



**DAV PUBLIC SCHOOL**

**SECTOR 49, GURUGRAM**

**CLASS – VI**

**ACADEMIC PLANNER**

**2025-2026**

Jan

Feb

Mar

Apr

May

Jun

Jul

Aug

Sep

Oct

Nov

Dec

# ACADEMIC PLANNER 2025-26

## CLASS – VI ENGLISH

### EXAMINATION SPECIFICATIONS

#### Objectives:

To enable the students to-

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- use appropriate English to communicate in various social settings
- use language skills to question and to articulate their point of view
- build competence in the different registers of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- build listening and speaking into the curriculum. At the end of this stage, learners will be able to do.

**Sub topic: Prose-** Vocabulary, plot, theme, message, characters, reference to context

**Poem-** Vocabulary, theme, message, about the poet, literary devices, rhyming scheme

**Integrated Grammar-** Editing, Omission, gap filling, jumbled words

**Writing Skills:** Message Writing/ Diary Entry/ Letter Writing, Email Writing, Advertisement

**Teaching Aid:** PPT, Text book, videos, flash cards, assignment, Microsoft Teams, White Board

**Assessment Strategy:** Student Reflection Checklist, Mind Map, Quiz, Group Discussion, Oral Test, Pen and Paper Test, Graphic Organiser

### APRIL

#### Learning outcomes-

#### Vocabulary Enhancement:

**Feeling words, Idioms and Sentence starters**

**(Periods-3)**

The students are able to :-

- express themselves.
- improve vocabulary skills.
- use idioms and feeling words.

**Skill Enhanced:** vocabulary skills, speaking skills, reading skills.

## Chapter-1 How Daddy Decided What he Wanted to be (Alexander Raskin)

(Periods-3)

### Learning outcomes-

The students are able to:-

- understand and comprehend the text.
- understand that it is important to choose one profession- first of all we have should be a good human being.
- summarize the text properly

**Skill Enhanced:** Social skills, reading skills, speaking skills.

### Practice Book

(Periods-4)

## Unit -1:Putting it together

### Learning outcomes-

The students are able to:-

- name and explain eight parts of speech
- determine parts of speech

### ACTIVITY 1

**Art Integration and Multiple Assessment:** Newspaper Activity



**Skill Enhanced:** Grammar skills, thinking-skills

**Learning outcomes:** The students are able to:-

- identify the parts of speech
- enhance their grammar skills

### Writing

#### Diary Entry

(Periods-2)

### Learning outcomes-

- students practice and learn the format of Diary-entry.

- students are expressive and bring out their ideas in clear and grammatically correct English.
- students improve their writing skills.

**Skills Enhanced:** creative skills, writing skills, critical thinking

### **Notice Writing (Lost, Found, Excursions, Competition)**

**(Periods-2)**

#### **Learning outcomes-**

- to make students practice and learn to write a notice
- to enable the students to become expressive and bring out their ideas in clear and grammatically correct English
- to improve students' writing skills.

**Skill Enhanced:** Writing skills, interpersonal skills.

### **Reader**

**(Periods 2)**

#### **Unit 1 Celebration**

#### **Learning outcomes-**

- to enhance their reading skills
- to enhance their critical reading and analytical skills
- to enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text

**Skill Enhanced:** Grammar skills, creative thinking.

## **MAY**

### **Literature Reader**

#### **Chapter-3 Leisure (poem) (W.H. Davies)**

**(Periods-2)**

#### **Learning outcomes-**

The students are able to :-

- understand how to utilize their free time.
- list five things you want to do but can't do because of lack of time.
- It is important to find time to enjoy the beauty of nature
- Poetic Device: Alliteration and simile and rhyming scheme, aabb.

**Skill Enhanced:** Poetic skills, speaking skills, verbal skills.

### **Chapter - 2 The White Elephant (Ruskin Bond)**

**(Periods-2)**

#### **Learning outcomes-**

The students are able to:-

- understand and comprehend the text.

- understand people's attitude towards caged animals.
- learn Collective nouns- a herd of elephant, band of trainers

**Skill Enhanced:** Social skill, public-speaking skill, critical thinking

## **Practice Book**

### **Unit-2 – Regular Irregular Verbs**

**(Periods-4)**

#### **Learning outcomes-**

- learn about regular and irregular verbs.
- students use them correctly in sentences.

**Skill Enhanced:** Grammar skill, vocabulary skill.

## **July**

### **Chapter- 4 My Experiments with Truth (M.K. Gandhi )**

**(Periods-3)**

#### **Learning outcomes-**

- Students understand that all human beings make mistakes, but the best of the people learn from their mistakes and improve.
- Students understand that we learnt from our mistakes.
- Students understand the importance of good handwriting.

#### **ACTIVITY 2**

**Art Integration & Multiple Assessment Activity: Poster- Making:** The students will make a poster of a book which inspired them the most.

**Skill Enhanced:** social skills, reading skills, analytical skills.

**Learning Outcomes:** The students are able to:-

- enhance their knowledge and vocabulary
- develop love for books

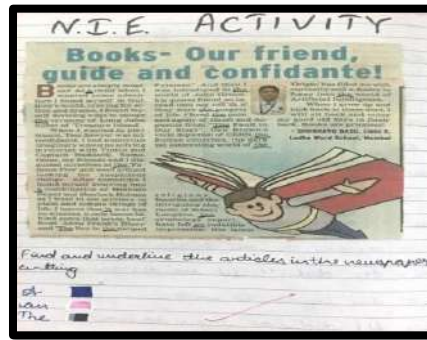
### **Unit-3- Determiners**

**(Periods-3)**

#### **Learning outcomes-**

- To make students learn about kinds of determiners and their uses.

- To enable the students to use them correctly in sentences.



**Skill Enhanced:** Grammar skills, communication skills.

#### Unit-4- Subject Verb Agreement

(Periods-3)

##### Learning outcomes-

- To make students learn the usage of Subject Verb agreement effectively.
- To enable the students to use them correctly in sentences.



**Skill Enhanced:** Grammar skills, communication skills.

#### Writing

##### Guided Composition

(Periods-2)

##### Learning outcomes-

- To make students practice and learn to write a guided composition
- To enable the students to become expressive and bring out their ideas in clear and grammatically correct English
- To improve students' writing skills.

**Skill Enhanced:** Writing skills, speaking proficiency, creative writing.

#### Reader

##### Unit-2- Hobbies

(Periods-2)

##### Learning outcomes-

- enhance their reading skills
- enhance their critical reading and analytical skills
- enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text
- learners are aware about the importance of having a hobby.

**Skill Enhanced:** Speaking skills and analytical skill.

### **Unit-3- Thrill in School Life**

**(Periods-2)**

#### **Learning outcomes-**

- enhance their reading skills.
- enhance their critical reading and analytical skills.
- enable them to respond and demonstrate visual interest in familiar characters and objects linked to the text.
- the learners are aware about the importance of school.

### **ACTIVITY 3**

**Art Integration & Multiple Assessment Activity:** Students will speak on the topic ‘Importance of school’.

**Learning Outcomes:** The students are able to:-

- strengthen their vocabulary
- speak confidently

**Skill Enhanced:** Reading skills, speaking skills and analytical skills.

### **August**

### **Literature Reader**

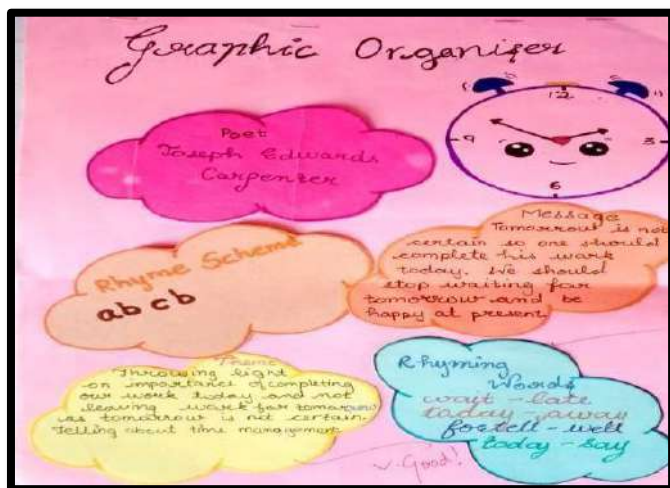
#### **Chapter -5 Today and Tomorrow (poem) (J.E. Carpenter)**

**(Periods-2)**

#### **Learning outcomes-**

- Poem highlights the importance of time.
- Rhyme scheme of the poem.
- Poetic device: Alliteration.

**Skill Enhanced:** Critical thinking and creativity



## Practice Book

### Unit-7: Tenses (Part 1,2)

(Periods-5)

#### Learning outcomes-

The students are able to :-

- understand simple, continuous, perfect and perfect continuous forms of the past, present and future tenses of verbs.
- use them correctly in sentences.

**Skills Enhanced:** Grammar skills, communication skill.

## Writing

### Drafting Advertisement

(Periods-2)

#### Learning outcomes-

- students practice and learn to formulate advertisement.
- students become expressive and bring out their ideas in clear and grammatically correct English.
- students improve writing skills

**Skills Enhanced:** Writing skills, creative writing.





## SUBJECT ENRICHMENT ACTIVITY 4

Informative Videos are shown, and Role plays are conducted to assess the Listening and Speaking skills of the students.

### Learning outcomes:

The students are able to:-

- enhance their concentration power
- increase their academic understanding

**Skills enhanced:** Listening, Communication, Adaptability and Interpersonal skills

## Chapter - 6 The Helpful Young Man

(Periods-2)

### ACTIVITY BASED CHAPTER

#### Learning outcomes-

The students are able to understand that:-

- Goodness never goes unrewarded.
- Relationship between father and sons.
- Qualities of young man enabled him to conquer the princess.
- Helpfulness of the animals towards the young man.
- Strange condition laid down by the princess.

**Skill Enhanced:** Social skills, reading skills.

## September

### TERM-1

**Reading Section :** Unseen Passage (Discursive and Factual)

**Writing Section :** Diary Entry, Guided Composition, Drafting Advertisement, Notice

**Grammar Section :** Putting it Together, Regular Irregular Verbs, Subject-Verb Agreement, Determiners, Tenses(Part-1), Tenses( Part-2),

**Literature Section :** How Daddy Decided What he Wanted to be, The White Elephant, Leisure, My Experiment with Truth, Today and Tomorrow

**Reader :** Unit-I, Unit-II, Unit-III

## October-November

## **Literature Reader**

### **Chapter-7 Bharat Desh (Subramaniam Bharti)**

**(Periods-3)**

#### **Learning outcomes-**

- Students know about national heroes and their work.
- Poetic Devices: Alliteration- ‘Our ships shall sail across the high seas’
- Metaphor- ‘We shall set up schools all sacred temples for us’
- Expectations from young generation: work for betterment of country.

**Skill Enhanced:** Social skills, creative thinking

### **Chapter-9 Our Trees (poem) (David Harmer)**

**(Periods-3)**

#### **Learning outcomes-**

The students are able to:-

- Importance of Trees in our life
- Growing of a tree- growth and death. Contrast-chopped in ten minutes.
- Poetic Devices: Personification, Simile.

#### **ACTIVITY 5**

**Art Integration & Multiple Assessment Activity: Posters:** The students will make a colourful poster on the topic “Save Trees” with a slogan.

**Skills Enhanced:** Writing skills, creative thinking.

**Learning Outcome:** The students are able to:-

- enhance their knowledge and vocabulary
- make creative posters

## **Practice Book**

### **Unit-8 Modals**

**(Periods-4)**

#### **Learning outcomes-**

- Learn about the correct usage of Modals.
- Students are able to differentiate between the modals used for possibility, obligation and necessity by identifying these types of modals in the languages around them.
- Students are able to demonstrate an ability to reason deductively using modal forms.

**Skill Enhanced:** Grammar skills, LSRW skills.

### **Unit-9 Conditionals**

**(Periods-3)**

#### **Learning outcomes:**

- Students will learn how to form and use conditional sentences.
- Students will differentiate between all four forms of conditionals.

- Students will demonstrate an ability to understand the relation between tenses and conditionals.

**Skills Enhanced:** Grammar skills, writing skills

## **Writing**

**Email writing**

**(Periods-3)**

**Learning outcomes-**

The students are able to:-

- practice and learn the format of E-mail.
- to become expressive and bring out their ideas in clear and grammatically correct English.
- to improve writing skills.

**Skills Enhanced:** Writing skills, interpersonal skills.

**Application writing**

**(Periods-3)**

**Learning outcomes-**

The students are able to:-

- practice and learn the format of application writing.
- to become expressive and bring out their ideas in clear and grammatically correct English.
- to improve writing skills.

**Skills Enhanced:** Writing skills, interpersonal skills.

## **Reader**

**Unit-4- Performing Arts**

**(Periods-2)**

**Learning outcomes-**

- students enhance their reading skills.
- students enhance their critical reading and analytical skills.
- Students are able to respond and demonstrate visual interest in familiar characters and objects linked to the text.
- learners become aware about the importance of creative arts.

**Skills Enhanced:** Reading skills and analytical skills.

**Unit -5 Vacation Time**

**(Periods-2)**

**Learning outcomes-**

The students are able to :-

- to enhance their reading skills.

- to enhance their critical reading and analytical skills.
- to respond and demonstrate visual interest in familiar characters and objects linked to the text.
- to make the learners aware about the importance of vacations.

## **ACTIVITY 6**

**Art Integration & Multiple Assessment Activity:** Students will write a letter on vacation and their plans how to spend their vacation.

**Skills Enhanced:** Reading skills, writing skills and analytical skills.

**Learning Outcomes:** Writing skill, creative thinking

**December-January**

**Chapter-8 Hanuman and I**

**(Periods-2)**

## **ACTIVITY BASED CHAPTER**

**Learning outcomes:**

- Stage performance, role play.
- Character sketch of Rupa.
- Story of Rama
- Using presence of mind and realizing our capabilities

**Skill Enhanced:** Social skills, speaking skills.

## **Literature Reader**

**Chapter-10 Attila (R.K. Narayan)**

**(Periods-3)**

**Learning outcomes-**

- Qualities of a good watch dog.
- An unusual dog and its qualities
- Phrasal verbs: broke into, got on, came up.
- Different ways of walking: totter, stagger, stroll, wander, stride etc.

**Skills Enhanced:** Critical thinking, writing skills.

**Chapter 11: The Case of Copied Question Paper(play) (Arthur Conan Doyle) (Periods-3)**

**Learning outcomes-**

- Qualities of a good detective-Mr. Holmes
- Role play of the play.
- Character sketch of Gilchrist, Bannister and Mr. Holmes
- Clues that helped Mr. Holmes solve the case.

## ACTIVITY 6

**Art Integration & Multiple Assessment Activity: Be an Investigation Officer:** Students will write five questions that they would ask the suspects.

Skills Enhanced: analytical skills, reading skills

### Practice Book

#### Editing, Omitting and Jumbled words

(Periods-2)

#### Learning outcomes-

- Students learn how to identify an error in a sentence and write the correct word.
- Students learn how to rewrite a meaningful sentence by arranging the jumbled words.

**Skill Enhanced:** Grammar and writing skills.

#### Passive Voice

(Periods-4)

The students are able to :-

- understand the correct usage of active/passive.
- differentiate active and passive voice.
- to rewrite the sentence changing the voice from active to passive and vice-versa.

**Art Integration:** Process writing.

**Skill Enhanced:** Grammar skills, writing skills.

### Writing

#### Informal Letter

(Periods-2)

The students are able to :-

- practice and learn the format of Informal letter.
- become expressive and bring out their ideas in clear and grammatically correct English
- improve writing skills.

**Art Integration:** Letter Writing

**Skill Enhanced:** Writing skills, critical thinking.

## SUBJECT ENRICHMENT ACTIVITY

### ACTIVITY 7

Informative Videos are shown and Role plays are conducted to assess the Listening and Speaking skills of the students.

**Learning outcomes:**

The students are able to:-

- strengthen their vocabulary
- improve their concentration and memory

**Skills enhanced:** Listening, Communication, Time management and Team building skills

### **Message Writing**

**(Periods-2)**

#### **Learning outcomes-**

- students practice and learn the format of Message.
- students become expressive and bring out their ideas in clear and grammatically correct English.
- students improve students' writing skills.

**Skill Enhanced:** Writing skills, communication skills.

### **Reader**

### **Unit-6: Tinsel World**

**(Periods-2)**

#### **Learning outcomes-**

The students are able to :-

- enhance their reading skills.
- enhance their critical reading and analytical skills.
- to respond and demonstrate visual interest in familiar characters and objects linked to the text.
- understand the importance of film for a student.

