appreciates their appearances in art in India and around the world
	C-4.4 Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world
CG-5 Collects, organises, represents (graphically and in tables), and	C-5.1 Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
interprets data/information from daily-life experiences	C-5.2 Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations

CG-6 Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely	C-6.1 Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments/ proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry
CG-7 Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	C-7.1 Demonstrates creativity in discovering one's own solutions to puzzles and other problems, and appreciates the work of others in finding their own, possibly different, solutions C-7.2 Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving
	C-7.2 Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving
CG-8 Develops basic skills and capacities of computational thinking, namely, decomposition, pattern	C-8.1 Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)
recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective	C-8.2 Learns systematic counting and listing, systematic reasoning about counts and iterative patterns, and multiple data representations; learns to devise and follow algorithms, with an eye towards understanding correctness, effectiveness, and efficiency of algorithms
CG-9 Knows and appreciates the development of mathematical ideas over a period of time and the	C-9.1 Recognises how concepts (like counting numbers, whole numbers, negative numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.
contributions of past and modern	C-9.2 Knows and appreciates the contributions of specific Indian mathematicians

mathematicians from India and across the world	(such as Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan)
CG-10 Knows about and appreciates the interaction of Mathematics with each of their other school subjects	C-10.1 Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports

Class 6th (Mathematics) Academic Calendar 2024-25

Time	Chapter	Learning Outcome	
Spell			Interaction Time - Let's go beyond the textbooks
Month 1	Knowing Our Numbers	 LO-1.1.1: compares whole numbers using place value understanding sorts a set of whole numbers in ascending or descending order forms greatest and smallest numbers using given set of digits applies whole number comparison to solve real-world problems involving quantities (e.g., comparing distances, finding highest score, comparing populations of different countries, etc.). LO-1.1.2: Estimates the sum, difference and product using rounding off strategy and compares the result with actual operation. LO-1.1.3: Represents and reads whole numbers (up to 12 digits) using Indian as well as international place value structure. 	 Why 0 is not put at the left most place when the smallest number is formed by using given digits (When given digits include 0 also) Where do we use estimation in daily life? Importance of suitable arrangement to perform operations
Month 2	Whole Numbers Playing with Numbers	LO-1.1.4: Represents the whole number on a number line LO-1.1.5: Adds/subtracts whole numbers using suitable arrangement (Associative and commutative law)	
	Rambers	LO-1.1.6 : Classifies whole numbers into Even/ Odd/ Prime/ composite LO-1.1.7 : Applies the divisibility tests of 2, 3, 4,	

		5, 6, 8, 9 and 10 to factorize numbers. LO-1.1.8 : Solves simple problems involving LCM and HCF of whole numbers		
Month 3	Integers	LO-1.3.1 : Develops the understanding of integers and represents on number line LO-1.3.4 : Adds and subtracts integers by using different methods (e.g., using number line, etc.)	0 0	Try to develop divisibility test of 12, 14, 15, etc Discuss the use of HCF and LCM in daily life problems Need of integers (particularly negative numbers)
Month	Fractions	LO-1.6.1: Develops the understanding of fractions as – proper, improper/mixed and represents them geometrically. LO-1.6.2: Compares and sorts fractions. LO-1.6.3: Adds and subtracts fraction	0	Try to add/ subtract two mixed fractions without converting them into improper fractions. What could be the decimal form of $\frac{1}{100000}$, think about it
4	Decimals	LO-1.6.4 : Develops the understanding of fraction as decimal and 10 th , 100 th and 1000 th places of decimal in terms of money, weight and distance. LO-1.6.5 . Solves simple problems involving addition and subtraction of decimals		100000'
Month	Data handling	 LO-5.1.1: Collects and tabulates simple and short data sets LO-5.2.1: reads pictograph and simple Bar-chart represents data through pictograph and simple Bar-chart 	0 0	Try to represent some data by different way. Try Measure the area of the rooms of your house Try to measure some piece of land in your surroundings
5	Mensuration	LO-4.1.1: Develops the understanding of perimeter as length of boundary and area-the measurement of surface LO-4.1.3: Constructs and uses the formula to calculate the area of rectangle/square using tiling/unit square grid etc		iii your surroundiiigs
Month 6	Algebra	LO-2.2.1 : Develops the understanding of variable (literal) through patterns LO-2.2.2 : Expresses simple mathematical statements using algebra. E.g. area of rectangle as $l \times b$ etc and solves simple linear equations.	0	Try to solve some puzzles using algebra, e.g. Tree A has twice the number of sparrows in it than the tree B. If Tree A has 20 sparrows, how many sparrows are there in
	Ratio and Proportion	LO-1.6.12 : Develops the understating of Ratio and uses it to find if the given numbers are in		tree B

		proportion LO-M601: Uses unitary method to solve simple problems.		
Month 7	Basic geometrical ideas	LO-3.2.1 : Develops the concept of point, line, ray, line segment, angle, vertex, inside, outside, circle and its parts	0	Make a list of objects/actions where the concept of angle is observed. Try to make some cubes/ cuboids
	Understanding elementary shapes	LO-3.2.2: Classifies angles as Acute, Right, Obtuse and Reflex LO-3.2.3: Classifies triangles as Acute-angled, Obtuse-Angled and Right-angled		/ Cylinders etc. using papers
		LO-3.1.1: Demonstrates the understanding of Cuboid/Cube, cylinder, cone, sphere, pyramid (Faces/Edges/vertices)		

Summative Assessment

S.No.	Learning outcome aligned	Chapter Number and Name	Marks Allotted	
1	LO-1.1.1, LO-1.1.2, LO-1.1.3	Knowing our Numbers	07	
2	LO-1.1.6, LO-1.1.7, LO-1.1.8	Playing with Numbers	07	
3	LO-1.3.1, LO-1.3.4	Integers	07	
4	LO-5.1.1, LO-5.2.1	Data Handling	07	
5	LO-4.1.1, LO-4.1.3	Mensuration	08	
6	LO-2.2.1, LO-2.2.2,	Algebra	06	
7	LO-3.2.2, LO-3.2.3, LO-3.1.1	Understanding Elementary Shapes	08	
	Total 50 Marks			

Cognitive Level Weightage

Cognitive levels	Total Marks	% Weightage (approx.)
CL-1: Demonstrate Knowledge and UnderstandingExhibit memory of previously learned material by recalling facts, terms, basic concepts and answersDemonstrate understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.	18	36%
CL-2: Application of knowledge/concept Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	10	20%
 CL-3: Formulate, Analyse, Evaluate and Create. Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalisations. Present and defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria. Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. 	22	44%
Total	50	100

Summative Assessment Blueprint

	Question Format	Marks Per question	Cognitive Levels	Total Questions	Marks
			CL-1	4	4
	Multiple Choice	1 Mark	CL-2	1	1
	Questions(MCQs)	1 Mark	CL-3	2	2
			Total	7	7
Selected			CL-1	1	1
response	Case Based/Data Based	1 Mark	CL-2	1	l
question	Multiple Choice	1 WILLIA	CL-3	1	1
	Questions(CB-MCQs)		Total	3	3
			CL-1 CL-2	1 1	<u>l</u>
	Assertive – Reasoning Multiple Choice Questions	1 Mark	CL-2 CL-3	1	1
			Total	3	3
	(AR-MCQs)		CL-1	2	4
	Very Short Answer Questions (VSAQs)		CL-1 CL-2	2	
		2 Marks			4
			CL-3	2	4
	Short Answer Questions(SAQs)	3 Marks	Total	6	12
Constructed			CL-1	1	3
response			CL-2	1	3
question			CL-3	3	9
			Total	5	15
			CL-1	1	5
	Long Answer	7 M 1	CL-2	Nil	Nil
	Questions(LAQs)	5 Marks	CL-3	1	5
	with internal choice		Total	2	10
	Total Summative Assessment Marks				50

Class 6th (Social Science)

Social Science Education

Social Science is the systematic and scientific study of human societies that explores the relationship between the individual and society, social institutions, and organisations. Here the term Social Science is also used to include those branches of the Humanities that involve the more qualitative study of human society, culture, thoughts, creations, development, and actions in the past and present.

The purpose of Social Science Education is to help students learn about the society in which they live – how members of their society live, interact, behave, eat, speak (and in what languages), express themselves through art, the traditions they follow, the clothes they wear, and their aspirations. It also helps students in understanding their origins, their ancestors, their culture, their neighbours, and consequently, themselves.

Social Science Education introduces students to people whom they have never met, places that they have never been, stories that they have never heard, and new ideas that that they have never conceived, thereby expanding their horizons and opening their minds to new possibilities. Finally, Social Science Education helps students develop pride in their culture and their country, with a forward-looking spirit to continuously improve – as individuals, as a society, and as a nation.

As a subject at school, Social Science draws significantly from the disciplines of History, Geography, Civics, Political Science, and Economics, and, also where relevant, from Psychology, Anthropology, Philosophy, Law, and others, thereby aiming to provide an interdisciplinary understanding.

Social Science is first studied as a separate subject in the Middle Stage. In this Stage, the study of Social Science will be largely thematic. Each of the themes would be studied through an integrated view of History, Geography, Political Science, Economics, and other disciplines where relevant, such as Psychology, Philosophy, Anthropology, and Sociology. Also, each such theme with this integrated multidisciplinary perspective will be studied at the local, regional, national, and global levels.

Curricular Goal and Competencies as per NCF SE 2023 in the following table			
Curricular Goal	Competencies		
CG-1	C-1.1 Collects and interprets multiple sources of information (primary and secondary) to		
Comprehends and interprets sources related to	understand the historical, cultural, geographical, and socio-political aspects of human life		
different aspects of human life and	C-1.2 Represents and analyses data related to various aspects of human life given in the form		
makes meaningful interpretations	of text, tables, charts, diagrams, and maps		
CG-2	C-2.1 Explains and analyses major changes in the past and their impact on society		
Explores the process of continuity and change in	C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships,		
human civilisations through specific examples from	practices, and activities in human society, notwithstanding major changes in society		
their context and a few historical episodes			
CG-3 Draws connections between the causes and effects of	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled		
different social and historical events or episodes and	life and early civilisation (such as the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human		
connects them with the overall impact on human life	habitation, family structures and relationships, the nature of work, people's sociocultural		
connects them with the overall impact on numan me	beliefs and concepts over time (e.g., ahimsa, and the fallout of major wars or invasions) that		
	significantly impacted human societies		
	C-3.2 Identifies reasons behind harmony and conflict among social groups and communities,		
	in their region and in other parts of the world, and their impact on human societies		
CG-4	C-4.1 Collects, organises, and interprets information about various social, cultural, economic,		
Understands the functioning of social, cultural, and	and political institutions in their vicinity and region, and realises its significance for human		
political institutions and their impact on society, and	society		
the way individuals and collectives shape these	C-4.2 Assesses the influence of social, cultural, and political institutions on an		
institutions	individual/group/ community/ society in general		
CG-5	C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice,		
Understands various forms	and discrimination prevailing in one's own family, locality, region, and national and global		
of inequality and prejudice in society — from those prevalent in a family to those at a community/	levels C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through		
regional/ national level — and also the initiatives and	various (including social, cultural, economic, and political) mechanisms and institutions, and		
efforts at various levels to address these issues	what individuals can do, to address these to ensure equity, inclusion, and justice		
CG-6	C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil formation,		
Understands the spatial distribution of resources	the flow of rivers, and how they are spatially distributed		
(from local to global), their	C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials, and		
conservation, the interdependence between	services across geographies		
natural phenomena and	C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in		
human life, and their environmental and other	society, and advocates the importance of the same, and what more needs to be done in these		
implications	directions including in the context of global climate change		

CG-7 Appreciates the importance and meaning of being Indian (Bharatiya) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India	C-6.4 Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts) C-7.1 Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including ayurveda and yoga C-7.2 Discovers the topographical diversity of the Indian landmass – from the semi-arid zone in the west and the areas of heavy rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as the rich biodiversity of the country C-7.3 Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements
CG-8 Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	C-8.1 Understands the need for a constitution for any country during the last few centuries — especially in a country such as India — and its deeper objectives C-8.2 Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage C-8.3 Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grass root level
CG-9 Understands the processes of economic activities (production and consumption, trade, and commerce)	C-9.1 Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society
CG-10 Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	C-10.1 Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter – illustratively, understands the strengths of India's democratic traditions through its history
CG-11 In the curricular goals CG-1 to CG-10, there is a basic and adequate understanding of the history, geography, and culture of the locality, region, and country	Note: Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10

Month	Chapter	Learning Outcome	Suggestive Pedagogical Approach
	The Earth in the Solar System	 0.0.1: distinguishes between stars, planets and satellites e.g., Sun, Earth and Moon 0.0.2: recognises that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere 	Students can be shown Solar System videos available on the internet to understand required things.
Month 1	Globe: Latitudes and Longitudes	0.0.3: identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map	After an animated video of latitudes and longitudes available on the internet the learners can be asked to draw a diagram showing important longitudes and latitudes.
	Motions of the Earth	0.0.4: demonstrates day and night; and seasons	Students can be shown Solar System videos available on the internet to understand required things.
	What, Where, How and When?	1.1.1 : identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period	Project Work: E.g. Collect various sources of history and classify them as literary, archaeological etc. and explain their use in reconstructing history
	From Hunting- Gathering to Growing Food	1.1.2: locates important historical sites, places like Burzohama, Inamgaon, Hunsgi, Kurnool etc. on an outline map of India 2.2.2: recognises distinctive features of early human cultures and explains their growth 3.1.1: explains broad developments during the ancient period, e.g., hunting—gathering stage, the beginning of agriculture, etc. and relates the developments occurring in one place with another	A field visit to a nearby historical site can be arranged.

Month 2	In the Earliest Cities	 1.1.3: locates important historical sites, such as various sites of Indus Valley Civilization 2.2.1: recognises distinctive features of Indus Valley Civilization 2.2.2: explains broad developments during the ancient period, e.g., the first cities on the Indus etc. and relates the developments occurring in one place with another 	Important historical sites, such as various sites of Indus Valley Civilization will be located on the blank map of Indian Subcontinent,
	Understanding Diversity	7.1.1: describes various forms of human diversity around her/him.7.1.2: develops a healthy attitude towards various kinds of diversity around her/him	Project Work: Collect the pictures showing various forms of diversity.
	Diversity and Discrimination	7.1.3: recognises various forms of discrimination and understands the nature and sources of discrimination.7.1.4: raises appropriate questions about these practices.	Collect the evidences wherein people are still discriminated against on various basis.
	What is Government?	0.0.5: Describes the concept of government and its need.0.0.6: Identifies different levels of the government	Prepare a flow chart showing various levels of government and their areas. of jurisdiction
	Maps	0.0.7: Identifies four cardinal directions0.0.8: Identifies various types of maps0.0.9: Draws map of his/her locality	Draw a map of each your school and your neighbourhood taking care of the proper cardinal directions.
Month 3	Major Domains of the Earth	6.1.1: Explains the terms like lithosphere, biosphere, hydrosphere, and atmosphere.6.4.1: Identifies the various continents and oceans on the globe/ outline map of the world.	Make a 3-d model showing major domains of the Earth.
	What Books and Burials Tell Us	3.1.1: Collects and interprets information mentioned in the literary works of the time.3.1.2: Uses archaeological sources e.g. burials to reconstruct history of the past.	Collects some pictures of the burials and interpret the information they yield.

	Kingdoms, Kings and An Early Republic	 2.1.1: Explains the development of Janapads and Mahajanapadas 2.1.2: Locates Mahajanapadas on an outline map of the Indian Subcontinent 1.2.1: Analyses how Mahajanapadas were different from the present republics. 	Locate the 16 Mahajanapadas on an outline map.
Month 4	Panchayati Raj	8.3.1: identifies various levels of the government— local, state and union8.3.2: describes the role of government at the local level.	Make a visit to a panchayat and enquire about its composition and election.
	Panchayat Raj in J & K	 8.3.3: describes the composition and structure of Panchayati Raj in J & K 8.3: Analyses the working of Panchayati Ray in his/her immediate community 	Compare the work of a BDC and DDC
	Rural Administration	11.1: describes the functioning of rural local government bodies in sectors like health and education	Visit a local health centre and enquire about its work.
	Urban Administration	11.2: describes the functioning of urban local government bodies in sectors like health and education	Visit a hospital/clinic and enquire about its work.
Month 5	Our Country India	7.2.1: Demarcates various physical divisions on an outline map of India.7.2.2: Explains the features of various physical divisions of India	Prepare a presentation of physical divisions of India
	Jammu, Kashmir and Ladakh at a Glance	6.4.1 : Explains the features of various physical divisions of erstwhile state of Jammu and Kashmir	Prepare a presentation of physical divisions of Jammu & Kashmir and Ladakh

	New Questions and Ideas	10.1.1: analyses basic ideas and values of various religions (e.g. Buddhism, Jainism etc) and systems of thought during ancient period	Have a discussion about comparison of the teachings of Buddhism and Jainism
Month	Ashoka, the Emperor Who Gave Up War	3.1.3 : lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, coins of the time, etc.	Discuss why Ashoka turned to Dharma Vijay after the Battle of Kalinga
6	Vital Villages Thriving Towns	7.3.1: synthesises information related to various historical developments like the use of iron tools in agriculture, various crafts and their impacts.	Make a model of toys showing thriving towns
	Traders, Kings and Pilgrims	 7.3.2: Analyses the presence of Roman Gold coins in South India. 7.3.3: Lists the reasons behind the growth of kingdoms along the coastal regions. 7.3.4: Explains the growth of various pilgrimage centres in India. 7.3.5: describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc 	Technology Integrated Approach
	New Empires and Kingdoms	2.1.3: Explains the growth and features of kingdoms like The Pallavas, Chalukyas etc.2.1.4: describes issues, events, personalities mentioned in literary works of the time	Have a session about the various personalities of India who have contributed in various fields.
Month 7	Buildings, Paintings and Books	10.1.1: Cites the evidences of excellence in metallurgy, architecture, etc. of the time.10.1.2: Knows and explains the contribution of India like zero, Ayurveda etc.	Have a discussion about the contribution of Aryabhatta and Varahamira

Rural Livelihood	11.2: describes factors responsible for availability of different occupations undertaken in rural areas.	Survey: 1. Undertake a survey about the various occupations undertaken in villages urban area. 2. Why do people go to towns or cities
Urban Livelihood	11.3: describes factors responsible for availability of different occupations undertaken in urban areas.	Survey: Have a survey about the various occupations undertaken in a nearby urban area.

