



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.

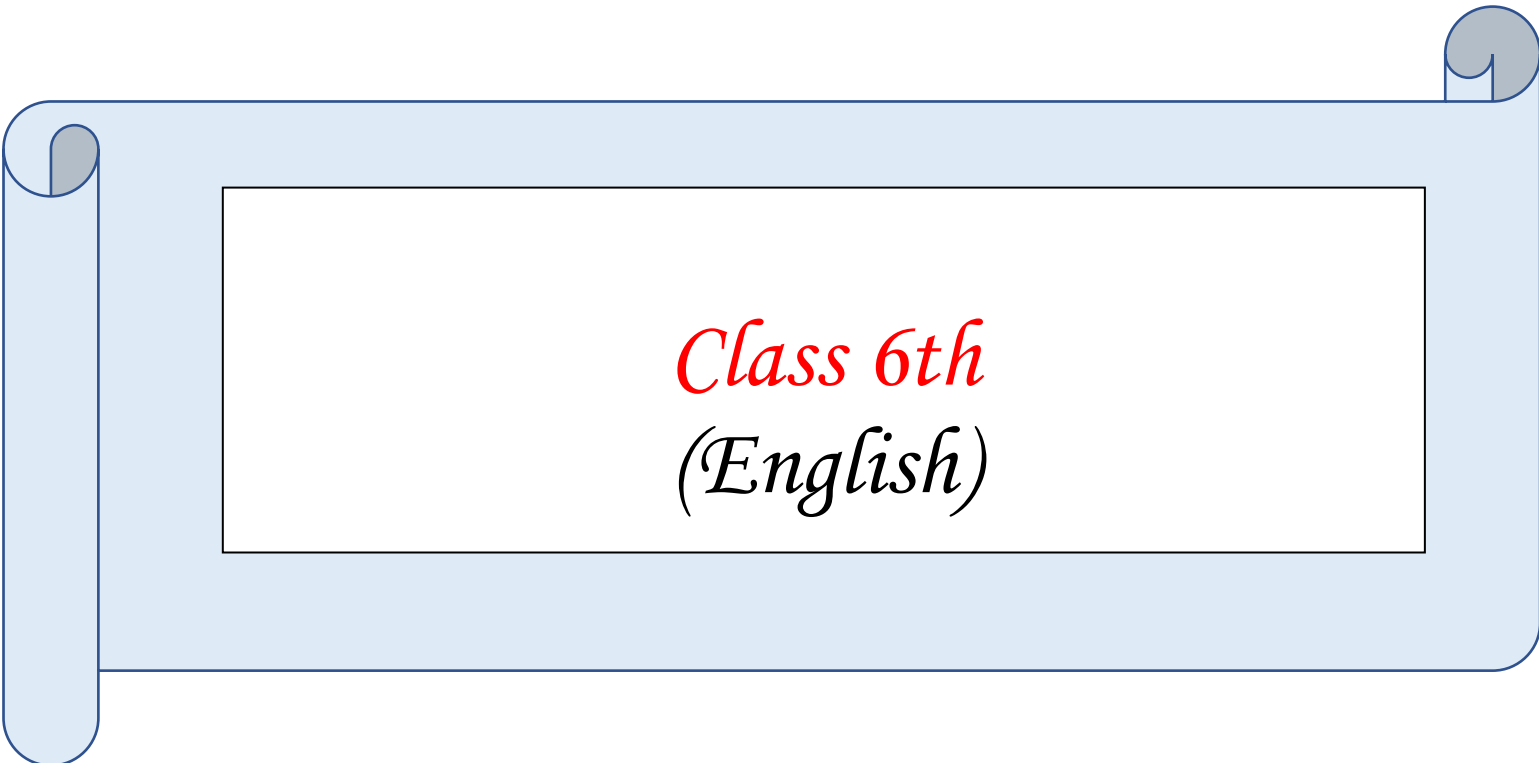
The Syllabus has been designed to provide students a broad and balanced understanding of subjects to enable them to communicate effectively, analyze information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive 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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Class 6th
(English)

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	C-1.1. Applies varied comprehension strategies (inferring, predicting) to understand different texts	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)	C-2.1. Uses writing strategies, such as sequencing ideas, identifying headings/ subheadings and forming clear beginning, ending, and paragraphs	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.
	C-2.2. Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing	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	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.
	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	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	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)	Use character maps to identify details about characters' actions, words, and thoughts. After reading a short passage, have students write a paragraph inferring a character trait based on textual evidence. Play "detective" games where students use clues to infer information not explicitly stated. 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" games to identify essential details about the text. Use graphic organizers or charts to compare and contrast the basic features of prose, poetry, and drama (e.g., structure, language). Read short excerpts from each genre and have students identify the form based on its characteristics. Play genres charades where students act out scenes from prose, poetry, or drama, and others guess the form.
	A Tale of Two Birds		
	Paragraph writing	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	

		rules (e.g., periods, commas, question marks) to enhance the clarity and meaning of their writing.	
2	How the Dog Found Himself a New Master! The Kite	LO-1.1.2. use descriptive details in the 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.	Provide sentence starters to guide students in writing summaries (e.g., "This story is about..." or "The main events happen when..."). After reading a short passage, have students retell the story in their own words, focusing on the most important parts. Use partner activities where students take turns summarizing different sections of the text. 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 literature examples (prose folktales, poems with rhythm and rhyme, short skits). Class discussions focused on students' initial impressions and interpretations of the themes or messages conveyed in different literary forms. Reader's theatre activities where students perform scenes from short plays or read poems aloud with expression, enhancing their appreciation for the form.
	The Friendly Mongoose Diary Entry	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.	
3	Taro's Reward The Quarrel	LO-1.1.2. use descriptive details in the text to infer the setting (time and place) of a story. LO-1.4.1: identify genres of their interest based on descriptions and recommendations.	Select literature that deals with relatable themes and characters for students' age group. After reading or viewing a literary work, have students discuss how they connected to the characters, events, or themes on a personal level. Creative writing or art projects where students respond to a literary work by expressing their interpretations
	The Shepherd's Treasure	LO-1.4.3: express their initial	

	Formal Letter Unseen Paragraphs	impressions and opinions about the books they are reading. 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-3.1.1: write personal letters to friends or family members using a friendly and informal style. 6.1.2: recognize short vowel sounds (a, e, i, o, u) and their corresponding spellings in one-syllable words.	and personal connections. Introduce common literary devices with clear definitions and examples (visual aids, pictures, or short videos can be helpful). Read children's literature rich in basic literary devices and have students identify them within the text. Matching games where students match definitions or examples of literary devices to their names. After identifying literary devices, engage students in discussions about how they affect the reader's understanding and emotional response to the text. Activities where students rewrite sentences without literary devices and then with them, 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.
4	An Indian American Woman in Space (Kalpana Chawla) Beauty Tansen Informal Letter Unseen Paragraphs	LO-1.2.1. identify the main topic and key details of a short, fictional text. LO-1.3.1 identify the main idea of simple fictional texts. LO-1.4.2: choose books based on personal preferences and interests explored in class. LO-2.1.3: write a simple paragraph with a clear topic sentence and supporting details. 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	Use graphic organizers (e.g., story maps) to identify the main events and the overall lesson or message of the story. After reading a short story, have students discuss the main idea and how different events contribute to it. Play "theme charades" where students act out different themes or morals from stories, and others guess the main idea. Read informational texts together, highlighting the main topic sentence(s) and key details. Have students complete "fill-in-the-blank" activities where they identify the missing main idea based on supporting details. Use Venn diagrams to compare and contrast the main ideas of two short informational texts on similar topics.

		experiences or observations. LO-4.1.3: begin to make connections between their own experiences and the characters or events in literary works. 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.	Have students discuss how the main idea makes a story or informational text interesting, relevant, or thought-provoking. Create "Dear Author" letters where students write to the author explaining what they learned or appreciated about the main idea. Read stories with different themes and have students compare which messages they find most impactful or relatable. Introduce the concept of a sentence and its key components (subject, verb, object) through engaging activities and visuals. Sentence-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 communication. Role-playing activities where 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
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			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
5	A Different Kind of School	LO-1.1.1. identify and explain basic character traits based on textual clues (actions, dialogue, descriptions). LO-1.4.2: choose books based on personal preferences and interests explored in class.	Introduce different genres (fantasy, mystery, historical fiction) with visuals and brief descriptions. Play genre classification games where students sort book covers or blurbs based on genre characteristics. Curate a classroom library with a variety of genres and allow students to explore book jackets and read opening paragraphs to discover their interests. Create "genre menus" where students select books based on their preferred themes, settings, or character types. After reading a classical novel, recommend individual books related to the genre or themes explored. Student presentations where they share their chosen books and explain what drew them to the story. Start a "Book Buzz" board where students write short blurbs about books they're enjoying, encouraging others to read them. Dedicate time for short "reader's response" journals where students record their initial thoughts and feelings about the book. Class discussions focused on initial impressions of a book, generating 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
	Where Do All the Teachers Go?	LO-1.2.2. write a simple summary of a short text, focusing on the main events in chronological order.	
	The Monkey and the Crocodile	LO-2.2.3: write simple opinion pieces expressing basic likes and dislikes about familiar topics. LO-3.1.3: write simple narratives or descriptive essays expressing personal experiences or observations. 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. LO-6.3.1: identify and participate in simple word games that involve basic manipulation of letters and sounds.	
	Descriptive Writing Unseen Paragraphs		

			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? The Wonderful Words The Wonder Called Sleep The Banyan Tree Article/Festival Unseen Paragraph	LO- 1.1.3: predict upcoming events in a narrative based on their knowledge of story structure (beginning, middle, end) LO-1.2.3: respond coherently to a literal comprehension question about a short text. LO-1.3.2: identify the main idea of short informational texts and explain its connection to the supporting details. LO-2.1.1: sequence ideas chronologically to write a simple narrative text with a beginning, middle, and end. LO-5.1.3: vary sentence structure by using simple compound and complex sentences to improve the flow and interest of their writing. 6.1.3. begin to identify and blend consonant sounds (single consonants and simple consonant blends) to decode one-syllable words. LO-6.2.3: appreciate how wordplay can be used by authors and poets to add humour, surprise, and deeper meaning	Use picture prompts or graphic organizers with a beginning, middle, and end structure to help students sequence their ideas for a story. Play storytelling games where students take turns adding sentences to a collaborative narrative, ensuring a logical sequence of events. After reading short stories, have students identify the beginning, middle, and end events, and then rewrite the story in their own words while maintaining the sequence. Introduce common transition words categorized by function (e.g., time order, cause and effect). Create activities where students sort transition words based on their function and then practice using them in short writing exercises. Highlight transition words in mentor texts (well-written examples) and have students identify their purpose in connecting ideas. Model the structure of a paragraph (topic sentence, supporting details, concluding sentence) and provide graphic organizers for students to practice. After reading informational texts, have students identify the topic sentence and supporting details of different paragraphs.

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

			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: vary 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 × 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 × 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. **1× 4 = 4 Marks**

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)

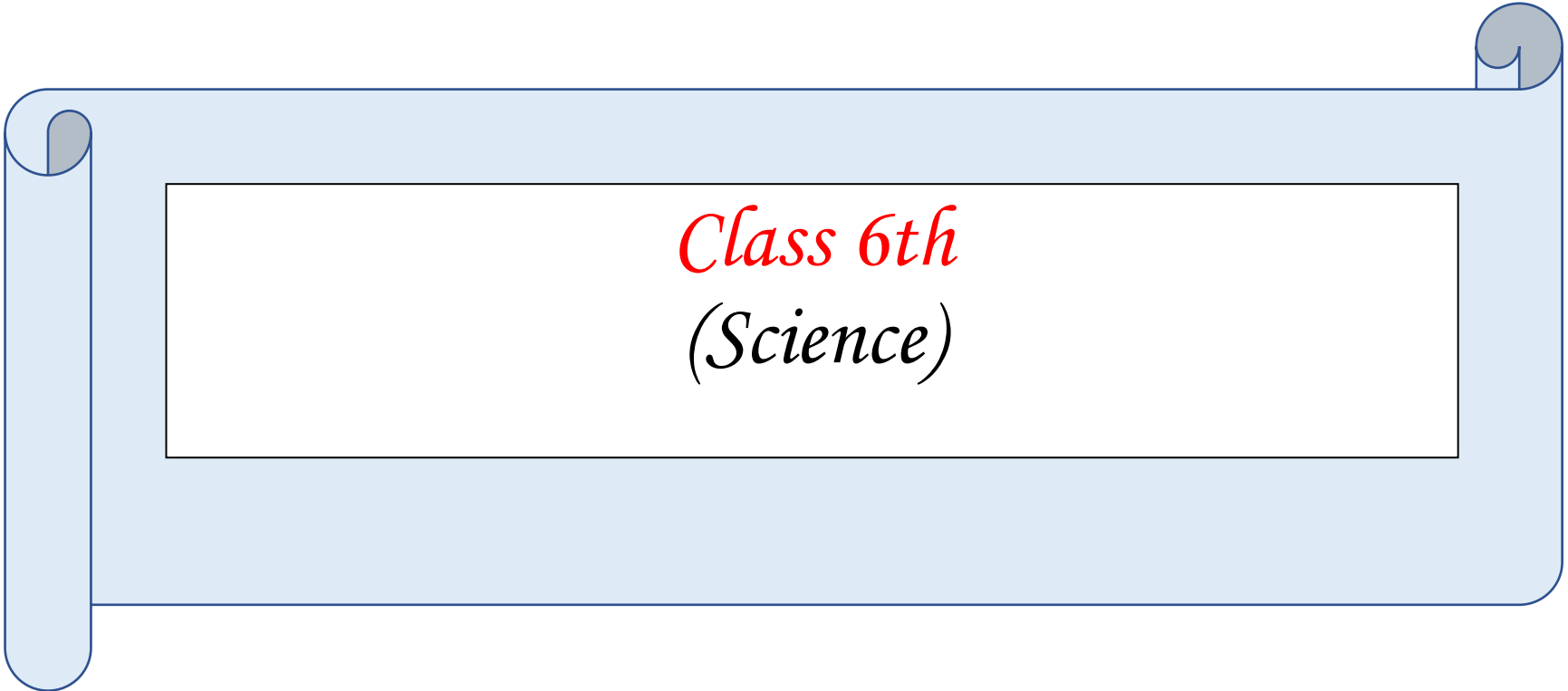
7. One question to be attempted on story/dialogue/speech/report writing on the given situation with the help of hints. (70-90 words) **3 Marks**
8. One question to be attempted on message/email/social media post writing on the given situation (50 words). **2 Marks**
9. One question to be attempted on letter writing out of two letters with some given situations (formal/informal) (70-90 Words). **3 Marks**
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 x 2 = 6 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 x 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 x 5 = 5 Marks**