**Skill Enhanced:** Creative thinking, presentation and analytical skills.

## **FEBRUARY**

- ASSESSMENT OF SPEAKING AND LISTENING
- REVISION

## **TERM – 2**

**Reading Section** : Unseen Passage (Factual & Discursive)

**Writing Section** : Email Writing, Informal Letter, Message Writing

**Grammar Section** : Modals, Conditionals, Editing, Omitting, Jumbled words, The Passive Voice

**Literature Section** : Bharat Desh, Our Trees, Attila, The Case of Copied Question paper

**Reader** : Unit-IV, Unit -V, Unit- VI

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वार्षिक पाठ्यक्रम योजना (सत्र 2025-26)

कक्षा - छठी, विषय - हिंदी

प्रथम सत्र

अप्रैल

पाठ - 1 साथी हाथ बढ़ाना

संभावित कालांश - 6

उपविषय:

- उच्चारण एवं तुकांत शब्द

सह शिक्षण सामग्री: पाठ्य पुस्तक(ज्ञानसागर), ई बोर्ड, श्यामपट्ट, चाक, झाड़न, अभ्यास अधिन्यास।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा।

कौशल वृद्धि: सामाजिक कौशल, सामंजस्य।

कला संयोजन: कविता गायन।

अधिगम प्राप्ति:

- विद्यार्थी मेहनत और मिल-जुलकर कार्य करने के महत्त्व को समझ गए और उन्हें मुश्किल परिस्थितियों में भी हिम्मत से काम करने की प्रेरणा मिली।

पाठ - 2 चिट्ठी के अक्षर

संभावित कालांश - 7

उपविषय: अनुस्वार एवं अनुनासिक

सह शिक्षण सामग्री: पाठ्य पुस्तक(ज्ञानसागर), ई बोर्ड, श्यामपट्ट, चाक, झाड़न, अभ्यास अधिन्यास।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

कौशल वृद्धि: सामाजिक कौशल, समस्या समाधान।

कला संयोजन: अखिलेश शर्मा तथा महिपाल सिंह के बीच संवाद अभिनय, महिपाल सिंह के चरित्र-चित्रण का शिक्षण आरेख।

- बाएँ हाथ से पाँच वाक्य लिखकर अपना अनुभव बताइए।

अपेक्षित अधिगम प्राप्ति:

- विद्यार्थी विषम परिस्थितियों में भी साहस से कार्य करना सीख पाए।
- विद्यार्थी मेहनत के बल पर लक्ष्य को प्राप्त करने लिए प्रेरित हो पाए।

### विज्ञापन लेखन

**संभावित कालांश : 4**

**सह शिक्षण सामग्री -**

- अभ्यास अधिन्यास।

**मूल्यांकन पद्धति:-** कक्षा परीक्षा।

**कौशल वृद्धि:-** लेखन कौशल, रचनात्मक कौशल।

**अपेक्षित अधिगम प्राप्ति -**

- विद्यार्थियों में विज्ञापन लेखन की क्षमता विकसित हो पाई।

### **पाठ - 3 बरसते जल के रूप अनेक (आंतरिक मूल्यांकन)**

**उपविषय:** संज्ञा व भेद

**अधिगम प्राप्ति :**

- विद्यार्थी बरसते जल के विभिन्न रूपों के बारे में जानकारी प्राप्त कर पाए।
- विद्यार्थियों को जल का सदुपयोग करने की प्रेरणा मिली।

### **मई**

### **पाठ - 4 पुरस्कार**

**संभावित कालांश -7**

**उपविषय:** सर्वनाम व भेद

**सह शिक्षण सामग्री:** पुस्तक (ज्ञानसागर), ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा।

**कौशल वृद्धि:** सामाजिक कौशल, समस्या समाधान एवं सूझबूझ।

**कला संयोजन:** नाट्य-मंचन, सत्यपाल और चंचल की चारित्रिक विशेषताओं का तुलनात्मक आरेख।



- सत्यपाल द्वारा अखबार बेचना और उसे प्रथम पुरस्कार मिलना- इन दोनों घटनाओं में से किसी एक घटना को चित्र के माध्यम से प्रस्तुत कीजिए।



#### अधिगम प्राप्ति:

- विद्यार्थियों को ईमानदारी और सच्चाई के रास्ते पर चलने की प्रेरणा मिली।
- विद्यार्थियों में अपने से बड़ों और छोटों के प्रति प्रेम भावना का विकास हुआ।

#### **पाठ - 5 सीखो (केवल पठन हेतु)**

सभी पाठों का अभ्यास (अभ्यास सागर)

#### **पाठ - 6 अनोखा वरदान**

#### **संभावित कालांश - 7**

उपविषय: विशेषण

सह शिक्षण सामग्री: पुस्तक (ज्ञानसागर), कहानी सुनाना, ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट, चाक, झाड़न आदि।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा, बहिर्गमन प्रपत्र(एग्जिट कार्ड)।

कौशल वृद्धि: तार्किक क्षमता, सामाजिक कौशल, समस्या समाधान।

कला संयोजन: नाट्य-मंचन।

- 'अनोखा वरदान' कहानी में नौजवानों द्वारा माँगे गए वरदानों को क्रम से लिखिए तथा उसका चित्र भी बनाइए या चिपकाइए।



### अधिगम प्राप्ति :

- विद्यार्थियों को अपनी बुद्धि का यथासमय उचित प्रयोग करने की प्रेरणा मिली।
- विद्यार्थियों में मुसीबत में फँसे लोगों की मदद करने का भाव जाग्रत हुआ।

## **जुलाई**

### **पाठ - 7 सुन्दरलाल**

### **संभावित कालांश - 6**

उपविषय: 'र' के विभिन्न रूप

सह शिक्षण सामग्री: पुस्तक (ज्ञानसागर), ई बोर्ड, पाठ से संबंधित वीडियो, पी०.पी०टी०, अभ्यास अधिन्यास, श्यामपट्ट, चाक, झाड़न आदि।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, समूह चर्चा, कक्षा परीक्षा।

कौशल वृद्धि: तार्किक क्षमता, सामाजिक कौशल, पर्यावरण के प्रति संवेदनशीलता।

कला संयोजन: 'तरु रक्षण एवं वृक्षारोपण' पर एक आकर्षक विज्ञापन का निर्माण।

### अधिगम प्राप्ति :

- विद्यार्थियों को पेड़-पौधों का संरक्षण करने की प्रेरणा मिली।
- विद्यार्थियों यह जान पाए कि पेड़-पौधों का हमारे जीवन में क्या महत्व है।

### **पाठ - 8 नजानू कवि बना (आंतरिक मूल्यांकन)**

उपविषय: विराम चिह्न

### अधिगम प्राप्ति :

- विद्यार्थियों को सृजनात्मक लेखन करने की प्रेरणा मिली।
- विद्यार्थियों यह जान पाएँ कि हास्य-विनोद का हमारे जीवन में क्या महत्त्व है। सभी पाठों का अभ्यास (अभ्यास सागर)

### अनुच्छेद लेखन

**संभावित कालांश : 1**

**सह शिक्षण सामग्री -**

- अभ्यास अधिन्यास।

**मूल्यांकन पद्धति:-** कक्षा परीक्षा।

**कौशल वृद्धि:-** लेखन कौशल।

**अपेक्षित अधिगम प्राप्ति -**

- विद्यार्थियों में अनुच्छेद लेखन की क्षमता विकसित हो पाई।

### **पाठ - 9 दोहे**

**संभावित कालांश - 5**

**उपविषय:** अनेकार्थी शब्द

**सह शिक्षण सामग्री:** पुस्तक (ज्ञानसागर), ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

**कौशल वृद्धि :** सामाजिक कौशल, व्यावहारिक कौशल।

**कला संयोजन:** दोहा-गायन, किन्हीं दो दोहों का चित्रांकन।

**अधिगम प्राप्ति :** विद्यार्थी परोपकार, प्रेम, भाईचारा, मित्रता आदि नैतिक मूल्यों को जीवन में अपना पाए।

- विद्यार्थी दोहों के मूल भाव पर चिंतन करेंगे और मीठी वाणी के महत्त्व को समझ पाए।

### अगस्त

### **पाठ - 10 पोंगल**

**संभावित कालांश - 5**

**उपविषय:** काल

**सह शिक्षण सामग्री:** पुस्तक (ज्ञानसागर), ई बोर्ड, अभ्यास अधिन्यास, श्यामपट्ट चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

**कौशल वृद्धि:** सामाजिक कौशल, व्यावहारिक कौशल, ज्ञानात्मक कौशल।

**कला संयोजन:** अपने किसी प्रिय त्योहार का चित्र बनाइए।

**अधिगम प्राप्ति :**

- विद्यार्थी हमारे देश में मनाए जाने वाले विभिन्न त्योहारों के बारे में जान पाएँ।
- विद्यार्थियों में त्योहारों के माध्यम से एकता, सहयोग, संस्कृति के प्रति प्रेम आदि नैतिक मूल्यों का विकास हुआ।
- सभी पाठों का अभ्यास (अभ्यास सागर)

**पत्र लेखन (अनौपचारिक)**

**संभावित कालांश : 2**

**सह शिक्षण सामग्री -**

- अभ्यास अधिन्यास।

**मूल्यांकन पद्धति:-** कक्षा परीक्षा।

**कौशल वृद्धि:-** लेखन कौशल।

**अपेक्षित अधिगम प्राप्ति -**

- विद्यार्थियों में पत्र लेखन की क्षमता विकसित हो पाएगी।

**सितंबर**

**पाठ्यक्रम पुनरावृत्ति एवं प्रथम सत्रीय परीक्षा**

**अक्तूबर**

**पाठ - 11 तेनालीराम ने चोरों को उल्लू बनाया** (केवल पठन के लिए)

**पाठ - 12 दस आर्मों की कीमत**

**संभावित कालांश - 5**

**उपविषय:** नुक्ता का प्रयोग

**सह शिक्षण सामग्री:** पुस्तक, ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

**कौशल वृद्धि:** व्यावहारिक कौशल, ज्ञानात्मक कौशल, चिंतन कौशल।

**कला संयोजन:** आपके पिताजी और आपके बीच गृहकार्य को लेकर हुई बातचीत को संवाद अभिनय के माध्यम से बताइए।

### अधिगम प्राप्ति :

- विद्यार्थियों को 'काम के समय काम और खेल के समय खेल' की प्रेरणा मिली।
- विद्यार्थी अपने जीवन में परिश्रम के महत्व को समझ पाए।
- सभी पाठों का अभ्यास (अभ्यास सागर)

## **पाठ - 13 अनौखी दौड़**

**संभावित कालांश - 6**

### उपविषय: उपसर्ग

**सह शिक्षण सामग्री:** पुस्तक(ज्ञानसागर), ई बोर्ड , श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न,

<https://youtu.be/Ou1XCaqu2mg>, <https://youtu.be/wqjlcSO0eik> आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

**कौशल वृद्धि:** व्यावहारिक कौशल, सामाजिक कौशल।

**कला संयोजन:** अंतर्राष्ट्रीय स्तर के खिलाड़ियों के चित्र लेकर एक आकर्षक कॉलाज बनाइए।

### अधिगम प्राप्ति:

- विद्यार्थियों में प्रेम, विश्वास, एकता, मदद आदि नैतिक गुणों का विकास हुआ।
- विद्यार्थियों में खेल भावना का विकास हुआ।
- सभी पाठों का अभ्यास (अभ्यास सागर)

## **नवंबर**

## **पाठ - 14 एक रोमांचक यात्रा (आंतरिक मूल्यांकन)**

### उपविषय: कारक

### अधिगम प्राप्ति:

- विद्यार्थी जवाहर लाल नेहरू की एक रोमांचक यात्रा के बारे में जान पाए।
- विद्यार्थी कठिन-से कठिन कार्य को साहस और आत्मविश्वास के साथ कर पाने के लिए प्रेरित हुए।

## **पत्र लेखन (औपचारिक)**

**संभावित कालांश : 2**

**सह शिक्षण सामग्री -**

- अभ्यास अधिन्यास ।

**मूल्यांकन पद्धति:-** कक्षा परीक्षा।

**कौशल वृद्धि:-** लेखन कौशल।

**अपेक्षित अधिगम प्राप्ति -**

- विद्यार्थियों में पत्र लेखन की क्षमता विकसित हो पाएगी।

## **पाठ- 15 परिश्रम**

**संभावित कालांश - 5**

**उपविषय:** समरूपी भिन्नार्थक शब्द

**सह शिक्षण सामग्री:** पुस्तक, ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

**कौशल वृद्धि:** व्यावहारिक कौशल, सामाजिक कौशल।

**कला संयोजन:** कविता गायन।

**अधिगम प्राप्ति:**

- विद्यार्थी समझ पाए कि परिश्रम के द्वारा ही मनुष्य सफलता प्राप्त कर सकते हैं।
- विद्यार्थी परिश्रम के बल पर देश को प्रगति के पथ पर ले जाने के लिए प्रेरित हुए।

## **पाठ - 16 धान का महत्व**

(केवल पठन के लिए)

- सभी पाठों का अभ्यास (अभ्यास सागर)

## **पाठ - 17 यात्रा और यात्री**

**संभावित कालांश - 6**

**उपविषय:** प्रत्यय

**सह शिक्षण सामग्री:** पुस्तक, ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा।

**कौशल वृद्धि:** व्यावहारिक कौशल, सामाजिक कौशल।

**कला संयोजन:** कविता गायन।

- प्रकृति की जिन चीज़ों से हमें निरंतर चलने की प्रेरणा मिलती है, उनके चित्र एकत्रित करके एक आकर्षक कॉलाज बनाइए।

#### **अधिगम प्राप्ति:**

- विद्यार्थियों को जीवन में नियम पालन करने की प्रेरणा मिली।
- विद्यार्थियों में कर्म पथ पर आगे बढ़ते हुए जीवन लक्ष्य को प्राप्त करने के भाव जागृत हुए।

### **दिसंबर**

#### **पाठ - 18 पंच परमेश्वर**

**संभावित कालांश - 7**

**उपविषय:** क्रिया

**सह शिक्षण सामग्री:** पुस्तक(ज्ञानसागर), पाठ से संबंधित चलचित्र, अभ्यास अधिन्यास, ई बोर्ड, श्यामपट्ट, चाक, झाड़न आदि।

**मूल्यांकन पद्धति:** आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, कक्षा परीक्षा, बहिर्गमन प्रपत्र (एग्जिट कार्ड)।

**कौशल वृद्धि:** तार्किक कौशल, व्यावहारिक कौशल, सामाजिक कौशल।

**कला संयोजन:** नाट्य-मंचन।

- 'पंच परमेश्वर' कहानी में अंतिम दृश्य जब अलगू चौधरी जुम्मन के पक्ष में फैसला सुनाता है, उसे संवाद रूप में (कॉमिक के रूप में) लिखिए।

#### **अधिगम प्राप्ति:**

- विद्यार्थियों को सही समय पर सही न्याय करने की प्रेरणा मिली।
- विद्यार्थियों में प्रेम, एकता, न्यायप्रियता आदि के गुणों का विकास हुआ।
- सभी पाठों का अभ्यास (अभ्यास सागर)

#### **चित्र वर्णन**

**संभावित कालांश : 2**

**सह शिक्षण सामग्री -**

- अभ्यास अधिन्यास।

**मूल्यांकन पद्धति:-** कक्षा परीक्षा।

**कौशल वृद्धि:-** लेखन कौशल, रचनात्मकता।

**अपेक्षित अधिगम प्राप्ति -**

- विद्यार्थियों में चित्र वर्णन की क्षमता विकसित हो पाएगी।

## जनवरी

### पाठ - 19 सिकंदर और साधु (केवल पठन हेतु)

### पाठ - 20 आया वसंत

### संभावित कालांश - 4

उपविषय: विविध शब्द प्रयोग

सह शिक्षण सामग्री: पुस्तक(ज्ञानसागर), ई बोर्ड, श्यामपट्ट, अभ्यास अधिन्यास, चाक, झाड़न आदि।

मूल्यांकन पद्धति: आत्मनिरीक्षण सूची, माइंड मैप, प्रश्नोत्तरी, शिक्षण आरेख, कक्षा परीक्षा।

कौशल वृद्धि: ज्ञानात्मक कौशल, व्यावहारिक कौशल, सामाजिक कौशल।

कला संयोजन: कविता-गायन।

- 'आया वसंत' कविता के आधार पर वसंत ऋतु की सुंदरता का चित्रांकन कीजिए।

अधिगम प्राप्ति:

- विद्यार्थियों में पर्यावरण के प्रति प्रेम की भावना का विकास हुआ तथा पर्यावरण को संरक्षित करने की प्रेरणा मिली।
- विद्यार्थियों को वसंत ऋतु में होने वाले परिवर्तनों के बारे में जानकारी मिली।
- सभी पाठों का अभ्यास (अभ्यास सागर)

## फरवरी

पाठ्यक्रम पुनरावृत्ति एवं वार्षिक परीक्षा



## ACADEMIC PLANNER (2025-2026)

### MATHEMATICS

#### CLASS - VI

**MONTH: APRIL**

**NUMBER OF PERIODS: 15**

**TOPIC: CH-1 NATURAL NUMBERS AND WHOLE NUMBERS**

**LEARNING OUTCOMES:** The learner

- writes Hindu Arabic numerals into Roman numerals and vice- versa.
- represents whole numbers on number lines.
- defines whole number.
- finds successor and predecessor of the whole number.
- performs different types of operations on whole numbers.
- applies different properties of addition of whole numbers.
- applies different properties of subtraction of whole numbers.
- applies different properties of multiplication of whole numbers.
- applies different properties of division of whole numbers.
- estimates outcomes of number situations.
- performs different operations with brackets.

**SUBTOPICS:**

- Convert the Hindu Arabic numerals into Roman numerals and vice versa.
- Representation of whole numbers on number line.
- Successor and Predecessor of whole numbers.
- Operations on whole numbers (Addition, Subtraction, multiplication and division)

**TEACHING AIDS:** Text Book, smart board, Assignments

**ASSESSMENT STRATEGY:** Board test, activity on its various concepts

**ART INTEGRATION:** Activity on SDG 6 (Clean water and sanitation)

**SKILL ENHANCED:** Problem solving Skills

**MONTH: APRIL, MAY**

**NUMBER OF PERIODS: 20**

**TOPIC: CH-2 FACTORS AND MULTIPLES**

**LEARNING OUTCOMES:** The learner

- identifies Prime Numbers and Composite numbers
- understands and applies divisibility tests
- knows that a factor of a number divides the number exactly.
- finds LCM and HCF using different methods and by the relation between HCF, LCM and two numbers

**SUBTOPICS:**

- Factors
- Multiples
- Tests of divisibility of 2, 3, 4, 5, 6, 8, 9, 10, 11.
- More on divisibility tests.
- Finding HCF by using all the three methods (Factor, Prime factorisation and Continued division method)
- Applications based on HCF.
- Finding LCM by using all the three methods (Multiple, Prime factorisation and Common division method)
- Applications based on LCM.
- Properties of HCF and LCM.

**TEACHING AIDS:** Smart board, board, formation of Prime Number Grid, HCF and LCM lab activities, Assignments, foldable on divisibility tests.

**ASSESSMENT STRATEGIES:** SRC, finding prime numbers and (Art Integration) composite numbers till 100 on a number grid, pen paper test.

**ART INTEGRATION:** Number grid activity to find prime numbers and composite numbers  
**SKILLS ENHANCED:** Critical thinking and problem- solving skills

**MONTH: MAY, JULY**

**NUMBER OF PERIODS: 15**

**TOPIC: CH-3 INTEGERS**

**LEARNING OUTCOMES:** The learner

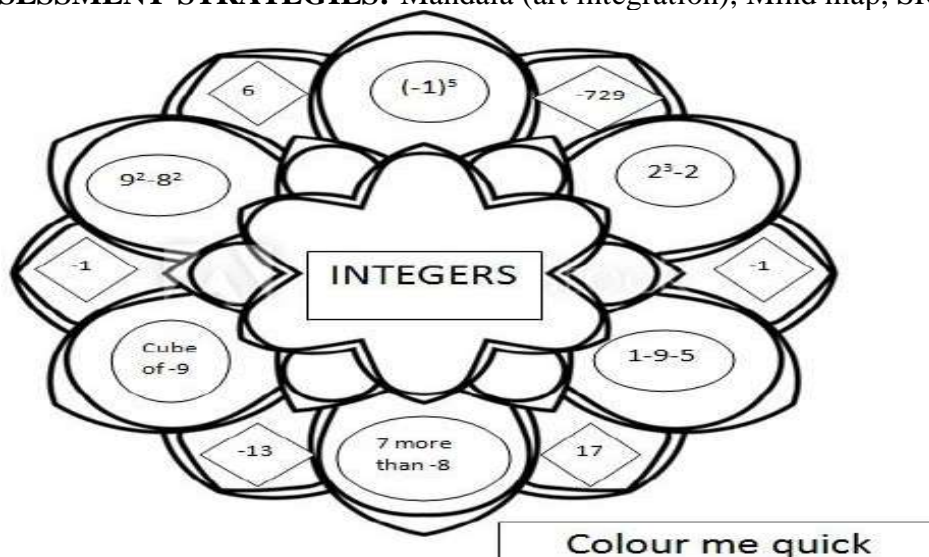
- describes and gives examples of how positive numbers are used to describe quantities having opposite directions or opposite values.
- recognizes that positive and negative signs represent opposite values and /or directions.
- uses positive and negative numbers along with zero to represent real world situations.
- orders and compares integers using words and symbols.