CONTENT FOR SUMMATIVE ASSESSMENT

S. No.	Domain	Name of the chapter	Marks
1		Globe; Latitudes and Longitudes	05
2	THE EARTH; OUR HABITAT	Motions of the earth	03
3		Maps	03
4		Our Country India	03
5		Jammu, Kashmir and Ladakh at a Glance	02
6	OUR PASTS - I	What, Where, How and When?	04
7		In the Earliest Cities	03
8		What Books and Burials Tell Us	03
9		Ashoka, the Emperor Who Gave Up War	05
10		New Empires and Kingdoms	03
11	SOCIAL & POLITICAL LIFE - 1	Understanding Diversity	03
12		Diversity and Discrimination	04
13		Panchayati Raj	05
14		Panchayat Raj in J & K	04
		Total	50

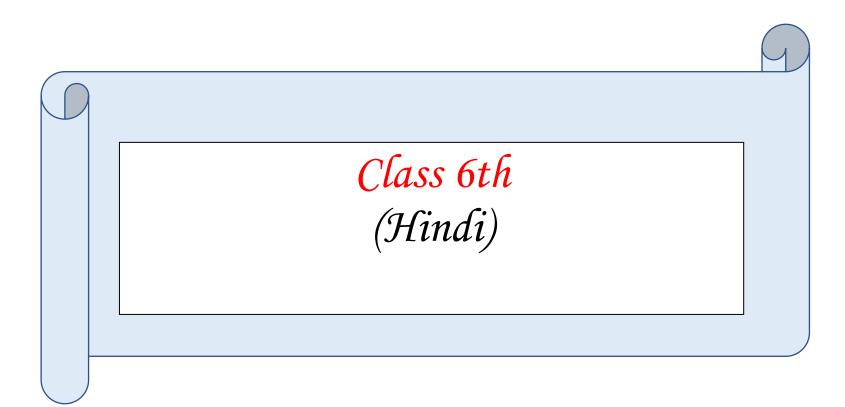
Suggestive Activities

Curricular	Competencies	Activity						
Goal								
CG-1	C-1.1	Explore your textbook and collect information about the various sources of history. Make toys of the						
		archaeolog	gical sour		coins.			
		Your toy	Original source/coin	Type of source	What does i	t tell us abo	out the past	
00.2	0.2.1							
CG-2	C-2.1	Group Ta Materials		l: Clay, 1	Paper, Thr	ead, col	lours	
		Make the toys of the time mentioned	Ancient t		resent In f	future redict)	What changes you observed? How have these changes impacted the society?	
		Tools of transport Agricultural						
		tools Things we used for light						
		A man wearing clothes of the time Kitchen items						
		Tools of communicati on						

CG-5	C-5.1									
66.5	C 3.1	Survey								
			nır orand	narents of	n either side	who have div	vided their property among their soblings and			
		fill in the blank	-	parents of	i citilei side	willo mave div	vided their property among their soonings and			
		Assets Wo		Share the	Share the	Share the				
		(at t		sibling 1 got	sibling 2 got	sibling 3 got				
		House								
		Land Cattle/livesto								
		ck								
		Land								
		Others								
		discrimination	and prep group di	are a repo scussion i	ort. n the schoo	l after the stud	oncepts like inequality, prejudice, and dents collect their individual data so that those			
CG-6	C-6.4									
		Observe the vis	sual and	discuss an	d then write	e about the fol	llowings:			
							and Kashmir mostly dependent on sheep			
		rearing			ine ining are	us of building	and Hasmin mostly dependent on sheep			
				move alor	na with thei	r animals to hi	igher grees during summers?			
CG-8	C-8.3		b) Why do people move along with their animals to higher areas during summers? Some members of the Gram Sabha and the concerned Gram Panchayat will be invited to class and the							
CG-8	C-8.3									
				-			e working of the Gram Panchayat so that they			
		* *	_	ce in upho	olding demo	ocracy at the v	village level. They will then be asked to make a			
		report accordin	gly							
		Gram Sabha member/Surpanc h	Your ques	Cor mer	ponse of the nmunity nbers/ panch	Prepare a report on how Gram Panchayat works here.				
		Gram Sabha member – 1								
		Gram Sabha member - 2								
		Surpanch								
		Surpanch								
		Surpanch								
		Surpanch								

CG-9	C-9.1	List the commodities that are sufficiently produced in your locality or in your state/UT or Nation	Is there any commodity that is sold in nearby places or exported to other states/nations?	Why the surplus is sold or exported?	How the selling and buying does affects the life of an individual and society?

	Question Format		Cognitive Levels	Total Questions	Marks
			CL-1	4	4
	Multiple Choice		CL-2	Nil	Nil
	Questions (MCQs)	1 Mark	CL-3	3	3
			Total	7	7
Selected			CL-1	1	1
Response	Case Based/Data Based		CL-2	1	1
Questions	Multiple Choice Questions	1 Mark	CL-3	1	1
Questions	(CB-MCQs)		Total	3	3
	A .: D .		CL-1	Nil	Nil
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-2	2	2
			CL-3	1	1
	(AK-WCQS)		Total	3	3
	Very Short Answer	2 Marks	CL-1	2	4
			CL-2	1	2
	Questions (VSAQs)		CL-3	3	6
			Total	6	12
Constructed		3 Marks	CL-1	3	9
Response	Short Answer Questions		CL-2	Nil	Nil
Questions	(SAQs)		CL-3	2	6
Questions			Total	5	15
	Long Answer Questions		CL-1		
	(LAQs)		CL-2	1	5
	with internal choice	5 Marks	CL-3	1	5
			Total	2	10
	Total Summative Asses	sment Marks			50



वार्षिक कलेंडर

CG1 पाठ्यचर्या संबंधी लक्ष्य	c-1.1 विभिन्न पाठों को समझने के लिए विभिन्न
विभिन्न प्रकार के पाठो कहानियो,कविताओं,नाटकों के	समझ,रणनीतियों],अनुमान,भविष्यवाणी[को लागू करता है I
अंश,निबंध,लेख,समाचार,रिपोर्टके साथ जुड़ करस्वतंत्रपढ़नेकी समझ और सारांश	C1.2— मुख्य बिंदुओ की पहचान करता है,पाठ को ध्यान से पढ़ने के बाद सारांश
कौशल विकसित करता है और किताबें पढ़ने में रूचि दिखाता हैI	देता है ,और सुसंगत रूप से प्रतिक्रिया देता है I
	C1.3- विभिन्न ग्रंथो में मुख्य विचार की पहचान करता है और उसकी सराहना
	करता है I
	C1.4- विभिन्न प्रकार की पुस्तकों को चुनने और पढ़ने में रूचि दिखाता है I
CG2	С 2.1-लेखन रणनीतियो का उपयोग करता है ,जैसे विचारो को अनुक्रमित
विचारो,भावनाओं और सामाजिक घटनाओं के अनुभवों उदधारण के लिए गाँव के	करना,शीर्षकों या उपशीर्षकोंकी पहचान करना और स्पष्ट शुरुआत,अंत और
मेले,त्योहार,अवसर के बारे में लिखने की क्षमता प्राप्त करता है।	पैरग्रैफ़ बनाना.
	С 2.2- अपने परिवेश के विभिन्न पहलुओ पर अनुभवो,भावनाओं और आलोचकों
	को लेखन में अभिव्यक्त करता है I
CG 3	C 3.1-उचित शैली का प्रयोग करके विभिन्न प्रकार के पत्र और निबंध लिखते हैं
प्रश्न पूछने,विश्लेषण करने और उत्तर देने के लिए भाषा कौशलका उपयोग करके	और विभिन्न श्रोताओं और उद्देश्यों के लिए दर्ज करते हैं
प्रभावी संचार की क्षमता विकसित करता है।	
CG 4	C 4.1-साहित्य के विभिन्न रूपों]गद्य,कविता,नाटक के नमूने [की पहचान और
विभिन्न साहित्यिक उपकरणो और साहित्य के रूपों की खोज करते हैं।	सराहना करता है
	C 4.2- विभिन्न प्रकार के साहित्य को पढ़करऔर लेखन में उपयोग करके अलंकार
	रूपक,उपमा,मानवीकरण,अतिशयोक्ति और अनुप्रास और साहित्यिक उपकरणो
	की पहचान करता है I
CG 5	C5.1-अपने लेखन में उचित व्याकरण और संरचना का उपयोग करते हैं।
बुनियादी भाषायी पहलू। शब्द और वाक्य संरचना को पहचानने की क्षमता	
विकसित करना और उन्हें मौखिक और लिखित अभिव्यक्ति में उपयोग करना I	
CG 6	C6.1- भाषा की ध्वन्यात्मकताऔर लिपि,स्वरों और व्यंजनो की संख्या और वे कैसे
भाषा की विशिष्ट विसेशताओ की संरचना विकसित करे जिसमें इसकी वर्णमाला	परस्पर क्रिया करते है और उपयोग किए जाते हैं,को समझता है I
और लिपि,ध्वनियां,छंद,वाक्य और भाषा के लिए आदितिय अन्य शब्द खेल और	C6.2- भाषण और लेखन को अधिक रोचक और आनंददायकबनानेके लिए भाषा
खेल शामिल हैं I	में यमक,छंद,अनुप्रास और अन्य शब्द नाटकों के उपयोग में संलग्नहोना I
	C6.3-
	भाषा के कुछ प्रमुखशब्द खेलों से परिचित हो जाते है)उदाहरणके लिए विलोम
	पद,अधयाक्षरकाविपयृय, वर्ग-पहेली,बिनाअक्षरयाध्वनिवालेवाक्य,पहेलियाँ,
	चुटकुले, अंताक्षरीइत्यादि।

सीखने के परिणाम

C1.1.1.

- .1शब्दावली का उच्चतम प्रयोग करने में सक्षम होते हैं
- .2मार्गदर्शन और सहायता के साथ पाठों से सूक्ष्म अर्थों का अनुमान लगाता है I

C1.2.2.

- .1एक पाठ के मुख्य बिंदुओ की पहचान करता है I
- .2एक संक्षिप्त कहानी या लेख के बारे में सरल प्रश्नो के उत्तर देने में सक्षम होता है I
- .3पाठ में आए कठिन शब्दों को अर्थसहित समझने में सक्षम होता है I

C1.3.3.

- .1विषय या मुद्दे के मुख्य विचारो को पहचानने के लिए विभिन्न स्त्रोतों से जानकारी को संघटित करता है I
- .2पाठ का रुचिपूर्वक अधय्यन करता है तथा रोचक तथ्यों को समझकर उसकी सराहना करता है

C 1.4.4.

- . .1शिक्षार्थी हर प्रकार की पुस्तकों का अध्य्य्न करने में सक्षम होता है I
- .2विभिन्न विषयों में व्यापक ज्ञान और समझ विकसित करता है
- .3विभिन्न प्रकार की किताबों की पहचान करता है और उन्हें उसी अनुसार वर्गीकृत करता है I

C2.1.1.

- .1 विद्यार्थी अपने लेखों को अधिक प्रभावशाली बनाने के लिए उपयुक्त शीर्षक और उपशीर्षक का चयन करने में सक्षम होता है I
- .2साफ़ और सम्पूर्ण गद्यांशो का निर्माण करने की क्षमता विकसित होती है I

C 2.2.2.

- 1. छात्र विभिन्न परिवेशों में अपने अनुभवो को साकार करके लेखन में साहित्यिकता विकसित करते हैं I
- 2. छात्र अपनी भावनाओं को सही ढंग से व्यक्त करने के लिए शब्दों का उपयोग करते हैं
- 3. छात्र समाज में हो रहे परिवर्तनो को समझते हैं और अपने विचारो को व्यक्त करने के लिए प्रेरित होते हैं

C3.1.1.

- .1शिक्षार्थी लिखित व वाचन के विभिन्न रूपों से परिपूर्ण अवगत होते हैं I
- .2वर्णात्मक या विविरणात्मक जैसी साहित्यिक शैलियों के साथ परिपूर्ण होते हैं
- .3लेखन की सम्पूर्ण शैलियों में पूर्ण ध्यान केंद्रित कर पाते हैं

C 4.1.1

- .1विद्यार्थी मूलरूप से पाठ के क्रम को पहचानता है
- .2पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करता है
- .3छात्र महत्वपूर्ण हिंदी लेखकों और कवियों के बारे में समझ पाते हैं.

C4.2.2.

- 1. दिए गए संदर्भ से विभिन्न प्रकार के रस अलंकार इत्यादि आसानी से ढूँढने में सक्षम होते हैं
- 2. नवाचार के साथ अपने स्वयं के कुछ उधाहरण बनाने में सक्षम होते हैं
- 3. पाठ पढ़ते समय निर्धारित विषय के विभिन्न प्रकार के भाव,अतिशयोक्ति तुकांत योजना को समझने में सक्षम होते हैं I

C5.1.1-

- 1. व्याकरण :वाक्य रचना,क्रियाओं का प्रयोग ,संज्ञा,सर्वनाम,और क्रिया के प्रकार ,संधि ,लिंग ,वचन को समझना
- 2. पाठ्य पुस्तकों को समझना :कहानियों और गद्य को समझना ,मुख्य विचारो की पहचान करना I
- 3. संरचना :निबंध लेखन ,पैराग्राफ़ संरचना और स्पष्टता के साथ लेखन करना I

C6.1.1-

- .1भाषा में सभी स्वरों की पहचान करता है और उनका नाम बताता है
- .2प्रत्येक स्वर के साथ जुड़े विभिन्न ध्वनियों को पहचानता है I
- .3यह प्रदर्शन करता है कि स्वर कैसे व्यंजनों के साथ शब्द बनाने के लिए सहायक होते हैं I
- .4सही स्वर ,ध्विन और लिपि का प्रयोग करके सरल शब्द लिखता है I

C6.2.2-.

- .1सरल वाक्यों में यमक के प्रयोगों को समझता है
- .2सामान्य शब्दों और वाक्यों का उपयोग करके मूल छंद बनाता है I
- .3पाठों या कविताओं में अनुप्रास को पहचानता है और मूल्यांकन करता है I
- .4बातचीत या लिखित कार्यों में सरल शब्दों का उपयोग करके सरल शब्द-खेल उत्पन्न करता है I

C6.3.3-

- 1. साधारण शब्द खेलो को ,जैसे कि पहेलियाँ ,चुटकले और विलोमपद की पहचान करता है और परिभाषित करता है I
- 2. शब्द खेल और दोहरा अर्थ पहचानकर सरल पहेलियाँ और चुटकले को हल करता है
- 3. परिचित शब्दों और वाक्यों का उपयोग करके मौलिक विलोमपद बनाता है
- 4. ग्रुप गतिविधियों में भाग लेता है,जैसे की अँताक्षरी या सरल क्रासवर्ड ,पज़ल आदि I

समय अवधि	विषय/उपविषय पाठ	पाठ्यचर्या सम्बन्धी लक्ष्य	योग्यता/क्ष मता	सीखने के परिणाम	प्रस्तावित शिक्षण विधि
1महीना	1से 2 वह चिड़िया जो बचपन वचन,विलोम शब्द	CG1.	C1.1. C1.2.	C1.1.11शब्दावली का उच्चतम प्रयोग करने में सक्षम होते हैं .2मार्गदर्शन और सहायता के साथ पाठों से सूक्ष्म अर्थों का अनुमान लगाता है I C1.2.21एक पाठ के मुख्य बिंदुओ की पहचान करता है I .2एक संक्षिप्त कहानी या लेख के बारे में सरल प्रश्नो के उत्तर देने में सक्षम होता है। .3पाठ में आए कठिन शब्दों को अर्थसहित समझने में सक्षम होता है	पाठ -वह चिड़िया को पढ़ाते समय,बच्चों को इस कविता के महत्वपूर्ण भावनाओं और संदेशो को समझने के लिए विशेष ध्यान देना चाहिए I बचपन पाठ के बाद विद्यार्थियों से व्यक्तिगत अनुभवों पर आधारित संवाद लेखन का अभ्यास करवाएँ I वचन और विलोम शब्द के भाग के रूप में व्याकरण का उपयोग करके छात्रों को इन विषयों को समझने और प्रयोग करने का समर्थन करें I
2महीना	पाठ 3से 4 नादान दोस्त , अक्षरों का महत्व क्रिया विशेषण की परिभाषा और भेद निबंध -मेरा प्रिय मित्र, अनुशासन	CG2.	C 2.1	C2.1.1. विद्यार्थी अपने लेखों को अधिक प्रभावशाली बनाने के लिए उपयुक्त शीर्षक और उपशीर्षक का चयन करने में सक्षम होता है I C5.1.1- व्याकरण :वाक्य रचना,क्रियाओं का प्रयोग , संज्ञा,सर्वनाम,और क्रिया के प्रकार ,संधि ,लिंग वचन को समझना पाठ्य पुस्तकों को समझना :कहानियाँ और गद्य को समझना,मुख्य विचारो की पहचान करना I संरचना :निबंध लेखन,पैराग्राफ़ संरचना और स्पष्टता के साथ लेखन करना I	नादान दोस्त और अक्षरों का महत्व उचित प्रकार से समझाने की कोशिश करे I क्रिया विशेषण की परिभाषा और भेद को सरल शब्दों में समझाएँ I निबंध को लिखते समय अपने मित्र के गुणो और उनसे सम्बंधित अनुभवों पर ध्यान केंद्रित करें I अनुशासन के सम्बंध में खेल,कहानियो और गतिविधियों का उपयोग करें I
3महीना	पाठ चाँद से थोड़ी सी गप्पें साथी हाथ बढ़ाना विशेषण,क्रिया के	CG4-	C4.1- 1 2 C3.1- 1	C 4.1.1 .1विद्यार्थी मूलरूप से पाठ के क़म को पहचानता है .2पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करता है C3.1.1.	कविता पढ़ने और उसके महत्व को समझाने के लिए छात्रों को कविताओं की रचना,अभिव्यक्ति और भावनाओं को समझाने के लिए कक्षा में कविता पाठ किया जा सकता है व्याकरण को समझाने के लिए,छात्रों को खेल और गतिविधियों के माध्यम से व्याकरण के

	भेद व परिभाषा,उपसर्ग,प र्यायवाची शब्द पत्र लेखन-:फ़ीस माफ़ी पर पत्र लिखिए		2 3	.1शिक्षार्थी लिखित वाचन के विभिन्न रूपों से परिपूर्ण अवगत होते हैं I .2वर्णनतमक या विवरणातमक जैसी साहित्यिक शैलीयो के साथ परिपूर्ण होते हैं .3लेखन की सम्पूर्ण शैलियों में पूर्ण ध्यान केंद्रित कर पाते हैं	नियमो को स्पष्ट किया जा सकता है I बच्चों को खेल खेलकर सीखने का मौक़ा दिया जा सकता है I
4महीना	निबंध दीपावली पाठ ऐसे ऐसे टिकट-अलबम मुहावरे,प्रत्यय, निबंध -:रक्षा बंधन ,विज्ञान के लाभ व हानियां पत्र लेखन -: एक सप्ताह के लिए अवकाश हेतु प्रार्थना पत्र	CG4-	C 4.1	 C 4.1.1 .1विद्यार्थी मूलरूप से पाठ के क्रम को पहचानता है .2पिठत पाठ के विभिन्न रूपों का स्पष्टीकरण करता है .3छात्र महतवपूर्ण हिंदी लेखकों और किवतो के बारे में समझ पाते हैं. C5.1.1. 1. व्याकरण :वाक्य रचना,िक्रयाओं का प्रयोग,संज्ञा,सर्वनाम,और क्रिया के प्रकार ,संधि लिंग वचन को समझना 2. पाठ्य पुस्तकों को समझना :कहानियाँ और गद्य को समझना,मुख्य विचारो की पहचान करना I 3. संरचना :निबंध लेखन,पैराग्राफ़ संरचना और स्पष्टता के साथ लेखन करना I 	कविता पढ़ने और उसके महत्व को समझाने के लिए ,छात्रों को कविताओं की रचना,अभिव्यक्ति और भावनाओं को समझाने के लिए कक्षा में कविता पाठ किया जा सकता है व्याकरण को समझाने के लिए,छात्रों को खेल और गतिविधियों के माध्यम से व्याकरण के नियमो को स्पष्ट किया जा सकता है I बच्चों को खेल खेलकर सीखने का मौक़ा दिया जा सकता है I
5 महीना	पाठ में सबसे छोटी होऊँ लोकगीत कारक,अनेक शब्दों के लिए एक शब्द,यमक, अनुप्रास	CG 1 CG6	C1.1- C6.2-	C1.1.11शब्दावली का उच्चतम प्रयोग करने में सक्षम होते हैं .2मार्गदर्शन और सहायता के साथ पाठों से सूक्ष्म अर्थों का अनुमान लगाता है I C6.2.2 1. सरल वाक्यों में यमक के प्रयोगों को समझता है 2. सामान्य शब्दों और वाक्यों का उपयोग करके मूल छंद बनाता है I 3. पाठों या कविताओं में अनुप्रास को पहचानता है	साहित्यिक पुस्तकें,कविताएँ,और व्याकरण को पढ़ाने के लिए सम्बंधित गतिविधियों और प्राजेक्ट्स का आयोजन किया जा सकता है I इससे छात्रों को सही संदेश समझाने में मदद मिलती है और उनकी समझ में विशेष रूप से सुधार होता है I