Summative Assessment

S.No	Section	Chapter Name/ Content	Marks Allotted
01	A	Reading Comprehension	14
02	B	Grammar	9
03	C	Writing Skills	12
04	D	Literature	15
		➤ 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	
Total			50 Marks



Class 6th
(Science)

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 Explores the world of matter and its constituents, properties, and behaviour	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 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)
2	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
		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 conducting scientific inquiry	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)
		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, observations, and conclusions related to science	C-7.1 Uses scientific vocabulary to communicate Science accurately in oral and written form, and through visual representation
		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 knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	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
		C-9.2 States questions related to matters in the curriculum for which current scientific understanding is well recognised to be inadequate

Month	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 help us in selection, distribution and use of safe food	• 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	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/smell • 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	Air Around Us	<u>1.4.1: Identifies and lists</u> various activities from daily life which use air in one or other way. <u>1.4.2: Conducts</u> simple activities to demonstrate/verify e.g. air has dust in it, soil and water also contain air etc. <u>7.2.4: Makes</u> simple toys/models e.g. a phirki, weather cock, windmill etc to show that wind has power to do work.	• Using science kit • Hands on activities • Toy based learning • Project work
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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 Understanding. -Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. -Demonstrate 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
Selected response question	Multiple Choice Questions(MCQs)	1 Mark	CL-1	4	4
			CL-2	1	1
			CL-3	2	2
			Total	7	7
	Case Based/Data Based Multiple Choice Questions(CB-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
Constructed response question	Very Short Answer Questions (VSAQs)	2 Marks	CL-1	2	4
			CL-2	2	4
			CL-3	2	4
			Total	6	12
	Short Answer Questions(SAQs)	3 Marks	CL-1	1	3
			CL-2	1	3
			CL-3	3	9
			Total	5	15
	Long Answer Questions(LAQs) with internal choice	5 Marks	CL-1	1	5
			CL-2	Nil	Ni l
			CL-3	1	5
			Total	2	10
Total Summative Assessment 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 for patterns, and appreciates relationships between numbers	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
	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, expression, and (one-variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency	C-2.1 Understands equality between numerical expressions and learns to check arithmetical equations
	C-2.2 Extends the representation of a number in the form of a variable or an algebraic expression using a variable
	C-2.3 Forms algebraic expressions using variables, coefficients, and 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 applies properties and theorems regarding simple geometric shapes (2D and 3D)	C-3.1 Describes, classifies, and understands relationships among different types of two - and three-dimensional shapes using their defining properties/attributes
	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, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to 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 shapes and identifies similar and congruent triangles
CG-4 Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day	C-4.1 Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find 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 interprets data/information from daily-life experiences	C-5.1 Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
	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
CG-8 Develops basic skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective	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)
	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 contributions of past and modern	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.
	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 Spell	Chapter	Learning Outcome	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) 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.)	- 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 4	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	- 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
	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	
Month 5	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	- 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
	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	
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.	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 tree B
	Ratio and Proportion	LO-1.6.12: Develops the understating of Ratio and uses it to find if the given numbers are in	

		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	○ Make a list of objects/actions where the concept of angle is observed. ○ Try to make some cubes/ cuboids / Cylinders etc. using papers
	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 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 Understanding. -Exhibit memory of previously learned material by recalling facts, terms, basic concepts and answers. -Demonstrate 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
Selected response question	Multiple Choice Questions(MCQs)	1 Mark	CL-1	4	4
			CL-2	1	1
			CL-3	2	2
			Total	7	7
	Case Based/Data Based Multiple Choice Questions(CB-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
Constructed response question	Very Short Answer Questions (VSAQs)	2 Marks	CL-1	2	4
			CL-2	2	4
			CL-3	2	4
			Total	6	12
	Short Answer Questions(SAQs)	3 Marks	CL-1	1	3
			CL-2	1	3
			CL-3	3	9
			Total	5	15
	Long Answer Questions(LAQs) with internal choice	5 Marks	CL-1	1	5
			CL-2	Nil	Nil
			CL-3	1	5
			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 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 Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	C-1.1 Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life C-1.2 Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
CG-2 Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	C-2.1 Explains and analyses major changes in the past and their impact on society C-2.2 Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
CG-3 Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	C-3.1 Analyses the effect of various changes in early human society from nomadism to settled 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 habitation, family structures and relationships, the nature of work, people's sociocultural 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 Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	C-4.1 Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society C-4.2 Assesses the influence of social, cultural, and political institutions on an individual/group/ community/ society in general
CG-5 Understands various forms of inequality and prejudice in society — from those prevalent in a family to those at a community/ regional/ national level — and also the initiatives and efforts at various levels to address these issues	C-5.1 Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels C-5.2 Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice
CG-6 Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	C-6.1 Explains key natural phenomena such as climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed C-6.2 Identifies the distribution of resources such as water, agriculture, raw materials, and services across geographies C-6.3 Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change

	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)
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-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
Month 1	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.
	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
Month 3	Maps	0.0.7: Identifies four cardinal directions 0.0.8: Identifies various types of maps 0.0.9: Draws map of his/her locality	Draw a map of each your school and your neighbourhood taking care of the proper cardinal directions.
	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.

Month 4	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.
	Panchayati Raj	8.3.1: identifies various levels of the government— local, state and union 8.3.2: 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.
Month 5	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.
	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

Month 6	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
	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
	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	THE EARTH; OUR HABITAT	Globe; Latitudes and Longitudes	05
2		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

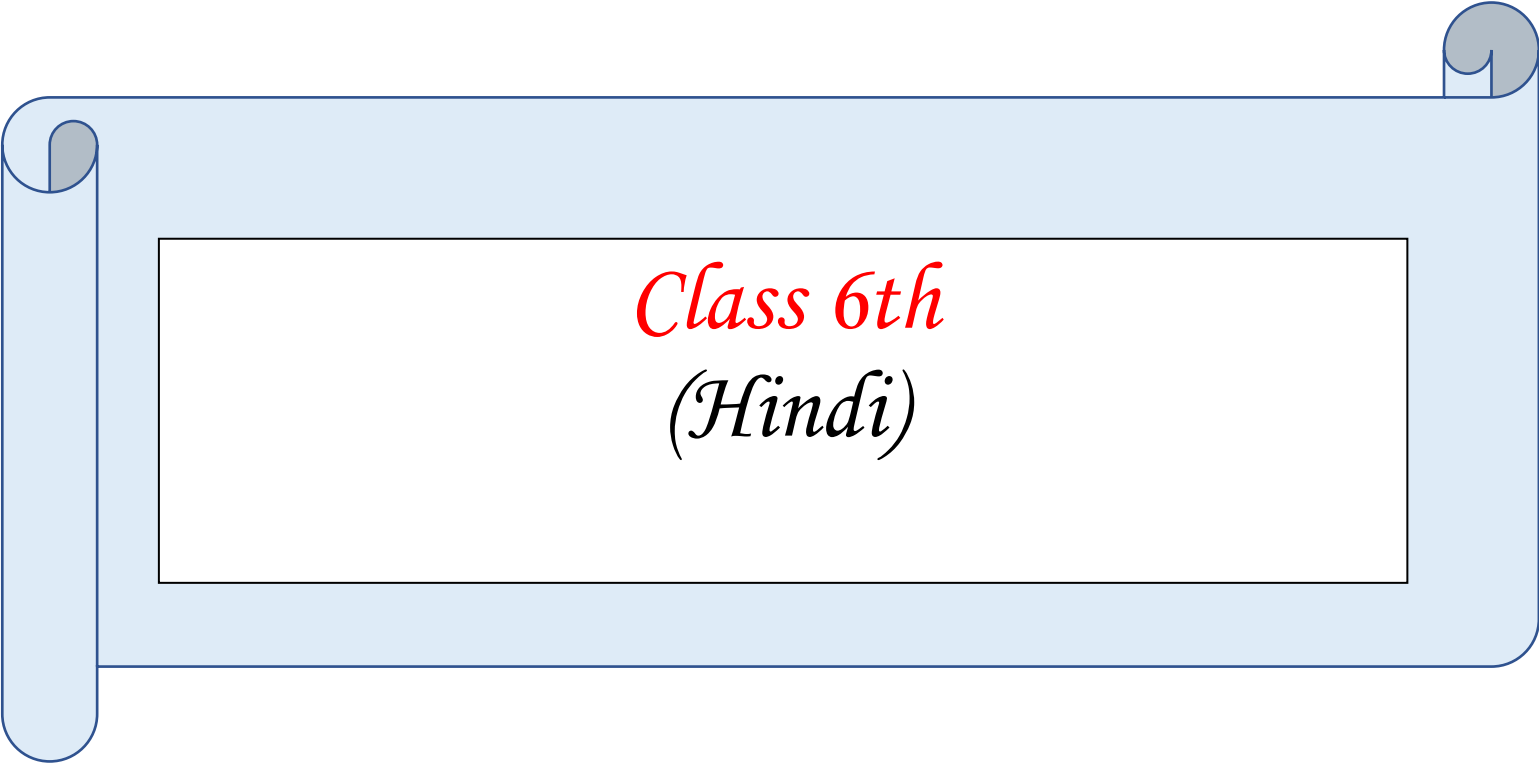
Suggestive Activities

Curricular Goal	Competencies	Activity																																			
CG-1	C-1.1	Explore your textbook and collect information about the various sources of history. Make toys of the archaeological sources and coins. <table><tr><th>Your toy</th><th>Original source/coin</th><th>Type of source</th><th>What does it tell us about the past</th></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td></tr></table>	Your toy	Original source/coin	Type of source	What does it tell us about the past																															
Your toy	Original source/coin	Type of source	What does it tell us about the past																																		
CG-2	C-2.1	Group Task Materials required: Clay, Paper, Thread, colours <table><tr><th>Make the toys of the time mentioned</th><th>Ancient time</th><th>At present</th><th>In future (predict)</th><th>What changes you observed? How have these changes impacted the society?</th></tr><tr><td>Tools of transport</td><td></td><td></td><td></td><td></td></tr><tr><td>Agricultural tools</td><td></td><td></td><td></td><td></td></tr><tr><td>Things we used for light</td><td></td><td></td><td></td><td></td></tr><tr><td>A man wearing clothes of the time</td><td></td><td></td><td></td><td></td></tr><tr><td>Kitchen items</td><td></td><td></td><td></td><td></td></tr><tr><td>Tools of communication</td><td></td><td></td><td></td><td></td></tr></table>	Make the toys of the time mentioned	Ancient time	At present	In future (predict)	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 communication				
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CG-5	C-5.1	Survey You can ask your grandparents on either side who have divided their property among their soblings and fill in the blank boxes <table><tr><td>Assets</td><td>Worth (at the time of division)</td><td>Share the sibling 1 got</td><td>Share the sibling 2 got</td><td>Share the sibling 3 got</td></tr><tr><td>House</td><td></td><td></td><td></td><td></td></tr><tr><td>Land</td><td></td><td></td><td></td><td></td></tr><tr><td>Cattle/livestock</td><td></td><td></td><td></td><td></td></tr><tr><td>Land</td><td></td><td></td><td></td><td></td></tr><tr><td>Others</td><td></td><td></td><td></td><td></td></tr></table> Now analyse the data you collected keeping in mind the concepts like inequality, prejudice, and discrimination and prepare a report. We can have a group discussion in the school after the students collect their individual data so that those who have not carried the survey they may benefit.	Assets	Worth (at the time of division)	Share the sibling 1 got	Share the sibling 2 got	Share the sibling 3 got	House					Land					Cattle/livestock					Land					Others				
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Land																																
Others																																
CG-6	C-6.4	Observe the visual and discuss and then write about the followings: a) Why are people living in the hilly areas of Jammu and Kashmir mostly dependent on sheep rearing? b) Why do people move along with their animals to higher areas during summers?																														
CG-8	C-8.3	Some members of the Gram Sabha and the concerned Gram Panchayat will be invited to class and the students will ask them questions in order to understand the working of the Gram Panchayat so that they appreciate its significance in upholding democracy at the village level. They will then be asked to make a report accordingly <table><tr><td>Gram Sabha member/Surpanch</td><td>Your question</td><td>Response of the Community members/surpanch</td><td>Prepare a report on how Gram Panchayat works here.</td></tr><tr><td>Gram Sabha member – 1</td><td></td><td></td><td rowspan="6"></td></tr><tr><td>Gram Sabha member - 2</td><td></td><td></td></tr><tr><td>Surpanch</td><td></td><td></td></tr><tr><td>Surpanch</td><td></td><td></td></tr><tr><td>Surpanch</td><td></td><td></td></tr><tr><td>Surpanch</td><td></td><td></td></tr></table>	Gram Sabha member/Surpanch	Your question	Response of the Community members/surpanch	Prepare a report on how Gram Panchayat works here.	Gram Sabha member – 1				Gram Sabha member - 2			Surpanch			Surpanch			Surpanch			Surpanch									
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CG-9	C-9.1	<table><tr><td>List the commodities that are sufficiently produced in your locality or in your state/UT or Nation</td><td>Is there any commodity that is sold in nearby places or exported to other states/nations?</td><td>Why the surplus is sold or exported?</td><td>How the selling and buying does affects the life of an individual and society?</td></tr><tr><td></td><td></td><td></td><td></td></tr></table>				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?				
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
Selected Response Questions	Multiple Choice Questions (MCQs)	1 Mark	CL-1	4	4
			CL-2	Nil	Nil
			CL-3	3	3
			Total	7	7
	Case Based/Data Based Multiple Choice Questions (CB-MCQs)	1 Mark	CL-1	1	1
			CL-2	1	1
			CL-3	1	1
			Total	3	3
	Assertive – Reasoning Multiple Choice Questions (AR-MCQs)	1 Mark	CL-1	Nil	Nil
			CL-2	2	2
			CL-3	1	1
			Total	3	3
Constructed Response Questions	Very Short Answer Questions (VSAQs)	2 Marks	CL-1	2	4
			CL-2	1	2
			CL-3	3	6
			Total	6	12
	Short Answer Questions (SAQs)	3 Marks	CL-1	3	9
			CL-2	Nil	Nil
			CL-3	2	6
			Total	5	15
	Long Answer Questions (LAQs) with internal choice	5 Marks	CL-1		
			CL-2	1	5
			CL-3	1	5
			Total	2	10
Total Summative Assessment Marks					50



Class 6th
(Hindi)

वार्षिक कलेंडर

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

सीखने के परिणाम

C1.1.1.