**SUBTOPICS:**

- Need for integers.
- Absolute value of integers.
- Operations on integers.
- Addition of integers.
- Properties of addition.
- Subtraction of integers.
- Properties of subtraction
- Multiplication of integers.
- Properties of multiplication.
- Division of integers.
- Properties of division.
- Powers of integers.

**TEACHING AIDS:** Smart board, board, Integer Mala, foldable (art integration), Lab activity

**ASSESSMENT STRATEGIES:** Mandala (art integration), Mind map, SRC



**SKILL ENHANCED:** Integers help in computing the efficiency in positive and negative numbers in almost every field.

**MONTH: JULY**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-8 BASIC GEOMETRICAL CONCEPTS**

**LEARNING OUTCOMES:** The learner

- identifies ray, line or line segment.
- identifies no. of line segments in figure.
- understands parallel lines and intersecting lines.
- writes the sets of collinear points.

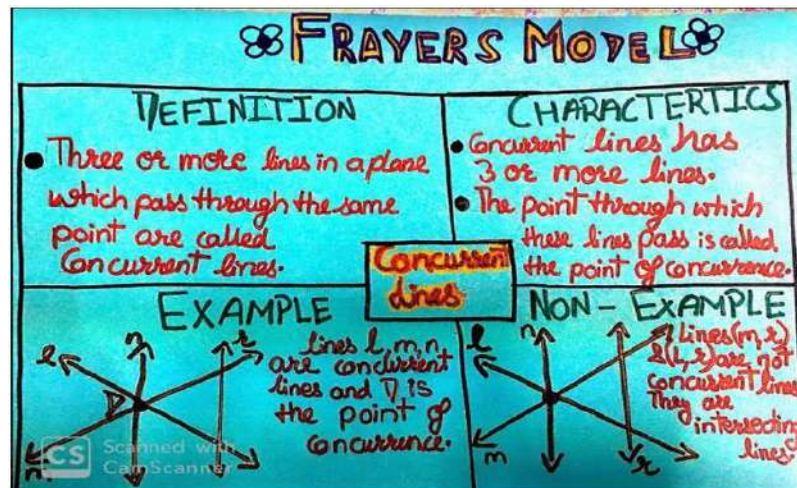
**SUBTOPICS:**

- Understanding the concept of point, line ray and line segment.
- Properties of point and line.
- Intersecting lines
- Parallel lines
- Concurrent lines
- Identifying the intersecting lines, point of intersection, concurrent lines and point of concurrence from a given figure.

**TEACHING AIDS:** Smart board, board, geometry box

**ASSESSMENT STRATEGIES:** Pen paper test

**ART INTEGRATION**



**SKILL ENHANCED:** To understand the concepts learnt through their surroundings.

**MONTH:** JULY, AUGUST

**NUMBER OF PERIODS:** 11

**TOPIC:** CH-10 ANGLES

**LEARNING OUTCOMES:** The learner

- defines 'Angle'.
  - distinguishes between different types of angles.
  - gives examples for different types of angles from the surroundings.
  - visualizes interior and exterior of an angle.
- defines and identifies various pairs of angles (Adjacent angles, Linear pair, vertically opposite angles, Complementary and Supplementary angles)

**SUBTOPICS:**

- Angle
- Types of angles
- Interior and exterior of an angle.
- Angular region
- Pairs of angles: Adjacent angles, Linear pair, vertically opposite angles, Complementary angles, Supplementary angles

**TEACHING AIDS:** Smart board, board, geometry box, different types of shapes and different yoga poses will be shown to explain different types of angles, Assignments, videos

**ASSESSMENT STRATEGIES:** SRC, small objective type of assignment based on different angles and pairs of angles.

**ART INTEGRATION:** Identifying the angles formed in different yoga postures.

**SKILLS ENHANCED:** Analytical thinking and ability to manipulate, precise and intricate ideas.

**MONTH: AUGUST**

**NUMBER OF PERIODS: 8**

**TOPIC: CH-11 TRANSVERSAL AND PAIRS OF LINES**

**LEARNING OUTCOMES:** The learner

- defines Transversal
- explains the concept of 'transversal' and the different angles formed by it with two lines.
- identifies the exterior angles, interior angles, alternate angles and corresponding angles.
- identifies the perpendicular and parallel lines.

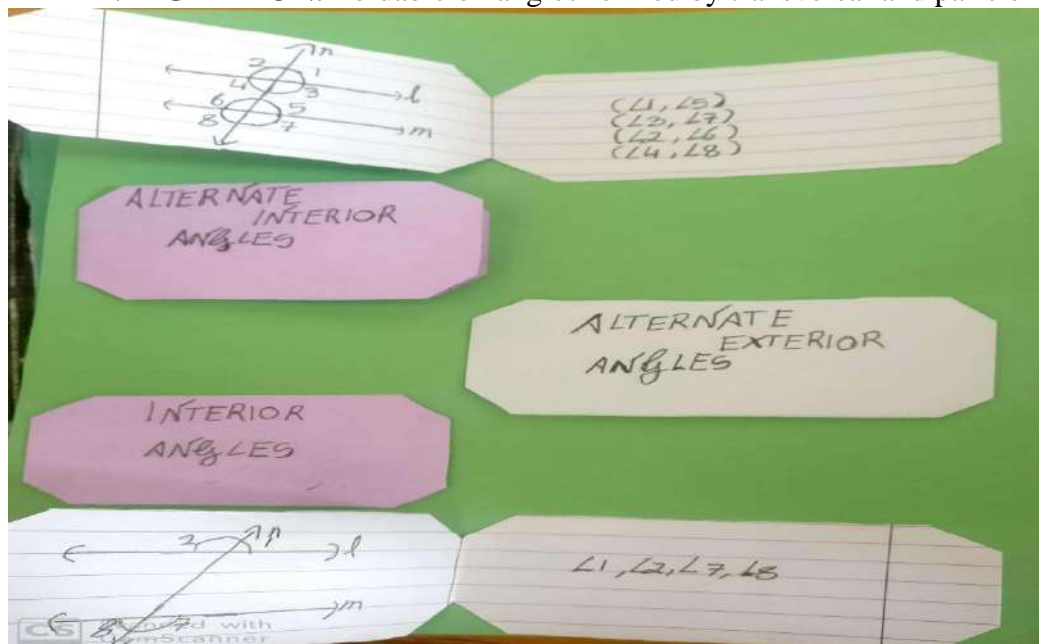
**SUBTOPICS:**

- Transversal lines
- Classification of angles in case of transversal i.e. the corresponding and alternate interior and alternate exterior angles.
- Parallel lines
- Perpendicular lines

**TEACHING AIDS:** Smart board, board, geometry box, Lab activity on different pairs of angles (the corresponding and alternate interior and alternate exterior angles.), Assignments

**ASSESSMENT STRATEGIES:** SRC, mind map, pen paper test

**ART INTEGRATION:** Foldable on angles formed by transversal and pairs of lines.



**SKILLS ENHANCED:** Critical thinking

**MONTH: AUGUST**

**NUMBER OF PERIODS: 7**

**TOPIC: CH-16 STATISTICS**

**LEARNING OUTCOMES:** The learner

- understands the concept of Bar graph.
- interprets the given bar graph.
- draws vertical bar graph and horizontal bar graph.
- applies the concepts in their day-to-day life.

**SUBTOPICS:**

- Organizing the data.
- Pictograph
- Interpretation of Pictograph.
- Bar Graph
- Interpretation of bar graph.
- Drawing of bar graph

**TEACHING AIDS:** Smart board, board, Calendar for explaining the concept of variable and constants.

**ASSESSMENT STRATEGIES:** SRC, mind map, pen paper test.

### **ART INTEGRATION**

**Draw a double bar graph showing the performance of PA-1 and PA-2 according to the below table. Using pencil colours, colour PA-1 marks blue and PA-2 marks red.**

MARKS	ENGLISH	HINDI	MATH	SCIENCE	S.SC	SANSKRIT
PA-1	32	30	28	26	30	34
PA-2	34	28	36	32	30	32

Also answer the following questions:

- In which subject have you scored maximum marks in PA-2?
- In which subject have you scored minimum marks in PA-1?
- In which subjects have you shown the improvement?

**SKILLS ENHANCED:** Critical thinking and decision making

**MONTH: SEPTEMBER**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-9 LINE SEGMENTS**

**LEARNING OUTCOMES:** The learner

- understands the terms point, line, Ray and line segment.
- measures line segment using ruler
- compares the length of line segments.
- constructs the line segment using a ruler and compass.

**SUBTOPICS:**

- Comparison of given line segment using all the three methods:  
By observation (ii) By tracing (iii) By using a divider
- Measuring the line segment using: (a) Ruler (b) Using divider and ruler
- Construction of a line segment. (a) Using ruler (b) Using compasses
- Applications of line segment.

**TEACHING AIDS:** e board, board, geometry box

**ASSESSMENT STRATEGIES:** SRC, pen paper test

**SKILL ENHANCED:** Proper measurement and construction

### **Revision for Term I**

**ENRICHMENT ACTIVITY: MATHEMATICS LAB ACTIVITIES**

### **SYLLABUS TERM I**

**Ch-1 Natural Numbers and Whole Numbers**

**Ch-2 Factors and Multiples**

**Ch- 3 Integers**

**Ch-8 Basic Geometrical Concepts**

**Ch-10 Angles**

**Ch-11 Transversal and Pairs of Lines**

**Ch-16 Statistics**

**Ch-9 Line Segments (Activity based)**

## TERM II

**MONTH: OCTOBER**

**NUMBER OF PERIODS: 10**

**TOPIC: CH-4 RATIO, PROPORTION AND UNITARY METHOD**

**LEARNING OUTCOMES:** The learner

- defines ratio, proportion and unitary method.
- finds out the ratio of any two like terms.
- applies the concept of unitary method for solving questions.
- applies the unitary method in real life situation.

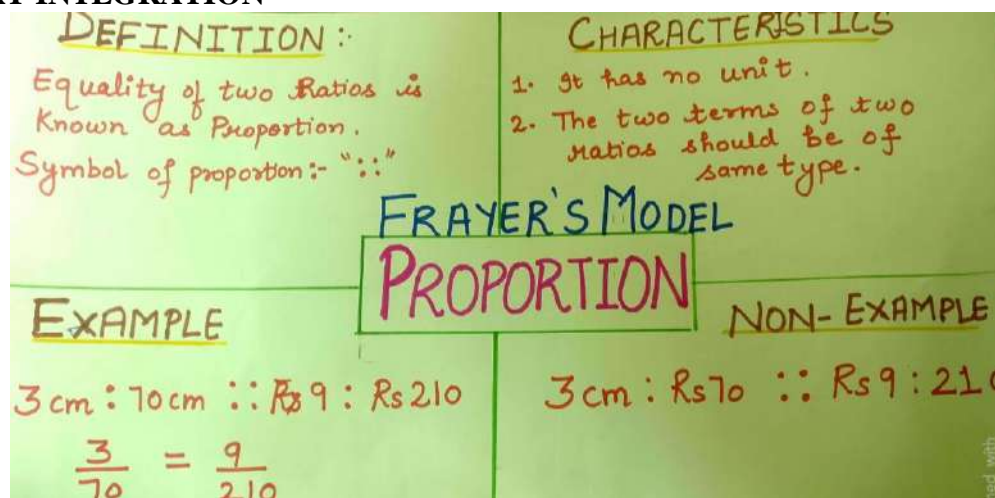
**SUBTOPICS:**

- Ratio
- Comparison of ratio
- Proportion
- Applications of proportion.
- Unitary method
- Applications of unitary method.

**TEACHING AIDS:** Smart board, board, Assignments

**ASSESSMENT STRATEGIES:** SRC, Finding the ratio of marks two partners in term 1 exams, pen paper test.

**ART INTEGRATION**



**SKILLS ENHANCED:** Problem solving skills and logical thinking

**MONTH: OCTOBER**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-5 PERCENTAGE AND ITS APPLICATIONS**

**LEARNING OUTCOMES:** The learner

- defines ratio and percent.
- describes the relationship between ratios, fractions, decimals and percents.
- identifies the decimal equivalent of a percent.
- identifies the fractional equivalent of a percent.
- applies percentage concept to solve various word problems related to profit and loss & simple interest.

**SUBTOPICS:**

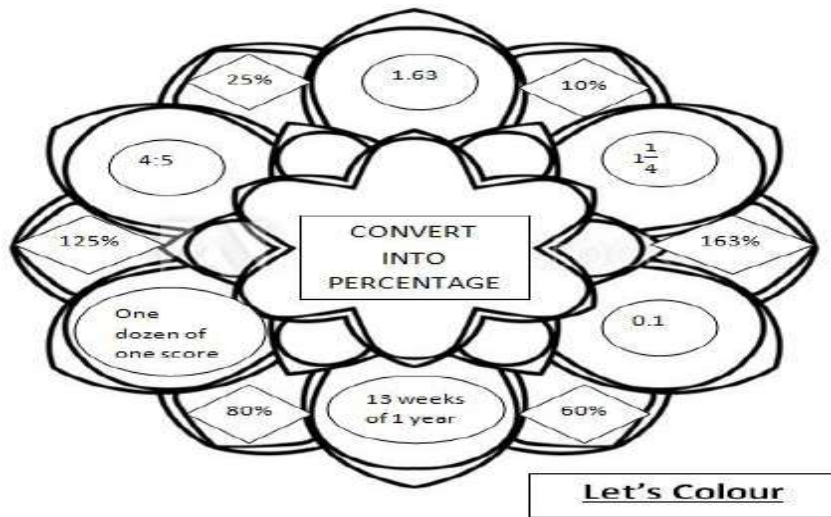
- Finding percent of a Quantity.
- Expressing one quantity as a percent of another quantity.
- Applications of percentage
- Profit and Loss.
- Profit or Loss and its applications.
- Simple Interest and its applications.

**TEACHING AIDS:** Smart board, board

**ASSESSMENT STRATEGIES:** SRC, Finding the percentage of PA1 exams.



## ART INTEGRATION



**SKILLS ENHANCED:** Problem solving and Analytical thinking

**MONTH: OCTOBER, NOVEMBER**

**NUMBER OF PERIODS: 10**

**TOPIC: CH-6 INTRODUCTION TO ALGEBRA**

**LEARNING OUTCOMES:** The learner

- recalls the basic terms related to algebraic expressions.
- writes the expression using numbers, literal numbers and arithmetic operations.
- writes in exponential and product form.
- writes the coefficient and numeric coefficient in given terms.
- identifies the given statements as constants and variables.
- identifies the like and unlike terms.
- writes the examples of Binomial, monomial and trinomial expression.
- does addition and subtraction of algebraic expressions i.e. monomials, binomials and trinomials.

**SUBTOPICS:**

- Introduction of Literal Numbers.
- Rules and properties of operations.
- Algebraic expressions: Powers of literal numbers, Constants and variables, Coefficient, Numerical coefficient.
- Like and Unlike terms
- Operations on algebraic expressions: Addition of algebraic expressions (Addition of Monomials, Binomials and Trinomials), Subtraction of algebraic expressions (Subtraction of Monomials, Binomials and Trinomials)
- Finding the value of an algebraic expression.

**TEACHING AIDS:** Smart board, board, Calendar for explaining the concept of variable and constants, (Art Integration) foldable on types of algebraic expressions, Lab activity on addition of algebraic expressions.

**ASSESSMENT STRATEGIES:** SRC, mind map, pen paper test.

**ART INTEGRATION:** Colour me quick activity.

**SKILLS ENHANCED:** Problem solving and decision making

**MONTH: NOVEMBER**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-7 LINEAR EQUATIONS**

**LEARNING OUTCOMES:** The learner

- knows what are the two sides of an equation called?
- understands the following terms:
- Equation, Degree of the Equation, Solution of linear equation.
- converts a statement into an equation.

- knows the power of variable in linear equation.
- solves linear equation by taking different values
- solves an equation having variable both sides and check the solution.

**SUBTOPICS:**

- Introduction of an Equation.
- Converting a statement into an equation.
- Solving linear equation: (a) By taking different values. (b) Using short method.
- Solve and check the equation.

**TEACHING AIDS:** Smart board, board

**ASSESSMENT STRATEGIES:** SRC, mind map, Small MCQ assignment on converting the given statement into equation.

**ART INTEGRATION:** Match the column activity

**SKILLS ENHANCED:** Quantitative reasoning

**MONTH: NOVEMBER**

**NUMBER OF PERIODS: 7**

**TOPIC: CH-12 TRIANGLES**

**LEARNING OUTCOMES:** The learner

- understands the concept of a closed figure triangle
- classifies triangles based on their sides and angles.
- uses Angle Sum Property, Triangular Inequality Property and Exterior Angle Property
- understands the Interior and exterior points
- types of triangles on the basis of sides and angles.

**SUBTOPICS:**

- Triangle
- Types of triangles on the basis of sides and angles.
- Exterior and interior of a triangle.
- Identify side opposite to angle and angle opposite to side etc.
- Exterior angle of a triangle.

**TEACHING AIDS:** Smart board, board, geometry box

**ASSESSMENT STRATEGIES:** Cut-outs of different types of triangles, SRC, mind map, pen paper test.

**ART INTEGRATION:** Foldable on different types of triangles.

**SKILLS ENHANCED:** Learning by doing and decision making

**MONTH: DECEMBER**

**NUMBER OF PERIODS: 9**

**TOPIC: CH-15 PERIMETER AND AREA**

**LEARNING OUTCOMES:** The learner

- understands the concept of Perimeter and Area.
- finds the Perimeter of various 2D shapes.
- finds the area of square and rectangle.
- applies the concepts of perimeter and area in their day-to-day life.