				और मूल्यांकन करता है I 4. बातचीत या लिखित कार्यों में सरल शब्दों का उपयोग करके सरल शब्द-खेल उत्पन्न करता है I	
6महीना	पाठ देश-गान सेनापति ताँत्या टोपे संधि,लिंग वचन	CG 4	C4.1 -	C 4.1.1 .1विद्यार्थी मूलरूप से पाठ के क्रम को पहचानता है .2पिठत पाठ के विभिन्न रूपों का स्पष्टीकरण करता है .3छात्र महतवपूर्ण हिंदी लेखकों और किवतों के बारे में समझ पाते हैं. C5.1.1- 1. व्याकरण :वाक्य रचना,क्रियाओं का प्रयोग , संज्ञा,सर्वनाम,और क्रिया के प्रकार ,संधि लिंग वचन को समझना 2. पाठ्य पुस्तकों को समझना :कहानियाँ और गद्य को समझना,मुख्य विचारों की पहचान करना I 3. संरचना :निबंध लेखन,पैराग्राफ़ संरचना और स्पष्टता के साथ लेखन करना I	कहानी के माध्यम से छात्रों को हिंदी भाषा में साहित्यिक रूप से सुगमता और समझ दिलायी जा सकती है I कथाओं को छात्रों के साथ साझा करने के लिए विभिन्न चिरत्रों की भूमिकाओं को पढ़ने के लिए कक्षा में गतिविधियों का आयोजन किया जा सकता है छात्रों को खेल और गतिविधियों के माध्यम से व्याकरण के नियमो को स्पष्ट किया जा सकता है I
7महीना	पाठ श्री वैष्णो देवी की यात्रा पहली बूँद निबंध -: मेरा प्रिय खेल पत्र -: विद्यालय छोड़ने के लिए प्रमाण पत्र	CG1	C1.3 -	C 4.1.1 .1विद्यार्थी मूलरूप से पाठ के क्रम को पहचानता है .2पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करता है .3छात्र महतवपूर्ण हिंदी लेखकों और कवियो के बारे में समझ पाते हैं. C5.1.1- 1. व्याकरण :वाक्य रचना,क्रियाओं का प्रयोग , संज्ञा,सर्वनाम,और क्रिया के प्रकार ,संधि लिंग वचन को समझना 2. पाठ्य पुस्तकों को समझना :कहानियाँ और	छात्रों को हिंदी में वाक्य बनाने,कहानी लिखने और कविता पढ़ने के लिए क्रियात्मक गतिविधियों में भाग लेने का अवसर देना चाहिए I

			गद्य को समझना,मुख्य 3. विचारो की पहचान करना I .3संरचना : निबंध लेखन,पैराग्राफ़ संरचना और स्पष्टता के साथ लेखन करना I	
शिष्टाचार ,	CG 5	C5.1-	C5.1.1-	शिक्षक पाठ्यक्रम में विभिन्न
बाल वर्णन-			1. व्याकरण :वाक्य ,रचना,क्रियाओं का प्रयोग ,	गतिविधियों,उपकरणो,और मौखिक/लिखित
पर्यायवाची,लिंग,	त्र		संज्ञा,सर्वनाम,और क्रिया के प्रकार ,संधि	संवाद के माध्यम से छात्रों को सक्रिय रूप से
चन			,लिंग वचन को समझना	भाग लेने का अवसर दे सकते हैं I इसके
पत्र -:अपना			2. पाठ्य पुस्तकों को समझना :कहानियाँ और	अलावा,छात्रों को समय समय पर समझाने के
सेक्शन बदलने के			गद्य को समझना,मुख्य विचारो की पहचान	लिए छोटी कहानिया और कविताएँ पढ़ा सकते
लिए प्रार्थना पत्र			करना I	हैं,ताकि उनकी भाषा समझ और व्यक्तित्व
निबंध -:मेरा			3. संरचना :निबंध लेखन,पैराग्राफ़ संरचना	विकास में मदद मिले.
जीवन लक्ष्य			और स्पष्टता के साथ लेखन करना	

कक्षा छठी के लिए मूल्यांकन योजना

खंड -ए]पठन बोध 14] [अंक[

- 1. निर्धारित कविताओं से एक कविता के छंद को हल करने का प्रयास करे और तीन बहुविकल्पीय प्रश्न एक विस्तृत जवाब वाला प्रश्न और एक रिक्त स्थान की पूर्ति वाला प्रश्न हो जो समझ ,साहित्यिक उपकरण ,अनुमान आदि पर आधारित हो I 1X5 अंक
- 2. लगभग 200से 250शब्दों के एक अनदेखे गद्यांश को हल करने का प्रयास करे जिसके बाद समझ पर आधारित बहुविकल्पीय प्रश्न,गद्यांश को उपयुक्त शीर्षक प्रदान करना,एक शब्द प्रतिस्थापन,शब्दावली,अनुमान,विश्लेषण आदि शामिल हों। 1×5 अंक
- 3. एक प्रश्न,दृश्यांक/बार ग्राफ़/आवृति विचार प्राधान्य दिए गए प्रश्नो का प्रयास करे ,िजसके बाद 4बहुविकल्पीय प्रश्न और एक विस्तृत जवाब देने वाला प्रश्न हो,जो अनुमान,िवश्लेषण,मूल्याकन आदि पर आधारित हो 1 1x 4अंक

खंड- बी |व्याकरण 9] [अंक [

शब्दो के भाग

क्रिया लिंग वचन विलोम उपसर्ग प्रत्यय संधि अलंकार मुहावरे अनेक शब्दों के लिए एक शब्द इत्यादि

1. उपर्युक्त भागो का उपयोग रिक्त स्थानो व पैराग्राफ़ में कर सकते हैं I

3अंक

- 3अंक

2. प्रत्यक्ष व अप्रत्यक्ष बोलचाल में दिए गए पैराग्राफ़ को विपरीत शब्दों में परिवर्तित किया सकता है I

2 अंक

3. एक परिचयात्मक पैसेज/कहानी/पैराग्राफ दिया जा सकता है जिसमें समय,विराम और उपयुक्त वर्तनी आदि का प्रयोग किया जा सकता है I

2अंक

4. सरल शब्दों का एक छोटा सा पैरा दीजिए जिसमें समास,अलंकार आदि को रेखांकित किया जाएगा ${f I}$

2अंक

खंड सी (लेखन कौशल 12- अंक)

1. दी गई परिस्थिति के अनुसार कहानी/बातचीत/भाषण/रिपोर्ट लेखन पर एक प्र्य का प्रयास कीजिए

- 2. दी गई पारिस्थिति पर संदेश/ईमेल/सोशल मीडिया पोस्ट लेखन के लिए एक प्राशन निर्धारित करे 50]शब्द 2 [अंक
- 3. दी गयी परिस्थिति के अनुसार पत्र लेखन के लिए दो पत्रों में से एक परिशिष्ट]औपचारिक/अनौपचारिक [पर पत्र लिखे 3-अंक।
- 4. दो में से एक प्रश्न पर प्रयास किया जाना चाहिए जो घटनाओं,परिस्थितियों आदि पर पैराग्राफ़ लेखन पर हो ,जिसमें दिए गए संकेतो और दृश्य की सहायता से अंश दिया गया हो । 80] से 100शब्दों में 4 [अंक

खंड डी (साहित्य 15 अंक)

1. पाठ्यपुस्तक में से गद्य पाठों के किन्ही छ :में से तीन छोटे क्षमता -आधारित प्रश्नो का प्रयास करे

- 3]x [6=2
- 2. पढ़ने की समझ में दिए गए प्रश्नो को छोड़कर,विषय केंद्रीय विचार ,साहित्यिक उपकरणो आदि पर आधारित चार लघु योग्यता आधारित प्रश्नो में से दो किवताओं को हल करने का प्रयास किया जाना चाहिए I 2x = 4
- 3. लघु कथाओं और नाटकों के चरित्र,दृश्य,विषय,कथानक,स्थिति,घटना आदि के आधार पर तीन दीर्घ योग्यता आधारित प्रश्नो का प्रयास किया जाना चाहिए I $1 \times 5 = 5$

योगात्मक मूल्यांकन कर्तन अध्याय संख्या और नाम क्र.सं अंक आवंटित अपठित गद्यांश 01 14 क व्याकरण 9 02 ख लेखन कौशल 12 03 ग साहित्य 04 सेनापति ताँत्या टोपे

15

50 अंक

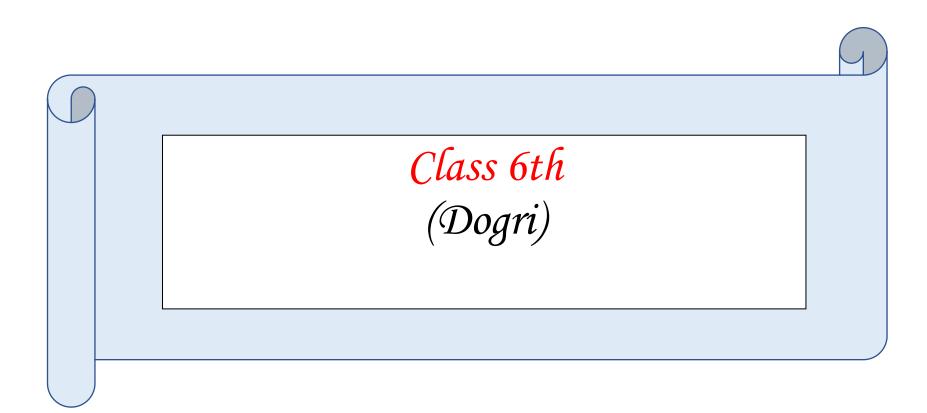
श्री वैष्णो देवी की यात्रा

पहली बूँद

शिष्टाचार, बाल वर्णन-

कुल

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समां अवधी)म्हीने च(- बिशे/उपबिशे	सिक्खने दे परिणाम	योग्यता	गतिविधिएं लेई सुझाऽ				
	डुग्गर वंदना	सतरें गी लैंऽ कन्नै पढ़ने दा कौशलडुग्गर दे बा ,रै च बाद्धू जानकारीडुग्गर दी , ,संस्कृति दा मुंडला ज्ञान दी जानकारी किश नमें शब्दें	भाशा विकासकाव्यकला दा , ज्ञान	 विद्यार्थिएं च अपनी जनमभूमी लेई प्रेम ते श्रद्धा दा भाव भरने लेई साढ़े विकास च जनमभूमी दी भूमका बारै समझाना चाहिदा। विद्यार्थिएं गी डुग्गर प्रदेश दी रैह्त- बैह्त, दिन तेहार- ते वीरें दे बारै बी जानकारी दित्ती जाई सकदी ऐ। विद्यार्थिएं गी डुग्गर भूमी दी विविधता बारै दस्सना चाहिदाइत्थें केईं , भाशां, केईं बोल्लियां,केई किस्मां दे रीति -रबाज मजूद नजेहड़े इस खित्ते , गी समृद्ध करदे न विद्यार्थिएं गी कविता मूंहजबानी कलासै च सनानै लेई प्रेरत कित्ता जाई सकदा ऐ। 				
1	डुग्गर ते डोगरे	डुग्गर दे बक्खबक्ख खेतरें - देबारै बाद्धू जानकारी, डुग्गर दी संस्कृति दा मुंडला ज्ञान, किश नमें शब्दें दी जानकारी ,	डुग्गर दे बारे च मुंढला ज्ञान , डुग्गर दे ,शब्द ज्ञान इतेहासिक पक्ख दा ज्ञान।	●डुग्गर ते डुग्गर दे बसनीकें बारै गल्लबात करदे होई विद्यार्थिएं कोला उंदे रैह्ण - सैह्न बारै पुच्छेआ जाई सकदा ऐ। अध्यापक विद्यार्थिएं गी डुग्गर प्रदेश दे लोकें दे खानपीन, लबास ते इनें लोकें दे कम्म धन्धे बारै बी जानकारी दित्ती जाई सकदी ऐ।				
	जम्मू शैहरै दे धार्मिक थाहर	जम्मू दे किश मुक्ख धार्मक थाह्रें दी जानकारी	धार्मक थाह्रें दे कन्नै-कन्नै आपसी भाइचारे दी म्हत्ता दा ज्ञान	इस लेख राहें अध्यापक विद्यार्थिएं गी हर धर्म दा ज्ञान दिंदे होई आपसी सौहार्द ते भाईचारा बनाई रखने लेई प्रेरत करी सकदे न। मुक्ख मुक्ख धार्मिक थाह्रें बारै - गल्लबात करियै विद्यार्थिएं गी जानकारी दित्ती जाई सकदी ऐ।				
2	अनमोल रतन	क्हानी पढ़ने च रोचकता जनेह गुण गी विद्यार्थिएं च स्थापत करना	क्हानी राहें झूठ बोलने कन्नै होने आह्ले नकसाने ते सच्च बोलने दे लाह् बारै अगाह करना	इस क्हानी च अध्यापक विद्यार्थिएं गी झूठ बोलने कन्नै होने आह्ले नुकसान बारै गल्लबात करियै सदा सच्च बोलने लेई प्रेरत करी सकदे न। विद्यार्थिएं गी ए बी समझाया जाई सकदा ऐ जे जिन्ना मर्जी कोई झूठ बोलै पर जित्त म्हेशां सच्च दी गै होंदी ऐ। इक झूठ बोलने कन्नै होर किन्ने झूठ बोलने पौंदे न ए बी चर्चा कित्ती जाई सकदी ऐ।				

	पंचैत	पंचैत बारै सबूरी जानकारी देना	पंचैत दे कम्म ते निज़में दा ब्यौरा हासल करना	अध्यापक सभनें शा पैह्ले विद्यार्थिएं गी उंदे अपने- अपने पैंच सरपैंच दा - नांऽपुच्छेआ जाई सकदा ऐ। पंचैत दे कम्मकाज बारै चर्चा कित्ती जाई सकदी ऐ। पंचैत दे निजमें दी चर्चा बी कित्ती जाई सकदी ऐ।
	संतुलत भोजन	संतुलत भोजन दा विस्तृत जानकारी	संतुलत भोजन दे लाह ते उसदे कन्नै होने आह्ले मानसक ते शरिरक विकास दा ब्यौरा हासल करना	इस पाठ राहें अध्यापक विद्यार्थिएं गी संतुलत भोजन करने लेई प्रेरत करी सकदे न। भोजन साढ़े शारीरिक ते मानसिक विकास आस्तै मता ज़रूरी ऐ इस बारै गल्लबात कित्ती जाई सकदी ऐ। बच्चें ते बड्डें दे भोजन च फर्क बारै बी जानकारी दित्ती जाई सकदी ऐ।
3	मजूर	कविता गी लैऽ कन्नै चेता करना	बच्चें गी मजूरें दी मेहनत कन्नै रू - व - रू करना।	इस कविता राहें किव नै मजूरें दी मैह्न्नत दा जिक्र कीते दा ऐ, अध्यापकें बी उसदे कम्म -काज़ बारै गल्लबात करियै विद्यार्थिएं दा ज्ञान बधाई सकदे न। कविता गी बार - बार पढ़ाईयै मूंह जबानी बी चेता कराई जाई सकदी ऐ।
4	महाराजा रणवीर सिंह	जम्मू दे महाराजा रणवीर सिंह हुंदा व्यक्तित्व ते कृत्तित्व	जम्मू दे महाराजा रणवीर सिंह हुंदी कारज प्रणाली दी सबूरी जानकारी दा ज्ञान हासल करना	इस पाठ राहें अध्यापक विद्यार्थिएं गी राजे-महाराजें दे नियमें, कानून, कम्मकाज आदि बारै जानकारी दित्ती जाई सकदी ऐ। कुसै बी रियासत दा राजा अपनी रियासत गी कियां चलांदा हा किश जानकारी दित्ती जाई सकदी ऐ। अध्यापक विद्यार्थिएं गी इस पाठ राहें लिंग, बचन आदि बारै बी जानकारी देई सकदे न।
4	पर्यावरण प्रदूशन	पर्यावरण प्रदूशन बारै सबूरी जानकारी हासल करना	बक्ख- बक्ख चाल्ली दे प्रदूशन ते उंदे शा बचाऽ युगत दी लोड़।	अध्यापक विद्यार्थिएं गी इस पाठ दे हवाले कन्नै प्रदूशन दी परिभाशा दिंदे होई इसदे नुक्सान बारै चर्चा कित्ती जाई सकदी ऐ। प्रदूशन दी बक्ख बक्ख किस्में-बारै गल्लबात करियै विद्यार्थिएं गी मता ज्ञान दित्ता जाई सकदा ऐ औने आह्ले समें च पर्यावरण प्रदूशन किन्ना खतरनाक होई सकदा ऐ एह्दे बारै च चर्चा कित्ती जाई सकदी ऐ।

				इक निक्का जनेहा सेमिनार बी कराया जाई सकदा ऐ।
	साढ़े ज़नौर	जनौरें दा तफसीली जानकारी	जनौरें दियां किस्मां, खानपीन ते रैन बसेरे दा ज्ञान हासल करना।	अध्यापक आसेआ पाठ पढ़ाने शा पैह्ले ज़नौरें बारै किश सुआल पुच्छे जाई सकदे न। अध्यापक विद्यार्थिएं गी इस गल्लै दा ज्ञान कराई सकदा ऐ जे जनौर साढ़े जीवन च किन्ने जरूरी न। जनौरें दे खानपीन दे कन्नै -कन्नै जंगली ते पालतू जनौरें बारै बी दस्सेआ जाई सकदा ऐ।
5	वीर बनो	कविता गी मूंह् जबानी पढ़ना ते सनाना	कविता राहें फौजी वीर जुआनें दी वीरता, बलिदानें दा ज्ञान ते जजबा हासल करने दी योग्यता।	इस कविता राहें विद्यार्थिएं गी ब्हादरी दे जजबे बारै दस्सेआ जाई सकदा ऐ। ए बी दस्सेआ जाई सकदा ऐ जे साढ़े वीर जवान कियां -िकयां देसै लेई अपनी जिंद बारी दिंदे न। अध्यापक विद्यार्थिएं च ब्हादरी दा जज्बा पैदा करी सकदे न। कविता मूंह जबानी बी चेता कराई जाई सकदी ऐ।
6	काली चिड़ी बोल्ली	क्हानी गी पढ़ना ते समझना	क्हानी राहें सच्च दी म्हत्ता गी पंशानना ते आत्मसात करने दी योग्यता हासल करना	इस क्हानी च अध्यापक विद्यार्थिएं गी झूठ बोलने कन्नै होने आह्ले नुकसान बारै गल्लबात करी सकदे न। अध्यापक क्हानी च बरतोई रूप- रचना बारै ते मुहावरें आदि बारै बी जानकारी दित्ती जाई सकदी ऐ ।
	लोक गीतें दी विधा: कारक	कारकें बारै जानकारी हासल करना	कारक दे गतारें, कारक गाने दे थाह्रें ते म्हत्ता दी उपयोगिता	इस पाठ राहें अध्यापक विद्यार्थिएं गी कारक दी परिभाशा दिंदे होई उसदा प्रयोग ते विधी बारै दसदे होई उंदा पूरा ज्ञान बधाई सकदे न। कारक कुन गांदा ऐ ते कुत्थै गाई जंदी ऐ इसदे बारै च बी जानकारी दित्ती जाई सकदी ऐ।

	हिनकनी ते बिलकनी	लोक कत्थ सुनने दी समर्थ दा विकास	लोक कत्थ राहें चंगे कर्म करने दे नतीजे दी योग्यता हासल करना	इस लोक कत्थ राहें अध्यापक विद्यार्थिएं गी हिलकनी ते बिलकनी दा मतलब दसदे होई किश होर बुराइयें दे बारै च बी चर्चा करी सकदे न।
7	फलौनियां	फलौनिएं दा अर्थ ते परिभाशा दा ज्ञान हासल करना	फलौनियां पाने कन्नै होने आह्ली दमागी कसरत बारै योग्यता हासल करना	अध्यापक विद्यार्थिएं गी फलौनी दी परिभाशा देइयै उसदा अर्थ समझाई सकदे न। फ़लौनी दी विशेशता दसदे होई दस्सेआ जाई सकदा ऐ जे इंदे कन्नै साढ़े दिमाग दी कसरत होंदी ऐ।

छेमीं जमातै लेई आकलन दी योजना

भाग (ए) पढ़ने दी समझ (15 अंक)

- 1) गद्य खंड थमां तकरीबन 100 थमां 150 शब्दें दा इक दिक्खेआ गेदा अंश, जिसदे बाद एमसीक्यू, समझदारी दे सवाल, खाल्ली थाह्र भरने, शब्दावली बगैरा दी कोशश कीती जा। 1×5=5 नंबर
- 2) लगभग 100 थमां 150 शब्दें दे इक अनदिक्खे खंड गी हल करने दी कोशश करना ते उसदे बाद एमसीक्यू, समझदारी दे सवाल, अंश गी उचित सिर्लेख देना , इक शब्द दा प्रयोग बगैरा। 1×5=5 नंबर
- 3) दृश्य सुराग/सांख्यिक डेटा/बार ग्राफ बगैरा पर आधारत इक सवाल ते उसदे बाद समझ, अनुमान, विश्लेषण, मूल्यांकन बगैरा पर आधारत एमसीक्यू दी कोशश कीती जानी चाहिदी। 1×5=5 नंबर