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

C1.2.2.

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

C1.3.3.

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

C 1.4.4.

- .1 शिक्षार्थी हर प्रकार की पुस्तकों का अध्ययन करने में सक्षम होता है I
- .2 विभिन्न विषयों में व्यापक ज्ञान और समझ विकसित करता है
- .3 विभिन्न 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
- .2 साफ़ और सम्पूर्ण गद्यांशों का निर्माण करने की क्षमता विकसित होती है I

C 2.2.2.

- 1. छात्र विभिन्न परिवेशों में अपने अनुभवों 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 परिवर्तनों को समझते हैं और अपने विचारों को व्यक्त करने के लिए प्रेरित होते हैं

C3.1.1.

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

C 4.1.1

- .1 विद्यार्थी मूलरूप से पाठ के क्रम को पहचानता है
- .2 पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करता है
- .3 छात्र 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 उदाहरण 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 विचारों की पहचान करना I
3. संरचना :निबंध लेखन ,पैराग्राफ संरचना और स्पष्टता के साथ लेखन करना I

C6.1.1-

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

C6.3.3-

1. साधारण शब्द खेलों 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/क्षमता	सीखने के परिणाम	प्रस्तावित शिक्षण विधि
1महीना	1से 2 वह चिड़िया जो बचपन वचन, विलोम शब्द	CG1.	C1.1. C1.2.	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 बिंदुओं की पहचान करता है I .2एक संक्षिप्त कहानी या लेख के बारे में सरल प्रश्नों के उत्तर देने में सक्षम होता है I .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 संदेशों 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. CG5.	C 2.1 C 5.1	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 विचारों की पहचान करना I संरचना :निबंध लेखन, पैराग्राफ संरचना और स्पष्टता के साथ लेखन करना I	नादान दोस्त और अक्षरों का महत्व उचित प्रकार से समझाने की कोशिश करें I क्रिया विशेषण की परिभाषा और भेद को सरल शब्दों में समझाएँ I निबंध को लिखते समय अपने मित्र के गुणों और उनसे सम्बंधित अनुभवों पर ध्यान केंद्रित करें I अनुशासन के सम्बंध में खेल, कहानियों 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 क्रम 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, पर्यायवाची शब्द पत्र लेखन-: फ्रीस माफ़ी पर पत्र लिखिए निबंध दीपावली		2 3	.1 शिक्षार्थी लिखित वाचन के विभिन्न रूपों से परिपूर्ण अवगत होते हैं I .2 वर्णनतमक या विवरणात्मक जैसी साहित्यिक शैलियों के साथ परिपूर्ण होते हैं .3 लेखन की सम्पूर्ण शैलियों में पूर्ण ध्यान केंद्रित कर पाते हैं	नियमों को स्पष्ट किया जा सकता है I बच्चों को खेल खेलकर सीखने का मौका दिया जा सकता है I
4 महीना	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- CG 5	C 4.1 C 5.1	C 4.1.1 .1 विद्यार्थी मूलरूप से पाठ के क्रम को पहचानता है .2 पठित पाठ के विभिन्न रूपों का स्पष्टीकरण करता है .3 छात्र महत्वपूर्ण हिंदी लेखकों और कवियों 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, पैराग्राफ संरचना और स्पष्टता के साथ लेखन करना I	कविता पढ़ने और उसके महत्व को समझने के लिए, छात्रों को कविताओं की रचना, अभिव्यक्ति और भावनाओं को समझने के लिए कक्षा में कविता पाठ किया जा सकता है व्याकरण को समझने के लिए, छात्रों को खेल और गतिविधियों के माध्यम से व्याकरण के नियमों को स्पष्ट किया जा सकता है I बच्चों को खेल खेलकर सीखने का मौका 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-	C1.1.1. .1 शब्दावली का उच्चतम प्रयोग करने में सक्षम होते हैं .2 मार्गदर्शन 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 समझने 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 CG 5	C4.1 - C5.1 -	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 कवितों 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,पैराग्राफ 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 चरित्रों 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 नियमों 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	CG 1 CG 5	C1.3 - C 5.1-	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. 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,पैराग्राफ संरचना और स्पष्टता के साथ लेखन करना I	
	शिष्टाचार , बाल वर्णन- पर्यायवाची,लिंग,व चन पत्र -:अपना सेक्शन बदलने के लिए प्रार्थना पत्र निबंध -:मेरा जीवन लक्ष्य	CG 5	C5.1-	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 विचारो की पहचान करना I 3. संरचना :निबंध लेखन,पैराग्राफ संरचना और स्पष्टता के साथ लेखन करना	शिक्षक पाठ्यक्रम में विभिन्न गतिविधियों,उपकरणो,और मौखिक/लिखित संवाद के माध्यम से छात्रों को सक्रिय रूप से भाग लेने का अवसर दे सकते हैं I इसके अलावा,छात्रों को समय समय पर समझाने के लिए छोटी कहानिया और कविताएँ पढ़ा सकते हैं,ताकि उनकी भाषा समझ और व्यक्तित्व विकास में मदद मिले.

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 । 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। 1x 5अंक
3. एक प्रश्न,दृश्यांक/बार ग्राफ़/आवृति विचार प्राधान्य दिए गए प्रश्नों का प्रयास करे ,जिसके बाद 4बहुविकल्पीय प्रश्न और एक विस्तृत जवाब देने वाला प्रश्न हो,जो अनुमान,विश्लेषण,मूल्यांकन आदि पर आधारित हो । 1x 4अंक

खंड- बी]व्याकरण 9] [अंक]

शब्दों के भाग

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

1. उपर्युक्त भागों का उपयोग रिक्त स्थानों व पैराग्राफ में कर सकते हैं । 3अंक
2. प्रत्यक्ष व अप्रत्यक्ष बोलचाल में दिए गए पैराग्राफ को विपरीत शब्दों में परिवर्तित किया सकता है । 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 । 2अंक
4. सरल शब्दों का एक छोटा सा पैरा दीजिए जिसमें समास,अलंकार आदि को रेखांकित किया जाएगा । 2अंक

खंड सी (लेखन कौशल 12- अंक)

1. दी गई परिस्थिति के अनुसार कहानी/बातचीत/भाषण/रिपोर्ट लेखन पर एक प्रश्न का प्रयास कीजिए - 3अंक

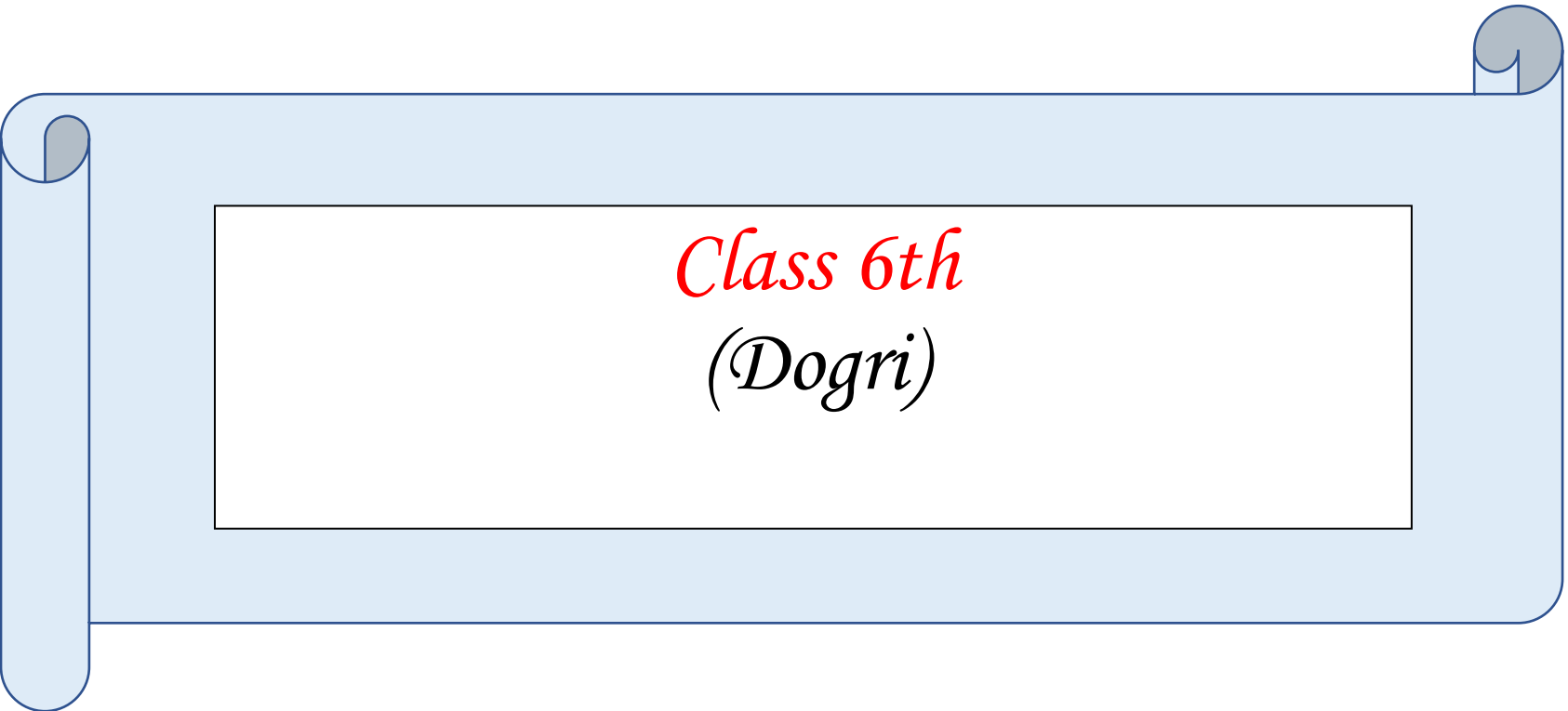
2. दी गई पारिस्थिति पर संदेश/ईमेल/सोशल मीडिया पोस्ट लेखन के लिए एक प्रश्न निर्धारित करे 50]शब्द 2 [अंक
3. दी गयी पारिस्थिति के अनुसार पत्र लेखन के लिए दो पत्रों में से एक परिशिष्ट]औपचारिक/अनौपचारिक [पर पत्र लिखे 3-अंक।
4. दो में से एक प्रश्न पर प्रयास किया जाना चाहिए जो घटनाओं, परिस्थितियों आदि पर पैराग्राफ़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

खंड डी (साहित्य 15 अंक)

1. पाठ्यपुस्तक में से गद्य पाठों के किन्ही छः 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 कविताओं को हल करने का प्रयास किया जाना चाहिए I 2x 4= 2
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 1X 5= 5

योगात्मक मूल्यांकन

क्र . सं	कर्तन	अध्याय संख्या और नाम	अंक आवंटित
01	क	अपठित गद्यांश	14
02	ख	व्याकरण	9
03	ग	लेखन कौशल	12
04	घ	साहित्य सेनापति ताँत्या टोपे श्री वैष्णो देवी की यात्रा पहली बूँद शिष्टाचार, बाल वर्णन-	15
कुल			50 अंक



Class 6th
(Dogri)

जमात छेमीं

समां अवधी)म्हीने च(	बिंशे/उपबिंशे	सिक्खने दे परिणाम	योग्यता	गतिविधिएं लेई सुझाऽ
1	डुग्गर वंदना	सतरें गी लैऽ कन्नै पढ़ने दा कौशलडुग्गर दे बा ,रै च बादधू जानकारीडुग्गर दी , ,संस्कृति दा मुंडला ज्ञान दी जानकारी किश नमें शब्दें	भाशा विकासकाव्यकला दा , ज्ञान	● विद्यार्थीएं च अपनी जनमभूमी लेई प्रेम ते श्रद्धा दा भाव भरने लेई साढ़े विकास च जनमभूमी दी भूमका बारै समझाना चाहिदा । ● विद्यार्थीएं गी डुग्गर प्रदेश दी रहत- बैहत, दिन तेहार- ते वीरें दे बारै बी जानकारी दिती जाई सकदी ऐ। ● विद्यार्थीएं गी डुग्गर भूमी दी विविधता बारै दस्सना चाहिदाइत्थें केई , भाशां, केई बोल्लियां,केई किस्मां दे रीति -रबाज मजूद नजेहडे इस खिते , गी समृद्ध करदे न ● विद्यार्थीएं गी कविता मूंहजबानी कलासै च सनानै लेई प्रेरत कित्ता जाई सकदा ऐ।
	डुग्गर ते डोगरे	डुग्गर दे बक्खबक्ख खेतरे - देवारै बादधू जानकारी, डुग्गर दी संस्कृति दा मुंडला ज्ञान, किश नमें शब्दें दी जानकारी ,	डुग्गर दे बारे च मुंडला ज्ञान , डुग्गर दे ,शब्द ज्ञान इतेहासिक पक्ख दा ज्ञान।	● डुग्गर ते डुग्गर दे बसनीके बारे गल्लबात करदे होई विद्यार्थीएं कोला उंदे रैल्ल - सैहन बारै पुच्छेआ जाई सकदा ऐ। - अध्यापक विद्यार्थीएं गी डुग्गर प्रदेश दे लोकें दे खानपीन, लबास ते इनें लोकें दे कम्म धन्धे बारै बी जानकारी दिती जाई सकदी ऐ।
	जम्मू शैहरै दे धार्मिक थाहर	जम्मू दे किश मुख धार्मिक थाहें दी जानकारी	धार्मिक थाहें दे कन्नै-कन्नै आपसी भाइचारे दी म्हुत्ता दा ज्ञान	इस लेख राहें अध्यापक विद्यार्थीएं गी हर धर्म दा ज्ञान दिंदे होई आपसी सौहार्द ते भाईचारा बनाई रखने लेई प्रेरत करी सकदे न। मुख मुख धार्मिक थाहें बारै - गल्लबात करियै विद्यार्थीएं गी जानकारी दिती जाई सकदी ऐ।
2	अनमोल रतन	कहानी पढ़ने च रोचकता जनेहू गुण गी विद्यार्थीएं च स्थापत करना	कहानी राहें झूठ बोलने कन्नै होने आहले नकसाने ते सच्च बोलने दे लाहू बारै अगाह करना	इस कहानी च अध्यापक विद्यार्थीएं गी झूठ बोलने कन्नै होने आहले नुकसान बारै गल्लबात करियै सदा सच्च बोलने लेई प्रेरत करी सकदे न। विद्यार्थीएं 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 निजमें दा ब्यौरा हासल करना	अध्यापक सभने शा पैहले विद्यार्थिएं गी उंदे अपने- अपने पैच सरपैच दा - नांऽपुच्छेआ जाई सकदा ऐ। पंचैत दे कम्मकाज बारै चर्चा किती जाई सकदी ऐ। पंचैत दे निजमें दी चर्चा बी किती जाई सकदी ऐ।
3	संतुलत भोजन	संतुलत भोजन दा विस्तृत जानकारी	संतुलत भोजन दे लाहू ते उसदे कन्नै होने आहले मानसक ते शरिरक विकास दा ब्यौरा हासल करना	इस पाठ राहें अध्यापक विद्यार्थिएं गी संतुलत भोजन करने लेई प्रेरत करी सकदे न। भोजन साढे शारीरिक ते मानसिक विकास आस्तै मता जरूरी ऐ इस बारै गल्लबात किती जाई सकदी ऐ। बच्चें ते बड़ें दे भोजन च फर्क बारै बी जानकारी दिती जाई सकदी ऐ।
	मजूर	कविता गी लैऽ कन्नै चेता करना	बच्चें गी मजूरें दी मेहनत कन्नै रू - व - रू करना।	इस कविता राहें कवि नै मजूरें दी मेहनत दा जिक्र कीते दा ऐ, अध्यापकें बी उसदे कम्म -काज बारै गल्लबात करियै विद्यार्थिएं दा ज्ञान बधाई सकदे न। कविता गी बार - बार पढाईयै 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 दिती जाई सकदी ऐ। कुसै बी रियासत दा राजा अपनी रियासत गी कियां चलांदा हा किश जानकारी दिती जाई सकदी ऐ। अध्यापक विद्यार्थिएं गी इस पाठ राहें लिंग, बचन आदि बारै बी जानकारी देई सकदे न।
	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 किती जाई सकदी ऐ। प्रदूशन दी बक्ख बक्ख किस्में-बारै गल्लबात करियै विद्यार्थिएं गी मता ज्ञान दिता जाई सकदा ऐ औने आहले समें च पर्यावरण प्रदूशन किन्ना खतरनाक होई सकदा ऐ एहदे बारै च चर्चा किती जाई सकदी ऐ।