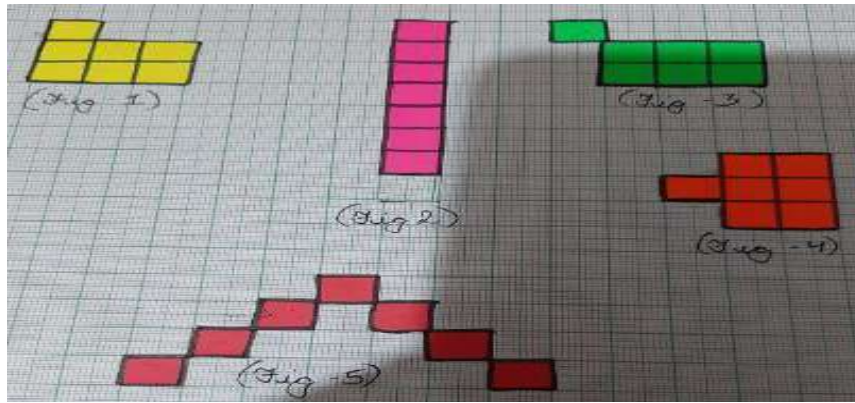
**SUBTOPICS:**

- Perimeter of a square and rectangle.
- Area of square and rectangle.
- Applications of Perimeter and Area.

**TEACHING AIDS:** Smart board, board, geometry box, cut-outs of rectangle and square for finding the perimeter and area by counting the squares, lab act on perimeter and area



**ART INTEGRATION:** Figures having equal area may or may not have equal perimeters



**ASSESSMENT STRATEGIES:** SRC, finding the perimeter and area of notebook by measuring its sides, pen paper test.

**SKILLS ENHANCED:** Problem solving and Analytical thinking

**MONTH: DECEMBER**

**NUMBER OF PERIODS: 7**

**TOPIC: CH-13 CIRCLES**

**LEARNING OUTCOMES:** The learner

- understands the concept of circle, semi-circle and quarter circle.
- defines radius, diameter and chord and arc.
- establishes relation between radius and diameter.
- understands the concept of the perimeter of the circle and constructs circle.

**SUBTOPICS:**

• **Elements of a circle:**

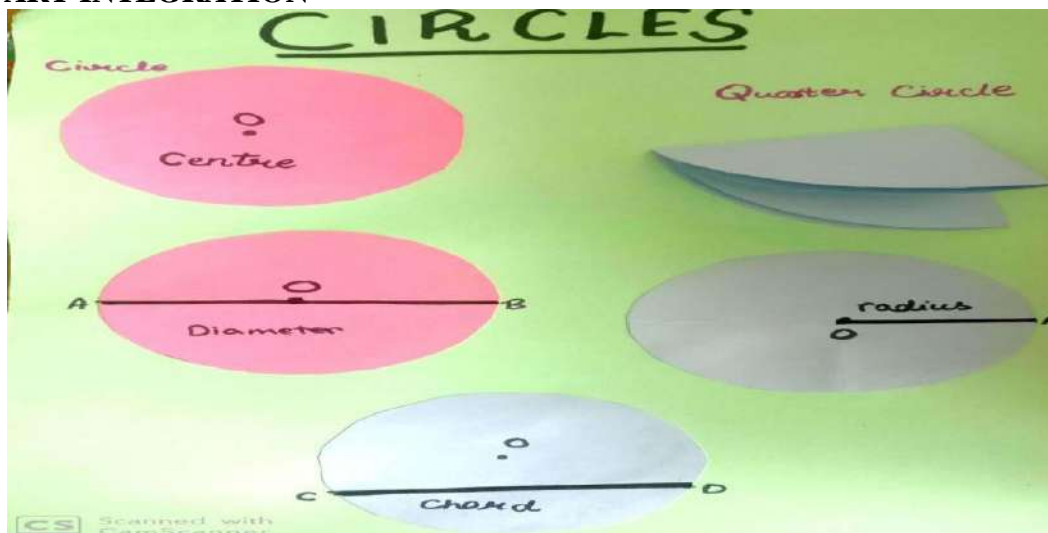
Semicircle, Centre of the circle, Radius, Diameter, Chord, Arc and Circumference of a circle.

- Relation between Radius and Diameter of a circle.
- Construction of circle.
- Finding the circumference of circle.

**TEACHING AIDS:** Smart board, board, geometry box, cut-outs of circles for explaining the elements of circle, Art integration (finding the Centre, diameter etc. by paper folding activity)

**ASSESSMENT STRATEGIES:** SRC, small assignment on different elements of circles.

**ART INTEGRATION**



**SKILL ENHANCED:** Proper measurement and construction

**MONTH: JANUARY**

**NUMBER OF PERIODS: 7**

**TOPIC: CH-14 CONSTRUCTION**

**LEARNING OUTCOMES:** The learner

- constructs the perpendicular bisector of a given line segment.
- constructs an angle equal to a given angle.
- bisects the given angle.
- constructs a perpendicular to a given line from a given point which lies on the line.
- constructs a perpendicular to a given point which does not lie on the line.
- constructs a line parallel to another line through a point not lying on it.

**SUBTOPICS:**

- Construction of the perpendicular bisector of a given line segment.
- To bisect a given angle.
- Construction of angles using compasses.
- Construction of a perpendicular to a given line from a given point which lies on the line.
- Construction of a perpendicular to a given line from a given point which does not lie on the line.
- Construction of a line parallel to another line through a point not lying on it.

**TEACHING AIDS:** Smart board, board, geometry box

**ASSESSMENT STRATEGIES:** SRC, mind map, pen paper test.

**SKILLS ENHANCED:** Proper measurement and construction

## **SUBJECT ENRICHMENT ACTIVITY: MATHEMATICS LAB ACTIVITIES**

### **Term-II**

**Ch-4 Ratio, Proportion and Unitary Method**

**Ch-5 Percentage and Its Applications**

**Ch-6 Introduction to Algebra**

**Ch-7 Linear Equations**

**Ch-12 Triangles**

**Ch-15 Perimeter and Area**

**Ch-13 Circles (Activity based)**

**Ch-16 Constructions**

**(FEW CHAPTERS OF TERM I WILL ALSO BE INCLUDED IN TERM II)**



**DAV PUBLIC SCHOOL, UPPAL'S SOUTHEND, SECTOR – 49, GURUGRAM**

**CLASS VI (2025-2026)**

**SCIENCE**

**MONTH: APRIL**

**No. of Periods: 10**

**TOPIC: OUR ENVIRONMENT**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- define and identify biotic and abiotic components of environment.
- explain different components of environment.
- identify producers, consumers and decomposers.
- write word equation of photosynthesis.
- distinguish between autotrophs and heterotrophs.
- explain the role of decomposers and scavengers.
- distinguish between biodegradable and non-biodegradable materials.
- apply learning of scientific concepts in day-to-day life, for example: twin bin system, rain water harvesting.
- describe the importance of air, water, light and temperature.
- understand and synthesize the different food chains.
- describe the interdependence of biotic and abiotic components.
- apply the basic diagrammatic skills of mineral cycle.
- analyse how nature tries to maintain a balance between oxygen and carbon dioxide.
- develop collaboration while working with peers.
- appreciate the knowledge gained about biotic, abiotic components and their interaction in our environment.

**Subtopic:**

- **BIOTIC COMPONENTS:** producers, consumers, decomposers, scavengers
- bio-degradable and non-biodegradable substances, vermicomposting, Twin bin system.
- **ABIOTIC COMPONENTS:** air, light, temperature, soil, water, rain water harvesting.
- Food chains (terrestrial and aquatic)
- Interaction between biotic and abiotic components.
- Mineral Cycle

**Activities:**

- To observe waste segregation methods in your society.
- Colour me quick

- To visit composting site, STP and Rain water harvesting unit.
- Use of twin bin system in the class.



**Teaching aid:** Power point presentation, video clips, nature walk, Twin bin System.

**Assessment Strategy:**

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment, Finding mistakes in different flow charts like food chain, mineral cycle.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**MONTH: APRIL - MAY**

**No. of Periods: 12**

**TOPIC: THE WORLD OF LIVING**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- identify the characteristics of living things.
- distinguish between living things and non-living things.
- infer that living things have modifications according to their habits and habitats.
- recognize that organisms vary within every species.
- understand the need to classify the plants.
- compare flowering and non-flowering plants.
- analyze the categories of plants on the basis of nutrition.
- relate the habitat with the types of plants.
- distinguish between vertebrates and invertebrates.
- compare the food habits of various animals.
- identify the mode of reproduction.
- develop scientific attitude.
- appreciate the knowledge gained about importance of plants and animals.

**Subtopic:**

- Characteristics of living things

- Classification of plants as per their size, shape, height, life span, flowers, habitat and nutrition.
- Classification of animals on the basis of backbone, food habits, reproduction, body covering
- Importance of plants and animals

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities.

**Assessment Activity:**

- Create a foldable of different plants keeping their medicinal value in mind.

**Assessment Strategy:** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**MONTH: MAY**

**No. of Periods: 10**

**TOPIC: NATURE OF MATTER**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- identify and classify the given material as a mixture or a pure substance.
- classify mixtures into different categories.
- distinguish between homogeneous and heterogeneous mixtures.
- conduct simple investigations for separating different types of mixtures.
- evaluate the understanding of concepts learnt in lesson.
- develop collaboration while working with peers.
- appreciate the knowledge gained about separation techniques to separate the components of different mixtures.

**Subtopic:**

- Matter
- Classification of matter
- Constitution of Matter
- Properties of Matter (appearance and feel; transparency, floating ,sink; diffusion , dissolution)
- Diffusion (solid in liquid, liquid – liquid, gas- gas )
- Dissolution (Dissolution of solids in water, dissolution of liquids in water; Dissolution of gases in water)

- Solubility and saturated Solution
- Effect of Temperature on Solubility

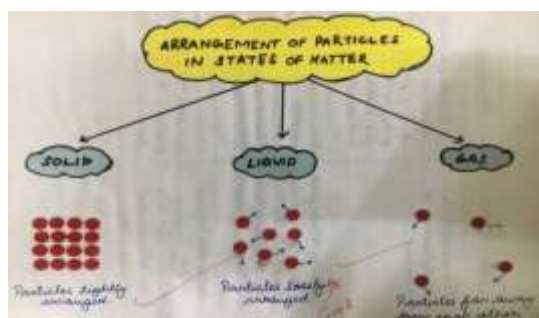
**Activity:**

- Different activities based on properties of matter like transparent, opaque, floating and sinking.
- Activity on diffusion of gas into gas, liquid into liquid, solid into liquid.
- Activity on solubility of substances.
- Activity on saturated and unsaturated solutions.

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities in laboratory.

**Assessment Activity:**

- Learning the classification of matter into solids, liquids and gases through simple artwork using Bindis.



- Oral quiz from the chapter.

**Assessment Strategy:** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**MONTH: JULY**

**No. of Periods: 13**

**TOPIC: SEPARATION OF SUBSTANCES**

**Subtopic:**

- Definition of pure substance and mixture
- Homogeneous and heterogeneous mixture
- Need for separating components
- Separating solids from solids (Hand picking, Threshing, Winnowing, Sieving, Magnetic Separation, Sublimation)

- Solids from liquids
  - which can be dissolved (Evaporation, Crystallization)
  - which cannot be dissolved (Sedimentation and decantation, loading, Filtration, Centrifugation)
- separating liquid from liquid
  - Immiscible (Separating Funnel)
  - Miscible (Distillation)
- Separating components of mixture having more than two components.

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mindmaps, demonstration of different activities in laboratory.

**Activities:**

- Different activities on separation techniques.

**Assessment Activities:**

- To study various separation techniques as discussed in the class. Summarise your learning experience in the tabular form highlighting the technique used for separation of the given mixture and its underlying principle.
- To design a separating technique to separate
  - a. sand from water
  - b. oil from water
  - c. camphor from table salt

Use eco-friendly material to give a presentation in the class.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:** Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**MONTH: JULY**

**Total No. of Periods: 15**

**TOPIC: STRUCTURE & FUNCTIONS OF LIVING ORGANISMS-PLANTS**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- state the difference between flowering and non-flowering plants.
- distinguish different parts of a flowering plant.
- understand the function of the roots.
- classify the root system.
- explain different types of modification of the root.
- define shoot system and its functions.



- explain different types of modification of the stem.
- define leaf and its functions.
- explain different types of modification of the leaf.
- distinguishes different parts of a flower.
- define seed, fruit and their functions.
- relate the concepts learnt in daily life.
- draw a neat and well labelled diagram of the flower.
- appreciate the knowledge gained about structure and function of plants.

**Subtopic :**

- Flowering Plants and Non- Flowering Plants
- Parts of Flowering Plants
  - The Root System (Functions of roots, Classification of root system, Modifications of the root )
  - The Shoot System (Functions of stem, Modifications of stem )
- Leaf (Functions of leaf, Modifications of leaf)
- Flower (parts of flowers- Sepals, Petals, stamens and pistil/carpel); Function of flower
- Seed (functions of seed)
- Fruit (functions of fruit)

**Activity:**

- Dissection of a flower.

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps and dissection of a flower

**Assessment Activity:**

- Tree plantation (Related to SDG13-Climate action): Tree plantation is not just something that should be done; instead, it is a necessity, the urgent need of the hour. Planting trees is especially important to protect our environment against air pollution and global warming. To this end, each group (5 students) will bring one sapling of their choice and plant it in the garden area. You have to write one slogan also related to save soil/ importance of plants.

**Assessment Strategy:** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**MONTH: AUGUST**

**No. of Periods: 10**

**TOPIC: LIGHT AND SHADOW**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- define transparent, translucent and opaque objects.
- list characteristics of shadows formed during the day.
- demonstrate the formation of shadow and its size by placing an object at different position.
- explain the formation of Lunar Eclipse and Solar eclipse.
- draw diagrams for Solar Eclipse and Lunar Eclipse.
- design a model on Pinhole camera.
- enlist the characteristics of an image formed by a plane mirror.
- distinguish between regular reflection and diffused reflection.
- state the difference between an image and a shadow.
- apply the concepts learnt in unknown situations.
- develop problem solving and analytical skills.
- appreciate the knowledge gained about formation of the eclipse thereby removing related superstitions.

**Subtopic:**

- Light and different types of object
- Shadow and its characteristics
- Solar and lunar eclipses
- Pin hole camera
- Phenomenon of reflection of light and two types of reflection
- Properties of image formed by plane mirror.
- Comparison of image formed by plane mirror and shadow

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different torso models.

**Assessment Activity:**

- To prepare 3 D Model of Pinhole camera
- Prepare a role play on lunar or solar eclipse allotted to your group.

**Assessment Strategy:** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**MONTH: AUGUST**

**No. of Periods: 10**

**TOPIC: MEASUREMENT & MOTION**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- recall SI unit of basic physical quantities.
- describe the term 'Measurement'.
- explain the procedure of measuring length of curved line with an activity.
- distinguish between rest and motion with the help of various examples.
- recognise different types of motion.
- distinguish between revolution & rotation.
- discuss force & its effects.
- evaluate the understanding learnt during the lesson.
- apply the concepts learnt in unknown situations.
- appreciate the knowledge gained about motion which will be useful in various phenomena held in our daily life.

**Subtopic:**

- The term measurement
- SI unit of basic physical quantities, procedure for measuring the given length, time and different instrument to measure time.
- Definition of rest & motion
- Different types of motion: rectilinear, curvilinear, rotation, revolution, oscillatory, vibratory, periodic and non-periodic motion.
- Difference between revolution & rotation, oscillatory & vibratory motion.
- Definition of force & its effects.

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities on different types of changes, Poems on force.

**Assessment Activity:** To measure the perimeter of a circular object (like a bangle) using a thread.

**Assessment Strategy:** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

## **SEPTEMBER**

### **Revision**

## **SYLLABUS TERM I**

- 1. Chapter-1 OUR ENVIRONMENT**
- 2. Chapter-3 NATURE OF MATTER**
- 3. Chapter-4 SEPARATION OF SUBSTANCES**
- 4. Chapter-6 MEASUREMENT AND MOTION**
- 5. Chapter-7 THE WORLD OF LIVING**
- 6. Chapter-8 STRUCTURE & FUNCTIONS OF LIVING ORGANISMS - PLANTS**
- 7. Chapter-12 LIGHT AND SHADOWS**

**SUBJECT ENRICHMENT:** All laboratory activities related to topic taught and making of Science mobile kit (using different materials).

## **TERM II**

**MONTH: OCTOBER**

**No. of Periods: 10**

**TOPIC: FOOD**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- classify food items on the basis of their sources.
- perform the food test of the given food sample and identify the nutrient.
- list different types of vitamins, their sources functions and deficiency diseases.
- identify the deficiency disease and list the causes if symptoms are given.
- explain the role of important minerals needed by our body.
- define the term 'Roughage' and state its importance in our diet.
- explain the importance of a balanced diet in our food.
- distinguish between Marasmus and Kwashiorkor.
- state the causes and effects of obesity.
- imbibe the need of taking balanced diet.
- develop collaboration while working with peers.
- appreciate the knowledge gained about balanced diet by understanding various components of food to live healthy life.

**Subtopic:**

- Food-its sources and components
- Vitamins, Minerals – their sources and functions
- Deficiency diseases
- Balanced diet and its importance

- Function of water and roughage in our body
- Protein - energy malnutrition
- Obesity

**Activity:**

- Test for sugar, starch, proteins and fats.

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps.

**Assessment Activity:**

- Quiz

**Assessment Strategy:**

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**MONTH: OCTOBER**

**No. of Periods: 10**

**TOPIC: MAGNETS**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- define magnet.
- distinguish between natural magnets and artificial magnets.
- explain the different properties associated with the magnets.
- state the difference between temporary magnet and permanent magnet.
- recognise the two poles of the magnet- north and south
- analyse the motion of magnets, based on knowledge that they attract or repel.
- classify a given set of materials as magnetic and non-magnetic materials.
- explain the mechanism and function of an electromagnet.
- discuss earth as a magnet.
- exhibit creativity in making magnets.
- appreciate the knowledge gained about use of electromagnets in daily life.

**Subtopic :**

- History of magnetism
- Definition and types of magnets
- Various shapes of magnets
- Magnetic and non-magnetic materials
- Poles of a magnet

- Earth as a magnet
- Properties of a magnet
- Making a magnet
- Finding directions using magnets
- Interesting facts about magnets

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different torso models.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Assessment Activity:**

Each student will pick a topic from the chits kept in the bowl and will get one minute to speak on the topic chosen.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity

**MONTH: OCTOBER - NOVEMBER**

**No. of Periods: 8**

**TOPIC: CHANGES AROUND US**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- understand terms like slow change, fast change, reversible change, irreversible change.
- distinguish one kind of change from another.
- list examples of the various changes discussed.
- conduct simple investigations to seek answers to queries, e.g., Can all physical changes be reversed?
- develop joyful learning.
- appreciate knowledge gained about different types of changes in day – to – day life.

**Subtopic:**

- The term Change
- Different types of changes
  - Slow and Fast Changes
  - Reversible and irreversible changes
  - Physical and Chemical changes
- Changes Involve Energy
  - Exothermic
  - Endothermic

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities on different types of changes.