भाग (ख) व्याकरण (8 नंबर)

- लेखें दी पन्छान
- संज्ञा, सर्वनाम, क्रिया, विशेषण दा प्रयोग
- विभक्तियां दी पन्छान करना
- काल दा प्रयोग (साधारण वर्तमान ते सरल भूत)
- समें दी पन्छान
- संज्ञा संख्या ते लिंग दा प्रयोग

4) लेख, विभक्ति, संधि बगैरा गी रेखांकित जां गोल करियै कुसै प्रासंगिक अंश दी पन्छान करने लेई आखेआ जाग।

2.5 नंबर

5) संज्ञा, सर्वनाम, क्रिया, विशेषण बगैरा दा इस्तेमाल करदे होई खाल्ली थाह्रें कन्नै इक प्रासंगिक पैराग्राफ

2.5 नंबर

6) साधारण वर्तमान ते साधारण अतीत च क्रियाएं दा इस्तेमाल करियै इक पैराग्राफ गी खाल्ली थाह्रें कन्नै हल करने दी कोशश कीती जानी चाहिदी। 3 नंबर

भाग (नंबर 12) लेखन कौशल (ग)

7) त्रै च पैराग्राफ लिखने पर इक सवाल दित्ते गेदे संकेत कन्नै कुसै बी स्थिति पर कोशश कीती जाग। (40-60 शब्द) दा।

5 नंबर

8) चिट्टी लिखने पर दो च इक सवाल दित्ती गेदी परिस्थितियें पर कोशश कीती जाग। (अनौपचारिक) दा।

4 नंबर

9) संदेश/ई-मेल लिखने पर इक सवाल दित्ते गेदे संकेतें कन्नै प्रयास करना होग। (50-60 शब्द)

3 नंबर

भाग (नंबर 15) साहित्य (घ)

10) भाग चार च दो लघु योग्यता आह्ले सवालें दी कोशश निर्धारत पाठ्यपुस्तक दे गद्य ग्रंथें थमां कीती जानी चाहिदी।

2×2=4 नंबर

11) कविताएं थमां विशे, केंद्रीय विचार, तुकबंदी योजना उप्पर आधारित पंजें शा त्रै लघु योग्यता आह्ले सुआलें दी कोशश कीती जानी चाहिदी।

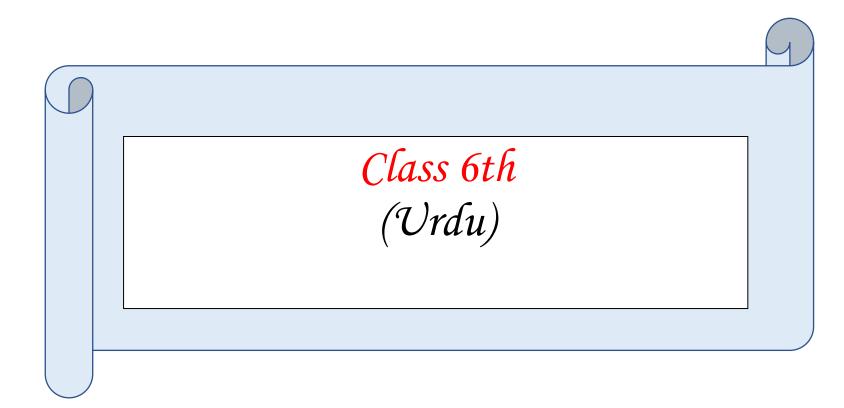
3×2=6 नंबर

12) समझ, विश्लेषण, मूल्यांकन बगैरा दे आधार उप्पर दो लम्मी जवाब देने आह्ले योग्यता आह्ले सवालें च इक दी कोशश कीती जानी चाहिदी।

1×5=5 नंबर

योगात्मक मूल्यांकन

क्र.सं.	कर्तन	ध्याs गिनतरी ते नांऽ	नंबरे दी बंड
01	क	पाठ बोधन	15
02	ख	व्याकरण	8
03	ग	लेखन कौशल	12
04		साहित्य	
05		निबंध , जियां मेरा स्कूल, मेरा ग्रांऽ	
06	घ	क्रिया ते उसदे रूप	15
07		कविता , क्हानी ते निबंध दे सुआल	
08		संज्ञा, सर्वनाम ते विशेषण दा प्रयोग	
	कुल	ल	50 नंबर



Class: 6th

1. نصابی بدف

مختلف تحریروں (کہانیاں، نظمیں، ڈراموں کے اقتباسات، مضامین، مضامین، نیوز رپورٹس) کے ساتھ مشغول بوکر آزادانہ پڑھنے کی تفہیم اور خلاصہ سازی کی مہارت کو فروغ دیتا ہے اور کتابیں پڑھنے میں دلچسپی ظاہر کرتا ہے۔

2نصابی ہدف

سماجی تقریبات کے خیالات، احساسات اور تجربات کے بارے میں لکھنے کی صلاحیت حاصل کرتا ہے (مثال کے طور پر، گاؤں کے میلے، تہوار، مواقع)

3 نصابی بدف

مؤثر مواصلات کی صلاحیت کو فروغ دیتا ہے. سوال پوچھنے، بیان کرنے، تجزیہ کرنے اور جواب دینے کے لئے زبان کی مہارت کا استعمال

4نصابی ہدف

ادب کے مختلف ادبی آلات اور شکلوں کی کھوج کرتا ہے

5نصابي بدف

بنیادی لسانی پہلوؤں (وارڈ اور جملے کی ساخت) کو پہچاننے کی صلاحیت پیدا کرتا ہے اور انہیں زبانی اور تحریری اظہار میں استعمال کرتا ہے۔

اسکولی تعلیم کے لئے قومی نصاب کا فریم ورک

6نصابی ہدف

زبان کی مخصوص خصوصیات کی تعریف کرتا ہے ، بشمول اس کے حروف تہجی اور رسم الخط ، آوازیں ، نظمیں ، پن ، اور دیگر ورڈ پلے اور کھیل جو زبان کے لئے منفرد ہیں۔

<u>مہارتیں</u>

- 1.1مختلف نصوص کو سمجھنے کے لیے مختلف فہم حکمت عملیوں (تخمینہ، پیشین گوئی) کا اطلاق کرتا ہے۔
- 2.1اہم نکات کی نشاندہی کرتا ہے، متن کو بغور پڑھنے کے بعد خلاصہ کرتا ہے، اور ہم آہنگی سے جواب دیتا ہے
 - 1.3مختلف نصوص میں مرکزی خیال کی شناخت اور تعریف کرتا ہے۔

4.1مختلف قسم کی کتابوں کو منتخب کرنے اور پڑ ھنے میں دلچسپی ظاہر کرتا ہے۔

تحریری حکمت عملیوں کا استعمال کرتا ہے، جیسے خیالات کو ترتیب دینا، عنوانات/سہ سرخیوں کی شناخت کرنا اور واضح آغاز، اختتام اور پیراگراف بنانا 2.1

تحریری طور پر اپنے ارد گرد کے مختلف پہلوؤں پر تجربات، جذبات اور تنقید کا اظہار کرتا ہے۔2.2

3.1 مناسب انداز کا استعمال کرتے ہوئے مختلف قسم کے خطوط اور مضامین لکھتا ہے اور مختلف سامعین اور مقاصد کے لیے رجسٹر کرتا ہے۔

4.1 ادب کی مختلف شکلوں کی شناخت اور تعریف کرتا ہے (نثر، شاعری اور ڈرامہ کے نمونے)

4-2

ادبی آلات کی شناخت کرتا ہے، جیسے کہ تشبیہ، استعارہ، شخصیت سازی (النکارس)، ہائپربول (اتھیشبوکتھی)، اور متناسب (انوپراس)، مختلف قسم کے ادب کو پڑھ کر اور تحریر میں استعمال کرتا ہے۔

5.1

اپنی تحریر میں مناسب گرامر اور ساخت کا استعمال کرتا ہے۔

6.1

زبان کی صوتیات اور رسم الخط، حرفوں اور حرفوں کی تعداد، اور وہ کس طرح تعامل کرتے ہیں اور استعمال ہوتے ہیں کو سمجھتا ہے

6.2 تقریر اور تحریر کو مزید دلچسپ اور پرلطف بنانے کے لیے زبان میںaliteration، rhymes،puns ، اور دیگر ورڈ پلے کے استعمال میں مشغول

دیئے گئے حروف یا آوازوں کے بغیر جملے، پہیلیاں، لطیفے، انتاکشری، ،palindromes، spoonismsزبان کے کچھ بڑے لفظی کھیلوں سے واقف ہو جاتا ہے (مثال کے طور پر، 6.3 anagrams ،crosswords)

چھٹی جماعت کے لیے ایکیڈمک پلانر

سیکھنے کا طریقہ اور ماحول	آموزشی ما حصل	مہارتیں	گرائمر/کلیدی اجزا	نظم/مضمون/متن وغيره	وقت
شاعری اور تال کی شناخت: طلباء کو نظموں میں شاعری کی اسکیموں اور تال کے نمونوں کی شناخت کرنا سکھائیں۔ تفریحی سرگرمیاں استعمال کریں جیسے تالیاں بجانا یا سادہ نعرے بنانا۔ تخلیقی اظہار: طلباء کو شاعری کے ذریعے اپنے اظہار کے مواقع فراہم کریں۔ ان کی حوصلہ افزائی کریں کہ وہ ان موضوعات کے بارے میں اپنی نظمیں لکھیں جن کے بارے میں وہ پرجوش ہیں یا ان کے تجربات۔ نظموں کا تجزیہ کرنا: نظموں کا ایک ساتھ تجزیہ کرکے	{حصة نظم} مختلف موقعوں پرنظم كو اپنے لفظوں میں سناتے ہیں۔ نظموں اور گیتوں كوموزونیت كےساتھ ادا كرتے ہیں۔ شاعرى میں موازنہ اور مجاز كى شناخت كرتے ہیں۔ شعرى اصطلاحات كو برنتا ہے۔	1.1.2 1.1.3 4.4.1 4.4.2 6.6.2 5.5.1	لب و لہجہ۔ ہم آواز الفاظنظم کا سرسری تعارف حمد اور نعت میں فرق مرکبات موضوع کے حوالے سے جانکاری۔ ردیف اور قافیہ شعر اور مصرعے میں فرق۔ مشکل الفاظ کا استعمال نصابی نظموں کی مشقیں۔	دعا، صبح کا ترانہ ، بندو مسلمان	پېلا مېينہ
طلبہ کو تنقیدی سوچ کی مہارتوں کو فروغ دینے میں مدد کریں۔ امیجری، علامتی زبان، اور علامتیت جیسے عناصر پر بحث کریں، اور گہری سوچ کیحوصلہ افزائی کے لیے کھلے عام سوالات پوچھیں۔ {حصہ نثر} بنیادی اردو نثر کا تعارف: آسان اردو نثری اقتباسات سے شروع کریں جو متعلقہ اور سمجھنے میں آسان ہوں۔ ذخیرہ				جاگو جگاؤ۔ برف باری جگنو۔ بجلی کے کرشمے	دوسرا مہینہ تیسرا مہینہ
الفاظ اور فہم کی مہارتوں کی تعمیر پر توجہ دیں۔ انٹر ایکٹو پڑھیں۔آواز سے سیشن: طلباء کو باآواز بلند پڑھنے والے سیشنز میں مشغول کریں جہاں وہ استاد کو ایک عبارت پڑھتے ہوئے سنتے ہیں اور پھر اس کے معنی، موضوعات اور کرداروں پر گفتگو کرتے ہیں۔ الفاظ کی توسیع کی سرگرمیاں: الفاظ کی توسیع کی	حصہ نثر} دوسروں کی باتوں کوتوجہ سے سن کر اور سمجھ کر اپنے انداز سے بیان کرتے ہیں۔ کہانی کو اپنے لفظوں میں بیان کرتے ہیں۔	1.1.1 1.1.2 6.6.2 2.2.1 5.5.1	اسم جامد،اسم مصدر،اسم مشتق حروف کا تعارف صفت کا بیان نصابی اسباق کی مشقیں	شاعرکشمیر مہجور نیک عادات ،ایثارکا جذبہ، چغلی کھانے والا۔	چوتها مہینہ
سرگرمیوں جیسے ورڈ بینکس، فلیش کارڈز، اور سیاق و سباق کے استعمال کی مشقوں کو ضم کریں تاکہ طلباء کے الفاظ کے علم میں اضافہ ہو۔ لکھنے کی مشق: طلباء کو جملے کی مناسب ساخت اور ہم آبنگی پر زور دیتے ہوئے مختصر خلاصے لکھنے کی ترغیب دیں یا ان کے پڑھے ہوئے نثری اقتباسات پر عکاسی کریں۔	انفرادی طور پراورگروپ میں موجود ہر سطح کی اہلیت کے طلبا بحث و مباحثے میں فعال شرکت کرتے ہیں۔ اخباری خبروں اوردوسری تجریروں کو رموزو اوقاف کے ساتھ پڑھتے ہیں۔		ضمیر اصداد و احدجمع فعل کا بیان دفتری در خواست مکالمه اسم معرفه ،اسم نکره،اسم علم و غیرهمحاورات کا استعمال نصابی اسباق کی مشقیں۔	حکایات، گھوڑے اور ہرن کی کہانی ہاتھی کا وزن،کابلی والے ، سوامی وویکا نند	پانچوا مہینہ چھٹا مہینہ ساتواں
کروپ ڈسکشنز اور پریزنٹیشنز: گروپ ڈسکشنز کا اہتمام کریں جہاں طلباء نثری اقتباسات کی اپنی تشریحات شیئر کریں اور انہیں کلاس کے سامنے پیش کریں، تنقیدی سوچ اور کمیونیکیشن کی مہارتوں کو فروغ دیں۔				ہمارے سرسبز جنگلات ،صحت اور صفائی۔	مہینہ

تشخیصی طریقہ کار

جماعت: چھٹی

نمبرات:50

مضمون: اردو

حصہ الف (پڑھنے کا نہم)

نمبرات: 15

-1 غیر درسی اقتباس (150 سے 200 الفاظ کا جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / یک لفظی جواب / ذخیر والفاظ

-2 درسی نظم میں سے ایک بند جس کے آخر پر فہم کے مطابق کثیر الانتخابی سوالات / سبق کا عنوان / ایک نقلی جواب / ذخیر والفاظ

5×1 =5

-3 تصویری سوال جس کے آخر میں کثیر الاحتمالی سوالات / تجو یہ کرنا باز یافت / تشخیص کے سوالات $5=1\times5$

ب (گرائمر)

نمبرات:8

1- فعل ماضى، حال، مستقبل / اسم، صفت، فعل / فاعل ، مفعول / حروف 4= 1×4

-2الفاظ اضداد / واحد جمع /مذكر مونث / رموز اوقاف / الفاظ و معنى

حصہ ج (لکھنے کی صلاحیت)

نمبر ات: 12

1 اشاروں یا تصویروں کی مدد سے (100 سے 150) الفاظ پر مشتمل کسی ایک موضوع پر مضمون تحریر کریں۔ $5 \times 1 = 5$

2 دی گئی صورت حال کے متعلق ایک پیراگراف /کہانی / مکالمہ / اشتہار / الفاظ اور محاوروں کا جملوں میں $3 \times 1 = 3$

> 3 ایک رسمی خط / غیر رسمی خط تحریر کیجیے۔ 4=1×4 حصہ د (ادب)

سمیٹیو ایسیسمنٹ کے لیے منتخب اسباق۔

1 حگنو ـ

2 بجلی کے کرشمے

3 ایثارکا جذبہ،

4 چغلی کھانے والا۔ کابلی والے ، سوامی

سر سبز جنگلات

5 صحت اور صفائي۔

نمبر ات: 15

1 کتاب کے کسی بھی نثری سبق میں سے مختصر استعدادی سوالات

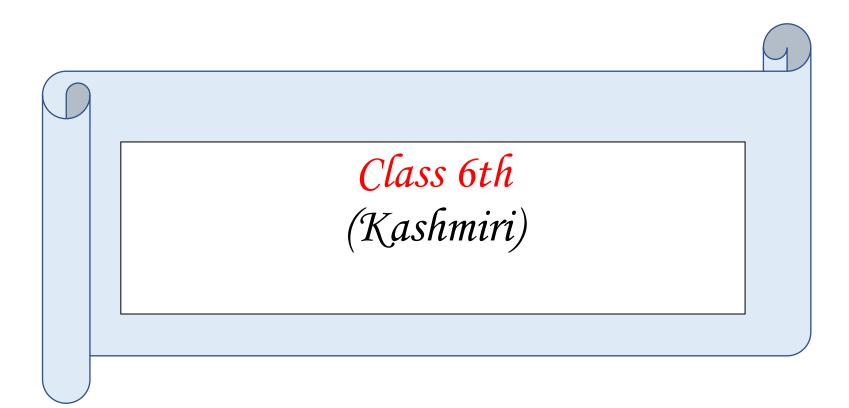
 $3 \times 2 = 6$ (چار میں سے تین)

و و بکا نند

ہمارے

کتاب میں دی گئی نظم کے متعلق مختصر استعدادی سوالات جیسے ۔ صنفی اصطلاح / موضوع و غیرہ (تین میں سے دو) $= 2 \times 2$

 $5 = 1 \times 5$ درسی کتاب میں شامل کسی ایک موضوع کا مرکزی خیال / خلاصہ / نوٹ تحریر کریں۔



کأشْر سیلبس/ ایکیڈمک کلینڈر-25 2024 جماعت شێیِم (کأشِر کِتاب)

زان

شُرک چھے پننے گر،خاندانے تے ماحولے پیٹھے زبانک ہندک تجربے تے تصوُر ہیتھ سکوْلس منْز داَخِل سپدان۔مگر اچھرن ہنٛز پآرۍ زآنۍ،لفظن ہنْدہن معنیتن تم تہنْدِس ورتاوس چھ باقاَعدگی سان سکولس منْزےأنْزۍ مُنْزۍ گژهان۔اتھ وآنْسِہ منْز چھِ اچھر پرزِناوِنۍ مُشکِل،توکٕنۍ چھِ رسم الخطِكَى نِشَانَ تِم يمن نِشانَن سِتَى جَوْرِتَهِ آوازِ زاننِہ تَم سمِجنِہ مُشكِلَ لَهٰذا چَهُ ضَرَوْري زِ زبان ہێچھناونْک دُسلابہِ سپدِ معنی سٍتۍ تہِ آمِہ باپتھ پِیہ دُلپلن مدد ہێنہِ یعنے زبان ہێچھنْک مقصد پیم ڈلپلہ ذریعہ حاصل کرنم۔ڈلپلہ چھ حظ تُلنہ یوان تم اتھ منْز چھ دلچسپی ہُنْد عنصر شأمِل آسان توے ہیٚکے زبان ہیٚچھناونے باپتھ ڈلپل ورتاوِنۍ زیادِ کارگر تے اثر دار ثآبِت سپدِتھ۔شُرہِن پیے گوڈٍ کانُہہ دُلپل بوزناونہِ پتہِ پیہِ اتھ دُلپلہِ منْز ورتاونہِ آمتین لفظن ہُنْد تعارُف دِنہِ تہِ ہِتھ پآٹھہ ہِن تِم اچھر پرزِناونس یا رسم الخط ہیٚچھناونس کُن واتناونہِ ۔ کوْشش گژھِ کرنمِ پنۍ زِ شُرپن پن تِم دُلپلہ بوزناونمِ پمن تِم آسانی سان سمجِتھ تَم لُطف تُلِتھ ہپکن۔یمن ڈلپلن منْز تے ڈلپلو نہبر گژھِ شُرپن باپتھ تِیْتُھ ماحول فراہم کرنے یُن ییٚتے تِم کُنِہ ٹھر تم ڈکھم ورآے شود بود ورتآوتھ یمن ڈلپلن کاثہہ معنے مطلب کُڈتھ ہیٚکن تم اتھ ستہ ستہ روزن محفوْظ تکیاز نفسیاتی طور چھ شری دنیاہس متعلق پننے فہمچ تے علمچ تعمپر پانے کران۔ تِہِنْز یہِ تعمپر چھنہِ کآنْسِہ ہِنْدِ ہیٚچھناونہِ یا زورزبردستی کرنہِ سٍتہ۔ سیدان۔اتھ منْز چھ شُرپن ہنْدۍ پننۍ تجرُبہ تہ مشاہدِ شامِل اسان۔