				इक निक्का जनेहा सेमिनार बी कराया जाई सकदा ऐ।
5	साढ़े ज़नौर	जनौरें दा तफसीली जानकारी	जनौरें दियां किस्मां, खानपीन ते रैन बसेरे दा ज्ञान हासल करना।	अध्यापक आसेआ पाठ पढ़ाने शा पैहले 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।
	वीर बनो	कविता गी मूंह 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 -कियां 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	कहानी गी पढ़ना ते समझना	कहानी राहें सच्च दी म्हत्ता गी पंशानना ते आत्मसात करने दी योग्यता हासल करना	इस कहानी च अध्यापक विद्यार्थिएं गी झूठ बोलने कन्नै होने आहले नुकसान बारै गल्लबात करी सकदे न। अध्यापक कहानी च बरतोई रूप- रचना बारै ते मुहावरें आदि बारै बी जानकारी दिक्ती जाई सकदी ऐ ।
	लोक गीतें दी विधा: कारक	कारकें बारै जानकारी हासल करना	कारक दे गतारें, कारक गाने दे थाहें ते म्हत्ता दी उपयोगिता	इस पाठ राहें अध्यापक विद्यार्थिएं गी कारक दी परिभाषा 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 दिक्ती जाई सकदी ऐ।

7	हिनकनी ते बिलकनी	लोक कथ सुनने दी समर्थ दा विकास	लोक कथ राहें चंगे कर्म करने दे नतीजे दी योग्यता हासल करना	इस लोक कथ राहें अध्यापक विद्यार्थीएं गी हिलकनी ते बिलकनी दा मतलब दसदे होई किश होर बुराइयें दे बारै च बी चर्चा करी सकदे न।
	फलौनियां	फलौनिएं दा अर्थ ते परिभाषा दा ज्ञान हासल करना	फलौनियां पाने कन्नै होने आहली दमागी कसरत बारै योग्यता हासल करना	अध्यापक विद्यार्थीएं गी फलौनी दी परिभाषा देइयै उसदा अर्थ समझाई सकदे न। फलौनी दी विशेषता दसदे होई दस्सेआ जाई सकदा ऐ जे इंदे कन्नै साढे 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 थाह 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 सिलेख 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 थाहें कन्नै इक प्रासंगिक पैराग्राफ 2.5 नंबर
- 6) साधारण वर्तमान ते साधारण अतीत च क्रियाएं दा इस्तेमाल करियै इक पैराग्राफ गी खाल्ली थाहें कन्नै हल करने दी कोशश कीती जानी चाहिदी। 3 नंबर

भाग (नंबर 12) लेखन कौशल (ग)

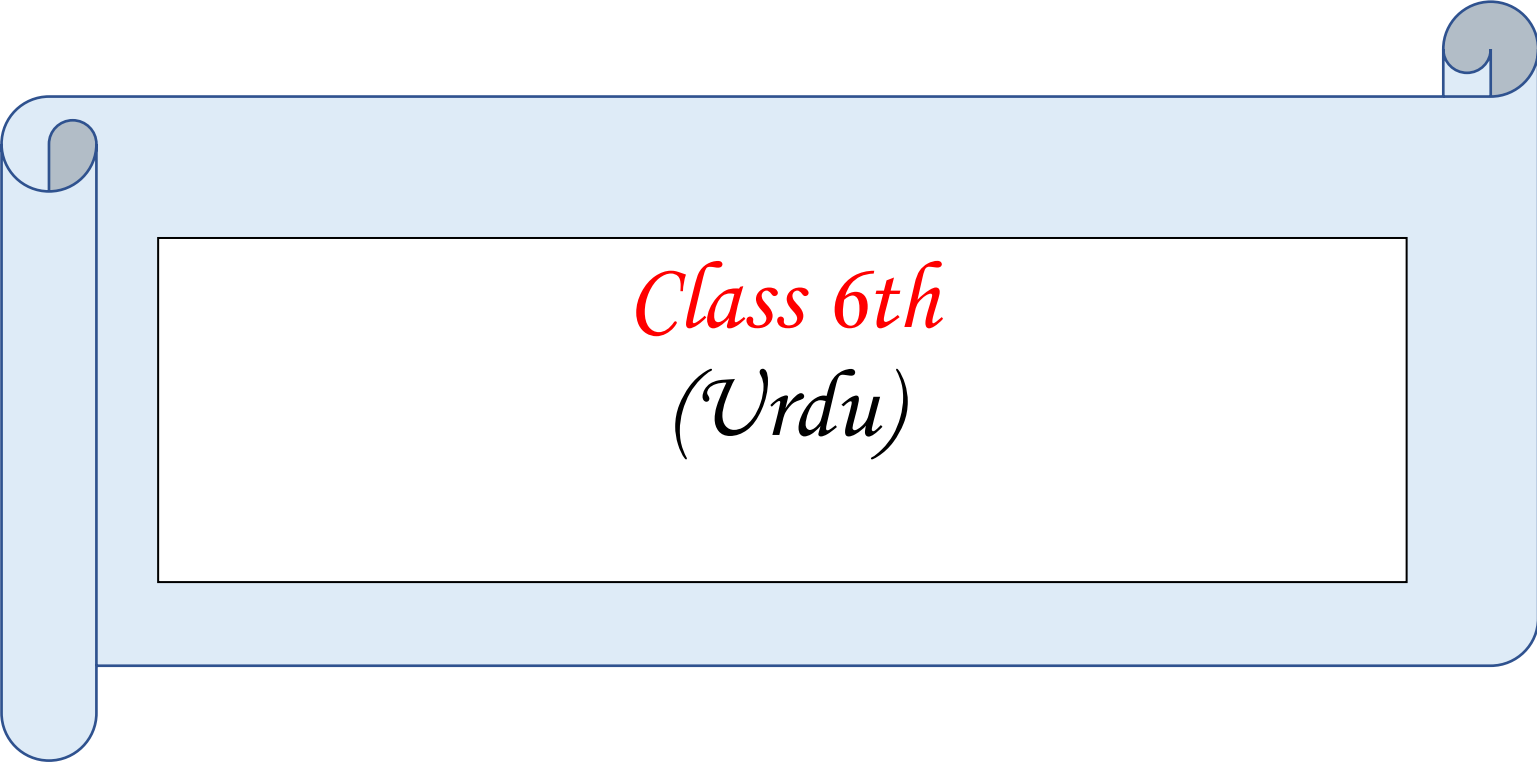
- 7) त्रै च पैराग्राफ लिखने पर इक सवाल दित्ते गेदे संकेत कन्नै कुसै बी स्थिति पर कोशश कीती जाग। (40-60 शब्द) दा। 5 नंबर
- 8) चिट्ठी लिखने पर दो च इक सवाल दित्ती गेदी परिस्थितियों पर कोशश कीती जाग। (अनौपचारिक) दा। 4 नंबर
- 9) संदेश/ई-मेल लिखने पर इक सवाल दित्ते गेदे संकेतें कन्नै प्रयास करना होग। (50-60 शब्द) 3 नंबर

भाग (नंबर 15) साहित्य (घ)

- 10) भाग चार च दो लघु योग्यता आहले सवालें दी कोशश निर्धारित 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 आहले सुआलें दी कोशश कीती जानी चाहिदी। 3×2=6 नंबर
- 12) समझ, विश्लेषण, मूल्यांकन बगैरा दे आधार उप्पर दो लम्मी जवाब देने आहले योग्यता आहले सवालें च इक दी कोशश कीती जानी चाहिदी। 1×5=5 नंबर

योगात्मक मूल्यांकन

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



Class 6th
(Urdu)

Class: 6th

1. نصابی ہدف

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

2. نصابی 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 ہدف

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

4. نصابی ہدف

ادب کے مختلف ادبی آلات اور شکلوں کی کھوج کرتا ہے

5. نصابی ہدف

بنیادی لسانی پہلوؤں (وارد 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

6. نصابی 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۔

مہارتیں

1.1 مختلف نصوص کو سمجھنے کے لیے مختلف فہم حکمت عملیوں (تخمینہ، پیشین گوئی) کا اطلاق کرتا ہے۔

1.2 اہم نکات کی نشاندہی کرتا ہے، متن کو بغور پڑھنے کے بعد خلاصہ کرتا ہے، اور ہم آہنگی سے جواب دیتا ہے

1.3 مختلف نصوص میں مرکزی خیال کی شناخت اور تعریف کرتا ہے۔

1.4 مختلف قسم کی کتابوں کو منتخب کرنے اور پڑھنے 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 (اتھیشیوکتھی)، 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 میں puns، rhymes، aliteration، اور دیگر ورڈ پلے کے استعمال میں مشغول

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

جھٹی جماعت کے لیے ایکڈمک پلانر

وقت	نظم/مضمون/متن وغیرہ	گرائمر/کلیدی اجزا	مہارتیں	آموزشی ما حاصل	سیکھنے کا طریقہ اور ماحول
پہلا مہینہ	دعا، صبح کا ترانہ ، بندو مسلمان	لب و لہجہ۔ ہم آواز الفاظ نظم 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۔	1.1.2 1.1.3 4.4.1 4.4.2 6.6.2 5.5.1	{حصہ نظم} مختلف موقعوں پر نظم کو اپنے لفظوں میں سناتے ہیں۔ نظموں اور گیتوں کو موزونیت کے ساتھ ادا کرتے ہیں۔ شاعری میں موازنہ اور مجاز کی شناخت کرتے ہیں۔ شعری اصطلاحات کو برتا ہے۔	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 پر جوش ہیں یا ان کے تجربات۔ نظموں کا تجزیہ کرنا: نظموں کا ایک ساتھ تجزیہ کر کے 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 کی حوصلہ افزائی کے لیے کھلے عام سوالات پوچھیں۔ {حصہ نثر}
دوسرا مہینہ	جاگو جگاؤ۔ برف باری				بنیادی اردو نثر کا تعارف: آسان اردو نثری اقتباسات سے شروع کریں جو متعلقہ اور سمجھنے میں آسان ہوں۔ ذخیرہ الفاظ اور فہم کی مہارتوں کی تعمیر پر توجہ دیں۔ انٹرایکٹو پڑھیں۔ آواز سے سیشن: طلباء کو با آواز 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 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 آہنگی پر زور دیتے ہوئے مختصر خلاصے لکھنے کی ترغیب دیں یا ان کے پڑھے ہوئے نثری اقتباسات پر عکاسی کریں۔ گروپ 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۔
تیسرا مہینہ	جگنو۔ بجلی کے کرشمے				
چوتھا مہینہ	شاعر کشمیر مہجور نیک عادات، ایثار کا جذبہ، چغلی کھانے والا۔	اسم جامد، اسم مصدر، اسم مشتق حروف کا تعارف۔ صفت کا بیان نصابی اسباق کی مشقیں	1.1.1 1.1.2 6.6.2 2.2.1 5.5.1	{حصہ نثر} دوسروں کی باتوں کو توجہ سے سن کر اور سمجھ کر اپنے انداز سے بیان کرتے ہیں۔ کہانی کو اپنے لفظوں میں بیان کرتے ہیں۔ انفرادی طور پر اور گروپ میں موجود ہر سطح کی اہلیت کے طلباء بحث و مباحثے میں فعال شرکت کرتے ہیں۔ اخباری خبروں اور دوسری تجزیروں کو رموز و اوقاف کے ساتھ پڑھتے ہیں۔	
پانچواں مہینہ	حکایات، گھوڑے اور ہرن کی کہانی	ضمیر۔ اضافہ۔ واحد جمع فعل کا بیان۔ دفتری درخواست مکالمہ۔ اسم معرفہ، اسم نکرہ، اسم علم وغیرہ محاورات کا استعمال نصابی اسباق کی مشقیں۔			
چھٹا مہینہ	ہاتھی کا وزن، کابلی والے، سوامی وویکا نند				
ساتواں مہینہ	ہمارے سرسبز جنگلات، صحت اور صفائی۔				

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 $5 \times 1 = 5$

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 $5 \times 1 = 5$

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

ب (گرائمر)