**Assessment Activity:**

- Everything in this world undergoes a change. Some of these changes cause significant effects in our lives. One of such changes is climate change, but can the Climate change be reversed? Discuss among your group members and prepare a report of 100 words on the inference drawn through this discussion.

**Assessment Strategy:** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**MONTH: NOVEMBER - DECEMBER**

**No. of Periods: 15**

**TOPIC: STRUCTURE & FUNCTION OF LIVING ORGANISMS – ANIMALS**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- define cell, tissue, organ, organ system and organism.
- state difference between organ and organ systems.
- classify the various types of organ system.
- explore the various parts of the digestive system.
- classify different organs of digestive system and their functions.
- explain different organs of respiratory system.
- understand the functions of blood.
- distinguish between arteries and veins.
- understand how brain controls and coordinates all activities of the body.
- comprehend the functions of spinal cord, nerves and sense organs.
- understand how reproduction takes place.
- draw neat and well labelled diagram of various organ systems.
- appreciate the knowledge gained about human physiology in solving general ailments.

**Subtopic:**

- The terms – Cell, Tissue, Organ, Organ system
- Organ System of Human Body –
  - Digestive system
  - Respiratory system
  - Circulatory system
  - Nervous system

- Excretory system
- Reproductive system

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different torso models.

**Assessment Activity:**

Make a model of any one of the systems present in the human body like digestive system/respiratory system/ excretory system(any one) with the help of eco-friendly material.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decision making, creativity.

**MONTH: DECEMBER**

**No. of Periods: 10**

**TOPIC: ELECTRIC CURRENTS & CIRCUITS**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- define an electric circuit.
- describe the structure and function of the electric cell.
- Identify symbols of various electrical components.
- distinguish between a battery and a cell.
- distinguish between open and closed circuit with a well labelled circuit diagram
- classify different materials as conductors and insulators.
- analyse the flow of current in a simple electric circuit with battery, bulb and wires to identify necessary conditions to ensure flow of current.
- design a fruit cell using lemon and metal strips.
- infer why metals like copper and aluminium are used for making wires for domestic and industrial purposes.
- analyse the benefit of LED bulb and CFL in place of incandescent bulb in our homes.
- appreciate the knowledge gained about a device for making or breaking an electric circuit.

**Subtopic :**

- Electric cells, torch, dry cell, electric bulb, electric current, circuits, switches
- Use of symbols in electric circuits



- Conductors and insulators
- Precautions while using various electric appliances

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different torso models.

**Assessment Activity:**

- Design an advertisement for creating awareness about judicious use of electricity. Content should depict scientific information. Use relevant illustrations in your depiction, mention the SDG related to the topic.
- You have seen that an electric bulb (incandescent bulb) is dependent on the heating effect of current. Find out on which principle CFLs work. Another kind of bulb that we used are LEDs. Find out their advantages and disadvantages over CFLs and incandescent bulbs.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying, Critical and logical thinking, decisionmaking, creativity

**MONTH: DECEMBER - JANUARY**

**No. of Periods: 8**

**TOPIC: WORK AND ENERGY**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- understand the scientific meaning attached to the term “work”.
- learn what are the different factors that affect the work done.
- analyse how these factors will affect work done.
- illustrate how force can make a body move
- understand how force and displacement are related to each other.
- define energy.
- discuss about different forms of energy.
- understand about conservation of energy and transformation of energy.
- appreciate the knowledge gained about utilisation of energy.

**Subtopic :**

- Work
- Factors affecting the work done
- Forms of energy

- Mechanical energy (Potential energy, kinetic energy)
- Heat energy
- Chemical energy
- Light energy
- Sound energy
- Electrical energy

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps, demonstration of different activities on conversion of energy, conservation of energy, Various forms of energy.

**Assessment Activity:**

Group discussion: There are many different forms of energy which exist in nature and according to the law of conservation of energy “it can neither be created nor be destroyed” discuss how one form of energy can change into another form .Relate the relevant SDG with your topic of presentation in the light of above statement.

**Assessment Strategy :** Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map, role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:**

Observing, inferring, communicating, classifying

**MONTH: JANUARY**

**No. of Periods: 6**

**TOPIC: FABRIC FROM FIBRE**

**EXPECTED LEARNING OUTCOMES:** The students will be able to:

- define fibre and fabric.
- distinguish between- plant and animal fibres; natural and synthetic fibres.
- understand the advantages of synthetic fibres over natural fibres.
- construct a flowchart to represent the correct order of steps involved in the process of making the cloth.
- distinguish between knitting and weaving.
- appreciate the knowledge gained about selection of season appropriate fabrics.

**Subtopic:**

- Natural Fibres and Synthetic fibres
- Different Plant fibres (Cotton, Jute, Coir, Linen, Wool, Silk)
- Production of cloth
  - Collection of fibres

- Spinning
- Weaving
- Dyeing
- Printing
- Finishing
- Tailoring
- Difference between Spinning and Weaving
- Difference between weaving and Knitting

**Teaching aid:** Power point presentation, video clips, Tables, G.O, Concept maps and mind maps,demonstration of different activities on weaving, knitting and block printing.

**Assessment Activity:**

- Weaving using origami sheets



- Role play on plant fibres

**Assessment Strategy:**

Class assignment, Oral response, Class test, Cross word puzzle, Multiple choice question, Mind map,role play, GO, Student reflection checklist, peer assessment.

**Skill enhanced:** Observing, inferring, communicating, classifying, Critical and logicalthinking, decision making, creativity.

### **SYLLABUS FINAL TERM**

- 1. Chapter-2 FOOD**
- 2. Chapter-5 CHANGES AROUND US**
- 3. Chapter-9 STRUCTURE & FUNCTION OF LIVING ORGANISMS –  
ANIMALS**
- 4. Chapter-10 WORK AND ENERGY**
- 5. Chapter-11 ELECTRIC CURRENTS & CIRCUITS**
- 6. Chapter-13 MAGNETS**
- 7. Chapter-14 FABRIC FROM FIBRE**
- 8. SOME CHAPTER FROM TERM I**

**SUBJECT ENRICHMENT:** All laboratory activities related to topic taught.

**DAV PUBLIC SCHOOL, UPPAL'S SOUTHERNED SECTOR-49, GURUGRAM**

**ACADEMIC PLAN (2025-26)**

**CLASS-VI**

**SOCIAL SCIENCE**

**COURSE STRUCTURE:**

<b>NO.</b>	<b>UNIT</b>
<b>1</b>	<b>Unit -1: Earth Our Habitat (Geography)</b>
<b>2</b>	<b>Unit -2: People and Society in the ancient period (History)</b>
<b>3</b>	<b>Unit -3: Community and its development</b>

**TERM WISE SYLLABUS (SESSION 2025-26)**

**TERM-1**

<b>CHAPTER NO.</b>	<b>NAME OF CHAPTER</b>
<b>CHAPTER-1</b>	THE PLANET EARTH AND THE SOLAR SYSTEM
<b>CHAPTER-2</b>	REPRESENTATION OF THE EARTH
<b>CHAPTER-3</b>	LOCATING PLACES ON THE EARTH
<b>CHAPTER-4</b>	THE MOTIONS OF THE EARTH
<b>CHAPTER-8</b>	STUDYING THE PAST
<b>CHAPTER-9</b>	LIFE OF EARLY MAN
<b>CHAPTER-10</b>	DEVELOPMENT OF CIVILISATION
<b>CHAPTER-11</b>	THE IRON AGE CIVILISATION
<b>CHAPTER-12</b>	JANAPADAS AND THE MAHAJANAPADAS
<b>CHAPTER-13</b>	THE MAURYAN DYNASTY
<b>CHAPTER-14</b>	EARLY HISTORY OF DECCAN AND SOUTH INDIA
<b>CHAPTER-21</b>	OUR COMMUNITY LIFE: UNITY IN DIVERSITY
<b>CHAPTER-22</b>	DEMOCRACY AND GOVERNMENT

## **TERM-2**

<b>CHAPTER-5</b>	THE REALM OF THE EARTH
<b>CHAPTER-6</b>	INDIA-MY MOTHERLAND
<b>CHAPTER-7</b>	INDIA-THE LAND OF MONSOON CLIMATE (Natural vegetation and wildlife)
<b>CHAPTER-13</b>	THE MAURYAN DYNASTY
<b>CHAPTER-15</b>	NORTH INDIA AFTER MAURYAS AND SUNGAS
<b>CHAPTER-16</b>	THE GUPTA EMPIRE
<b>CHAPTER-17</b>	THE ERA OF HARSHA
<b>CHAPTER-18</b>	DECCAN AND SOUTH INDIA
<b>CHAPTER-19</b>	INDIA AND THE OUTSIDE WORLD
<b>CHAPTER-20</b>	THE INDIAN RELIGIONS
<b>CHAPTER-22</b>	DEMOCRACY AND GOVERNMENT (repeated from term 1)
<b>CHAPTER-23</b>	OUR RURAL GOVERNANCE
<b>CHAPTER-24</b>	OUR URBAN GOVERNMENT

### **MAP WORK (TERM-1)**

- **Chapter 3: Locating Places on the Earth**
  - Map Skill on page no. 29
- **Development of civilization**
  - Map Skill on page no. 93
- **Chapter 13: The Mauryan empire (only identification)**
  - Sarnath
  - Kalinga
  - Pataliputra
  - Sanchi

### **MAP WORK (TERM-2)**

#### **Chapter 6: India-My Motherland**

- Neighbouring countries
- Standard Meridian of India
- Kanyakumari

#### **Chapter 7: India- The land of Monsoon Climate (only identification)**

- Periyar Wildlife Sanctuary
- Jim Corbett National Park
- Sariska Wildlife Sanctuary

- Kaziranga Wildlife Sanctuary
- Kanha National Park
- Gir National Park

#### **Chapter 17: The Era of Harsha**

- Nalanda University
- Allahabad
- Thanesar
- Tamralipti Port

<b>MONTH</b>	<b>CONTENT</b>	<b>PERIOD</b>
<b>APRIL</b>	<p><b>CHAPTER 8- STUDYING THE PAST (For PA only)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● <b>History and Prehistory</b></li> <li>● <b>Classification of history</b> <ul style="list-style-type: none"> <li>➤ Ancient</li> <li>➤ Medieval</li> <li>➤ Modern</li> </ul> </li> <li>● <b>Sources of history</b> <ul style="list-style-type: none"> <li>➤ Archaeological Sources</li> <li>➤ Literary Sources</li> </ul> </li> <li>● <b>Archaeological sources</b> <ul style="list-style-type: none"> <li>➤ Pots, inscriptions, jewellery, skeleton, monuments</li> </ul> </li> <li>● <b>Literary sources</b> <ul style="list-style-type: none"> <li>➤ Religious literature, non-religious literature, historical literature, secular literature</li> </ul> </li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES:</u></b></p> <p><b>The learner will:</b></p> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ (Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration:</u></b> Create a manuscript, Poster making</p>	<b>7</b>



APRIL	<p><b>CHAPTER 2-REPRESENTATION OF THE EARTH(for PA only)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● <b>Globe</b></li> <li>● <b>Map</b></li> <li>● <b>History of map making</b></li> <li>● <b>Components of Map</b> <ul style="list-style-type: none"> <li>➤ Map scale</li> <li>➤ Directions</li> <li>➤ Conventional symbols</li> <li>➤ Colour scheme</li> </ul> </li> <li>● <b>Types of Maps</b> <ul style="list-style-type: none"> <li>➤ Large scale map</li> <li>➤ small scale map</li> <li>➤ political map</li> <li>➤ physical map</li> <li>➤ thematic map</li> </ul> </li> <li>● <b>Plan</b></li> <li>● <b>Atlas</b></li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Define the globe and map</li> <li>● List the different components of map and their significance</li> <li>● Enlist the uses of map and globe</li> <li>● Differentiate between a map and globe</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Enlists the uses of map</li> <li>● Understands why scale is an important component of a map</li> <li>● Knows about the importance of symbols in a map</li> <li>● Enumerates the advantages and limitations of using a map</li> <li>● Develops a geographic awareness with globes.</li> <li>● States and contrasts physical and political maps.</li> <li>● Observes and identifies the use of colour and line in physical and political maps.</li> </ul>	7



	<p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration:</u></b> Making conventional symbols</p>	
APRIL	<p><b>CHAPTER 21- OUR COMMUNITY LIFE: UNITY IN DIVERSITY</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>➤ Community Life</li> <li>➤ Community and Interdependence</li> <li>➤ The Family</li> <li>➤ The school</li> <li>➤ The Neighbourhood</li> <li>➤ Economic Development</li> <li>➤ Cultural Development</li> <li>➤ Unity in Diversity</li> <li>➤ Inequalities and Constitutional Provisions</li> <li>➤ Safeguard Them</li> <li>➤ Our Rural Community</li> <li>➤ Our Urban Community</li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Enlist the social units which are the integral part of community</li> <li>● Ennumerate the differences in life of rural areas and urban areas</li> <li>● Explain the meaning of prejudice and discrimination</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Understands the meaning of community life.</li> <li>● Enlists the social units which are an integral part of community. like- Family, School, Neighbourhood.</li> <li>● Explains the meaning of unity in diversity.</li> <li>● Enumerates the difference between rural community and urban community.</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p>	

**Art Integration:** Design a gratitude card - Labour day and Mother's day



MAY

### CHAPTER 3 - LOCATING PLACES ON THE EARTH TOPICS-

- Reference point or Landmarks
- Latitudes
- Heat Zones
  - Torrid zone
  - Temperate zone
  - Frigid zone
- Longitudes
- Grid System
- Standard Time

### LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES

The learner will:

- Define latitudes and longitudes
- List important lines of latitudes
- Differentiate between the heat zones
- Analyze the time difference across the globe

### LEARNING OUTCOMES:

The learner:

- Comprehends the concept of latitudes and Longitudes.
- Differentiates between the various heat zones of the earth.
- Knows about the concept of time zones.
- Develops an understanding for the need for standard meridian in India.
- Learns analyzing and synthesizing skills

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource.


**Assessment Strategy:** Mind Map, MCQ (Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration:** Map Illustration, Diagram, Table.

MAY	<p><b>CHAPTER 10- DEVELOPMENT OF CIVILIZATION</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Civilisation</li> <li>● Mesopotamian Civilisation</li> <li>● Egyptian Civilisation</li> <li>● Chinese Civilisation</li> <li>● Indus Valley Civilisation</li> <li>● The City Planning</li> <li>● Occupation</li> <li>● Religion</li> <li>● Script</li> <li>● Life of the People</li> <li>● End of the Civilisation</li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Critically analyse the use of Bronze during the Harappan times</li> <li>● List the main sites of the Harappan civilisation</li> <li>● Enlist the main features of town planning in the Indus civilisation</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b><i>The learner:</i></b></p> <ul style="list-style-type: none"> <li>● Understands the developments of Mesolithic age.</li> <li>● Describes the main developments and invention of Neolithic age.</li> <li>● Distinguishes between Mesolithic and Neolithic age</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ (Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration:</u></b> Design an Inscription</p>	8
JULY	<p><b>CHAPTER 22- DEMOCRACY AND GOVERNMENT* (both term 1 and 2)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Democracy</li> <li>● Goals of Democracy</li> <li>● Representative Democracy</li> <li>● People's Participation</li> <li>● Levels of Government</li> </ul>	6

	<p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Define democracy</li> <li>● List the goals of democracy</li> <li>● Explain the concept of universal adult franchise</li> <li>● Distinguish between different levels of government</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● understands why we need a government</li> <li>● recognises the need for universal adult franchise</li> <li>● appreciates why people must make decisions together</li> <li>● understands the key elements that affect the working of a democracy</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration:</u></b> Poster Making, Map</p>	
JULY	<p><b>CHAPTER 9 - LIFE OF EARLY MAN( Project work)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Palaeolithic Age or Old Stone Age</li> <li>● Mesolithic Age or Middle Age</li> <li>● Neolithic Age or New Stone Age</li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Assess and evaluate the skills possessed by the early humans</li> <li>● List the three stone ages and write their achievements</li> <li>● Explain the meaning of the three stone ages</li> <li>● Critically analyse the journey of early humans from food gatherers to food producers</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Names the different phases of the stone age and identify their features.</li> <li>● Distinguishes between the three stone ages based on time periods as well as tool specialization.</li> <li>● Identifies and locates the prehistoric sites on the map of India</li> <li>● Highlights and describes the discovery of fire as an essential development.</li> <li>● Describes the invention of fire by the Paleolithic man.</li> <li>● Assesses the achievement of man in different stages of</li> </ul>	2

	<p>stone age.</p> <p><b>Teaching Aid:</b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource</p> <p><b>Assessment Strategy:</b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b>Skill enhanced:</b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b>Art Integration:</b> Sketch of the Dwellings of Neolithic Period and Map</p> 	
JULY	<p><b>CHAPTER 1- PLANET EARTH AND THE SOLAR SYSTEM (for internal assessment only)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Galaxies</li> <li>● Stars and Constellations</li> <li>● The evolution of the solar system</li> <li>● Nebula</li> <li>● The sun and the planets</li> <li>● The earth- A unique planet</li> <li>● Satellites</li> <li>● The moon and it phases</li> <li>● Celestial bodies <ul style="list-style-type: none"> <li>➤ Asteroids</li> <li>➤ Meteoroids</li> <li>➤ Comets</li> </ul> </li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES:</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Define the terms Galaxy, star, constellation, light year, asteroid, meteors and comets etc</li> <li>● List the planets according to their order</li> <li>● Classify the celestial bodies in the sky</li> <li>● Explain about the formation of the solar system</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Recognises the different phases of moon.</li> <li>● Understands characteristics of different celestial bodies.</li> <li>● Appreciates the importance of Sun for Human life.</li> <li>● Describes the Evolution of Solar System</li> </ul> <p><b>Teaching Aid:</b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library</p>	2

	<p>Resource</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration:</u></b> Diagrams, poem on phases of moon</p>	
JULY	<p><b>CHAPTER 11- IRON AGE CIVILIZATION</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Iron Age</li> <li>● Greek Civilisation</li> <li>● Roman Civilisation</li> <li>● Iranian Civilisation</li> <li>● The Vedic Civilisation-</li> <li>● Political Condition</li> <li>● Social Condition</li> <li>● Occupation</li> <li>● Religion</li> <li>● Achievements</li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Name the four vedas</li> <li>● Differentiate between the contemporary civilisations</li> <li>● Explain the meaning of barter system</li> <li>● Describe the socio-economic and political condition of the early and later vedic times</li> <li>● Compare and contrast the status of women during the early and the later vedic period</li> <li>● Critically analyze the effect of varna system on the society</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Understands the importance of development in different civilisation.</li> <li>● Understands the similarities and dissimilarities among the ancient civilisation.</li> <li>● Develops the idea about Vedic civilisation and its socio economic structure</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource.</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ (Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration :</u></b> Making a presentation showing difference in the Vedic Age and modern age education system</p>	8

**TOPICS-**

- Janapadas
- Mahajanapadas
- Gansanghas
- Important Rulers-
  - Bimbisara
  - Ajatshatru
  - Darshak
- Administration
- Social Condition
- Religion
- Economic Condition
- Magadh- A Successful Empire

**LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES**

**The learner will:**

- Enlist the various janapadas and mahajanapadas
- Highlight the importance of Magadha .