زَبان ہُیْچھناونِچہ عملہ اندر چھ احتیاط تہ ضرؤری تاکہ تیتھ صورتحال سید نہ

شُرپن چھ سکوؒلچہ رسمی زبانی ہُنْد تیوٚتھ خوف آسان زِ تِم چھ پننی فِطری زبانی منْز کتھ کرنس منْز خوف تے منْدچھ محسوْس کران لہذا گڑھ زبان ہیٚچھناونس منْز یَر زبانی تنوظر کی خیال تھاونے یُن۔ اگر ووستاد یَر زبانی تنوظر برونہہ کنی تھاو تے کلاسس منْز سارنے شُرپن ہیٚچھنکی ہوی موقعے فراہم کر تیّلے ہیکی سہ زبان بہتر پاٹھی ہیںچھناوتھ۔ امم ستی لگی شُرپن ہندس فِطری اِظہارس پوچھر تے تہنند طون پھیر تہذیبی تے لسانی رنگا رنگی کُن تے۔ لہذا گڑھ یر زبانی تنوظرچ اہمیت سمجنے بنی تے تتھ پیش نظر ہیپچھناونک تینی میں فرتاونے یُن یُس زبان ہیپچھنس تے پرنس منز بہتر ، سہل تے اثر دار ثابت سپد۔ نصابی توقع:

1۔ شُربِنَ گُڑھِ مختلف آوازِ بوْزِتھ تِمن درمیان ببنِ ژار نچ صلأحیت پأدٍ۔

2۔ جمأزن (گروپن) منْز كتھ باتھ ہێچھناونۍ۔

3. دلپل/شكلن بِنْد مددِ انْدازِ كُرته پرنِچ صلأحيت پأدِ كرِنۍ ـ

4۔ انفرأدی تم اجتماعی طور نظم لیہ سان تم لفظم لفظم پرنچ مہارت پأد کرنی ۔

6۔ لفظم راشس منْز ہُرپر کرُن۔

7۔ پانس أنْد ک پُکھی بولنے ينے واجنين زبانن بِنْدی لفظ زانراونی۔

 جموں و کشمپر چُھ لِسأنی اعتبارِ اکھ باگہ بوّرُت علاقے ییّتے بولنے ینے واجِنبِن زبانن منْز چُھ مولُل تے معیاری ادب تخلیق کرنے آمُت۔کأشِ زبانی ہُنْد ادبی تواریخ چُھ ستن ہتن ؤرین پبٹھ پھہلتھ۔لل دید تے شیخُ العالمُ سِنْدِ وقتے پبٹھ وُنِس تام چُھ آمے زبانی ہنْدِ ادبی کاروائک سفر روان دوان۔یے چھے یتھ علاقس منز بولنے ینے واجِنی ساروے کھوتے بٹ زبان تے یتھے پاٹھی چھے ییّتے چے آبادی ہند بیشتر جصچ مادری زبان۔یتھ مسودس منز دِنے آمِتی ہیںچھن تر آے اردو تے انگریزی زبانن ہندِ مطور مِثالی مواد دِنے آمرُ ۔سانی ووستاد ہبکن مُتبادِل سرگرمی تے ورتاوتھ یُتھ سرگرمی چھے بطورِ مِثالی مواد دِنے آمرُ ۔سانی ووستاد ہبکن مُتبادِل سرگرمی تے ورتاوتھ یُتھ ہیچھن تے پرناوُن بہتر کھوتے بہتر بنے۔

بِيْچِهنِکۍ وَل تَّج ماحول

- طألبِ علمن درسی تم غأر درسی کتابو منْزٍ لوکچہ لوکچہ نظمم ،ڈلپلم،چُٹکلم تم پرٛپڑھ بوزنُک تم بوزناونُک موقعہ دِنہ یُن،یُتھ تِمن منْدَچھ ژلہ۔
- درسی کِتابن سِتہ سِتہ گڑھ تِمن معیارٍ مُطأبق مواد دِنہ یُن مِثالے اخبار چھل ،سالم،دُلپلم ،واقعم تم مزاحیہ کِتابہ ۔مخصوص صلاَحیر والبن شرین باپتھ گڑھ بریلُک انتظام کرنہ یُن۔
- شُربن گژِه بوزنِکۍ تم وُچهنِکۍ چپز ہأوِته ،ریڈیو،ٹی وی،ٹیپ ریکارڑر بیتر بوزنأوِته تِمن مُتعلق کتھ باتھ کرنے باپتھ وَنُن۔
- یۆد ماحول تے أندۍ پئےهس منز سپدن والپن واقعن تے مُشأبدن نِشے با خبر روزنے تے تَتھ پبٹھ كَتھ باتھ كرنچ
 ترغأب دِنۍ تِمن تِهند ماحولے مُطأبِق كتھ باتھ كرنك موقعے دِيْن۔
- سكؤلس منز گژهن واجنبن مختلف سرگرمين بند ذريعي ليكهنچي مهارژ وتهبو دني باپته زياد كهوتي زياد موقعي دنۍ پانس أندۍ پكهي ماحولس نشي باخبر روزن تي پيش پني وألى واقعي سهل لفظن منز ليكهنس ترغأب دين.
- نظّمہ تہ باتھ ترنُم تہ مُناسِب لب و لہجس منْز پرنہ باپتھ مختلف پروگرامن منْز شرکت کرنُک موقعہ دِیْن۔تِہنْز کارکردگی باپتھ ت،من حوصلہ افزایی کرنی۔
- پرنہ وِز متنس پپٹھ ترَاونہ بِنہ وألَّہ نِشانہ ،املا تہ خوشخطی پپٹھ غور کرنہ باپتھ وِز وِز ژینہ وِنہ دِنہ تاکہ صحیح تہ خوش خط کاشر لپکھنس میلہ فروغ۔
- قدرتی نظارن ہِنْدی تعریف ،تہِ اُن خوْبصوْرتی تہ رنْگا رنْگی کُن ظون پھڑن تہ تمن مُتعلق لفظن ہِنْد استعمالُک موقہ دِیْن۔

سكوْل تعليم خأطر NCF-FS 2023 مُطأبِق كأشر نِصابُك مقصد تم صلأحِيثٍ

2.4.2 زبان-1

2.4.2.1 ابتدأیی سطح

CG-1

زبأنۍ ہنز مہارژ ورتأوتھ چُھ صلأحيت يأدٍ كَرانٍ۔

پانس اندر تفصیل،تجزیہ تہ موثر کتھ باتھ کرنچ

CG-2

ادبی اضافہِ چَن مختلف قُسمن تلاش کُرتھ چُھ زبان ،ادبی تے ثقافتی وراثتکہ تعریف کران۔

C-1.1 ظون ڍتھ ڀرنہ تہ بوزنہ پتہ چُھ(اخبار،رپورٹ تہ اداریہ) ضروْری نقطن ہنْز نِشاندہی کَران۔

C-1.2 چُھ بوزان،منصوْبہ تیار کران،تہ مختلف قسمن ہنْدۍ انٹرویو (منظم تہ غآر ساختہ) ہیوان۔

C-1.3 مُناسِب زبان ورتأوته چُه سماجی تجرُباتن ہندس ورتاوس مُتعلق تحقيقاتي سوال يرْژهان.

C-1.4 مختلف سامعينن تج مختلف مقصدو بايته چُه مُناْسِبِ انداز تہ طریقہ ورتاُوتھ اچھر،مضموْن تہ رپورٹ تیار کران۔

C-1.5 مختلف سامعينن تہ مختلف مقصدو باپتھ چُھ بوزنِکہ تہ بولنِکہ(یا دۆشونہ بایتھ) مواد تیار کَران۔

C-2.1 مختلف ثقافتن تہ مختلف دورن ہندین ادبی صنفن(نثر،نظم ،ڈراما) تہ طرز تحریر(بیانیہ،وضاحتی بیانیہ) بيتر پژزناوان تہ تعریف کَران۔

C-2.2 مختلف قُسمِكي ادب يُرته چُھ ادبي صِنفن پرٛزناوان مثالے (استعار، محاور تہ پزیژ) تہ یمن چُھ تحریرس منْز ورتاوان۔

C-2.3 تقریر تہ تحریر ذریعہ چُھ پنِنس سماجس تہ ماحول کین مختلف پہلُون پبٹھ تنقیدی باوتھ کَران۔

LO1.1.1-دۆێمېن ہنْدۍ خيالات توجہ سان بوزان تہ پننے انْداز تحریر کران۔

LO1.1.2-نظممِ ،ڈلیل یا کاثہہ عبارت چھ پننبن لفظن مثز لێکھان۔

L01.2.1-ينِنۍ خيال تہ تجرُبہ چھ وضاحت سان وَنان تہ لێکِهتھ پیش کران۔

L01.3.1-نثري عبارت يرته چه سوالن جواب دوان.

L01.4.1-رسمی تہ غار رسمی خط ، موخصر یاغام (ایس ایم ایس) تہ موخصر پیراگراف چھ تحریر کران۔

LO1.5.1-ناوتین تہ اشار ناوتین ہیند استعمال کرتھ مختلف موقم نظر تل تهأوته صحيح جُملم ورتاوان۔

LO2.1.1- دُسلابہ ،انْد تہ متن مدِ نظر تھاوتھ چھ کُنے

موضوعس يبڻھ مربوط کُرتھ ليْکھان۔

LO2.1.2- مشكل لفظن ہُنْد معنى،صحيح تلفُظ تہ يمن ہُنْد مناسب ورتاو وُچھنہ خاطر چھ کاش لغت تہ کاشرین ویب سایٹن ہُنْد استعمال کران۔

L02.2.1-ڈرامہ افسانہ تہِ دلیل سونْچتھ سمجتھ پُرتھ تِمن منْز موجوْد اہم واقعہ ، مرکزی خیال تہ کردار بدے کڈان تہ تمن ینہ نبن ذاتی تجربن ستی واٹان۔

LO2.2.2- نظمہ تہ باتھ جھ صحیح تُل تراوس تہ موزوْن اثدازس منز ادا کران۔

LO2.3.1. زان حأصل كرنہ خأظر چھ انفارمیشن تہ کمپونیکیشن ٹیکنالوجی ہُنْد استعمال کران ۔ مثلن : انٹرنیٹ ، اخبار ، ٹۍ يوي ، سمارٹ فون بيتر

,	,	
<u>LO3.1.1</u> :کانٛہہ تے نظم یا ڈلپل چھ ادا کأری سان پیش کران۔	C-3.1 بنیأدی لسانی پہلو چُھ سمجان تہِ تِمن ہنْز	CG-3
LO3. <u>1.2</u> : دُلپلم تم نظمم سمجِتھ چھ تِمن مُتعلق پنِنۍ راے	تشریح(طریقہ) زانان مثلن جملُک ڈھانچہ، اوقاف، جنس، تہ	1.031 1 1
ظأہر کران۔	حصّہ بیتر تہ تقریر، ادبچ مُخثلِف شکلہ پرنہ وز تہ چُھ تِمہِ	بنیأدی لِسأنی پہلوؒ(لفظن
یریڈیو،ٹی وی،اخبأرۍ تحریر پٔرتھ چُھ تِهُنْد تجزیہِ:LO3.1.3	ليْكهنس مَنْز بارسس آنان۔	تہِ جُملن ہِنْز ساخت)
کران۔	C-3.2 مُنأسِب زبان تم طريقم ورتأوته چُھ نثر، نظم تم	پژزناوان تہ تِمن زبأنی تہِ
۔ L <u>O3.2.1</u> : کُنہِ تہِ تحریرُک یا تقریرُک خُلاصہِ چھ پنِنہِ آیہِ پیش	ِ ڈراما لیککھان۔	تحرپرس منز ورتاونچ
کران۔ کران۔		صلأحيت تهاوان۔
ناۇت،اشار ناۇت تې كژاۇت چُھ ٹھيک پأڻھۍ جُملن <u>LO3.2.2</u> :		حمدحیت مهاوان۔
منز ورتاوان۔		
لادور و د. LO3.2.3 مُختلف متن پُرتھ چُھ سوالن جواب دِوان۔		
ـــــــــــــــــــــــــــــــــــــ	C -4.1 مُختَلِف کِتابہ تہ صنفہ چُھ پَران، جواب دِوان تہ	CG-4
<u>LO4.1.2</u> : مکالمو پېٹھې چھ ڈلپل تحریر کران۔	۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔ ۔	
ـــــــــــــــــــــــــــــــــــــ	۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔۔	پانِس انْدر چُھ ٍ لێکھنٕڿٟ تہِ
 پیراگراف چھ لیکھان۔	کِتابہ تہ باقی میڈیا وسیلہ موثر طریقو استعمال کران۔	جايز ہێڹؚچ صلاحيت ٕپادٕ کَران
پیری LO4.2. <u>1</u> : رسمی تہ غأر رسمی چٹھ چُھ لیٚکھان۔	عب به چې میدی وسیم مودر طرپعو استعمال طراق	بێیہ چُھ مزید زانکاری باپتھ
ـــــــــــــــــــــــــــــــــــــ		لایبریری ہُنْد تہِ استعمال
ـــــــــــــــــــــــــــــــــــــ		کران۔
ت دريو حاصل سيدن <u>LO4.2.3</u> : نصأبي كتابو علاو چھ مختلف ذريو حاصل سيدن		
واجنے کتابہ تے پران۔		
<u>LO5.1.1</u> : غار نصابی مواد چھ پران تہ سمجان۔	C- 5.1 چُھ سمجان ز زبانۍ ہنْدۍ صوتیات تہ رسم الخط	CG-5
<u>LO5.1.2</u> : پریژن، ڈلیلن تہِ نظمن پیٹھ چھ پنِنۍ راے پیش	، مُصوتہِ تہِ مُصمتن ہُنْد تعداد ، تہ تم کِتھ پأُٹھہ چھ	. 4
کران۔	تعامل کران تہِ استعمال گڑھان ۔	کُنہِ خاص زبانہ ہنٛز
LO5.1.3: سماجس منْز پیش ینہ والبن واقعن تہ مسلن	C- 5.2 تقریر زیادِ دلچسپ تہِ مزدار بناونہِ باپتھ چُھ نظمن	مخصوْص خصوصيِژ مثلن
متعلق چھ بیدار تہ حساس۔	،انتشارن تے دۆپمېن چيزن سٍتۍ مشغوْل روزان۔	اچھر،متن ،اُواز تہ باتھ بیتر
ک پہ ۔۔۔ L <u>O5.2.1</u> : پانس أنْدۍ پکھۍ پیش پنہ والین واقعن چھ آزأدی	ربأنۍ منْز چُھ کێنْژھن مخصوْص لھیلن ہِنْز زان $\mathbf{C-5.3}$	تہِ بیّیہ لفظو سٍتہ گِنْدنہِ
سان تجزیہ کران۔	ر.	ينې واجنہ کھیلہ یمہ اتھ
<u>LO5.2.2</u> : دُلٰیلہِ یا نظمہِ ہنْدۍ مرکزی خیال یا خُلاصہِ چھ	£	زبانۍ منز اکھ الگ مقام
پ ت ي	پژپژٍ، جوق، انتاکشری، اناگرام،کراس واُرڈ) بیتر۔	چھ تھاوان چُھ پانسِ انْدر
۔۔ کی دائوں اور ناوٹ، کراوٹ، کروومٹت تے باوٹ گرامری <u>LO5.2.3</u>		يمن ٻِنْز صلأحيت پاْدٍ كران۔
اصطلاحن ہنْز زان چھ تھاوان تہ ہم چھ جُملو منْز ژاران تہ		
ورتاوان۔		
در دی LO5.3.1: موخصر پأغام، دعوتی پأغام تے لوکٹۍ پیراگژاف چھ		
سيکهان۔		
0 0 "		

LO5.3.2 رسمی تہ غأر رسمی چٹھ چھ لێکھان۔ کأنْسہ تہ حأکمہ سنْدِ ناو چھ درخواست لێکھان۔	
ـــــــــــــــــــــــــــــــــــــ	

تجویز کرنہ آمِژ تدریسی عمل	ہێچھن تر	سبق/موضوع	رێتھ
* بچہ کُرن ِاکھ عملی سرگرمی یتھ منْز تِم تِم بأتھ تم	LO1.1.2-نظمم ،ڈلیل یا کانْہہ عبارت چھ پنِنپن	سبق نمبر 1-2	گۆد <u>ن</u> يُک
نطمِہِ اداکأری سان پیش کرن یم تِموِ برونٛہی مختلف	لفظن منْز ليْكهان۔	دُعا	رێتھ
وسأيلو ذريعم بوُزمِتۍ آسن۔ يَمن طألبمِ علمن ييمِ	L01.3.1-نثری عبارت پُرِتھ چِھ سوالن جواب	لل دېد	
زِیادِےپہن موقمِ فراہم کرِنمِ یمن مَدِر تمِ میٹھمِہ اُواز	دِوان۔	V	
اسہ۔ مثلن مہجوڑن " صاحِبو ستھ چھم مے چانی"۔	L01.5. <u>1</u> -ناوتپن تہِ اشارِ ناوتپنِ ہینُد استعمال		
ییے پرناوِنے تکیاز دوشونِی دعاہن چھِ پوٚتْس کُنی اواز۔	كُرته مختلف موقم نظر تل تهاوته صحيح جُملم		
یتھے پاٹھ ہپکن بچے بیاکھ سرگرمی کرتھ یتھ منز تم	ورتاوان۔		
دۆن گروپن منْز بأگِراونے ين۔ اکھ گروپ کر اکھ شعر	LO2.1.1-دُسلابم ،انْد تم متن مدِ نظر تهاُوته		
لیہ سان ادا تہ بیاکھ کر دۆیم۔ تہ یتھے پاٹھ روزن	چِھ کُنے موضوعس پِپٹھ مربوْط کُرِتھ لیٚکھان۔		
نطم اخرس تام ادا کران			
*بچن ييم دۆن يا ترېن گروپن منز بهنک موقم فراہم	تہِ موزوْن انْدازس منْز ادا کران۔		
کرنے ۔ تے کائہہ عام فہم موضوع ییے منتخب کرنے ۔			
یتھ پیٹھ طالبے علم پانے وانی بحث و مباحثہ تے تبصر			
کرن۔ امم پتم ییم گوڈنیکِس گروپس وننم زیم کرن			
ژارنے امیس موضوعس متعلق کائہہ تیتھ جُملے پیش ایسی آتا ہے اور اساس کا اساس کا کہا ہے کہ اساس کے اساس			
یُس اہم تہ اُسہِ تہ گوڈ جملہ تہ، یہ جملہ پیہ بیکس			
گروپس کُن پکناونہ تِم جوربِن اتھ بیاکھ جملہ مگر			
سہُ گڑھِ گوڈنکس سِتہ مربوط اَسْن۔ یتھے پاٹھہ			
روز ییہ عمل تۆت تام جاُری ڀِتس کالس لگ بگ داہ			
جملہ سمن۔			
*بچم کرن للم دید سبقس پیٹھ خیال باوتھ، امم کین			
مختلف پہلون سنن، تتھ پبٹھ کرن بحث تے للے دبد			
ہنْدس کالس ہین سام، اتھ پیٹھ تبصرہ کرنے پتے کرن			
اکھ اکس سوال ۔			