نمبرات: 8

1- فعل ماضی، حال، مستقبل / اسم، صفت، فعل / فاعل، مفعول / حروف $4 \times 1 = 4$

2- الفاظ اعداد / واحد جمع / مذکر مونث / رموز اوقاف / الفاظ و معنی

$$4 \times 1 = 4$$

حصہ ج (لکھنے کی صلاحیت)

نمبرات : 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 استعمال
 $3 \times 1 = 3$

3 ایک رسمی خط / غیر رسمی خط تحریر کیجیے۔
 $4 \times 1 = 4$

حصہ د (ادب)

سمیٹیو ایسیسمنٹ کے لیے منتخب اسباق۔

1. جگنو۔

2. بجلی کے کرشمے

3. ایثار کا جذبہ،

4. چغلی کھانے والا۔ کابلی والے ، سوامی ، وویکا نند ، ہمارے سرسبز جنگلات

5. صحت اور صفائی۔

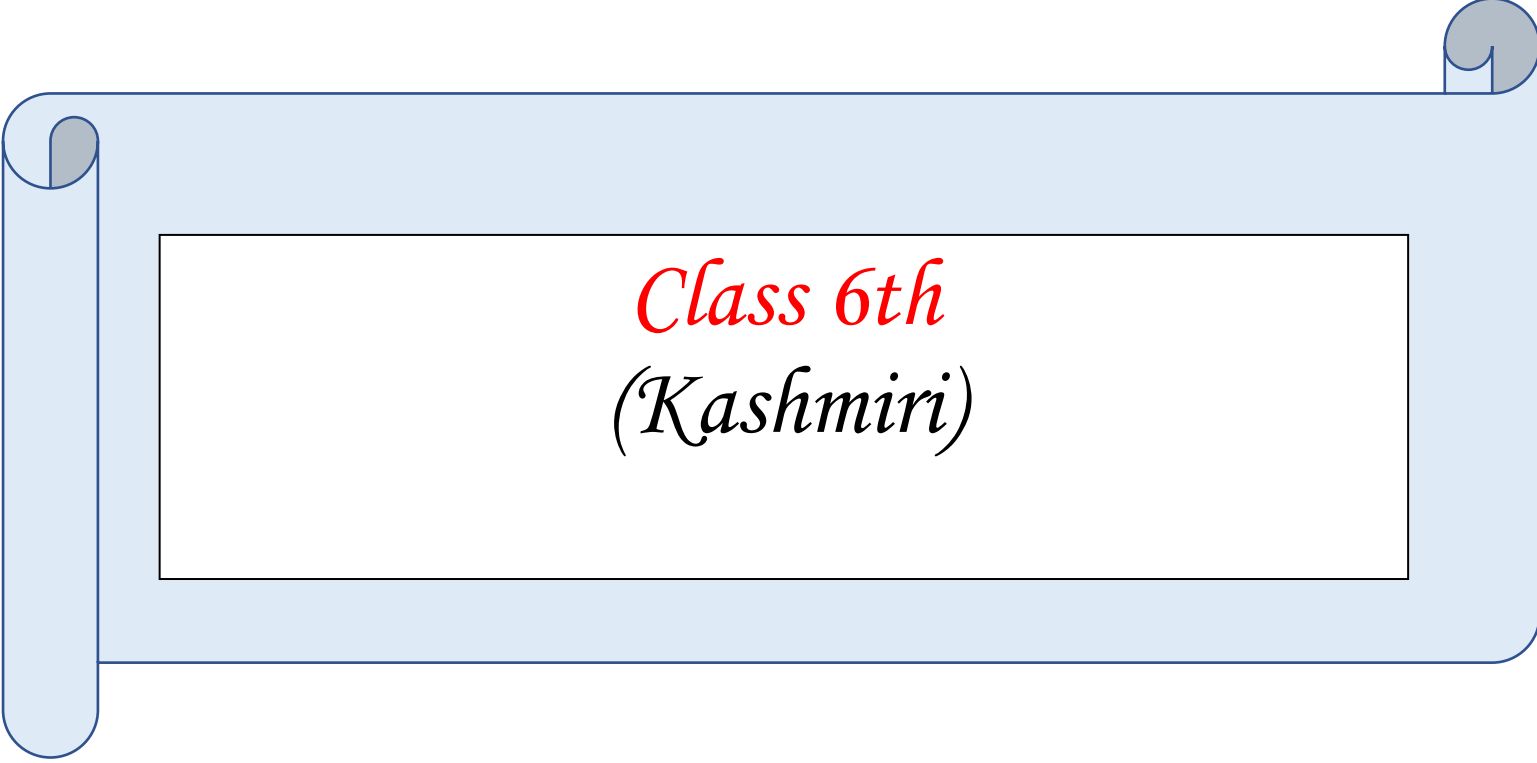
نمبرات : 15

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

(چار میں سے تین) $3 \times 2 = 6$

کتاب میں دی گئی نظم کے متعلق مختصر استعدادی سوالات جیسے - صنفی اصطلاح / موضوع و غیرہ (تین میں سے دو) ($2 \times 2 = 4$)

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



Class 6th
(Kashmiri)

کاشر سيلبس / ايکيڊمک کليڊر-25 2024

جماعت شيم (کاشر ڪتاب)

زان

شري چھ پنيه گري، خاندانہ تہ ماحولہ پيٺہ زباني ہندي تجزيہ تہ تصور ہيٺہ سکولس مٺز داخل سپدان۔ مگر اچھرن ہٺز پاري زاني، لفظن ہٺدين معنيٰ تہ تہئديس ورتاوس چھ باقاعدي سان سکولس مٺزے اٺزي مٺزي گزھان۔ اٺہ وانسيہ مٺز چھ اچھر پرزناوني مُشڪل، توکني چھ رسم الخطکي نشانہ تہ يمن نشانن ستي جوړتہ آواز زانيہ تہ سمجنيہ مُشڪل۔ لہذا چھ ضروري ز زبان ہيچھناونک دُسلابہ سپد معني ستي تہ آمہ باپتہ ييہ دُپلن مدد ہيٺہ يعنہ زبان ہيچھنک مقصد ييہ دُپلہ ذريعہ حاصل کرنہ۔ دُپلہ چھ حظ ثلنہ يوان تہ اٺہ مٺز چھ دلچسپي ہٺد عنصر شامل آسان توہ ہيک زبان ہيچھناونہ باپتہ دُپل ورتاوني زياد کارگر تہ اثر دار ثابت سپدتہ۔ شرين ييہ گوڏ کائہ دُپل بوزناونہ پتہ ييہ اٺہ دُپلہ مٺز ورتاونہ آمتين لفظن ہٺد تعارف ڊنہ تہ يٺہ پاٺہي ين تم اچھر پرزناونس يا رسم الخط ہيچھناونس کُن واتناونہ۔ کوشش گزھ کرنہ يني ز شرين ين تم دُپلہ بوزناونہ يمن تم آساني سان سمجٺہ تہ لطف ٿلتہ ہيکن۔ يمن دُپلن مٺز تہ دُپلو نبر گزھ شرين باپتہ تيٺہ ماحول فراہم کرنہ ين ييٺہ تم کي ٿر تہ ڏکھ ورآئ شود بود ورتاوتہ يمن دُپلن کائہ معني مطلب کُڏتہ ہيکن تہ اٺہ ستي ستي روزن محفوظ ٽکياز نفسياتي طور چھ شري دنياہس متعلق پنيہ فہمچ تہ علمچ تعمير پانہ کران۔ تہئز يہ تعمير چھنہ کائسيہ ہٺد ہيچھناونہ يا زورزبردستي کرنہ ستي سپدان۔ اٺہ مٺز چھ شرين ہندي پنيہ تجزيہ تہ مشايد شامل آسان۔

زبان ہيچھناونچہ عملہ اندر چھ احتياط تہ ضروري تاکہ تيٺہ صورتحال سپد نہ

شَرین چھ سکولچہ رسمی زبانی ہند تیوتھ خوف آسان ز یم چھ پننہ فطری زبانی مئز کتھ کرنس مئز خوف تہ مندچھ محسوس کران لہذا گژھ زبان ہیچھناونس مئز یژ زبانی تنوظرک خیال تھاونہ یں۔ اگر ووستاد یژ زبانی تنوظر بروئہ کنہ تھاو تہ کلاسس مئز ساریے شَرین ہیچھنکی پوی موقعہ فراہم کر تیلہ ہیکہ سہ زبان بہتر پاٹھی ہیچھناوتھ۔ امہ سیتی لگہ شَرین ہندس فطری اظہارس پوچھر تہ تہند ظون پھیر تہذیبی تہ لسانی رنگا رنگی گن تہ۔ لہذا گژھ یژ زبانی تنوظرچ اہمیت سمجنہ ینی تہ تھ پیش نظر ہیچھناونک تیٹھ طریقہ ورتاونہ یں یس زبان ہیچھنس تہ پرنس مئز بہتر ، سہل تہ اثر دار ثابت سپد۔

نصابی توقع:

1. شَرین گژھ مختلف آواز بوزتھ تمن درمیان بین ژار نیچ صلاحیت پاد۔
2. جماژن (گروپن) مئز کتھ باتھ ہیچھناونی۔
3. دلپل / شکلن ہند مدد ائداز گرتھ پرنیچ صلاحیت پاد کرنی ۔
4. انفرادی تہ اجتماعی طور نظم لیہ سان تہ لفظہ لفظہ پرنیچ مہارت پاد کرنی ۔
5. دلپل پننپن لفظن مئز بوزناونچ مہارت پاد کرنی۔
6. لفظہ راشس مئز ہرپر کژن۔
7. پانس اُند ی پکھی بولنہ ینہ واجنپن زبائن ہندی لفظ زائراونی۔
8. گر تہ سکولس مئز ورتاونہ ینہ واجنپن زبائن درمیان فرق باونی تہ وار وار معیاری زبان ہیچھناونی۔

جموں و کشمیر چھ لسانی اعتبار اکھ باگہ بوڑت علاقہ ییتہ بولنہ ینہ واجنپن زبانن مئز چھ موئل تہ معیاری ادب تخلیق کرنہ آمت۔ کاشر زبانی ہند ادبی تواریخ چھ ستن ہتن ویرین پیٹھ پھیلٹھ۔ ل دہد تہ شیخ العالم سیند وقتہ پیٹھ وئیس تام چھ آمہ زبانی ہند ادبی کاروائک سفر روان دوان۔ یہ چھ یتھ علاقس مئز بولنہ ینہ واجنی ساروے کھوتہ ہڈ زبان تہ یتھ پائٹھی چھ ییتہ چہ آبادی ہند بیشتر حصہ مادری زبان۔ یتھ مسودس مئز دنہ آمتی بیچھن تر آے اردو تہ انگریزی زبانن ہند Learning Outcome دستاویز پیٹھ ترجمہ کرنہ۔ اتھ مئز دنہ آمتی عملی سرگرمی چھ بطور مثالی مواد دنہ آمت۔ سانی ووستاد ہیکن متبادل سرگرمی تہ ورتاوتھ یتھ بیچھن تہ پرناؤن بہتر کھوتہ بہتر بنہ۔

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2.4.2 زبان-1

2.4.2.1 ابتدایی سطح

L01.1.1-دویمین ہندی خیالات توجہ سان بوزان تہ پننہ انداز تحریر کران۔ L01.1.2-نظم، دلیل یا کاتہ عبارت چہ پننن لفظن مژ لیکھان۔ L01.2.1-پننی خیال تہ تجزیہ چہ وضاحت سان ونان تہ لیکھتہ پیش کران۔ L01.3.1-نثری عبارت پرتہ چہ سوالن جواب دیوان۔ L01.4.1-رسمی تہ غار رسمی خط، موخر پاغام (ایس ایم ایس) تہ موخر پیراگراف چہ تحریر کران۔ L01.5.1-ناوتین تہ اشار ناوتین ہیڈ استعمال کرتہ مختلف موقع نظر تل تہاوتہ صحیح جملہ ورتاوان۔	C-1.1 ظون دتہ یرنہ تہ بوزنہ پتہ چہ (اخبار، رپورٹ تہ ادارہ) ضروری نقطن ہنز نشاندهی کران۔ C-1.2 چہ بوزان، منصوبہ تیار کران، تہ مختلف قسمن ہندی انٹرویو (منظم تہ غار ساختہ) ہیوان۔ C-1.3 مناسیب زبان ورتاوتہ چہ سماجی تجرباتن ہندس ورتاوس متعلق تحقیقاتی سوال پڑھان۔ C-1.4 مختلف سامعینن تہ مختلف مقصدو بایتہ چہ مناسیب انداز تہ طریقہ ورتاوتہ اچہر، مضمون تہ رپورٹ تیار کران۔ C-1.5 مختلف سامعینن تہ مختلف مقصدو بایتہ چہ بوزنکی تہ بولنکی (یا دوشونی بایتہ) مواد تیار کران۔	CG-1 زبانۂ ہنز مہارڑ ورتاوتہ چہ پانس اندر تفصیل، تجزیہ تہ موثر کتہ باتہ کریچ صلاحیت پاد کران۔
L02.1.1-دسلابہ، ائد تہ متن مد نظر تہاوتہ چہ گنہ موضوعس پیٹہ مربوط کرتہ لیکھان۔ L02.1.2-مشکل لفظن ہند معنی، صحیح تلفظ تہ یمن ہند مناسب ورتا وچہنہ خاطر چہ کاشر لغت تہ کاشرین ویب سائٹن ہند استعمال کران۔ L02.2.1-ڈرامہ افسانہ تہ دلیل سوئچتہ سمجتہ پرتہ یمن مژ موجود اہم واقعہ، مرکزی خیال تہ کردار بد کڈان تہ یمن پنہ نین ذاتی تجربن بیتہ واٹان۔ L02.2.2-نظم تہ باتہ چہ صحیح ٹل تراوس تہ موزون اندازس مژ ادا کران۔ L02.3.1 زان حاصل کرنہ خاطر چہ انفارمیشن تہ کمیونیکیشن ٹیکنالوجی ہند استعمال کران۔ مثلن: انٹرنیٹ، اخبار، ٹی وی، سمارٹ فون بیتہ	C-2.1 مختلف ثقافتن تہ مختلف دورن ہندین ادبی صنفن (نثر، نظم، ڈراما) تہ طرز تحریر (بیانیہ، وضاحتی بیانیہ) بیتہ پڑناوان تہ تعریف کران۔ C-2.2 مختلف قسمنکی ادب پرتہ چہ ادبی صنفن پڑناوان مثال (استعار، محاور تہ پڑیژ) تہ یمن چہ تحریرس مژ ورتاوان۔ C-2.3 تقریر تہ تحریر ذریعہ چہ پینس سماجس تہ ماحول کپن مختلف پہلون پیٹہ تنقیدی باوتہ کران۔	CG-2 ادبی اضافہ چن مختلف قسمن تلاش کرتہ چہ زبان، ادبی تہ ثقافتی وراثتکی تعریف کران۔