**LEARNING OUTCOMES:****The learner:**

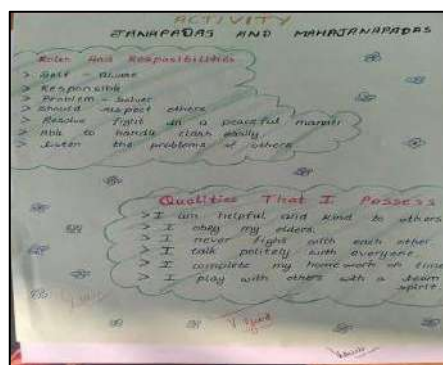
- Understands the meaning of Janapadas.
- Distinguishes between Janapadas and Mahajanapadas.
- Knows the importance of Janapadas and Mahajanapadas.
- Recognises the system of choosing rulers in the past.
- Identifies and locates the kingdoms that flourished during this period.

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

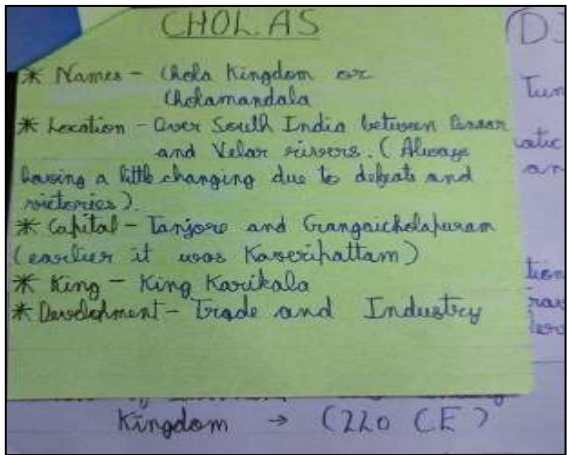
**Art Integration:** Brochure making, Table



AUGUST	<p><b>CHAPTER 4- MOTIONS OF THE EARTH</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● <b>Rotation of the Earth</b></li> <li>● <b>Revolution of the Earth</b></li> <li>● <b>Phenomenon of Day and Night</b></li> <li>● <b>Revolution of the Earth and the Seasons</b></li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Define the concept of rotation and revolution</li> <li>● Describe the cause of change in seasons</li> <li>● Illustrate the change of seasons</li> <li>● Explain the impact of rotation and revolution</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Understands the concept of rotation</li> <li>● Comprehends the cause of day and night.</li> <li>● Understands the change of seasons due to revolution of earth.</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration:</u></b> Billboard Designing</p>	7
AUGUST	<p><b>CHAPTER 13-THE MAURYAN DYNASTY(both term 1 and 2)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● <b>Chandargupta</b></li> <li>● <b>Bindsar</b></li> <li>● <b>Ashoka</b></li> <li>● <b>Chanakya</b></li> <li>● <b>Administration</b></li> <li>● <b>Social Condition</b></li> <li>● <b>Economic Condition</b></li> <li>● <b>Art And Architecture</b></li> <li>● <b>Decline of Mauryan Empire</b></li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Enlist the rulers of the Mauryan dynasty in chronological order</li> <li>● Highlight the policies of Chanakya</li> <li>● List the main achievement of Ashoka</li> <li>● Critically analyse the condition of the society</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Knows about Kautilya and his arthashastra</li> </ul>	7



	<ul style="list-style-type: none"> <li>● Enlists the names of Mauryan rulers and their contribution</li> <li>● Understands the varna system</li> <li>● Appreciates the Mauryan administration</li> <li>● Locates the extent of Ashoka's empire</li> </ul> <p><b>Teaching Aid:</b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource</p> <p><b>Assessment Strategy:</b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b>Skill enhanced:</b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b>Art Integration:</b> Illustration, Time line Making</p>	
<b>AUGUST</b>	<p><b>CHAPTER 14- EARLY HISTORY OF DECCAN AND SOUTH INDIA( for internal assessment only)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● <b>Megalithic Culture</b></li> <li>● <b>Early History of Deccan</b></li> <li>● <b>Early History of South India or Carnatic Region</b></li> <li>● <b>Administration in the Southern Kingdoms</b></li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Highlight the features of the empires of deccan and south India</li> <li>● Locate the empires on an outline map of India.</li> <li>● Explain about the administration and society under the Cholas, Pandyas and Cheras.</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Understands about the kingdoms that arose in the Deccan and South India with special reference to the Cholas, Pandyas and Cheras.</li> <li>● Comprehends the role of geography in understanding the political history of this period.</li> <li>● Gets aware about the burial traditions of the ancient times.</li> <li>● Develops understanding of region of Deccan and South India.</li> <li>● Gets familiarized with the administration of the Kingdoms of the south.</li> </ul> <p><b>Teaching Aid:</b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.</p> <p><b>Assessment Strategy:</b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b>Skill enhanced:</b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b>Art Integration :</b> Diagram, Mind map, Picture Illustration,</p>	<b>2</b>

	Flash cards 	
	<b>TERM-2</b>	
<b>OCTOBER</b>	<b>CHAPTER 23- OUR RURAL GOVERNANCE</b> <b>TOPICS-</b> <ul style="list-style-type: none"> <li>● Story narration title 'Panch Parmeshwar'</li> <li>● Self-Governing Bodies in Rural Areas <ul style="list-style-type: none"> <li>➢ Gram Panchayat</li> <li>➢ Gram Sabha</li> <li>➢ Block Samiti</li> <li>➢ Zila Parishad</li> </ul> </li> </ul> <b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b> <b>The learner will:</b> <ul style="list-style-type: none"> <li>● Define governance at the local level.</li> <li>● Enlist the three levels of local self-governing bodies.</li> <li>● Classify different levels of Rural Governance.</li> <li>● Explain the functions of Village Panchayat, Block Samiti and Zila Parishad.</li> <li>● Demonstrate the working of Government at local level.</li> </ul> <b><u>LEARNING OUTCOMES:</u></b> <b>The learner:</b> <ul style="list-style-type: none"> <li>● Comprehends the concept of local self-government.</li> <li>● Names the self-governing bodies in rural areas..</li> <li>● Enlists the functions of the three levels of local selfgoverning bodies.</li> <li>● Critically analyses the role of people in Panchayati raj system.</li> <li>● Understands that concept of decentralization of power for effective governance.</li> <li>● Gets aware about local government as the closest form of government for its citizens.</li> </ul> <b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource, Flow Chart. <b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist) <b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills. <b><u>Art Integration :</u></b> Map Illustration, Mind Map	<b>7</b>

- **Lithosphere-The realm of land**
  - Continents
  - major landforms of the earth
- **Atmosphere-The realm of air**
  - composition of Atmosphere
- **Hydrosphere- The realm of water**
  - oceans
- **Biosphere - The realm of life**
  - features of biosphere
  - impact of urbanisation and
  - human activities on biosphere

**LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES**

**The learner will:**

- Enlist different realms of the Earth.
- Explain the importance of the realms of the Earth.
- Locate different continents and oceans on map.
- Recognize the different landforms in India like mountains, plateaus etc, on the map.
- Investigate different ways for the conservation of environment

**LEARNING OUTCOMES:**

**The learner:**

- Comprehends the concept of realms or domains of earth.
- Names the four realms of earth.
- Enumerates the importance of the realms of earth.
- Identifies and locates the continents and oceans on map.
- Depicts the various landforms such as mountains, plateaus and plains.

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills

**Art Integration :** Diagram, Map, Plan a Route



OCTOBER	<p><b>CHAPTER 15- NORTH INDIA AFTER MAURYAS AND SUNGAS</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Foreign Invasions after the fall of</li> <li>● Mauryan Empire</li> <li>● Important Greek, Saka and Kushan rulers</li> <li>● Effects of Contact between Central Asia and North India.</li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Discuss the reasons of the foreign invasion to India.</li> <li>● Differentiate between Greek, Saka and Kushan rulers.</li> <li>● Describe the development which took place under</li> <li>● Kushan rule.</li> <li>● Distinguish between Gandhara and Mathura form of art.</li> <li>● Design a Hindu calendar for better understanding of ancient practices and culture.</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Gets familiarized with the foreign invaders who had come to India after decline of Mauryan Empire.</li> <li>● Understands about the important Greek, Saka and Kushan rulers.</li> <li>● Analyses the impact of contacts between Central Asia and North India on art and architecture, science and technology and language and literature</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills.</p> <p><b><u>Art Integration :</u></b> Flash cards on the foreign invaders that had come to India after fall of the Mauryan empire Comparison of image of Lord Buddha under Gandhara school of art and Mathura school of art.</p>	2
NOVEMBER	<p><b>CHAPTER 24- OUR URBAN GOVERNMENT</b></p> <ul style="list-style-type: none"> <li>● Comparison of city life and village life</li> <li>● Governing Bodies in Urban Areas <ul style="list-style-type: none"> <li>➤ Nagar Panchayat</li> <li>➤ Municipal council</li> <li>➤ Municipal corporation</li> </ul> </li> <li>● District Administration</li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Define Government and its powers.</li> <li>● Classify the different levels of local self-government in</li> </ul>	5

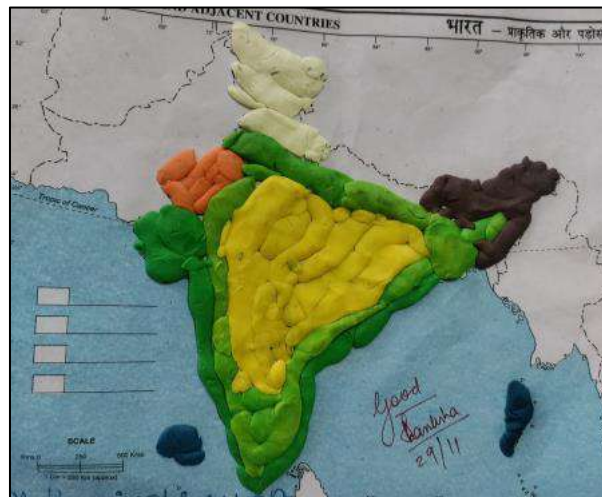
	<p>Urban Area.</p> <ul style="list-style-type: none"> <li>● Differentiate between the functions of government in Urban and Rural area.</li> <li>● Discuss the decentralisation of power</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Understands the need of governance in urban areas</li> <li>● Comprehends the concept of local self government.</li> <li>● Name the self governing bodies in urban areas..</li> <li>● Highlights the importance of decentralisation of power.</li> <li>● Understands the relation between people and local bodies.</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration :</u></b> Mind map</p>	
NOVEMBER	<p><b>CHAPTER 6- INDIA- MY MOTHERLAND TOPICS -</b></p> <ul style="list-style-type: none"> <li>● <b>India's location on the Globe</b></li> <li>● <b>India's Neighbours</b></li> <li>● <b>India's extent(Longitudinal and Latitudinal)</b></li> <li>● <b>Physical Division of India</b> <ul style="list-style-type: none"> <li>➤ The Northern Mountains</li> <li>➤ The Northern Plains</li> <li>➤ The Desert</li> <li>➤ The Great Plateau</li> <li>➤ The Coastal Plains</li> <li>➤ The Islands</li> </ul> </li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● Enlist the neighbouring countries of India.</li> <li>● Compare different countries with India on basis of area occupied.</li> <li>● Locate latitudinal and longitudinal extent of India.</li> <li>● Distinguish between different landforms found in India.</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Recognizes the location and the extent of our country – INDIA.</li> <li>● Identifies and locates the neighboring countries of India.</li> <li>● Compares the physical division of India</li> </ul>	7

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skill.

**Art Integration:** Chart Making, Map, Diagram



NOVEMBER-  
DECEMBER

## CHAPTER 16- THE GUPTA EMPIRE TOPICS-

- Important rulers of the Gupta Empire
- Administration of the Gupta Empire
- Social, Economic and Religious condition
- Art and Architecture
- Language and Literature
- Science and Technology
- Gupta Age as Golden Age

### LEARNING OBJECTIVES/ EXPECTED LEARNING OUTCOMES

#### The learner will:

- List important rulers of the Gupta Empire.
- Write important developments related to the science and technology, language and literature during this period.
- Explain social and economic condition of Gupta Period.

### LEARNING OUTCOME:

#### The learner:

- Describes the political, economic, religious and social structure of the Gupta period.
- Critically analyses why Gupta age is known as golden age.
- Appreciates other important development related to science and technology, language and literature.

8

	<p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills.</p> <p><b><u>Art Integration :</u></b> Picture Pasting, Timeline, Diagram, Mind Map</p>	
DECEMBER	<p><b>CHAPTER 7- INDIA: THE LAND OF MONSOON CLIMATE TOPICS-</b></p> <ul style="list-style-type: none"> <li>● <b>Climate in North India, South India, Desert and North-East</b></li> <li>● <b>The Seasons of India</b></li> <li>● <b>Natural Vegetation of India</b></li> <li>● <b>Conservation of Forests</b></li> <li>● <b>Wildlife</b></li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● List the seasons of India.</li> <li>● Locate different types of natural vegetation on map of India.</li> <li>● Write features of the different natural vegetation in India.</li> <li>● Enlist the methods for the conservation of forests and wildlife.</li> </ul> <p><b><u>LEARNING OUTCOMES:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Compares different types of climate in different parts of India.</li> <li>● Gets familiarized with the different seasons of India.</li> <li>● Develops awareness about the natural vegetation in India.</li> <li>● Understands the importance of Forests and Wildlife.</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills.</p> <p><b><u>Art Integration :</u></b> Climate forecast, Poster making, Slogan Writing on Conservation of Wildlife</p>	9

DECEMBER	<p><b>CHAPTER 17- ERA OF HARSHA</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Sources of information of Harsha's Period</li> <li>● Harshavardhana Empire</li> <li>● Adminisiration</li> <li>● Religion</li> <li>● Social and Economic condition</li> </ul> <p><b><u>LEARNING OBJECTIVES/ EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● List sources of information of the Harsha's period.</li> <li>● Write features of Harsha's administration.</li> <li>● Explain social and economic condition during Harsha's rule.</li> </ul> <p><b><u>LEARNING OUTCOME:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Compares social, economic and political condition of the Gupta and Harsha period.</li> <li>● Recognises the importance of education during the era of Harsha.</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills.</p> <p><b><u>Art Integration:</u></b> Diagram, Mind Map</p>	5
DECEMBER	<p><b>CHAPTER 18- DECCAN AND SOUTH INDIA</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Chalukyas</li> <li>● Pallavas</li> <li>● Administration</li> <li>● Art and Architecture</li> <li>● Religion of Deccan and south India</li> </ul> <p><b><u>LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● List important Calukya and Pallava rulers.</li> <li>● Explain Political and Religious condition of the Deccan and South India.</li> <li>● Name the temples built by Chalukyas and Pallavas.</li> </ul> <p><b><u>LEARNING OUTCOME:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Critically analyses the political, religious and cultural structure of the Deccan and South India from 4 to century CE.</li> </ul>	4



	<p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills.</p>	
JANUARY	<p><b>CHAPTER 19- INDIA AND THE OUTSIDE WORLD (for internal assessment only)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● India's contact with the West</li> <li>● India's contact with Central Asia</li> <li>● India's contact with Sri Lanka, South-East and China</li> </ul> <p><b><u>LEARNING OBJECTIVES/ EXPECTED LEARNING OUTCOMES</u></b></p> <p><b>The learner will:</b></p> <ul style="list-style-type: none"> <li>● List the countries India had relations with during the ancient period.</li> <li>● Explain the outcome of India's contact with other countries.</li> <li>● Name the items of export and import.</li> <li>● Elucidate the impact of India's contact with other countries</li> </ul> <p><b><u>LEARNING OUTCOME:</u></b></p> <p><b>The learner:</b></p> <ul style="list-style-type: none"> <li>● Appraises the cultural influence related to India's relations with other countries</li> </ul> <p><b><u>Teaching Aid:</u></b> Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.</p> <p><b><u>Assessment Strategy:</u></b> Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)</p> <p><b><u>Skill enhanced:</u></b> Critical analysis, Comprehension skills, and Observational skills</p> <p><b><u>Art Integration :</u></b> On the world map locate, label the countries India had contacts in the past and at present.</p>	2
JANUARY	<p><b>CHAPTER 20- THE INDIAN RELIGIONS( for project work)</b></p> <p><b>TOPICS-</b></p> <ul style="list-style-type: none"> <li>● Hinduism</li> <li>● Zoroastrianism</li> <li>● Judaism</li> <li>● Jainism</li> <li>● Buddhism</li> <li>● Christianity</li> </ul>	2

## **LEARNING OBJECTIVES/EXPECTED LEARNING OUTCOMES**

### **The learner will:**

- List features and teachings of the different religions.
- Name the founders of different religions.
- Analyse similarities and differences between different religions.

### **LEARNING OUTCOME:**

#### **The learner:**

- Develops awareness about the teachings of different religions.
- Understands the basic essence of all the religions.

**Teaching Aid:** Text Book, Audio-Visual aids, PPT, Mind Maps, Picture Illustration, Library Resource , Flow Chart.

**Assessment Strategy:** Mind Map, MCQ(Multiple Choice Questions), Crossword, SRC(Student Reflection Checklist)

**Skill enhanced:** Critical analysis, Comprehension skills, and Observational skills.

**Art Integration :** Making symbol of different religion

DATE-17-02-2025

**D.A.V. PUBLIC SCHOOLS, CLUSTER- V  
FINAL TERM EXAMINATION -2024-25  
CLASS-VI  
SUBJECT-SOCIAL SCIENCE**

TIME: 3HOURS

M.M-80

#### **GENERAL INSTRUCTIONS:**

- This question paper consists of 37 questions. All questions are compulsory. Marks for each question are indicated against it.
- Write the same question number as given in the question paper while answering a question in your answer booklet.
- **Section-A:** From Question nos. 1 to 20 are MCQ questions carrying 1 mark each.
- **Section-B:** Question nos. 21 to 24 are very short answer type questions carrying 2 marks each. Answer to each question should not exceed 40 words.
- **Section-C:** Question nos. 25 to 29 are very short answer type questions carrying 3 marks each. Answer to each question should not exceed 60 words.
- **Section-D:** Question nos. 30 to 33 are of long answer type questions, carrying 5 marks each. Answer to each Question should not exceed 120 words
- **Section-E:** Question nos. 34 to 36 are Source based questions, with four sub questions and are of 4 marks each.
- **Section-F:** Question no.37 is a map skill-based question with two parts 37(A) Geography (3 marks) and 37(B) History (2 marks). This question carries total 5 marks.
- There is no overall choice in the question paper. However, an internal choice has been provided in a few questions. Only one of the choices in such questions have to be attempted
- In addition to this, separate instructions are given with each section and question, where ever necessary.
- Tie the map inside the answer booklet.
- 15 minutes reading time will be given to read the question paper.