*نظم لیہِ منْز گپو نچ سِرگرمی	لام ، د نظمم ، دُلپل يا كانْه، عبارت چھ پنِنپن اللہ اللہ اللہ اللہ اللہ اللہ اللہ الل	سبق نمبر 3-4	دۆيم رێتھ
*نظِمہِ منْز موجوْد ہم اواز لفظ ژارنچ عملی	لفظن مثز ليْكهان۔	گلشن وطن چُھ	
سرگرمي۔	LO2.1.2- مشكل لفظن بُنْد معنى،صحيح تلفِّظ	سونِے	
*کأشر کُنے میأری لُغت تے کُنے میأری ویب سایٹہ	تہ یمن ہُنْد مناسب ورتاو وُچھنہ خاطر چھ کاشر	ہوا	
ہُنْد اسْتعمال کرناونی۔	لغت تے کاشرپن ویب سایٹن ہُنْد استعمال کران۔		
*نظممِ منْز تِم لفظَ ژارِن يِم پۆتُس " ن " اچهرِ	LO2.2.2- نظمہ تہ باتھ چھ صحیح تُل تراوس ترین اثران مشادا کیاں		
سٍتۍ اند چه واتان۔ مثلن باغن۔ ونن۔ گوشن۔ بیتر	تہِ موزوْن انْدازس منْز ادا کران۔		
تاکہ بچن ہِنْد لفظِ راشِس منْز گژھِ ہُرپر۔			
*بچہ کُنہِ جاِیم ہِنْد سأل کرناونۍ یۆسہ قدرتی			
حسنمِ تمِ مأرۍ منظرِ سِتبِ مالا مال آسمِ.			
*نصأبی عبارُژ پپٹھ پانے وأنۍ مباحثے کرناونی،			
تِمكينِ مختلف انهارن پيٹھ پانہ وأنی خيال باوتھ			
کرن تہ نصابس منْز موجوْد سوالن جواب دِون،			
*پنِنس أَنْدۍ پُکهس چهِ سام ہپوان تم ہوہس منْز			
پأدٍ سپدیمتین مُض اثراتن پیٹھ تبصر کران۔			
*ماحول ڈنٛجم تھاونکک تدبیر چھ بیان کرن ۔			
*طألبم علم ين بيوْن بيوْن گروپن تم جورپن منْز	L01.1.1-دۆێمېن ېنٛدۍ خيالات توجہ سان	سبق نمبر 5،6	تزییم ریٚتھ
بہناونے یُتھ تِم کشپرِ ہِنْدس پتھ کالس متعلق	بوزان تمِ پننہِ اثدازِ تحریر کران۔	تے 7	
اکھ أکس نِش زان حاُصل کرن۔	L01.2.1-پېنۍ خيال تې تجربې چه وضاحت	باہو قلم	
*یو ٹوب ، انٹرنیٹ تہ ٹی وی بیتر استعمال کُرتھ	سان وَنان تہِ لیٚکِھتھ پیش کران۔	چاڻھ	
ہپکن تِم باہو قِلْک آن لاین سأل کُرتھ تاکہ اتھ باہو	L01.3.1-نثری عبارت پُرِتھ چھ سوالن جواب	حسن شاہ کھێیہ	
قِلس تہِ اتھِ سِتہ وابستہ چپزن متعلق کرن	دِوان۔ 10141 - تا فأر باد الماد ا	ہأمۍ	
مذید زان حأصل۔	L01.4.1-رسمی تہ غار رسمی خط ، موخصر باغام (ایس ایم ایس) تہ مخصص بیراگراف		
*گروپن منز روزتھ پرن بچم اکم یا دوّیے پھر دلیلم	پآغام (ایس ایم ایس) تہ موخصر پیراگراف چھ تحریر کران۔		
اتھ پپٹھ غور و فکر تے تبصر کرنے پتے باون اُکھ	چھ تحریر حران۔ LO1.5.1-ناوتپن تہ اشار ناوتپن ہیند استعمال		
أكس پېنۍ خيال،	کرتھ مختلف موقہ نظر تل تھاوتھ صحیح جُملہ		
*بچن ین یمم دلیلم ڈرامأیی اندازس منْز پیش	ورتاوان۔		
		I	

کرناک موقم دِنم تاکم دلیلن منْز موجوْد واقہن تم کردارن ہِنْد ذریعم کرن تِم پنین پنین تجربن پیش ۔ *بچن یِن سہل تم عام فہم موضوع دِنم تم تِمن سِتہ وابستہ کینْہہ کلیدی لفظ تہ۔ امم علاو ہپکن تِمن یمن موضوْعن متعلق کینْہہ اثر دار تصویر تم آیتن تھاونہ یتھ یمن کُن وُچھتھ کینْہہ جملم لیکھنچ جستم خاری کرن۔ پرتھ کانْسم بچس ییم اکھ اکھ یا زِز جملم لیکھنٹک موقم دِنم تم اخرس ییکھ جملن صحیح ترتیب دِنم خاطر ہمت آخرس ییکھ جملن صحیح ترتیب دِنم خاطر ہمت تم حوصلم بڈراونہ۔ *کاشم کُنے میاری لُغت تم کُنم میاری ویب سایٹہ ہند استعمال کرناونہ۔			V 2.
* نظمہ لیہ تہ اداکاری سان گیونچ عملی سرگرمی۔ *نظمہ منز موجوْد قافیہ تہ ردپف ژارن بیّون بیّون۔ *شعر نترس منْز پهِرنہ خاطر ییکھ رہبری تہ اتھ *کُنہ پوشہ باغس منْز نِتھ ییہ بچن قودرتی حُسنُک احساس کرناونہ تہ نظمہ ہُنْد قافیہ تہ دیف مد نظر تھاوتھ ییکھ پانہ کینہہ شعر بناونُک وُتش دِنہ. *مختلف قسمکہ تحرپر تہ عبارُژ مثلن پاغام ، سمجُن۔ پنین والدینن دوستن، انگن تہ اشناون سمجُن۔ پنین والدینن دوستن، انگن تہ اشناون موبایل ایس ایم ایس تہ دفتری عرضیہ لیکھناونچ	L01.3.1-نثری عبارت پُرِتھ چھ سوالن جواب دوان۔ دوان۔ L01.4.1-رسمی تہ غار رسمی خط ، موخصی پاغام (ایس ایم ایس) تہ موخصی پیراگراف چھ تحریر کران۔ چھ تحریر کران۔ چھ کُنے موضوعس پیٹھ مربوط کُرِتھ لیکھان۔ یو کُنے موضوعس پیٹھ مربوط کُرِتھ لیکھان۔ لـ02.3.1 زان حاصل کرنے خاطر چھ انفارمیشن تے کمیونیکیشن ٹیکنالوجی ہُند استعمال کران ۔	سونْتھ پرۇنژھ پېٹھ چٹھۍ انٹەنىٹ	ژوْرِم ریّتھ

مشق تے کرناونے	لغت تم کآشرپن ویب سایٹن ہُنْد استعمال کران۔		
*بچن ین بوزنم وُچھنم تم پرنم خاطر مختلف جدید			
وسایل آیتن تهاونہ: مثلن ڈِکشا ایپ، اخبار، یو			
ٹوب تے کینہہ اہم کار آمد تعلیمی پروگرام۔			
*ووستاد نیم بچن کُنہ کمپیوٹر لیبہ منْز تم ہاونکھ			
کمپیوٹر ، اُمچ کام تے انٹر نیٹس سٍتۍ اُمیْک			
رأبطہ۔ موبایل فونس ذریعہ تہ ہپکن بچن انٹر			
نیٹک رابطہ ہاونہ پتھ۔			
*ماسٹر جی بناو پروگرام تے رہتے کالے نییے طألبے	L02.3.1. زان حأصل كرنم خأظر چھ انفارميشن	سبق نمبر	پأن̂ژم رێتھ
علمن وولر سر وُچهنہِ۔ سُرُک پُوْر پائٹھ مُشاہدٍ کُرتھ	تم کمیونیکیشن ٹیکنالوجی ہُنْد استعمال کران ۔	11,12,13	
کرن پتے طألبے علم پانے وأنۍ کلاس رومس منز	مثلن : انٹرنیٹ ، اخبار ، ٹۍیوی ، سمارٹ فون	وولُر	
پننہ مشأہدن پبٹھ غور خوز تے یے کینُژاہ تِمو	ابيترِ	ۺؙؖڔػ	
مشأہدٍ کوّرمُت آسے تِمیک برملہ اظہار کرن پنیس	L01.1.1-دۆيمېن ېندۍ خيالات توجہ سان	آفژۨن ہُنْد مُقابلہ	
تحريرس منزـ	بوزان تم پننہ اثدازِ تحریر کران۔	, 55	
*شُرْبِن بِنْدَۍ باپتھ چھ واریاہن کتابن منْز بأتھ	ا ١٠١٠ــ تظمم ،دلیل یا کانهہ عبارت چھ پینین		
دُسیّاب، یم کتابہ وچھو لابریری منز تے پرانایوکھ	لفظن منْز لیْکهان۔ 1. 1.01.5 است تا اشار نا تی بینْر است الل		
تِم بأته يِم تِمن پُسْنُد يِن۔ گاشْج تارُک ِ بامن،	L01.5.1-ناوتپن تہ اشار ناوتپن ہینُد استعمال کُرتھ مختلف موقہ نظر تل تھاوتھ صحیح جُملہ		
اۋكس بۇكس، كينژاه مينژاه ، بُلبُل، گُل تے گلزار	درىھ محمد موقع تطر بن بھاوتھ صحيح جميع ورتاوان۔		
بيترٍ چهم تِم کتابہ بِم خألص بچن ہند ک خأطر	ورووان۔ <mark>L02.1.1-</mark> دُسلابہ ،انْد تہ متن مدِ نظر تھأوتھ		
ليکهنم آمژ چھ۔ بچم ہپکن سيد سێود ڀمو کتابو	چھ کُنہِ موضوعس پپٹھ مربوْط کَرِتھ لیٚکھان۔		
يبِيُّهُ فَأَز حَاصل كُرتهِ بِم سِتَى تِمن شَاعرى يُرنُك	۔ د د د د کی پہرہ د.و LO2.2. <mark>1</mark> -ڈرامہ افسانہ تے دلپل سوؔنٛچتھ		
َ . ۚ . ۚ . ۚ	' <u>-</u>		
*أَفْتُ يِنْمِ سِتْکَ يَأْدٍ سَيِّدُنْ وْأَلْبِنْ حَالَاتَنْ بِيُنْدِ كَالْمِ	مرکزی خیال تے کردار بدِ کڈان تے تِمن پنے نپن		
جارٍ تہ بوز شوزِ سان تمن ہیند مقابلہ کرنہ خاطرٍ	ذأتی تجربن سٍتۍ واٹان۔		
سکُوْلس منْز ڈزاسٹر مینیجمنٹ پروگرامُک سنْز	L02.2.2- نظمہ تہ باتھ چھ صحیح تُل تزاوس		
كرناۇن.	تہِ موزوْن اثدازس منْز ادا کران۔		
*ڈُرامہکہ ذریعہ بچن انسان دوستی ، زُو ذاَژن			
سِتَی ہمدردی، مشکل وقتس منز اکھ اُکس اکار			

بكار يُن تم يتهپن حالاتن بُنْد سبِٹهاه جُرتم تم وولوپری سان مقابلم كُرُن۔ أمہ خاطر بپكن بچم خرامهس منْز مختلف كردار ادا كُرتهـ بيض ين يمم دليلم دراماًيى اندازس منْز پيش كرنك موقم دِنم تاكم دليلن منْز موجوْد واقهن تم كردارن بِنْد ذريعم كرن تِم پنين پنين تجربن پيشـ خاكه دراما كُرو تيار يته منْز رانى جشومتى بُنْد كردار باونم ييم. خيم كرن تِم ينين كنس كأنسم سيأسى ليدرس پپٹه مخصر نوٹ۔ شرپن بِنْدۍ باپته چه واريابن كتابن منْز بأته دسياب، يم كتابم وچهو لابريرى منْز تم پرانأيوكه تم بأته يم تمن پسنْد ين۔ گاشم تارُک، بامن، اوكس بوكس، كينْزاه مينْزاه ، بُلبُل، كُل تم گلزار بيتر چهم تِم كتابم يم خالص بچن بِنْد ح خاطر بيتر چهم تِم كتابم يم خالص بچن بِنْد ح خاطر بيتر چهم تِم كتابم يم خالص بچن بِنْد ح خاطر بيتم ليكهنم آمرْ چهـ بچم بېكن سيم سيّود يمو كتابو بيئه فأز حاصل كُرتهـ يم سِتۍ تِمن شأعرى پرنُك بيئه يم تِمن شأعرى پرنُك تم ليكهنك شوق پأدٍ گُرْتهـ بېكم.	لفظن منز ليٚكهان. لفظن منز ليٚكهان. LO1.2.1-يننۍ خيال تې تجرُبې چه وضاحت سان وَنان تې ليٚكهته پيش كران. LO1.3.1-نثرى عبارت پُرته چه سوالن جواب دوان. دوان. تې تمن بُنْد منأسب ورتاو وُچهنې خاطې چه كأشې تې تمن بُنْد منأسب ورتاو وُچهنې خاطې چه كأشې لغت تې كأشربن ويب سايٹن بُنْد استعمال كران. لغت تې كأشربن ويب سايٹن بُنْد استعمال كران. سمجته پُرته تمن منز موجوْد اېم واقعې، سمجته پُرته تمن منز موجوْد اېم واقعې، مركزى خيال تې كردار بد كدان تې تمن پنې نپن مركزى خيال تې كردار بد كدان تې تمن پنې نپن داتى تجربن ستۍ واڻان. داتى تجربن ستۍ واڻان.	سبق نمبر 14،15،16 فأصلہ رانی جشومتی لُکم بأتھ	شێیم رێتھ
*یے ڈراما کُریوْن کلاسس منٛز پیش۔ *شُرپن اتھ لیٚکھنأیو دہن کھپنہ چپزن ہنٛدی ناو۔ *محکمہ صحتس کُن رجوع کُرتھ کرنأوو بچن جسمأنی جانچ۔ *بچے نیوْکھ کُنہ کارخانس پپٹھ یتے تمن امے کامے ہنٛز زان حاصل سپد۔ *کانٛہہ کاری گر انیون سکوْلس منْز تے ہیٚچھنایوکھ بچے کانْہہ کام۔	کمیونیکیشن ٹیکنالوجی ہُنْد استعمال کران ۔ مثلن :	سبق نمبر 17- 18 آٹُک پاٹُک شال	سٔتِم رێتھ

وَنان تہِ لیٚکِھتھ پیش کران۔	
L01.3.1-نثری عبارت پُرِتھ چِھ سوالن جواب دِوان۔	
LO2.1.1-ئسلابم ،انْد تم متن مدِ نظر تهأوِته چه	
كُنہِ موضوعس ِ پپٹھ مربوْطِ كُرِتھ ليْكھان َـ	
L02.3.1. زان حأصل كرنم خأظرً چهِ انفارميشن تم	
كميونيكيشن ٹيكنالوجي ہُنْد استعمال كران ـ مثلن :	
انٹرنیٹ ، اخبار ، ٹہیوی ، سمارٹ فون بیتر	

*کُلہُم پرکھے (Summative Assessment) باپتھ طریقے کار

		J ; 1 4	
کُلہُم پرکِھ باپتھ نمبرات	سبق/عنوان	کِتاب	نمبر
			شُمار
05	لل دید		01
06	چاڻھ		02
07	پرۇنژھ پېٹھ چٹھۍ		03
05	انٹرنیٹ	<u>.</u>	04
07	آفژن ہُنْد مُقابلہ	كأشِر كِتاب	05
09	رانی جشومتی		06
05	لُکہِ بأتھ		07
06	شال		80
50	کُل نمبرات:		

سوالنامہ باپتھ ڈیزاین-جماعت شێیم

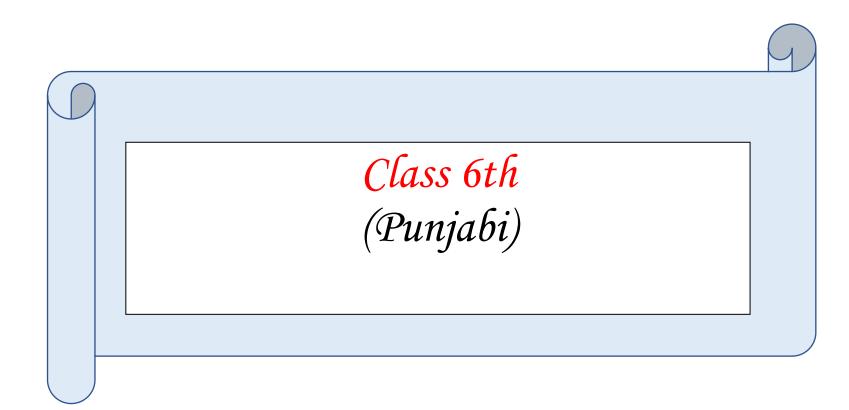
نمبرات	سوالن ہُنْد تعداد	علمی سطح	پژتھ سوالس نمبر	سوالنامْک فارمیٹ	
03	03	CL-1		شکل یتھ پتے کنے سوالے آسن یمن منْز یژ جوابے	يُژ جوابم وألۍ
02	02	CL-2		ينه پند بند اسوام استان عدر عرب استان عدر عرب ا	/سوالح

02	02	CL-3	1 نمبر	وألۍ سوالم / تجزیہ کژن/ اندازِ کژن/ پرکھاوُن	
07	07	کُل میزان	-	فافي شواع، ﴿ فَجَرِيهُۥ حَرَى ﴿ اَعْدَارٍ حَرَى ﴿ پَرِحَهُ وَنَّ	
				ساهل اسج۔	
01	01	CL-1			
01	01 01	CL-1	1 نمبر	ناوْت/ اِشارِ ناوْت گرامری اصطلاحن پیٹھ مبنی	
01	01	CL-3	ا تمبر	سوالم.	
03	03	کُل میزان			
01	01	CL-1		لفظن ہنْدۍ ضِد/ واحد تم جمع ناوتۍ/ نر تم	
01	01	CL-2	1 نمبر	1	
01	01	CL-3		مادٍ ناوتۍ گرامری اصطلاحن پیٹھ سوالہ۔	
03	03	کُل میزان		دُودٌ ہتھ پپٹھم ز ہتھ لفظن ہُنْد غأر نصأبی نثری	
				اقتباس ِيتھ پتم ۖ کنمِ سوالمِ آسن ڀمن منْز يُژ	
				جوابہِ وألہ سوالہ/ محاورن ہُنْد ورتاو/ بیانس	
				بدلم اکھ لفظ/ لفظم راش/ اندازِ کرُن شأُمِل	
04	02	CL-1		ري آء ۽ ال ديا ٿا: /	تشکیل دِنہِ آمتین
02	01	CL-2		دِنہِ آمُت صورتحال مدِ نظر تھآوتھ پیراگراف/	سوالن ہِنْدۍ
06	03	CL-3	2 نمبر	دَلیلٍ/ کتھ باتھ / <u>ا</u> شتہار لیٚکھُن۔	جواب
12	06	کُل میزان	_	نصأبی کتابے ہنْدپن نثری سبقن متعلق اہلیژ	
				پپٹھ مبنی ژورو منْز ترپن سوالن ہنْدۍ مختصر	
				جواب لێکهنۍ۔	
				نصأبی شعری اقتباس یتھ پتہ کنہ سوالہ آسن	
				يمن منْز يَرْ جوابِم وألَّى سوالم / عنوان / لفظم	
				رِاش/ سمجُن/ اندازٍ کرُن / تجزیہ کرُن شامل	
		GL 1		اسے۔	
06	02	CL-1	• • •	رسمی/ غاْر رسمی چِٹھۍ لێکھِنۍ۔ (دويو منٛزِ	
03	01	CL-2 CL-3	3نمبر	اکه)	
06 15	02 05	کُل میزان		اسے۔ رسمی/ غأر رسمی جِٹھہ لێکھٖنۍ۔ (دویو منٛز اکھ) نصابس منٛز شأمل کُنہِ نظمہِ متعلق اہلیژ پبٹھ	
1.5	7.7	س میران		4 % 1.54 Grand Lane 1.50 Ord and Jaco Ord and	

				مبنی ژورو منْز دون سوالن ہنْدۍ مختصر جواب
				لیّکهِنۍ یمن مَنْز ادبی اصطلاح/ موضوع/ لفظ
				معنٰے شأمل آسن۔
00	00	CL-1		اِشارن یا شکلن ہنْدِ مددِ کُنے عنوانس یبٹھ ہتھ
05	01	CL-2	5نمبر	
05	01	CL-3		پېٹھے ڈوڈ ہتھ لفظنِ ہُنْد مضموْن لیکھُن۔
10	02	کُل میزان		نصأبی کتابے منْز شأمل کُنے تے سبقُک مرکزی
				خیال/ خُلاصم/ کردارن پبٹھ نوٹ لیٚکھُن۔
50				کُل نمبرات

نوٹ:

- سبق اصل پأٹهہ سمجنم باپتھ چھ درسی کتابہ ہندہ سأری سبق پرنہ تہ سمجنہ ضرؤری۔
 - امتحانس منْز ين اہليژ پپٹھ مبنى سوالم پرژهنم۔
 - گژامرکۍ سوالې ين درسې کتابي مطأبق پژژهنې۔



	ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ੍ਰੇਣੀ ਛੇਵੀਂ Academic Calendar Cum Syllabus Subject Punjabi Class 6 th					
ਕਰਮ	ਸਮਾਂ	ਪਾਠ ਵਿਸ਼ਾ	ਯੋਗਤਾ Competency	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ Learning Outcomes	ਸੁਝਾਈ ਗਈ ਪ੍ਰਕਿਰਿਆਵਾਂ	
ਸੰਖਿਆ	ਮਿਆਦ	Content			Suggestive Pedagogy	
S.No.	Time					
٩	ਪਹਿਲਾ ਮਹੀਨਾ	ਪਾਠ ੧. ਬਣ ਵੀਰਾ ਇਨਸਾਨ ਕਵਿਤਾ ਪਾਠ ੨. ਸਾਡਾ ਵਿਰਸਾ ਵਾਤਾਵਰਨ ਪਾਠ ੩ .ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ)ਜੀਵਨੀ(ਰਵਾਨੀ ਵਿੱਚ ਕਵਿਤਾ ਪੜ੍ਹਨਾ। ਤੁਕ ਬੰਦੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਹੋਣੀ। ਰਿਸ਼ਤੇਦਾਰੀਆਂ ਦੀ ਸਮਝ ਹੋਣੀ। ਆਪਣੀ ਮਾਂ ਬੋਲੀ ਅਤੇ ਵਿਰਸੇ ਦੀ ਸਮਝ ਹੋਣੀ।	P601: ਇਸ ਕਵਿਤਾ ਨੂੰ ਰਵਾਨੀ ਨਾਲ ਪੜਾਉਣਾ ਅਤੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣਾ। P603: ਕਵਿਤਾ ਨੂੰ ਜੁਬਾਨੀ ਕੰਠ ਕਰਨਾ ਅਤੇ ਔਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣਾ। P604: ਆਪਣੇ ਵਿਰਸੇ ਦੀ ਪਛਾਣ, ਮਾਂ ਬੋਲੀ ਦਾ ਮਹੱਤਵ ਅਤੇ ਰਿਸ਼ਤੇਦਾਰੀਆਂ ਦੀ ਸਮਝ ਹੋਵੇਗੀ। P606: ਇਸ ਪਾਠ ਦੇ ਅੰਤ ਵਿੱਚ ਬੱਚੇ ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ ਦੀ ਸ਼ਹਾਦਤ ਦਾ ਪੂਰਾ ਵੇਰਵਾ ਜਾਣਦੇ ਹੋਣਗੇ। P607: ਇਸ ਪਾਠ ਰਾਹੀਂ ਬੱਚੇ ਹਿੰਦੁਸਤਾਨ ਦੀ ਆਜ਼ਾਦੀ ਲਈ ਹੋਈਆਂ ਕੁਰਬਾਨੀਆਂ ਅਤੇ ਸੰਘਰਸ਼ ਨਾਲ ਵਾਕਿਫ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਪਰਿਵਾਰ ਦਾ ਰੁਖ ਬਣਾਉਣ ਲਈ ਕਹਿਣ ਜਿਸ ਵਿੱਚ ਹਰ ਇੱਕ ਰਿਸ਼ਤੇਦਾਰੀ ਨੂੰ ਦਰਸਾਇਆ ਹੋਵੇ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਇੱਕ ਨਾਟਕ ਤਿਆਰ ਕਰਨ ਲਈ ਕਹਿਣ ਜਿਸ ਵਿੱਚ ਬੱਚੇ ਭਗਤ ਸਿੰਘ ਸੁਖਦੇਵ ਅਤੇ ਰਾਜ ਗੁਰੂ ਦਾ ਕਿਰਦਾਰ ਨਿਭਾਉਣ।	
ر	ਦੂਜਾ ਮਹੀਨਾ	ਪਾਠ ੪. ਰੈਡ ਕਰਾਸ (ਲੇਖ) ਪਾਠ ੫. ਢਿੱਡ ਖਾ ਗਿਆ (ਕਵਿਤਾ) ਪਾਠ ੬ .ਸਾਡੇ ਜੰਗਲ)ਲੇਖ(ਇਹਨਾਂ ਵਿਸ਼ਿਆਂ ਰਾਹੀਂ ਬੱਚਿਆਂ ਦੀ ਸ਼ਬਦਾਵਲੀ ਵਿਚ ਬਹੁਤ ਹੀ ਸੁਧਾਰ ਹੋਵੇਗਾ ਅਤੇ ਵੱਖ-ਵੱਖ ਵਿਸ਼ਿਆਂ ਦੇ ਬਾਰੇ ਉਨਾਂ ਦੀ ਜਾਣਕਾਰੀ ਵਧੇਗੀ। ਰਵਾਨੀ ਵਿੱਚ ਕਵਿਤਾ ਪੜ੍ਹਨਾ। ਤੁਕ ਬੰਦੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਹੋਣੀ।	P608: ਰੈਡ ਕਰਾਸ ਦੀ ਸ਼ੁਰੂਆਤ ਕਿਸ ਨੇ ਕੀਤੀ ਅਤੇ ਕਿਉਂ ਕੀਤੀ ਪੂਰਨ ਜਾਣਕਾਰੀ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ। P609: ਕਲਾਸ ਵਿੱਚ ਬੱਚੇ ਰੈਡ ਕਰਾਸ ਦੇ ਕੰਮਾਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸ਼ਾਉਣ ਗੇ। P612:ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਵਿਤਾ ਲਿਖਣ ਦੀ ਸਮਰਥਾ। P615:ਜੰਗਲਾਂ ਦੇ ਕੀ ਲਾਭ ਹਨ ਬੱਚੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣ। P616: ਇਸ ਲੇਖ ਦੇ ਅੰਤ ਵਿੱਚ ਬੱਚੇ ਜੰਗਲਾਂ ਦੇ ਰੱਖ ਰਖਾਓ ਦੀ ਪੂਰਨ ਜਾਣਕਾਰੀ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਜੰਗਲੀ ਜਾਨਵਰਾਂ ਦੀ ਇੱਕ ਫਰਿਸਤ ਬਣਾਉਣ ਦੇ ਹੋਣ ਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਰੈਡ ਕਰੋਸ ਰਾਹੀਂ ਕੀਤੀਆਂ ਜਾਣ ਵਾਲੀਆਂ ਸੇਵਾਵਾਂ ਬਾਰੇ ਸੂਚਿਤ ਕਰਾਉਣ ਅਤੇ ਸਹਾਇਤਾ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਿਸੇ ਜੰਗਲ ਦੀ ਸੈਰ ਕਰਾਉਣ ਅਤੇ ਬੱਚੇ ਆਪਣੀ ਡਾਇਰੀ ਵਿੱਚ ਆਪਣੇ ਪ੍ਰਭਾਵ ਲਿਖਣ।	
æ	ਤੀਜਾ ਮਹੀਨਾ	ਪਾਠ ੭. ਬੱਤਾ ਜ਼ਿਨ (ਕਹਾਣੀ) ਪਾਠ ੮ .ਕਸ਼ਮੀਰ ਕਵਿਤਾ	ਲੇਖ ਨੂੰ ਪੜ੍ਹਨ ਅਤੇ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਲੇਖ ਵਿੱਚ ਆਉਣ ਵਾਲੇ ਪਾਤਰਾਂ ਤੇ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਕਵਿਤਾ ਨੂੰ ਰਵਾਨਗੀ ਵਿੱਚ ਪੜ੍ਹਨ ਅਤੇ ਸੰਖੇਪ ਵਿੱਚ ਲਿਖਣ ਦੀ ਯੋਗਤਾ।	P618:ਬੱਚੇ ਇਸ ਲੇਖ ਨੂੰ ਪੜ੍ਹਨ ਅਤੇ ਔਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਇਸਤੇਮਾਲ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ। P620:ਬੱਚਿਆਂ ਦੀ ਰੁਚੀ ਕਹਾਣੀ ਲਿਖਣ ਵਿੱਚ ਵੱਧੇਗੀ। P621: ਕਵਿਤਾ ਨੂੰ ਰਵਾਨਗੀ ਨਾਲ ਪੜ੍ਹਨ ਅਤੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਹੋਵੇਗੀ। P623:ਕਸ਼ਮੀਰ ਦੀ ਖ਼ੂਬਸੂਰਤੀ ਨੂੰ ਕਵਿਤਾ ਰਾਹੀਂ ਦਰਸਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਇਸ ਲੇਖ ਵਿੱਚ ਵਰਤੇ ਜਾਣ ਵਾਲੇ ਔਖੇ ਸ਼ਬਦ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ।	
8	ਚੌਥਾ ਮਹੀਨਾ	ਪਾਠ ੯. ਊਂਠ ਤੇ ਗਿੱਦੜ (ਲੋਕ ਕਹਾਣੀ) ਪਾਠ ੧੦. ਵਾਤਾਵਰਣ ਤੇ ਪ੍ਰਦੂਸ਼ਣ (ਲੇਖ) ਵਿਆਕਰਣ	ਕਹਾਣੀ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸ਼ਾਉਣ ਦੀ ਯੋਗਤਾ। ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨ ਵਾਲੀਆਂ ਵਸਤੂਆਂ ਦੀ ਰੋਕਥਾਮ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਪਾਣੀ ਦੇ ਸਰੋਤਾਂ ਦੇ ਰੱਖ ਰਖਾਓ ਤੇ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਪਲਾਸਟਿਕ ਨਾਲ ਹੋਣ ਵਾਲੇ ਪ੍ਰਦੂਸ਼ਣ ਤੇ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ।	P624: ਬੱਚਿਆਂ ਦੀ ਰੁਚੀ ਲੋਕ ਕਹਾਣੀਆਂ ਵਿੱਚ ਵੱਧੇਗੀ ਅਤੇ ਉਹ ਆਪਣੇ ਬਜ਼ੁਰਗਾਂ ਪਾਸੋਂ ਲੋਕ ਕਹਾਣੀਆਂ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣ ਗੇ। P627: ਇਸ ਪਾਠ ਰਾਹੀਂ ਬੱਚੇ ਪਾਣੀਆਂ ਦੇ ਸਰੋਤਾਂ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣ ਗੇ। P628:ਵਾਤਾਵਰਣ ਤੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P629:ਬੱਚੇ ਪਾਣੀ, ਧਰਤੀ ਅਤੇ ਹਵਾ ਨੂੰ ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨ ਵਾਲੀਆਂ ਵਸਤੂਆਂ ਦੇ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ। P630: ਵਾਤਾਵਰਣ ਨੂੰ ਪਲਾਸਟਿਕ ਦੇ ਪ੍ਰਦੂਸ਼ਣ ਤੋਂ ਬਚਾਉਣ ਦੇ ਲਈ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਯੋਗ ਹੋਣਗੇ। P626: ਵਿਆਕਰਣ ਵਿੱਚ ਵਿਸ਼ੇਸ਼ਣ ਅਤੇ ਕਿਰਿਆ ਦੀ ਸਮਝ ਹੋਣੀ ਚਾਹੀਦੀ ਹੈ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਲੇਖਣ ਲਈ ਪ੍ਰੋਤਸਾਹਿਤ ਕਰਨ ਕਰਨ ਅਤੇ ਉਨਾਂ ਪਾਸੋਂ ਕਿਸੇ ਵਿਸ਼ੇ ਤੇ ਕਹਾਣੀ ਲਿਖਣ ਲਈ ਕਹਿਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਵਾਤਾਵਰਣ ਵਿੱਚ ਲੈ ਜਾ ਕੇ ਪ੍ਰਦੂਸ਼ਿਤ ਕਰਨ ਵਾਲੀਆਂ ਵਸਤੂਆਂ ਦੀ ਇੱਕ ਫਰਿਸਤ ਬਣਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਆਸ ਪਾਸ ਤੇ ਮੁਹੱਲਿਆਂ ਵਿੱਚ ਲੈ ਜਾ ਕੇ ਪ੍ਰਦੂਸ਼ਣ ਦੀ ਸਮੱਸਿਆ ਬਾਰੇ ਜਾਣੂ ਕਰਾਉਣ।	
ਪ	ਪੰਜਵਾਂ ਮਹੀਨਾ	ਪਾਠ ੧੧. ਸ਼ੋਰ (ਲੇਖ) ਪਾਠ ੧੨. ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ (ਜੀਵਨੀ)ਪਾਠ ੧੩. ਇਮਾਨਦਾਰੀ ਦਾ ਫਲ (ਲੋਕ ਕਹਾਣੀ)	ਸ਼ੇਰ ਦੇ ਜੀਵਨ ਅਤੇ ਰੱਖ ਰਖਾਓ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਜ਼ੁਲਮ ਦੇ ਖਿਲਾਫ਼ ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ ਦੀ ਸ਼ਹਾਦਤ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਓਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਦੀ ਯੋਗਤਾ।	P631:ਸ਼ੇਰ ਦੇ ਜੀਵਨ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P632:ਭਾਰਤ ਦੁਆਰਾ ਸ਼ੇਰਾਂ ਦੀ ਘੱਟ ਗਿਣਤੀ ਨੂੰ ਵਧਾਉਣ ਲਈ ਅਤੇ ਉਨਾਂ ਦੇ ਸੰਭਾਲ ਲਈ ਵਰਤੀਆਂ ਗਈਆਂ ਤਜਵੀਜ਼ਾਂ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P633:ਇਸ ਪਾਠ ਦੇ ਅੰਤ ਵਿੱਚ ਬੱਚੇ ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ ਦੇ ਜੀਵਨ ਅਤੇ ਜ਼ੁਲਮ ਦੇ ਖਿਲਾਫ਼ ਉਹਨਾਂ ਦਾ ਸੰਘਰਸ਼ ਆਪਣੇ ਸ਼ਬਦਾਂ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P635:ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ ਜੀ ਦੀ ਸ਼ਹਾਦਤ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸ਼ਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P636:"ਇਮਾਨਦਾਰੀ ਦਾ ਫਲ" ਦਾ ਸੰਖੇਪ ਬੱਚੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸ਼ਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P637: ਲਕੜਹਾਰੇ ਦੀ ਇਮਾਨਦਾਰੀ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P638: ਉਲਟ ਭਾਵੀ ਸ਼ਬਦ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਿਸੇ ਜੰਗਲ ਦੀ ਜਾਂ ਰਾਸ਼ਟਰੀ ਪਾਰਕ ਦੀ ਸੈਰ ਕਰਾਉਣ ਅਤੇ ਉੱਥੇ ਆਉਣ ਵਾਲੀਆਂ ਵਸਤੂਆਂ , ਮਾਹੌਲ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ। ਬੱਚੇ ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ ਦੇ ਜੀਵਨ ਜ਼ੁਲਮ ਦੇ ਖਿਲਾਫ਼ ਉਨਾਂ ਦੀ ਲੜਾਈ ਅਤੇ ਉਹਨਾਂ ਦੀ ਸ਼ਹਾਦਤ ਤੇ ਛੋਟੇ ਛੋਟੇ ਨਿਬੰਧ ਸੁਣਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਇਮਾਨਦਾਰੀ ਰਾਹੀਂ ਆਪਣਾ ਜੀਵਨ ਜੀਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ।	
É	ਛੇਵਾਂ ਮਹੀਨਾ	ਪਾਠ੧੪.ਗੀਤ ਪਾਠ ੧੫. ਨੰਦ ਰਿਸ਼ੀ (ਲੇਖ) ਪਾਠ ੧੬. ਕਾਗਜ਼ ਲੋਕ (ਕਹਾਣੀ)	ਗੀਤ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਖੇਪ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਨਾਂਵ ਨੂੰ ਵਿਸ਼ੇਸ਼ਣ ਬਣਾਉਣ ਦੀ ਯੋਗਤਾ। ਜੰਮੂ ਕਸ਼ਮੀਰ ਦੇ ਰਿਸ਼ੀਆਂ ਮੁਨੀਆਂ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ।	P639:ਗੀਤ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P641:ਗੀਤ ਵਿੱਚ ਲੈ ਤਾਲ ਰਿਦਮ ਦੀ ਜਾਣਕਾਰੀ ਸਮਝਣ ਦੀ ਯੋਗਤਾ ਹੋਵੇਗੀ । P642:ਨੰਦ ਰਿਸ਼ੀ ਦੇ ਜੀਵਨ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗ ਹੋਣਗੇ। P644:ਜੰਮੂ ਕਸ਼ਮੀਰ ਰਿਸ਼ੀਆਂ ਮੁਨੀਆਂ ਦੀ ਧਰਤੀ ਹੈ ਇਸ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P645:ਕਾਗਜ਼ ਦੀ ਖੋਜ ਨੇ ਇਨਸਾਨ ਦੇ ਜੀਵਨ ਵਿੱਚ ਕਿਹੜੀ ਕਿਹੜੀ ਤਬਦੀਲੀਆਂ ਲਿਆਈਆਂ ਹਨ ਇਕ	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਕੋਈ ਗੀਤ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਜੰਮੂ ਕਸ਼ਮੀਰ ਦੇ ਰਿਸ਼ੀਆਂ ਮੁਨੀਆਂ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨਾਲ ਮਿਲ ਕੇ ਕਾਗਜ ਬਣਾਉਣ ਦੀ	

			ਕਾਗਜ਼ ਦੀ ਖੋਜ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ।	ਫਰਿਸਤ ਬਣਾਉਣ। P646: ਕਾਗਜ਼ ਬਣਾਉਣ ਦੀ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ ਯੋਗ ਹੋਣਗੇ। ਇਸ ਪਾਠ ਵਿੱਚ ਵਰਤੇ ਗਏ ਨਾਉ ਅਤੇ ਉਨਾਂ ਦੇ ਵਿਸ਼ੇਸ਼ਣ ਅਤੇ ਉਲਟ ਭਾਵੀ ਸ਼ਬਦ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਪ੍ਰਕਿਰਿਆ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨ।
9	ਸਤਵਾਂ ਮਹੀਨਾ	ਪਾਠ ੧੭. ਵਿਦਿਆ ਕਵਿਤਾ ਪਾਠ੧੮. ਡਾਇਰੀ ਵਾਲੀ ਗੱਲ (ਲੇਖ) ਪਾਠ੧੯. ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ (ਕਵਿਤਾ)	ਵਿਦਿਆ ਨਾਲ ਅਤੇ ਵਿਦਿਆ ਤੋਂ ਬਿਨਾਂ ਜੀਵਨ ਵਿੱਚ ਫਰਕ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਵਿਦਆ ਕਵਿਤਾ ਦਾ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਸੰਖੇਪ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਚੰਗੀ ਆਦਤਾਂ ਅਪਨਾਉਣ ਦੀ ਯੋਗਤਾ। ਸਮੇਂ ਸਿਰ ਜਾਗ ਕੇ ਆਪਣਾ ਕੰਮ ਖਤਮ ਕਰਨ ਦੀ ਯੋਗਤਾ। ਬੱਚੇ ਆਪਣੇ ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ ਲਿਖਣ ਅਤੇ ਸਟੇਜ ਤੋਂ ਸਾਂਝੀਆਂ ਕਰਨ।	P647:ਬੱਚੇ ਕਵਿਤਾ ਵਿਦਿਆ ਦਾ ਸੰਖੇਪ ਲਿਖਣ ਅਤੇ ਕੰਠ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ। P648:ਵਿਦਿਆ ਕਿਉਂ ਜ਼ਰੂਰੀ ਹੈ ਬੱਚੇ ਇਸ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P649:ਇਸ ਵਿਸ਼ੇ ਨੂੰ ਪਾੜ ਕੇ ਬੱਚੇ ਆਪਣੇ ਜੀਵਨ ਵਿੱਚ ਚੰਗੀ ਆਦਤਾਂ ਲਿਆਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P650:ਸਮੇਂ ਸਿਰ ਜਾਗ ਕੇ ਆਪਣਾ ਕੰਮ ਨਿਬੇੜਨ ਦੇ ਯੋਗ ਹੋਣਗੇ P651:ਇਸ ਵਿਸ਼ੇ ਨੂੰ ਪੜ੍ਹ ਕੇ ਬੱਚੇ ਲਗਾਂ ਮਾਤਰਾਵਾਂ ਦਾ ਸਹੀ ਉਪਯੋਗ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ। P653:ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P654:ਬੱਚੇ ਆਪਣੇ ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P655: ਬੱਚੇ ਸਟੇਜ ਤੇ ਆ ਕੇ ਆਪਣੇ ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ ਸਾਂਝੀਆਂ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਕਵਿਤਾ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਜਲਦੀ ਜਾਗ ਕੇ ਸਮੇਂ ਸਿਰ ਆਪਣਾ ਕੰਮ ਖਤਮ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਆਪਣੇ ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ ਲਿਖਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ ਅਤੇ ਫਿਰ ਆਪਸ ਵਿੱਚ ਇਹਨਾਂ ਯਾਦਾਂ ਦਾ ਮੇਲ ਕਰਾਉਣ ਤੇ ਵੇਖਣ ਕਿਹੜੀਆਂ ਕਿਹੜੀਆਂ ਚੀਜ਼ਾਂ ਹਨ ਜੋ ਸਾਰੇ ਬੱਚੇ ਬਚਪਨ ਵਿੱਚ ਕਰਦੇ ਹਨ।