CG-3 بنیادی لسانی پہلو (لفظن تہ جملن ہنر ساخت) پژنواون تہ یمن زبانی تہ تحریرس مئز ورتاویچ صلاحیت تهاوان۔	C-3.1 بنیادی لسانی پہلو چہ سمجان تہ یمن ہنر تشریح (طریقہ) زانان مثلن جملک ڈھانچہ، اوقاف، جنس، تہ حصہ بتر تہ تقریر، ادبج مختلف شکلہ پرہ وز تہ چہ یمہ لیکھنس مئز بارسس آنان۔ C-3.2 مناسب زبان تہ طریقہ ورتاوتہ چہ نثر، نظم تہ ڈراما لیکھان۔	LO3.1.1: کاتہ تہ نظم یا دلیل چہ ادا کاری سان پیش کران۔ LO3.1.2: دلیلہ تہ نظمہ سمجہ چہ یمن متعلق پینی راے ظاہر کران۔ LO3.1.3: ریڈیو، ٹی وی، اخباری تحریر پرتہ چہ تہند تجزیہ کران۔ LO3.2.1: گنہ تہ تحریرک یا تقریرک خلاصہ چہ پینہ آیہ پیش کران۔ LO3.2.2: ناوت، اشار ناوت تہ کڑاوت چہ ٹھیک پاٹھی جملن مئز ورتاوان۔ LO3.2.3: مختلف متن پرتہ چہ سوالن جواب دوان۔
CG-4 پانس اندر چہ لیکھنچ تہ جایز بینچ صلاحیت یاد کران بیہ چہ مزید زانکاری باپتہ لایبریری ہند تہ استعمال کران۔	C-4.1 مختلف کتابہ تہ صنفہ چہ یران، جواب دوان تہ تنقیدی جایز بیوان (افسانہ تہ غار افسانہ) C-4.2 مختلف کامین ہنر زانکاری تہ تہند استعمال باپتہ چہ کتابہ تہ باقی میڈیا وسیلہ موثر طریقو استعمال کران۔	LO4.1.1: مختلف متن پرتہ چہ سوالن جواب دوان۔ LO4.1.2: مکالمو پیٹھ چہ دلیل تحریر کران۔ LO4.1.3: موخصر یاغام (SMS)، دعوتی یاغام تہ لوکٹی پیراگراف چہ لیکھان۔ LO4.2.1: رسمی تہ غار رسمی چٹھ چہ لیکھان۔ LO4.2.2: دسلابہ، متن تہ اندک خیال تهاوتہ چہ مربوط کرتہ لیکھان۔ LO4.2.3: نصابی کتابو علاو چہ مختلف ڈریو حاصل سپدن واجبہ کتابہ تہ یران۔
CG-5 گنہ خاص زبانی ہنر مخصوص خصوصیت مثلن اچہر، متن، آواز تہ باتہ بتر تہ بیہ لفظو سیتی گندہ ینہ واجبہ کھیلہ یمہ اتہ زبانی مئز اکھ الگ مقام چہ تهاوان چہ پانس اندر یمن ہنر صلاحیت یاد کران۔	C-5.1 چہ سمجان زبانی ہندی صوتیات تہ رسم الخط ، مصوتہ تہ مصمتن ہند تعداد ، تہ تم کتہ پاٹھی چہ تعامل کران تہ استعمال گڑھان ۔ C-5.2 تقریر زیاد دلچسپ تہ مزدار بناونہ باپتہ چہ نظم ، انتشارن تہ دویمین چیزن سیتی مشغول روزان۔ C-5.3 زبانی مئز چہ کیئرھن مخصوص لھیلن ہنر زان تھاوان۔ مثلن (پیلنڈروم، سپونریزم، اچہرو ورأے جملہ یا آواز، پڑپڑ، جوق، انتاکشری، اناگرام، کراس وادڈ) بتر۔	LO5.1.1: غار نصابی مواد چہ یران تہ سمجان۔ LO5.1.2: پریزن، دلیلن تہ نظمین پیٹھ چہ پینی راے پیش کران۔ LO5.1.3: سماجس مئز پیش ینہ والین واقعن تہ مسلن متعلق چہ بیدار تہ حساس۔ LO5.2.1: پانس اندی پکھی پیش ینہ والین واقعن چہ آزادی سان تجزیہ کران۔ LO5.2.2: دلیلہ یا نظمہ ہندی مرکزی خیال یا خلاصہ چہ لیکھان۔ LO5.2.3: ناوت، اشار ناوت، کڑاوت، کڑوومت تہ باوت گڑامری اصطلاحن ہنر زان چہ تھاوان تہ یم چہ جملو مئز ژاران تہ ورتاوان۔ LO5.3.1: موخصر یاغام، دعوتی یاغام تہ لوکٹی پیراگراف چہ لیکھان۔

LO5.3.2: رسمی تہ غار رسمی چٹھ چھ لیکھان۔ کائسہ تہ حاکمہ سئد ناو چھ درخواست لیکھان۔
LO5.3.3: دُسلابہ، متن تہ اندک خیال تھأوتھ چھ مضمون تسلسل سان لیکھان۔

ریتھ	سبق/موضوع	بیچھن تر	تجویز کرنہ آمڑ تدریسی عمل
گوڈنیٹک ریتھ	سبق نمبر 1-2 دُعا لل دپد	L01.1.2- نظمہ، دُلیل یا کائہ عبارت چھ پننپن لفظن مئز لیکھان۔ L01.3.1- نثری عبارت پُرتھ چھ سوالن جواب دیوان۔ L01.5.1- ناوتپن تہ اشار ناوتپن ہیئد استعمال کرتھ مختلف موقعہ نظر تل تھأوتھ صحیح جملہ ورتاوان۔ L02.1.1- دُسلابہ، اند تہ متن مد نظر تھأوتھ چھ گنہ موضوعس پیٹھ مربوط کرتھ لیکھان۔ L02.2.2- نظمہ تہ باتھ چھ صحیح ٹل تراوس تہ موزون اندازس مئز ادا کران۔	* بچہ گرن اکھ عملی سرگرمی یتھ مئز یم یم باتھ تہ نظمہ اداکاری سان پیش کرن یم یم بروئھی مختلف وسایلو ذریعہ بوزمتی آسن۔ یمن طالب علمن ییہ زیادہ پھن موقعہ فراہم کرن یمن مڈر تہ مپٹھی آواز آسہ۔ مثلن مہجوڑن " صأجو ستھ چھم مے چانی"۔ ییہ پرنانہ تیکیز دوشونی دعابن چھ پوٹس گنی آواز یتھ پاتھ ہپکن بچہ بیاکھ سرگرمی کرتھ یتھ مئز یم دؤن گروپن مئز باگراونہ ین۔ اکھ گروپ کر اکھ شعر لیہ سان ادا تہ بیاکھ کر دؤیم۔ تہ یتھ پاتھ روزن نظم آخرس تام ادا کران * بچن ییہ دؤن یا ترپن گروپن مئز بہنک موقعہ فراہم کرنہ۔ تہ کائہ عام فہم موضوع ییہ منتخب کرنہ۔ یتھ پیٹھ طالب علم پانہ وائی بحث و مباحثہ تہ تبصر کرن۔ امہ پتہ ییہ گوڈنیٹکس گروپس وننہ ز یم کرن ژارنہ آمٹیس موضوعس متعلق کائہ تیٹھ جملہ پیش یس اہم تہ آسہ تہ گوڈ جملہ تہ، یہ جملہ ییہ بیکس گروپس گن پکناونہ یم جورپن اتھ بیاکھ جملہ مگر سہ گڑھ گوڈنکس سیتی مربوط آسن۔ یتھ پاتھی روز ییہ عمل توت تام جاری پتس کالس لگ بگ داہ جملہ سمن۔ * بچہ کرن للہ دپد سبقس پیٹھ خیال باوتھ، امہ کپن مختلف پھلون سنن، تتھ پیٹھ کرن بحث تہ للہ دپد ہندس کالس ہپن سام، اتھ پیٹھ تبصرہ کرنہ پتہ کرن اکھ اکس سوال۔

دویم ریټه	سبق نمبر 3-4 گلشن وطن ڇه سوڻه هوا	L01.1.2- نظم، ڏلپل يا ڪانهه عبارت ڇه پڻين لفظن مٺز ليڪهان. L02.1.2- مشڪل لفظن ٻڌ معنيٰ، صحيح تلفظ ته ٽيمن ٻڌ مناسب ورتاو وڃهنه خاطر ڇه ڪاشر لغت ته ڪاشرين ويب سائين ٻڌ استعمال ڪران. L02.2.2- نظم ته باته ڇه صحيح ٿل تزاوس ته موزون اندازس مٺز ادا ڪران.	*نظم ليه مٺز گپو نڇ سرگرمي *نظم مٺز موجود هم آواز لفظ ٺارنڇ عملي سرگرمي. *ڪاشر ڪنه مياري لغت ته ڪنه مياري ويب سائيٽ ٻڌ استعمال ڪرناوڻي. *نظم مٺز ٽي لفظ ٺارن ٽي پوٽس " ن " اچهر سيتي اند ڇه واتان. مٿلن باغن. ونن. گوشن. بيتر تاکه بچن ٻڌ لفظ راشس مٺز گڙه ٻرپر. *بچه ڪنه جايه ٻڌ سال ڪرناوڻي. يوڻه قدرتي حسن ته ماري منظر ستي. مالا مال آهي. *نصابي عبارز پيٽه پانه وائي مباحثه ڪرناوڻي، ٽيڪن مختلف انهارن پيٽه پانه وائي خيال باوته ڪرن ته نصابس مٺز موجود سوالن جواب ڏون، *پڻيس اندي ٻڪهس ڇه سام ٻوان ته ٻوس مٺز پاڊ سپڊيمٽين مضر اثرائن پيٽه تبصر ڪران. *ماحول ڏنجه تهاونڪي تدبير ڇه بيان ڪرن -
ترييم ريٽه	سبق نمبر 5،6 ته 7 باهو قله چاڻه حسن شاه كهڻيه هامي	L01.1.1- دويمين ٻندي خيالات توجه سان بوزان ته پنه انداز تحرير ڪران. L01.2.1- پڻي خيال ته تجزيه ڇه وضاحت سان ونان ته ليکتهه پيش ڪران. L01.3.1- نثري عبارت ٻرته ڇه سوالن جواب ڏوان. L01.4.1- رسمي ته غار رسمي خط ، موخصر پاغام (ايس ايم ايس) ته موخصر پيراگراف ڇه تحرير ڪران. L01.5.1- ناوتين ته اشار ناوتين ٻيڻه استعمال ڪرته مختلف موقع نظر تل تهاوتهه صحيح جمله ورتاوان.	*طالب علم ٽن ٻيون ٻيون گروپن ته جوڙين مٺز بهناونه ٿته ٽي ڪشپر ٻڌس پته ڪالس متعلق اڪه اڪس نيش زان حاصل ڪرن. *يو ٽوب ، انٽرنيٽ ته ٽي وي بيتر استعمال ڪرته ٻيڪن ٽي باهو قلهڪ آن لائن سال ڪرته تاکه اته باهو قلس ته اته ستي وابسته چپزن متعلق ڪرن مذيد زان حاصل. *گروپن مٺز روزته ٻرن بچه اڪه يا دوڻه ٻهر دلپله اته پيٽه غور و فکر ته تبصر ڪرنه پته باون اڪه اڪس پڻي خيال، *بچن ٽن ٽي ڊرامايي اندازس مٺز پيش

		L02.1.1- دسلاډې، اښاد ته متن مډ نظر تهاوته چې گڼه موضوعس پېښه مربوط گرتنه ليکهاڼ. L02.2.1- ډرامه افسانه ته د لېل سوځته سمجته پرتنه ټمن مڼر موجود اېم واقعې، مرکزي خيال ته کردار بد کډان ته ټمن پڼه نېن ذاتي تجربن سېتي واټان. L02.3.1. زان حاصل کړنه خاطر چې انفارميشن ته کميونیکيشن ټيکنالوجي ټنډ استعمال کران - مثلن : انټرنېټ ، اخبار ، ټي-يو ، سمارټ فون بېټر	
کرتک موقې ډنې تاکې د لېلن مڼر موجود واقعې ته کردارن ټنډ ډريعه کرن ټمن پڼين تجربن پيش - * بچن ټن سهل ته عام فهم موضوع ډنې ته ټمن سېتي وابسته کيڼه کليدي لفظ ته. امې علاو پېکن ټمن ټمن موضوعن متعلق کيڼه اثر دار تصوير ته ايتن تهاونې ټته ټمن گڼ وچته کيڼه جملې ليکهنچ جستې خاري کرن. پرتنه کانسې بچس پيې اکه اکه يا ټز جملې ليکهنک موقې ډنې ته اخرس بېکه جملن صحيح ترتيب ډنې خاطر بمت ته حوصلې ټډراونې. * کاشي گڼه مياړي لغت ته گڼه مياړي ويب سايت ټنډ استعمال کرناونې.	L01.1.2- نظمې، ډلېل يا کانه عبارت چې پڼين لفظن مڼر ليکهاڼ. L01.3.1- نثري عبارت پرتنه چې سوالن جواب ډوان. L01.4.1- رسمي ته غار رسمي خط، موخسر پاغام (ايس ايم ايس) ته موخسر پيراگراف چې تحرېر کران. L02.1.1- دسلاډې، اښاد ته متن مډ نظر تهاوته چې گڼه موضوعس پېښه مربوط گرتنه ليکهاڼ. L02.3.1. زان حاصل کړنه خاطر چې انفارميشن ته کميونیکيشن ټيکنالوجي ټنډ استعمال کران - مثلن : انټرنېټ ، اخبار ، ټي-يو ، سمارټ فون بېټر L01.4.1- رسمي ته غار رسمي خط، موخسر پاغام (ايس ايم ايس) ته موخسر پيراگراف چې تحرېر کران. L02.1.2- مشکل لفظن ټنډ معني، صحيح تلفظ ته ټمن ټنډ مناسب ورتاو وچنه خاطر چې کاشي	سبق نمبر 8,9,10 سوخته پروتزه پېښه چټه انټرنېټ	ټورم ريته
* نظمې لې ته اداکاري سان گيونچ عملي سرگرمي. * نظمې مڼر موجود قافيه ته ردېف ژارن بيون بيون. * ياد تهاونې خاطر پرن نظم بار بار * شعر نثرس مڼر پهرنې خاطر بېکه رهبري ته اته روټ کړنې. * گڼه پوښه باغس مڼر نته پيې بچن قودرتي حسنک احساس کرناونې ته نظمې ټنډ قافيه ته ردېف مډ نظر تهاوته بېکه پانې کيڼه شعر بناونک وټش ډنې. * مختلف قسمکي تحرېر ته عبارژ مثلن پاغام، رسمي ته غار رسمي خط ته چټه بېټر پرن ته سمجن. پڼين والدين دوستن، انگن ته اشناون نامې پاغام ليکهاونچ مشق کرناونې. امې علاو پيې موبايل ايس ايم ايس ته دفتري عرضيه ليکهاونچ			