#### **SECTION-A**

1. Match the column I and column II and choose the correct option:

COLUMN I	COLUMN II
A. Southernmost tip of the mainland	i. Rajasthan
B. Standard meridian of India	ii. Northernmost Himalayan range
C. World second highest peak	iii. K2
D. Himadri	iv. 82°30'E
E. Thar Desert	v. Kanyakumari

Options:

- a) A-v, B-iv, C-iii, D-ii, E-i
- b) A-iv, B-ii, C-i, D-iii, E-v
- c) A-i, B-v, C-iv, D-ii, E-iii
- d) A-iii, B-i, C-ii, D-i, E-iv

2. During which months does the retreating monsoon occurs in India?
- a) December to January
  - b) March to May

- c) June to September
- d) October and November

3. Identify the type of forests on the basis of given clues and choose the correct option: 1
- i) Grows well in the low-lying delta regions along the eastern coast of India.
  - ii) It is a typical vegetation.
  - iii) It grows in swamps and marshes of salt and fresh water.

Options:

- a) Tropical Evergreen Forest
- b) Tropical Deciduous Forest
- c) The Tidal or Mangrove Vegetation
- d) Mountain Vegetation

4. Which of the following is disturbing the ecological balance on the earth: 1
- a) Afforestation
  - b) Deforestation
  - c) Wildlife Protection
  - d) National Parks

5. Which mountain range is known as the 'Abode of Snow'? 1
- a) Aravalli Range
  - b) Satpura Range
  - c) Himalayas
  - d) Vindhya Range

6. Answer the following question with the help of given options. 1
- i) Identify the person shown in the image.
  - ii) Name the book written by him.



Options:

- a) Charak, Charak Samhita
- b) Kalidasa, Abhijana-Shakuntalam
- c) Nagarjuna, Mulamadyama
- d) Chanakya, Arthashastra

7. Choose the correct option given below to complete the series: 1
- \_\_\_\_\_ : Largest basin:: \_\_\_\_\_ : Southernmost tip of Indian territory.

Options:

- a) Yamuna, Kanyakumari
- b) Ganga, Indira point
- c) Godavari, Palk strait
- d) Indus, Peninsula

8. Consider the following statements regarding the **economic condition** during 1

Harsha's reign:

- i) Economy was well developed and people were prosperous and happy.
  - ii) Tamralipti was a famous port for foreign trade.
  - iii) Agriculture was the main occupation of the people.
  - iv) Kaveripattanam, Korkai were the important trade centers during this period.
- Which one of the above statements are **True**. Choose the correct option:
- a) ii and iii
  - b) i, ii and iii
  - c) i, ii and iv
  - d) i, ii, iii and iv

9. \_\_\_\_\_ a Chinese traveler came in the court of Harshavardhana which led to a greater impact of \_\_\_\_\_ on Harsha. 1

- a) Hsuen-Tsang, Buddhism
- b) Xuanzang, Jainism
- c) Cheng-hi, Zoroastrianism
- d) Ptolemy, Islam

10. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements carefully and choose the correct option. 1

**Assertion (A):** Ashoka treated his people as a father would treat his children.

**Reason (R):** Ashoka's Dhamma promoted welfare by providing facilities like planting trees, digging wells and establishing hospitals for both people and animals.

Options:

- a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- b) Both (A) and (R) are true and R is not the correct explanation of (A)
- c) (A) is true but (R) is false
- d) (A) is false but (R) is true

11. After the fall of Gupta Empire, the country was disintegrated into many kingdoms which led to the foundation of \_\_\_\_\_ dynasty. 1

- a) Hoysala
- b) Sungas
- c) Mauryan
- d) Vardhman

12. Correct and rewrite the given statement with the help of given options: 1
- "Samudragupta was the first important ruler of Gupta empire and he assumed the title of **Vikramaditya**".

Options:

- a) Chandragupta II, Mahendraditya
- b) Chandragupta I, Maharaja Dhiraj
- c) Skanda Gupta, Maharaja
- d) Ghatotkacha, Vikramaditya

13. Arrange the following institutions of self-governing bodies according to the size of their Jurisdiction in **decreasing** order: 1

- i) Block Samiti
- ii) State Government
- iii) Gram Panchayat
- iv) Zila Parishad

Options:

- a) i-ii-iii-iv
- b) iv-i-ii-iii
- c) iii-i-iv-ii
- d) ii-iv-i-iii

14. Find the mismatched pair from the options given below. 1

- a) Uparika- Head of province
- b) Gramik- Head of Village Panchayat
- c) Harshacharita- A book written by Charak
- d) Sachiv- Council of ministers

15. In the question given below, there are two statements marked as Assertion (A) and Reason (R). Read the statements carefully and choose the correct option. 1

**Assertion (A):** The responsibility of providing the basic amenities is entrusted to the urban self-governing bodies.

**Reason(R):** More and more people are migrating from the rural to urban areas making cities over-crowded.

Options:

- a) Both (A) and (R) are true and (R) is the correct explanation of (A)
- b) Both (A) and (R) are true and R is not the correct explanation of (A)
- c) (A) is true but (R) is false
- d) (A) is false but (R) is true

16. Match the column I with column II and choose the correct option: 1

COLUMN I		COLUMN II	
A.	Head of District	i.	Nagar Nigam
B.	Municipal Corporation	ii.	District Collector
C.	Municipal Council	iii.	Nagar Parishad
D.	Patwari	iv.	Urban local bodies
E.	Municipalities	v.	Maintains land record

Options:

- a) A-v, B-iii, C-iv, D-ii, E-i
- b) A-ii, B-i, C-iii, D-v, E-iv
- c) A-iii, B-ii, C-i, D-iv, E-v
- d) A-i, B-iv, C-ii, D-iii, E-v

17. Answer the following question with the help of hints given below: 1

A) I am a Chief Executive Officer of the Municipal Corporation.

B) I am responsible for supervising the work of the Municipal Corporation and implementing its decision.

Guess who I am?

Options:

- a) Mayor
- b) Deputy Mayor
- c) Municipal Commissioner
- d) Education Committee

18. Observe the image given below and answer the following question: 1



1) What does the image above represent in the context of rural governance?

Options:

- a) A village court resolving disputes under the Gram Panchayat.
- b) A village festival organized by the Gram Panchayat.
- c) A group of villagers collecting funds for a celebration.
- d) A classroom scene discussing rural governance.

19. Which of the following is the primary decision-making body in a village? 1

- a) District Collector
- b) Panchayat
- c) Chief Minister
- d) Municipal Corporation

20. Which of the following is a key responsibility of the Gram Panchayat in rural governance? 1

- a) Managing city traffic
- b) Organizing national defense
- c) Providing clean drinking water and sanitation
- d) Conducting parliamentary elections

#### SECTION-B

21. "People lived peacefully and harmoniously with each other during the Mauryan rule." Explain this statement with suitable arguments. 2

22. What is Zila Parishad? Mention any one function of Zila Parishad. 1+1

23. Answer the following questions briefly: 1+1

- i) Who is a Deputy Commissioner?
- ii) Mention any one function of a deputy commissioner.

24. 'Efforts have been made in India to preserve our rich wildlife'. Discuss any two steps taken by the government to protect and preserve our biodiversity. 2

#### SECTION-C

25. 'India is called a land of tropical monsoon climate'. With reference to this statement explain how monsoon plays an important role in the life of people living in India. 3

26. 'Some parts of the earth receive more heat than other parts of the earth'. Justify this statement by explaining different zones of the earth. 3

27. Mention the contribution of the Gupta period in the field of Science, Mathematics and Astrology. 1+1+1



OR  
 "Chandragupta II was not only a great warrior and an able administrator, but also a great patron of art and learning". Explain this statement with relevance to the development in language and literature.

28. State any 3 functions of Municipal Council. 3

OR  
 Give any 3 reasons why city management requires adequate provisions for drinking water, electricity, transport, and healthcare centers.

29. What do you understand by Panchayat Samiti? Mention any 2 functions of Panchayat Samiti. 1+2

OR  
 I. Give one main feature of the Panchayati Raj System.  
 II. Explain any 2 functions of Gram Panchayat.

#### SECTION-D

30. Write a brief note on the following: 5  
 i) Great Himalayas  
 ii) Tropic of cancer  
 iii) Sundarbans  
 iv) Lakshadweep Island  
 v) The Northern plains

OR  
 Describe any five main features of The Great Peninsular Plateau.

31. Explain the administrative system during Mauryan Empire. 5

OR  
 'The finest examples of architecture can be seen during the Mauryan period'. With reference to this statement discuss about the architectural forms found in this period.

32. Write a brief note on the economic condition and the religion practiced during the Gupta Empire. 3+2

OR  
 Analyze the administrative organization and social composition of the Gupta Empire.

33. Situation: *Neelam, a girl living in a big city, finds it difficult to walk safely at night because the streetlight near her house is broken. She is confused about whom to complain to and wants her problem to be solved as soon as possible.* 1+4  
 Answer the following questions:  
 i) To which of the urban local self governing body should Neha complain.  
 ii) Explain any four functions of the urban local self governing body identified in the situation given above.

OR  
 Situation: *In a city, two neighbors, the Mehtas and the Guptas, had a disagreement over the boundary of their residential plots. Both claimed that a portion of the land belonged to them, leading to a heated argument. To resolve the issue, they decided to seek help from the concerned authorities.*  
 Answer the following questions:

- i) Whom should the families consult in an urban area to resolve this land dispute?  
 ii) List any four problems being faced by the big cities nowadays.

#### SECTION-E

34. Read the source given below and answer the questions that follow: 1+1+1+1

The Tropic of Cancer and the Tropic of Capricorn mark the limits of the Torrid Zone. In Torrid Zone the rays of the sun are exactly overhead once a year except on the equator, where the mid-day sun is overhead twice a year. The zone between the Tropic of Cancer and the Arctic Circle is called the North Temperate Zone. The zone between the Tropic of Capricorn and the Antarctic Circle is called the South Temperate Zone. In this zone sun rays are never directly overhead. The angle of the sun rays decreases as we go towards the poles.

Frigid Zone lies from Arctic Circle to the North Pole and from Antarctic Circle to the South Pole. This zone remains covered with ice and snow for the most part of the year because the rays of the sun are always slanting.

- 34.1 What do you understand by lines of latitude.  
 34.2 Name the heat zone which lies between  $23\frac{1}{2}^{\circ}\text{S}$  and  $66\frac{1}{2}^{\circ}\text{S}$ .  
 34.3 Why is India said to be a tropical country?  
 34.4 What is the latitudinal extent of Torrid Zone?

35. Read the source given below and answer the questions that follow: 1+1+1+1

In India, there is a self-governing body in every village or city to help and assist the people to meet their community needs. These self-governing bodies consist of elected representatives of the people. The system gives an opportunity to the people to develop self-reliance, initiative, power of decision making and participation in the democratic process of the government. The system also lessens the burden of the state governments.

- 35.1 Discuss any one function of the self governing body in towns.  
 35.2 Why the local self-governing system is important?  
 35.3 Explain local self-government.  
 35.4 How does the local self-governing body lessen the burden of the state government.

36. Read the source given below and answer the questions that follow: 1+2+1

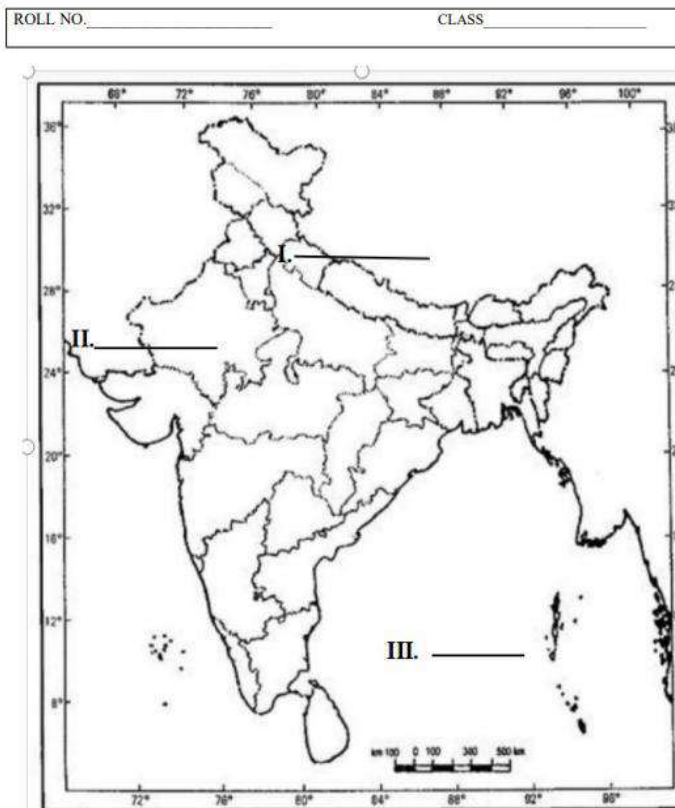
After the fall of the Gupta dynasty, the country was disintegrated and many new kingdoms arose in India. During this time the Vardhman dynasty started increasing their power under their first ruler who conquered many places and established a large kingdom. He was succeeded by his son, Rajyavardhana to the throne of Thanesar. After that Harshavardhana was crowned as the king of Sthanvisvara in 606 CE. We know about this period mainly from four sources-(i) Contemporary inscriptions, coins and some rock edicts, (ii) Travel account of Hsien-Tsang, a Chinese traveller, (iii) Harsha Charita written by Banabhatta, (iv) Priyadarshika, Naganand and Ratnavali written by Harsha himself.

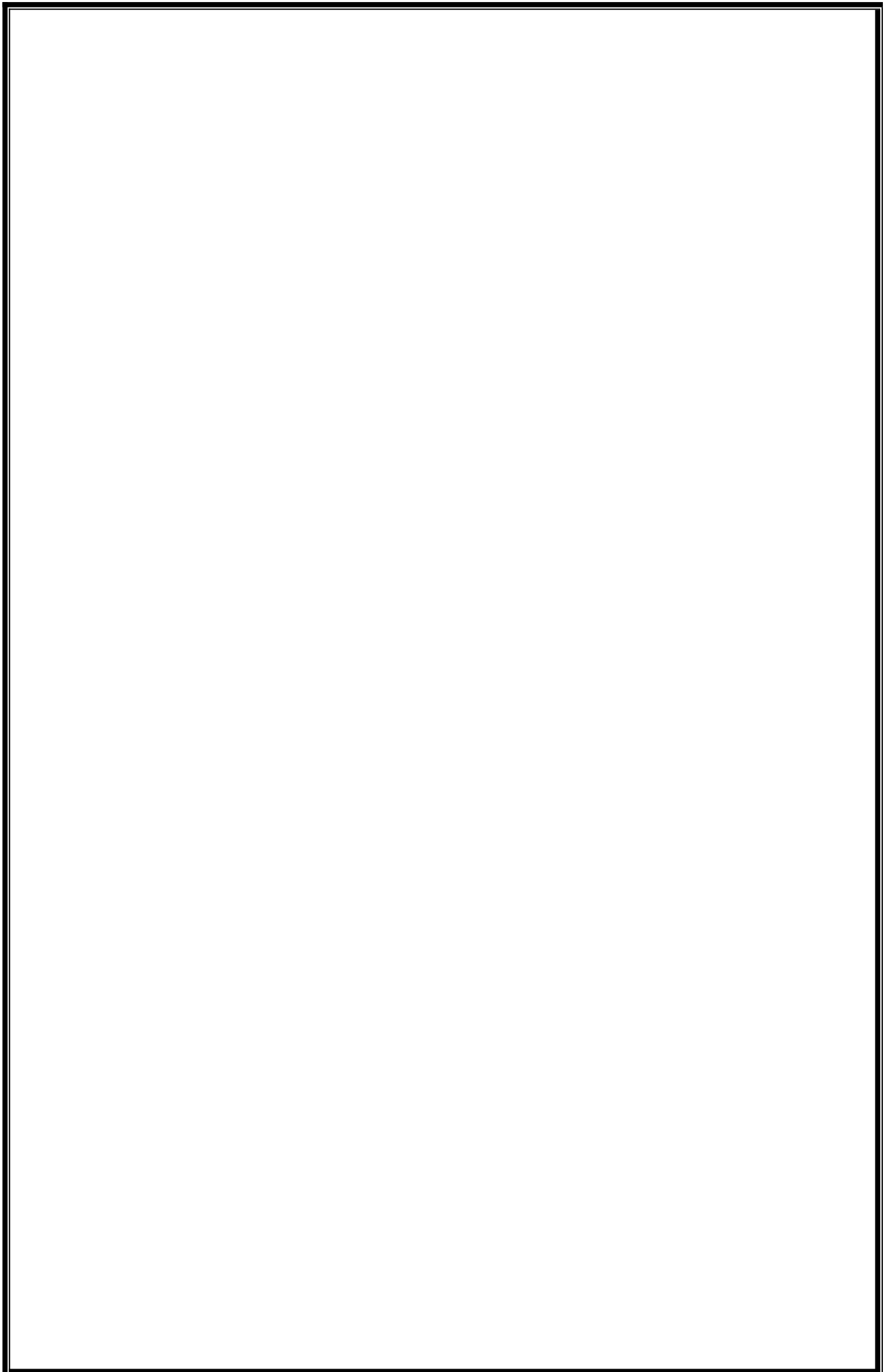
- 36.1 Which dynasty rose after the fall of Gupta dynasty and who was its famous ruler.  
 36.2 Mention any one archaeological and literary source from where we get to know about Gupta dynasty.