ਕਵਿਤਾ ਦੀ ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਕਵਿਤਾ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪ ਲਿਖਣ ਸੰਬੰਧਿਤ ਪ੍ਰਸ਼ਨ।

ਐਸ.ਸੀ.ਈ.ਆਰ.ਟੀ .ਸ੍ਰੀਨਗਰ ਜੰਮੂ ਐਂਡ ਕਸ਼ਮੀਰ SCERT Srinagar (J&K)

ਸ਼੍ਰੈਣੀ :ਛੇਵੀਂ ਮੁਲਾਂਕਣ ਦਾ ਢੰਗ ਕੁਲ ਅੰਕ :੫੦ Class: 6th Pattern Of Assessment Max. Marks: 50

ਭਾਗ ਪਹਿਲਾ ਪੜ੍ਹਨ ਕੌਸ਼ਲ)ਅਕ :੧੦ (ਦਿੱਤੇ ਗਏ ਅਣਡਿੱਠੇ ਨਿਬੰਧ ਨੂੰ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸਹੀ ਉੱਤਰ ਦਿਓ,
ਜਿਵੇਂ ਖਾਲੀ ਥਾਂਵਾਂ ਭਰੋ ,ਸਹੀ ਜੋੜ ਮਿਲਾਉ ,ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਆਦਿ।
ਭਾਗ ਦੂਜਾ ਲਿਖਣ ਕੋਸ਼ਲ)੧੫ :ਅੰਕ (ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਚੋਂ ਕੋਈ ਵੀ ਵਿਸ਼ਾ ਚੁਣ ਕੇ ਅੰਤ ਵਿੱਚ ਦਿੱਤੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸਹੀ ਉੱਤ ਭਾਗ ਰ।
ਦਿਓ ਜਿਵੇਂ ਖਾਲੀ ਥਾਵਾਂ ਭਰੋ ,ਜੋੜ ਮਿਲਾਉ ,ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਆਦਿ ।
ਤਸਵੀਰ ਨੂੰ ਵੇਖ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਦਿਓ ਜਾਂ ਨਿਬੰਧ ਲਿਖੋ ।
ਭਾਗ ਤੀਜਾ ਕਾਵਿਕ)੧੦ ਅੰਕ(ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਵਿੱਚੋਂ ਕਵਿਤਾ ਦਾ ਸੰਖੇਪ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਸੰਬੰਧੀ ਪ੍ਰਸ਼ਨ।
ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਵਿੱਚੋਂ ਕਵਿਤਾਵਾਂ ਸਬੰਦੀ ਪ੍ਰਸ਼ਨ।

ਭਾਗ ਚੋਥਾ ਵਿਆਕਰਣ)ਅੰਕ ੧੫(

ਨਾਂਵ ਪੜਨਾਂਵ ,ਲਿੰਕ ਪੁਲਿੰਗ ,ਉਲਟ ਭਾਵੀ ਸ਼ਬਦ ,ਇੱਕ ਵਚਨ ,ਬਹੁਵਚਨ ,ਕਿਰਿਆ।

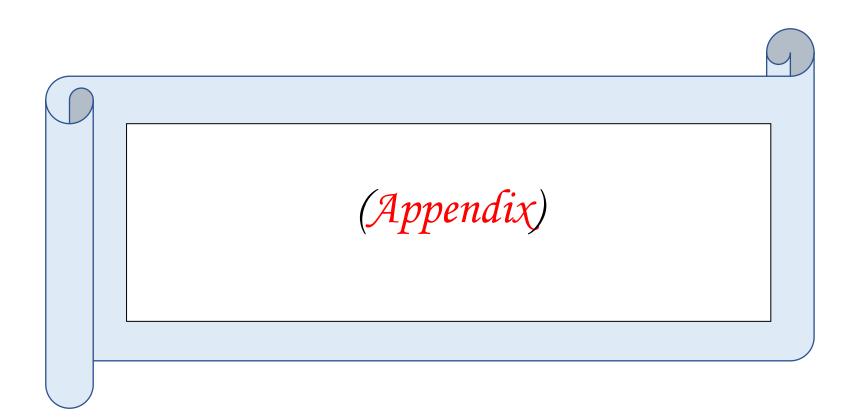
ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ ਦੇ ਪੱਤਰ ਲਿਖਣ ਜਿਵੇਂ ਫੀਸ ਮਾਫ ਕਰਨ ਲਈ ਪੱਤਰ ,

ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਦੋ ਦਿਨ ਦੀ ਛੁੱਟੀ ਦੀ ਦਰਖ਼ਾਸਤ ,

ਸੈਰ ਸਪਾਟੇ ਲਈ ਆਪਣੇ ਸਕੂਲ ਦੇ ਮੁੱਖ ਅਧਿਆਪਕ ਨੂੰ ਅਰਜ਼ੀ ਆਦਿ।

ਰਚਨਾਤਮਕ ਮੂਲੰਕਣ (Formative Assessment)

ਕਰਮ ਸੰਖਿਆ	ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ	ਅਧਿਆਇ ਸੰਖਿਆ	ਨਿਰਧਾਰਿਤ ਅੰਕ
٩	ਰਮ੧	੧ .ਬਣ ਵੀਰਾ ਇਨਸਾਨ ੨ . ਸਾਡਾ ਵਿਰਸਾ ੩ .ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ ੪ .ਰੈਡ ਕਰੋਸ	ч
੨	ਰਮ੨	ਪ. ਢਿੱਡ ਖਾ ਗਿਆ ੬. ਸਾਡੇ ਜੰਗਲ ੭ .ਬੱਤਾ ਜਿਨ	ч
3	ਰਮ੩	੮. ਕਸ਼ਮੀਰ ਕਵਿਤਾ ੯. ਊਠ ਤੇ ਗਿੱਦੜ ੧੦ .ਵਾਤਾਵਰਣ ਤੇ ਪ੍ਰਦੂਸ਼ਣ	ч
8	ਰਮ੪	੧੧. ਸ਼ੇਰ ੧੨ .ਗੀਤ ੧੩ . ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ	ч
ч	ਰਮ੫	੧੪. ਈਮਾਨਦਾਰੀ ਦਾ ਫਲ ੧੫. ਵਿਦਿਆ ਕਵਿਤਾ ੧੬ .ਨੰਦ ਰਿਸ਼ੀ	ч
É	ਰਮ੬	੧੭ . ਕਾਗਜ਼ ਲੋਕ ੧੮ . ਡਾਇਰੀ ਵਾਲੀ ਗੱਲ ੧੯. ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ	ч
ਸਾਹਿਤ ਤੋਂ ਈਲਾਵਾਂ ਅਣ	ਡਿੱਠਾ ਪੈਰਾ, ਵਿਆਕਰਣ , ਲਿਖਣ ਕੌਸ਼ਲ ਅ	ਮਤੇ ਤਸਵੀਰਾਂ ਨੂੰ ਵੇਖ ਕੇ ਨਿਬੰਧ ਲਿਖਣ ਦਾ ਵੀ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇ ।	
		ਕੁੱਲ	30
			30
	ਸੰਖੇ	ਪ ਮੁਲਾਂਕਣ (Summative Assessment)	
ਕਰਮ ਸੰਖਿਆ	ਅਨੁਭਾਗ	ਅਧਿਆਇ ਸੰਖਿਆ ਅਤੇ ਨਾਮ	ਨਿਰਧਾਰਿਤ ਅੰਕ
٩	₽	ਅਣਡਿੱਠਾ ਪੈਰਾ	૧૫
੨	ਅ	ਵਿਆਕਰਣ	t
੩	ੲ	ਲਿਖਣ ਕੌਸ਼ਲ	૧૨
8		ਸਾਹਿਤ (Literature)	
Ч		ਵਿਦਿਆ ਕਵਿਤਾ	
É	ਸ	ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ	૧૫
2		ਸਾਡੇ ਜੰਗਲ	
t		ਵਾਤਾਵਰਣ ਤੇ ਪ੍ਰਦੂਸ਼ਣ	
੯		ਈਮਾਨਦਾਰੀ ਦਾ ਫਲ	
90		ਨੰਦ ਰਿਸ਼ੀ	
9 9		ਕਾਗਜ਼ ਲੋਕ	
9 2		ਡਾਇਰੀ ਵਾਲੀ ਗੱਲ	
		<u>ब</u> ॅਲ	чо



Suggestive Calendar of Activities

S.No	Date	Event	Suggested Activity
1	January 24th, 2024	National Girl Child Day	Awareness in Assembly, Guest speakers, Storytelling and Role Models, Organize classroom debates on topics related to gender equality, talent show where girls can showcase their skills and talents in various fields
2	January 25th, 2024	National Voters Day	Rallies, Mock Elections, Debates, Seminar, Awareness and taking National Voters pledge in Morning Assembly
3	February 28th, 2024	National Science Day	Guest Lectures, Organize a science fair where students can present their own projects, experiments, and inventions, Poster and Slogan Competitions, quiz competitions
4	March 3rd, 2024	World Wildlife Day	Invite wildlife conservationists, biologists, or representatives from wildlife department to give talks or presentations about their work and the importance of protecting wildlife in the Morning assembly.
5	March 8th, 2024	International Women's Day	Organising skits, Group discussions highlighting the role of women.
6	March 22nd, 2024	International Water Day	Organising Awareness drives, Debates, Painting competitions on the theme of conservation of Water Resources
7	April 7th, 2024	World Health Day	Health & Hygiene Camps to be organised in collaboration with NRHM & nearest Primary Health Centres, Community Awareness programmes, Street Theatre will be some of the suggestive activities.
8	April 18th, 2024	World Heritage Day	Heritage Fair, Cultural Exchange, field trip to a nearby World Heritage site, or promoting environmental conservation, clean-up drives, tree planting initiatives,
9	April 22nd, 2024	Earth Day	Clean-up Campaign, Planting Activities, Take the learning outside by holding classes or activities in outdoor spaces such as school gardens, parks, or nature reserves, Earth Day Pledge
10	May 8 th , 2024	Red Cross Day	Inculcate the habit of Social Service among students, Awareness regarding First-Aid in the Morning Assembly.
11	May 31st, 2024	World Anti-Tobacco Day	Students to be engaged in Anti- Tobacco Awareness campaign.
12	June 5th, 2024	World Environment Day	Seminars, debates in collaboration With Department of Environment. Painting competitions, poster writing competitions, Rallies etc will be some of the suggestive activities.
13	June 21,2024	International Yoga Day	Organize a mass yoga session for all students and staff in Morning assembly.

14	June 26th, 2024	Anti-Drug Abuse Day	Seminars, debates in collaboration with Drug deaddiction centers. Drawing & Painting completion highlighting the evil caused by drug abuse.
15	July 26, 2024	Kargil Vijay Diwas	Patriotic Song, Observe a moment of silence to honour the martyrs, Show a documentary or a short film about the Kargil War.
16	August 12th, 2024	International Youth Day	Organize a day of community service activities where students volunteer their time and skills to support local organizations, charities, or social causes like cleaning up parks, tutoring younger students, assisting senior citizens,
17	August 29th, 2024	National Sports Day	Importance of sports in physical / mental fitness. How sports help to inculcate team spirit. Awareness about various types of sports & Games.
18	September 5th, 2024	Teacher's Day	Celebration of Teachers Day at various levels. Essay Writing / debate highlighting the role of Teachers
19	September 8th, 2024	World Literacy Day	Guest Authors and Storytellers, Creative Writing Projects, Book Donation Drives
20	September21st, 2024	International Peace Day	Organize a peace walk or rally where students can march together to promote peace, social justice, and human rights. Encourage students to express their ideas about peace through art projects such as painting, drawing, sculpture, or collage
21	October 2nd-8th, 2024	Wildlife Week	Awareness about importance of conservation of Wildlife with special reference to our local Fauna.
22	November 14th, 2024	Children's Day	Celebrations to reiterate the importance of being a child.
23	November 26th, 2024	Constitution Day	Reading of the Preamble, Debates, Essay competition, Quiz, Seminar, Poster making, Invite local judges, lawyers, or civic leaders to speak about the Constitution's relevance today
24	December 3rd, 2024	International Disability Day	Celebrating this special day for the Specially abled classmates to inculcate feeling of empathy and togetherness.
25	December 22nd, 2024	National Mathematics Day	Mathematics Poster Competition, Mathematics Quiz competition, Mathematics Olympiad, organize a special assembly to celebrate National Mathematics Day, featuring presentations, skits, or performances related to mathematics.

- All the schools must celebrate national festivals with great enthusiasm, zeal and fervor as they remind the significance of freedom, democracy and peace there by bringing a sense of patriotism, pride and brotherhood among the students.
- Schools may organise activities mentioned above and some other Local/National/International events/festivals as they deem fit for holistic development of the students. Organising such events help students to learn about the world around them as they grow up in order to become well-informed citizens. It enhances student's knowledge about the significance of these days/events and helps to inculcate high morals, values and character in our students, thereby nurturing their communication and interpersonal skills.

Suggestive Ten Bagless Days

Bagless Day	Description
1	Activities like Painting/ Art & Craft/ Photography/ Cooking/ Stitching/ Kite Making/ School Elections, etc.
2	Exposure Visit to Sericulture Unit/ Vermicompost Unit/ Industrial Area/ Historical Places/ Museums, etc.
3	Gardening: Teachers and students in collaboration to grow some vegetables for mid-day meals
4	Games and Sports activities like, Hurdle race/ running backward/ Hopscotch, etc.
5	Exposure Visit to University/College/Sainik School/ Medical College/ NIT/ Court/ DC Office, etc
6	TLM development activities
7	Speak up Day: a. Activities to articulate ideas in simple, clear and appropriate words. Teachers can take help of some famous media personality b. Speak up the changes, you want in your school/ locality, etc.
8	a. Meeting most experienced and successful personalities of the localityb. Be a journalist and highlight the issues of your area
9	 a. Taking proper care of other people, animals and nature b. Local and seasonal vegetable stall c. Survey: like area of the school, type and number trees in your school, buildings, classrooms, labs, students' gender-wise and class-wise, teachers, subjects, book category and number, etc
10	Meet a Professor/Doctor/Journalist/Engineer/Social Activist/Judge, etc.

Note: The Head of the Institution in consultation with subject teachers shall decide the appropriate day, date and activities for 10 bag-less days.

Student Assessment & Evaluation Scheme (SA&ES) Middle Stage (Class 6th)

Stage/Class	Duration	Scheme of Assessment	
Class 6th	1 Year	School Based Assessment (SBA) shall be conducted by respective HoS at school level. However, Year End Assessment (Summative Assessment) shall be held by HoS, under supervision of Complex Head and design of assessment tool/model question paper should be sync with the model papers prescribed by SCERT.	
Criteria for Evaluation Formative / Summative Assessment:			

	Object	Marks	Procedure
I.	Formative Assessment	30	Level of preparation & Progress of the child has to be evaluated by subject teacher by conducting at least 6 formative assessment activities throughout the year the year as per School Based Assessment. (@ 5 marks per Formative assessment)
II	Co-curricular Component	20	Detailed description of activities with criteria points is appended*
III	Summative Assessment	50	External Year End Assessment tool/Question Paper shall be of 50 Marks.
	Total (I+II+III)	100	Qualifying criteria will be as per the prescribed examination norms/ guidelines. However, student is required to qualify with 33% marks in each assessment (FA/CC/SA).

Formative Assessment Guidelines (Marks: 30 per Subject)

Guidelines:

- 1. Formative Assessment shall be conducted throughout the academic session as per School Based Assessment using different techniques and tools.
- 2. All the desired learning outcomes should be continuously assessed by the subject teachers.
- 3. Out of all the Formative Assessments six best should be recorded with weightage of 5 marks to each (F1 to F6).
- 4. Report of these best six formative assessments should be recorded in prescribed Formative Assessment Recording format as given below.
- 5. Cumulative score of the student should be reflected in the final result register.

Name of the School	•••••
Formative Assessment Record.	Session

Name of the Student					
Recording No. & Date	Learning Outcomes Assessed (Code)	Assessment Techniques and Tools used	Overall Performance Level (Stream, Mountain, Sky)	Marks Scored (As evaluated from SBA tool)	Teacher's Observation
			Awareness:		
F1			Creativity:		
			Sensitivity:		
			Awareness:		
F2			Creativity:		
			Sensitivity:		
			Awareness:		
F3			Creativity:		
			Sensitivity:		
			Awareness:		
F4			Creativity:		
			Sensitivity:		
			Awareness:		
F5			Creativity:		
			Sensitivity:		
			Awareness:		
F6			Creativity:		
			Sensitivity:		

Co-Curricular Component Assessment Guidelines (Marks: 20 per subject)

Guidelines:

- 1. Various aspects of the co-curricular component/domains should be assessed by each subject teacher individually.
- 2. Marks weightage to each component should be given as per Student Assessment and Evaluation Scheme (SA&ES).
- 3. Each teacher should keep on tracking the co-curricular aspects and reflect the same in prescribed format "Recording Co-Curricular Activities"
- 4. The final score of each student should be reflected in the Final Result Register

Format for Recording Co-Curricular Activities

Name of the Student	Class	. Roll No	Subject	Session

Domain	Aspects assessed	Max. Mark s	Marks Obtain ed.	Descriptive Summary/Remarks by the Teacher
Physical Activities	Sports, games, yoga, drills etc.(participation in inter/School/Zone/District/State events)	4		
Participation in school Activities	Seminars, debates, Morning Assembly, Celebration of important Days/events Cleanness drives drug de-addiction drives etc	4		
Cultural and Creative activities	Performing Art such as singing, dancing, acting, mime, role playing etc. Visual Arts such as Painting/Drawing, crafts, puppetry architecture, sculpture etc	4		
Health and Hygiene	Cleanliness of body and Clothes, consciousness and practice of healthy habits such as taking proper meals, avoiding unhealthy foods etc	2		
Environment /IT Awareness	Using dustbins, conservation of natural resources, avoiding polythene, clean surrounding consciousness, Uses ICT for learning(esp. for class6-8)	2		
Discipline	Overall behavior with the students, school mates And at home	2		
Attendance	Regularity and punctuality [>75 upto 85% (1 Mark) And 85% upto 100% (1 Mark)] (Note: Attendance a minimum of 75% is mandatory)	2		
Total		20		

Note: This Format will filled for each subject by the concerned Teacher and enclosed with Students Progress file along with Formative Assessment Record

Holistic Progress Card (HPC)

To download the Holistic Progress Card (HPC), please visit the NCERT website using the following link: https://ncert.nic.in/parakh/pdf/HPC middle.pdf

or

To download the Holistic Progress Card (HPC) for the Middle Stage, please scan the QR code below:

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Result Register

To download the Result Register, please scan the QR code below:



Student Grade Card

To download the Student Grade Card, please scan the QR code below:



Student Assessment & Evaluation Scheme 2022

To download the Student Assessment & Evaluation Scheme 2022, please visit the website using the following link: https://drive.google.com/file/d/1UN0YrAk0ANxTnOxg99lsVmzgHrXLiHIS/view?usp=sharing

or

To download the Holistic Progress Card (HPC), please scan the QR code below:





Academic Calendar-Cum-Syllabus 2024-25





This syllabus has been designed in order to provide students a broad and balanced understanding of subjects to enable them to communicate effectively, analyze information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The focus of current syllabus is on the development of 21st century skills in settings where each student feels independent, safe and comfortable with their learning. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education and other Co-Scholastic areas. The syllabus will help teachers as well as students to plan accordingly for achieving the desired learning competencies.



MIDDLE STAGE

State Council of Educational Research & Training (SCERT) JK-UT