		لغت تہ کاشرین ویب سائٹن ہند استعمال کران۔	مشق تہ کرناونہ *بچن ین بوزنہ وچھنہ تہ پرنہ خاطر مختلف جدید وسایل آیتن تھاونہ: مثلن ڈکشا ایپ، اخبار، یو ٹوب تہ کیٹھہ اہم کار آمد تعلیمی پروگرام۔ *ووستاد نیہ بچن گنہ کمپیوٹر لیہ منز تہ ہاونکھ کمپیوٹر ، امچ کام تہ انٹر نیٹس سیتی امیک رابطہ۔ موبایل فونس ذریعہ تہ ہیکن بچن انٹر نیٹک رابطہ ہاونہ یتھ۔
پائٹرم ریٹھ	سبق نمبر 11,12,13 وولر شری آفرن ہند مقابلہ	L02.3.1 ۔ زان حاصل کرنہ خاطر چھ انفارمیشن تہ کمیونیکیشن ٹیکنالوجی ہند استعمال کران ۔ مثلن : انٹرنیٹ ، اخبار ، ٹی۔وی ، سمارٹ فون بیتر L01.1.1 ۔ دویمین ہندی خیالات توجہ سان بوزان تہ پننہ انداز تحریر کران۔ L01.1.2 ۔ نظم، دلپل یا کاتھ عبارت چھ پننن لفظن منز لیکھان۔ L01.5.1 ۔ ناوتین تہ اشار ناوتین ہند استعمال کرتھ مختلف موقع نظر تل تھوتھ صحیح جملہ ورتاوان۔ L02.1.1 ۔ دسلاب، اند تہ متن مد نظر تھوتھ چھ گنہ موضوعس پیٹھ مربوط کرتھ لیکھان۔ L02.2.1 ۔ ڈرامہ افسانہ تہ دلپل سوچتھ سمجھتھ پرتھ یمن منز موجود اہم واقعہ ، مرکزی خیال تہ کردار بد کڈان تہ یمن پنہ نین ذاتی تجربن سیتی واٹان۔ L02.2.2 ۔ نظم تہ باتھ چھ صحیح ٹل تراوس تہ موزون اندازس منز ادا کران۔	*ماسٹر جی بناو پروگرام تہ ریتہ کالہ نیہ طالبہ علمن وولر سر وچھنہ۔ سڑک پور پاٹھ مشاہد کرتھ کرن پتہ طالبہ علم پانہ وانہ کلاس رومس منز پننی مشاہدن پیٹھ غور خوز تہ یہ کیٹڑاھ یمو مشاہد کورمت آسہ تمیک برملہ اظہار کرن پننيس تحریرس منز۔ *شرین ہندی باپتھ چھ واریاہن کتابن منز باتھ دسیاب، یم کتابہ وچھو لابریری منز تہ پرانایوکھ یم باتھ یم یمن پسند ین۔ گاشہ تارک، بامن، اوکس بوکس، کیٹڑاھ میٹڑاھ ، بلبل، گل تہ گلزار بیتر چھم یم کتابہ یم خالص بچن ہند ی خاطر لیکھنہ امڑ چھ۔ بچہ ہیکن سید سیود یمو کتابو پیٹھ فاز حاصل کرتھ۔ یم سیتی یمن شاعری پرٹک تہ لیکھنک شوق پاد گرتھ ہیکہ۔ *آفت ینہ سیتی پاد سپدن والین حالاتن ہند گاہ جار تہ بوز شوز سان یمن ہند مقابلہ کرنہ خاطر سکولس منز ڈزاسٹر مینیجمنٹ پروگرامک سنز کرناون۔ *ڈرامہک ذریعہ بچن انسان دوستی ، رو داژن سیتی ہمدردی، مشکل وقتس منز اکھ اکس اکار

	وَنان تہ لیکھتہ پیش کران۔ L01.3.1- نثری عبارت پڑتہ چہ سوالن جواب دوان۔ L02.1.1- دُسلابہ، اُند تہ متن مدِ نظر تہاوتہ چہ گنہ موضوعس پیٹھ مربوط گرتہ لیکھان۔ L02.3.1. زان حَاصل کرنہ خاطر چہ انفارمیشن تہ کمیونیکیشن ٹیکنالوجی ہند استعمال کران ۔ مثلن : انٹرنیٹ ، اخبار ، ٹی-وی ، سمارٹ فون بیتر	
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* گُلہم پرکھہ (Summative Assessment) بایتہ طریقہ کار

نمبر شمار	کتاب	سبق/عنوان	گُلہم پرکھہ بایتھ نمبرات
01	کاشیر کتاب	لل دید	05
02		چاٹھ	06
03		پروَنڑھ پیٹھ چٹھی	07
04		انٹرنیٹ	05
05		آفرَن ہُنْد مُقابلہ	07
06		رانی جشومتی	09
07		لُکھ بَاتھ	05
08		شال	06
کُل نمبرات:			50

سوالنامہ بایتہ ڈیزاین-جماعت شییم

سوالنامک فارمیٹ	پڑتہ سوالس نمبر	علمی سطح	سوالن ہند تعداد	نمبرات
شکل یتہ پتہ کنہ سوالہ آسن یمن مَنز یژ جوابہ		CL-1	03	03
		CL-2	02	02

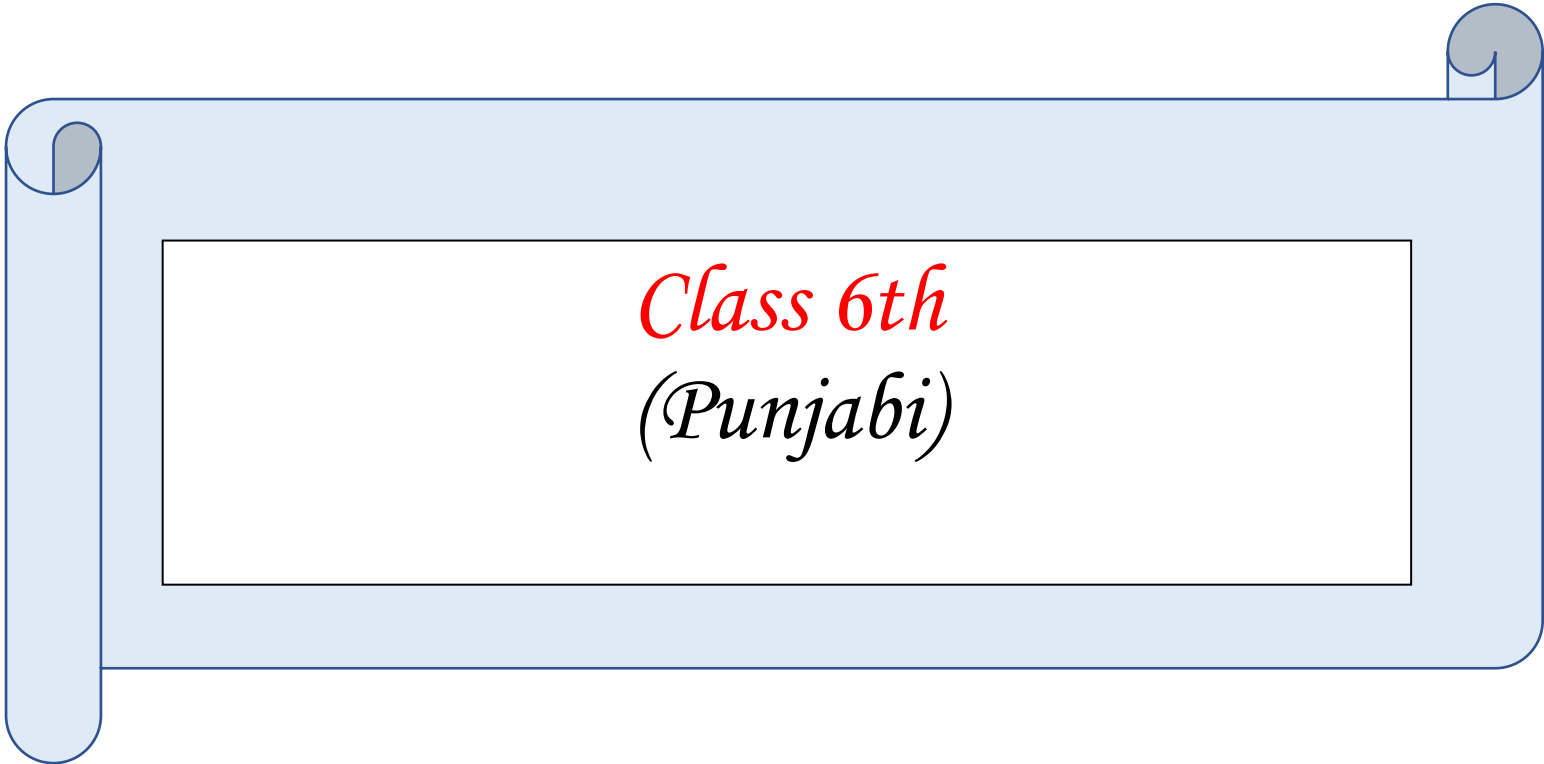
یژ جوابہ والی
/سوالہ

02	02	CL-3	1 نمبر	والی سوال / تجزیہ کزن / انداز کزن / پرکھاؤن شامل آسے۔	تشکیل دینے آمتین سوالن ہندی جواب
07	07	گل میزان			
01	01	CL-1	1 نمبر	ناؤت / اشار ناؤت گرامری اصطلاحن پیٹھ مبنی سوال۔	
01	01	CL-2			
01	01	CL-3			
03	03	گل میزان			
01	01	CL-1	1 نمبر	لفظن ہندی ضد / واحد تہ جمع ناؤتی / نر تہ ماد ناؤتی گرامری اصطلاحن پیٹھ سوال۔	
01	01	CL-2			
01	01	CL-3			
03	03	گل میزان			
04	02	CL-1	2 نمبر	دینے آمت صورتحال مد نظر تھآوتھ پیراگراف / دلیل / کتھ باتھ / اشتہار لیکن۔	
02	01	CL-2			
06	03	CL-3			
12	06	گل میزان		نصابی کتابہ ہندی نثری سبقن متعلق اہلیژ پیٹھ مبنی ژورو مژ ترین سوالن ہندی مختصر جواب لیکن۔	
				نصابی شعری اقتباس یٹھ پتہ کنہ سوال آسن یمن مژ یژ جوابہ والی سوال / عنوان / لفظہ راش / سمجن / انداز کزن / تجزیہ کزن شامل آسے۔	
06	02	CL-1	3 نمبر	رسمی / غار رسمی چٹھی لیکن۔ (دویو مژ اکھ)	
03	01	CL-2			
06	02	CL-3			
15	05	گل میزان		نصابس مژ شامل کنہ نظمہ متعلق اہلیژ پیٹھ	

				مبني ژورو مټز دون سوالن هڼدي مختصر جواب ليکهنی یمن مټز ادبي اصطلاح/ موضوع/ لفظ معنی شامل آسن.		
00	00	CL-1	5نمبر	اشارن يا شکن هڼد مدد کڼه عنوانس پيڻه ټه پيڻه ډوډ ټه لفظن هڼد مضمون ليکهن. نصابی کتابه مټز شامل کڼه ته سبق مرکزی خیال/ خلاصه/ کردارن پيڻه نوټ ليکهن.		
05	01	CL-2				
05	01	CL-3				
10	02	کُل میزان				
50	کُل نمبرات					

نوټ:

- سبق اصل پاټه سمجنه باپته چه درسی کتابه هندی ساری سبق پرني ته سمجني ضروري.
- امتحانس مټز ین اہليژ پیټه مبني سواله پرژهنه.
- گزامرکی سواله ین درسی کتابه مطابق پرژهنه.



Class 6th
(Punjabi)

ਪਾਠਕ੍ਰਮ ਵੇਰਵਾ ਸ਼੍ਰੇਣੀ ਛੇਵੀਂ Academic Calendar Cum Syllabus Subject Punjabi Class 6th

ਕਰਮ ਸੰਖਿਆ S.No.	ਸਮਾਂ ਮਿਆਦ Time	ਪਾਠ ਵਿਸ਼ਾ Content	ਯੋਗਤਾ Competency	ਸਿੱਖਣ ਦੇ ਨਤੀਜੇ Learning Outcomes	ਸੁਝਾਈ ਗਈ ਪ੍ਰਕਿਰਿਆਵਾਂ Suggestive Pedagogy
੧	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 ਪੜ੍ਹਾਉਣਾ ਅਤੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦਾ ਅਭਿਆਸ ਕਰਾਉਣਾ। P603: ਕਵਿਤਾ ਨੂੰ ਜੁਥਾਨੀ ਕੰਠ ਕਰਨਾ ਅਤੇ ਅੱਖੇ 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।
੨	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 ਉਨ੍ਹਾਂ 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 ਦਰਸਾਉਣਗੇ। 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 ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਰੈਡ ਕਰਾਸ 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।
੩	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 ਅੱਖੇ ਸ਼ਬਦਾਂ ਨੂੰ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਇਸਤੇਮਾਲ ਕਰਨ ਦੇ ਯੋਗ ਹੋਣਗੇ। P620:ਬੱਚਿਆਂ ਦੀ ਰੁਚੀ ਕਹਾਣੀ ਲਿਖਣ ਵਿੱਚ ਵਧੇਗੀ। P621: ਕਵਿਤਾ ਨੂੰ ਰਵਾਨਗੀ ਨਾਲ ਪੜ੍ਹਨ ਅਤੇ ਤੁਕਬੰਦੀ ਸ਼ਬਦਾਂ ਦੀ ਪਛਾਣ ਹੋਵੇਗੀ। P623:ਕਸ਼ਮੀਰ ਦੀ ਖ਼ੁਬਸੂਰਤ ਨੂੰ ਕਵਿਤਾ ਰਾਹੀਂ ਦਰਸਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਇਸ ਲੇਖ ਵਿੱਚ ਵਰਤੇ ਜਾਣ ਵਾਲੇ ਅੱਖੇ ਸ਼ਬਦ ਆਪਣੇ ਵਾਕਾਂ ਵਿੱਚ ਵਰਤਾਉਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ।
੪	ਚੌਥਾ ਮਹੀਨਾ	ਪਾਠ ੯. ਉੱਠ ਤੇ ਗਿੱਦੜ (ਲੇਖ ਕਹਾਣੀ) ਪਾਠ ੧੦. ਵਾਤਾਵਰਣ ਤੇ ਪ੍ਰਦੂਸ਼ਣ (ਲੇਖ) ਵਿਆਕਰਣ	ਕਹਾਣੀ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ 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 ਲੇਖ ਕਹਾਣੀਆਂ ਵਿੱਚ ਵਧੇਗੀ ਅਤੇ ਉਹ ਆਪਣੇ ਬਜ਼ੁਰਗਾਂ ਪਾਸੋਂ ਲੇਖ ਕਹਾਣੀਆਂ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P627: ਇਸ ਪਾਠ ਰਾਹੀਂ ਬੱਚੇ ਪਾਣੀਆਂ ਦੇ ਸਰੋਤਾਂ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। 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 ਪ੍ਰੇਰਿਤ ਕਰਨ ਕਰਨ ਅਤੇ ਉਨ੍ਹਾਂ 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।
੫	ਪੰਜਵਾਂ ਮਹੀਨਾ	ਪਾਠ ੧੧. ਸ਼ੇਰ (ਲੇਖ) ਪਾਠ ੧੨. ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ (ਜੀਵਨੀ)ਪਾਠ ੧੩. ਇਮਾਨਦਾਰੀ ਦਾ ਫਲ (ਲੇਖ ਕਹਾਣੀ)	ਸ਼ੇਰ ਦੇ ਜੀਵਨ ਅਤੇ ਰੱਖ ਰਖਾਓ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਜ਼ੁਲਮ ਦੇ ਖਿਲਾਫ ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ ਦੀ ਸ਼ਹਾਦਤ ਤੇ ਇੱਕ ਨਿਬੰਧ ਲਿਖਣ ਦੀ ਯੋਗਤਾ। ਓਥੇ 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 ਉਨ੍ਹਾਂ 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 ਖਿਲਾਫ ਉਹਨਾਂ ਦਾ ਸੰਘਰਸ਼ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P635:ਬਾਬਾ ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ ਜੀ ਦੀ ਸ਼ਹਾਦਤ ਨੂੰ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ ਦੇ ਯੋਗ ਹੋਣਗੇ। P636:“ਇਮਾਨਦਾਰੀ ਦਾ ਫਲ” ਦਾ ਸੰਖੇਪ ਬੱਚੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿੱਚ ਦਰਸਾਉਣ 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 ਖਿਲਾਫ ਉਨ੍ਹਾਂ ਦੀ ਲੜਾਈ ਅਤੇ ਉਹਨਾਂ ਦੀ ਸ਼ਹਾਦਤ ਤੇ ਛੋਟੇ ਛੋਟੇ ਨਿਬੰਧ ਸੁਣਾਉਣ। ਅਧਿਆਪਕ ਬੱਚਿਆਂ ਨੂੰ ਇਮਾਨਦਾਰੀ ਰਾਹੀਂ ਆਪਣਾ ਜੀਵਨ ਜੀਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨ।
੬	ਛੇਵਾਂ ਮਹੀਨਾ	ਪਾਠ੧੪.ਗੀਤ ਪਾਠ ੧੫. ਨੰਦਾ 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:ਨੰਦਾ 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 ਕਾਗਜ਼ 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 ਉਨ੍ਹਾਂ ਦੇ ਵਿਸ਼ੇਸ਼ਣ ਅਤੇ ਉਲਟ ਭਾਵੀ ਸ਼ਬਦ ਲਿਖਣ ਦੇ ਯੋਗ ਹੋਣਗੇ।	ਪ੍ਰਕਿਰਿਆ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨ।
੭	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। ਵਿਦਿਆ 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 ਸਟੋਜ਼ ਤੋਂ ਸਾਂਝੀਆਂ ਕਰਨ।	P647:ਬੱਚੇ ਕਵਿਤਾ ਵਿਦਿਆ ਦਾ ਸੰਖੇਪ ਲਿਖਣ ਅਤੇ ਕੰਨ 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 ਸਟੋਜ਼ 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।

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

ਸ਼੍ਰੇਣੀ :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 ਥਾਵਾਂ ਭਰੋ ,ਸਹੀ ਜੋੜ ਮਿਲਾਉ ,ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ ਆਦਿ।

ਭਾਗ ਦੂਜਾ ਲਿਖਣ ਕੌਸ਼ਲ)੧੫ :ਅੰਕ (

ਸੰਬੰਧਿਤ ਪੁਸਤਕ ਚੋਂ ਕੋਈ ਵੀ ਵਿਸ਼ਾ ਚੁਣ ਕੇ ਅੰਤ ਵਿੱਚ ਦਿੱਤੇ ਗਏ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਸਹੀ ਉੱਤਰ 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 ਸਬੰਧੀ ਪ੍ਰਸ਼ਨ।

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

ਭਾਗ ਚੋਥਾ ਵਿਆਕਰਣ)ਅੰਕ ੧੫(

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

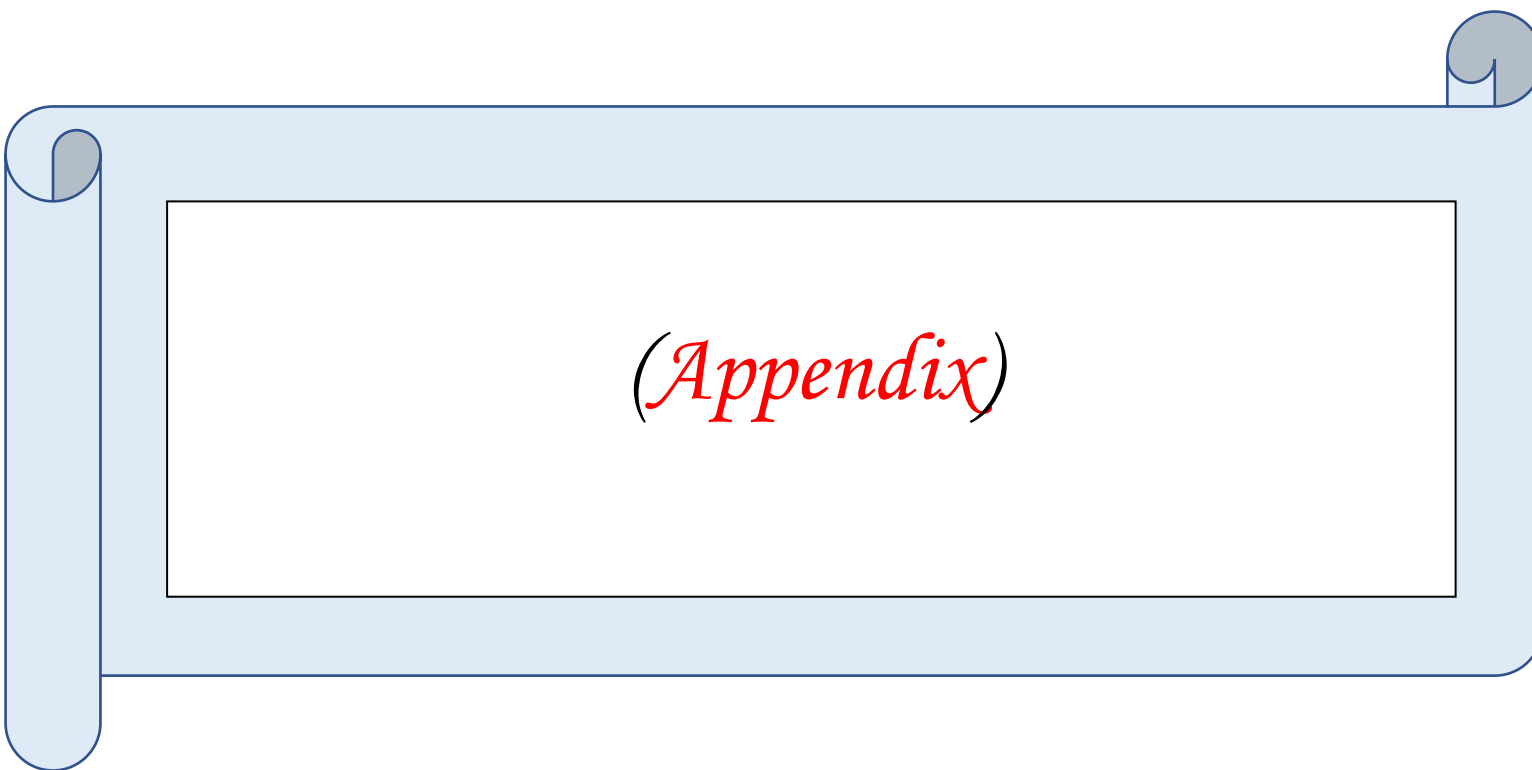
ਵੱਖ ਵੱਖ ਕਿਸਮਾਂ ਦੇ ਪੱਤਰ ਲਿਖਣ ਜਿਵੇਂ ਫੀਸ ਮਾਫ ਕਰਨ ਲਈ ਪੱਤਰ ,

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

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

ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ (Formative Assessment)

ਕਰਮ ਸੰਖਿਆ	ਰਚਨਾਤਮਕ ਮੁਲਾਂਕਣ	ਅਧਿਆਇ ਸੰਖਿਆ				ਨਿਰਧਾਰਿਤ ਅੰਕ
੧	ਰਮ ੧	੧ .ਬਣ ਵੀਰਾ ਇਨਸਾਨ	੨ . ਸਾਡਾ ਵਿਰਸਾ	੩ .ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ	੪ .ਰੈਡ ਕਰੋਸ	੫
੨	ਰਮ ੨	੫. ਢਿੱਡ ਖਾ ਗਿਆ	੬. ਸਾਡੇ ਜੰਗਲ	੭ .ਬੱਤਾ ਜਿਨ		੫
੩	ਰਮ ੩	੮. ਕਸ਼ਮੀਰ ਕਵਿਤਾ	੯. ਉਠ ਤੇ ਗਿੱਦੜ	੧੦ .ਵਾਤਾਵਰਣ ਤੇ ਪ੍ਰਦੂਸ਼ਣ		੫
੪	ਰਮ ੪	੧੧. ਸ਼ੇਰ	੧੨ .ਗੀਤ	੧੩ . ਬੰਦਾ ਸਿੰਘ ਬਹਾਦਰ		੫
੫	ਰਮ ੫	੧੪. ਈਮਾਨਦਾਰੀ ਦਾ ਫਲ	੧੫. ਵਿਦਿਆ ਕਵਿਤਾ	੧੬ .ਨੰਦ ਰਿਸ਼ੀ		੫
੬	ਰਮ ੬	੧੭ . ਕਾਗਜ਼ ਲੋਕ	੧੮ . ਡਾਇਰੀ ਵਾਲੀ ਗੱਲ	੧੯. ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ		੫
ਸਾਹਿਤ ਤੇ ਈਲਾਵਾ ਅਣਡਿੱਠਾ ਪੈਰਾ, ਵਿਆਕਰਣ , ਲਿਖਣ ਕੌਸ਼ਲ ਅਤੇ ਤਸਵੀਰਾਂ ਨੂੰ ਵੇਖ ਕੇ ਨਿਬੰਧ ਲਿਖਣ ਦਾ ਵੀ ਮੁਲਾਂਕਣ ਕੀਤਾ ਜਾਵੇ ।						
ਕੁੱਲ						੩੦
ਸੰਖੇਪ ਮੁਲਾਂਕਣ (Summative Assessment)						
ਕਰਮ ਸੰਖਿਆ	ਅਨੁਭਾਗ	ਅਧਿਆਇ ਸੰਖਿਆ ਅਤੇ ਨਾਮ				ਨਿਰਧਾਰਿਤ ਅੰਕ
੧	ੳ	ਅਣਡਿੱਠਾ ਪੈਰਾ				੧੫
੨	ਅ	ਵਿਆਕਰਣ				੮
੩	ੲ	ਲਿਖਣ ਕੌਸ਼ਲ				੧੨
੪	ਸ	ਸਾਹਿਤ (Literature)				੧੫
੫		ਵਿਦਿਆ ਕਵਿਤਾ				
੬		ਬਚਪਨ ਦੀਆਂ ਯਾਦਾਂ				
੭		ਸਾਡੇ ਜੰਗਲ				
੮		ਵਾਤਾਵਰਣ ਤੇ ਪ੍ਰਦੂਸ਼ਣ				
੯		ਈਮਾਨਦਾਰੀ ਦਾ ਫਲ				
੧੦		ਨੰਦ ਰਿਸ਼ੀ				
੧ ੧		ਕਾਗਜ਼ ਲੋਕ				
੧ ੨		ਡਾਇਰੀ ਵਾਲੀ ਗੱਲ				
ਕੁੱਲ						੫੦



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	September 21st, 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 locality b. 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..... Class.....Section..... Subject..... Roll No.....					
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
F1			Awareness:		
			Creativity:		
			Sensitivity:		
F2			Awareness:		
			Creativity:		
			Sensitivity:		
F3			Awareness:		
			Creativity:		
			Sensitivity:		
F4			Awareness:		
			Creativity:		
			Sensitivity:		
F5			Awareness:		
			Creativity:		
			Sensitivity:		
F6			Awareness:		
			Creativity:		
			Sensitivity:		

Teacher's Signature

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. Marks	Marks Obtained.	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)] (<u>Note:</u> 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

Sig. of In-charge Teacher

Principal/Headmaster

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**