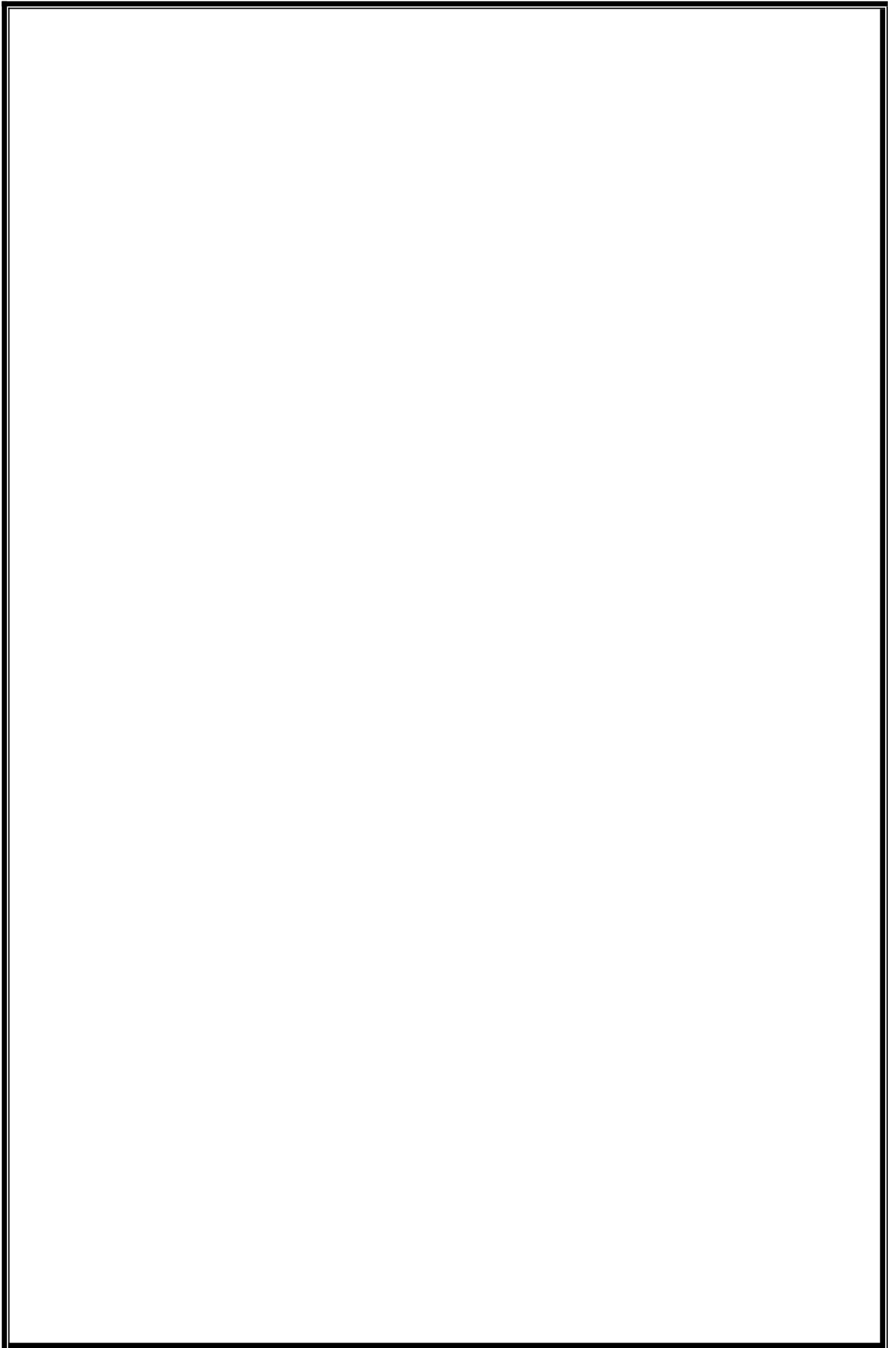
36.3 What was the result of the decline of Gupta Dynasty.

**SECTION-F**

37. a) On an outline political map of India given below, Identify the places **A** and **B** and locate them. 2
- A. International Centre of education during Harsha's rule.  
B. Place in Uttar Pradesh where Magha Mela was organized by Harsha
- b) On the same outline map of India Identify the following: 3
- I.** National Park in Uttarakhand where tigers are found.  
**II.** Largest desert in India also known as Great Indian Desert.  
**III.** Island which lie in the Bay of Bengal.









## वार्षिक-परियोजना (2025-26)

विषयः - संस्कृतम्

कक्षा- षष्ठी

प्रथमसत्रम्

अप्रैल

प्रथमः पाठः - पुरः पुरः प्रगच्छ रे !

संभावितकालांशाः - चत्वारः

उपविषयः:- वर्ण-विन्यासः, वर्ण-संयोजनम् च ।

सहायिका-सामग्री— पाठ्यपुस्तकम्, चार्टपत्रम्, अधिन्यासः, चित्राणि इत्यादयः ।

मूल्याङ्कनविधिः:- प्रश्नोत्तरविधिना, अभ्यासपत्रैः, कक्षा-परीक्षा माध्यमेन ।

कौशलानि - चिन्तनशक्तेः वर्धनम्, उच्चारणे स्पष्टता, वाचन-लेखन-गायन कौशलानि इत्यादयः ।

कला-एकीकरणम् - ‘सामुहिकगीतगायनम्’ माध्यमेन संस्कृतभाषायां रुचिर्वर्धनम् ।

अधिगम-प्राप्तिः:- छात्राणां शब्दकोशस्य विकासः भविष्यति । चिन्तनशक्तेः वर्धनम्, नूतनशब्दानां ज्ञानेन शब्दकोषस्य वृद्धिः, वाक्यनिर्माणे कुशलता इत्यादि ।

द्वितीयः पाठः - मम प्रिय विद्यालयः

संभावितकालांशाः - चत्वारः

उपविषयः:- सप्तककाराणां (किम्, कुत्र, कदा, कथम्, कति, किमर्थम्, कथम्) ज्ञानम्, सर्वनामशब्दानां ज्ञानम् ।

सहायिका-सामग्री— पाठ्यपुस्तकम्, चित्राणि, अधिन्यासः, अभ्यासः, इत्यादयः ।

मूल्याङ्कनविधिः:- अभ्यासपत्रैः, कक्षा-परीक्षा ।

कौशलानि - चिन्तनशक्तेः वर्धनम्, उच्चारणे स्पष्टता, विद्यालये छात्राः विविध-क्रियाकलापाः कुर्वन्ति यैः तेषां छात्राणां व्यक्तित्वस्य निर्माणं भवति । अस्मिन् विषये ते चिन्तनं करिष्यन्ति ।

अधिगम-प्राप्तिः:- छात्राणां शब्दकोशस्य विकासः भविष्यति । चिन्तनशक्तेः वर्धनम्, वाक्यनिर्माणे कुशलता इत्यादि ।

संख्याः 1-30 (1-4 केवलं प्रथमा विभक्तौ)

संभावितकालांशाः - एकः

उपविषयः:- संख्यानां लिंगज्ञानम् ।

सहायक-सामग्री - अभ्यासपत्रम्, आदर्शप्रश्नपत्रम् ।

मूल्याङ्कनविधिः:- आत्मनिरीक्षणसूची, कक्षा-परीक्षा, प्रश्नोत्तरविधिः, अधिन्यासे चर्चा प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः, स्मरणकौशलस्य वर्धनम् ।

अधिगम-प्राप्तिः - संस्कृते संख्यां वक्तुं समर्थाः भविष्यन्ति।

धातुरूपाणि

संभावितकालांशौ – द्वौ

उपविषयः पठ्,गम्, क्रीड्, नम्,वद् (लट् लकारे )

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

शब्दरूपाणि

संभावित-कालांशाः – द्वौ

उपविषयः अकारान्त-पुल्लिंगः (बालक, छात्र )

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः - वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

जून

तृतीयः पाठः- चत्वारि प्रियमित्राणि

संभावितकालांशाः – षट्

उपविषयः - तत् , किम् सर्वनामशब्दस्य ज्ञानम् । (प्रथमा षष्ठी च )

सहायिका-सामग्री— संगणकपट्टः, पाठ्यपुस्तकम् , अधिन्यासः , इत्यादयः ।

मूल्याङ्कनविधिः - प्रश्नोत्तरविधिः , कक्षा-परीक्षा , आत्मनिरीक्षणसूची, पी.पी.टी ।

<https://youtu.be/GZPrFENA3e8>

कौशलानि - उच्चारणे स्पष्टता , तार्किकबुद्धेः विकासः ।

अधिगम-प्राप्तिः:- पशु-पक्षिणां शब्दानां ज्ञानम् । यथा पशु-पक्षिणां मध्ये प्रगाढ-मित्रता भवति । ते अपि विपत्तिकाले परस्परं सहायतां कुर्वन्ति तथैव अस्माभिः अपि विपत्तिकाले परस्परं सहायतां करणीया ।

धातुरूपाणि-

संभावितकालांशाः- त्रयः

उपविषयः - पठ्,गम्, क्रीड्, नम्, वद् (लट् लकारे)

सहायक- - अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

अधिगम-प्राप्तिः - समुचितसमये समुचितधातुरूपाणां चयनं कर्तुं पारयन्ति । छात्राः क्रियापदस्य समुचितं प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

शब्दरूपाणि

संभावित-कालांशाः - त्रयः

उपविषयः - अकारान्त नपुंसकलिङ्गम् ( फलम्, मित्रम् )

सहायक-सामग्री - अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः - वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

अधिगम-प्राप्तिः - समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

उपसर्गाः

संभावितकालांशाः - त्रयः

उपविषयः - उपसर्गाः - प्र, अनु, उप, वि, आ

सहायक-सामग्री - अभ्यासपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

अधिगम-प्राप्तिः - प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

जुलाई

चतुर्थः पाठः- मधुराः श्लोकाः

संभावितकालांशः – षट्

उपविषयः:- शब्दरूपाणि ,कारकाणां परिचयः ।

सहायिका-सामग्री— संगणकपट्टः, पाठ्यपुस्तकम् , अधिन्यासः इत्यादयः ।

मूल्याङ्कनविधिः:- प्रश्नोत्तरविधिः , कक्षा-परीक्षा , आत्मनिरीक्षणसूची, माइड मैप ।

कौशलानि - उच्चारणे स्पष्टता ,चिन्तनशक्तेः विकासः, वाचन-लेखन- गायन कौशलानि इत्यादयः ।

अधिगम-प्राप्तिः:- सद्भवहारः यथा विद्या सर्वत्र हितकारी भवति । विद्या तथा च सद्भवहारः तेषां प्रगतिं करोति कीर्तिञ्च वितनोति ।

धातुरूपाणि -

संभावितकालांशः— चत्वारः

उपविषयः – पठ्, गम् , क्रीड् , नम् , वद् (लृट् लकारे )

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति।

प्रत्ययः

संभावितकालांशः – त्रयः

उपविषयः - क्त्वा (निर्धारित-धातुः)

सहायक-सामग्री – अभ्यासपत्रम् , अधिन्यासः च ।

मूल्याङ्कनविधिः:- माइड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

अधिगम-प्राप्तिः - प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

उपपद विभक्तयः

संभावितकालांशाः – द्वौ

उपविषयः:- द्वितीया विभक्तिः (अभितः, परितः, उभयतः, प्रति, गम्, विना )

सहायक-सामग्री –अभ्यासपत्रम् ,आदर्शप्रश्नपत्रं, अधिन्यासः ।

मूल्याङ्कनविधिः:- कक्षा-परीक्षा, अधिन्यासे चर्चा प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि:- चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः, स्मरणकौशलस्य वर्धनम् ।

अधिगम-प्राप्तिः -कारकाणां ज्ञानेन वाक्यप्रयोगः ज्ञास्यन्ति ।

### अगस्त

पञ्चमः पाठः:- जले अपि वसन्ति जीवाः

संभावितकालांशाः – पञ्च

उपविषयः:- वचनम् ,धातुरूपाणि ,लिंगज्ञानम् (पुल्लिंगं )

सहायिका-सामग्री— संगणकपट्टः ,पाठ्यपुस्तकम्,अधिन्यासः ,चित्राणि इत्यादयः

मूल्याङ्कनविधिः:- प्रश्नोत्तरविधिः , कक्षा-परीक्षा , आत्मनिरीक्षणसूची ।

कौशलानि - उच्चारणे स्पष्टता ,चिन्तनशक्तेः विकासः इत्यादयः ।

अधिगम-प्राप्तिः:- छात्राणां शब्दकोशस्य विकासः भविष्यति |नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

षष्ठः पाठः:- वीरबालिका गुञ्जनसक्सेना

संभावितकालांशाः:- पञ्च

उपविषयः:- लङ-लकारस्य ज्ञानं , स्त्रीलिंगशब्दानां ज्ञानम् ।

सहायिका-सामग्री-चार्टपत्रम् ,संगणकपट्टः ,पाठ्यपुस्तकम् ,अधिन्यासः , इत्यादयः ।

मूल्याङ्कनविधिः:- प्रश्नोत्तरविधिः , कक्षा-परीक्षा , आत्मनिरीक्षणसूची ,अधिन्यासः

कौशलानि - चिन्तनशक्तेः वर्धनम् , उच्चारणे स्पष्टता , वाचन- लेखन- कौशलानि , देशभक्त्याः भावनायाः विकास इत्यादयः ।

अधिगम-प्राप्तिः:- छात्राणां शब्दकोशस्य विकासः भविष्यति |नूतनधातुरूपां ज्ञास्यन्ति

धातुरूपाणि -

संभावितकालांशः – द्वौ

उपविषयः – पठ्,गम् , क्रीड् , नम् ,वद्,खाद्,लिख्, भू , (लट् ,लृट् लकारे )अस्- लट् – लकारे

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः - कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च।

कौशलानि-शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति | नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति |

### अव्ययपदानि

संभावितकालांशाः – त्रयः

उपविषयः - सर्वत्र , यदा , तदा , अत्र , तत्र , कुत्र , च , अपि , ह्यः , अद्य , श्वः , न , एकदा

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः |

अधिगम-प्राप्तिः - नूतनशब्दान् ज्ञास्यन्ति | वाक्यनिर्माणे समर्थाः भविष्यन्ति |

### स्वर-सन्धिः

संभावित-कालांशाः – द्वौ

उपविषयः – दीर्घ (अ/आ)

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्, पाठ्यपुस्तकम् |

मूल्याङ्कनविधिः - आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, अभ्यासपत्रैः च |

कौशलानि- स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति |

अधिगम-प्राप्तिः – सन्धिः विच्छेदकरणे निपुणाः भविष्यन्ति |

### शब्दरूपाणि

संभावित-कालांशाः – द्वौ

उपविषयः – आकारान्त स्त्रीलिंगम्, (बालिका , छात्रा ) सर्वनाम शब्दरूपाणि (तत्, किम्)

त्रिषुलिङ्गेषु |

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् |

मूल्याङ्कनविधिः - आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च |

कौशलानि- स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

पत्रलेखनम् –

संकेताधारितं अनौपचारिकं पत्रं मञ्जूषायाः सहायतया रिक्तस्थानेन पूरणीयम् ।

चित्राधारितं वर्णनम्

मञ्जूषायाः सहायतया चित्राधारितं वाक्यनिर्माणं करणीयम् ।

संवादपूर्तिः/कथापूर्तिः

मञ्जूषायाः सहायतया रिक्तस्थानेनमाध्यमेन संवाद/कथा लेखनीया ।

**सितम्बर**

अर्धवार्षिक परीक्षार्थं सम्पूर्णपाठ्यक्रमस्य पुनरावृत्तिः

प्रथम-सत्रीय-पाठ्यक्रमः

पाठ-2 मम प्रियः विद्यालयः

पाठ- 3 चत्वारि प्रियमित्राणि

पाठ- 4 मधुराः श्लोकाः

पाठ- 5 जले अपि वसन्ति जीवाः

पाठ- 6 वीरबालिका गुञ्जन-सक्सेना

- वर्णविन्यासं वर्णसंयोजनम्
- संकेताधारितम् अनौपचारिकं पत्रलेखनम् (मञ्जूषायाः सहायतया )
- संवादपूर्तिः/कथापूर्तिः (मञ्जूषायाः सहायतया )
- चित्राधारितं वर्णनम् (मञ्जूषायाः सहायतया )
- संख्याः 1-30 (1-4 त्रिषु लिङ्गेषु)
- सन्धिः दीर्घः (अ/आ)
- प्रत्ययः -क्त्वा
- उपपदविभक्तिः -द्वितीया –अभितः,परितः,उभयतः,प्रति,गम्,विना
- अव्ययपदानि – सर्वत्र ,यदा ,तदा ,अत्र ,तत्र ,कुत्र ,च ,अपि ,ह्यः ,अद्य,श्वः,न,एकदा
- उपसर्गाः - प्र ,अनु ,उप ,वि ,आ

- धातुरूपाणि—पठ्, गम् , क्रीड्, वद्, नम्, (लट् –लृट् लकारयोः ) अस् (लट्लकारे )
- शब्दरूपाणि—  
 अकारान्तः पुल्लिङ्गे -बालक, छात्र  
 आकारान्ते-छात्रा, बालिका,  
 अकारान्त- नपुंसकलिङ्गे -फलम्, पत्रम्  
 तत् , किम् (त्रिषु लिङ्गेषु) (प्रथमा षष्ठी च विभक्तौ )

### अक्टूबरः

सप्तमः पाठः- प्रहेलिकाः

संभावितकालांशाः – पञ्च

उपविषयः- उपसर्गाः, अव्ययानि।

सहायिका-सामग्री—भित्तिपत्राणि , संगणकपट्टः, पाठ्यपुस्तकम् , अधिन्यासः , इत्यादयः ।

मूल्याङ्कनविधिः— प्रश्नोत्तरविधिः, कक्षा-परीक्षा , अधिन्यासः ।

कौशलानि - चिन्तनशक्तेः वर्धनम् , उच्चारणे स्पष्टता , वाचन- लेखन- कौशलानि केन प्रकारेण विभिन्न उदाहरणानां प्रयोगं कृत्वा प्रहेलिकाणां रचना भविष्यति । अस्मिन् विषये सर्वे छात्राः चिन्तनं करिष्यन्ति ।  
कला-एकीकरणम्- प्रहेलिकायाः उचितं उत्तरस्य मूलाभिनयेन कक्षायां उत्तरप्राप्तिः , इत्यनेन विषये रुचिर्वर्धनम् ।

अधिगम-प्राप्तिः— – छात्राणां शब्दकोशस्य विकासः भविष्यति । छात्राः चिन्तनं कृत्वा प्रहेलिकानां उत्तराणि दास्यन्ति येन तेषां विचारात्मकं चिन्तनस्य विकासः भवति ।

उपपद विभक्तयः

संभावितकालांशाः – द्वौ

उपविषयः- द्वितीया विभक्तिः (अभितः, परितः, उभयतः, प्रति, गम् , विना )

सहायक-सामग्री—अभ्यासपत्रम् , आदर्शप्रश्नपत्रं, अधिन्यासः ।

मूल्याङ्कनविधिः— कक्षा-परीक्षा, अधिन्यासे चर्चा प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि— चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः, स्मरणकौशलस्य वर्धनम् ।

अधिगम-प्राप्तिः— -कारकाणां ज्ञानेन वाक्यप्रयोगः ज्ञास्यन्ति ।

अष्टमः पाठः- धन्या मातुः महिमा

संभावितकालांशाः – षट्

उपविषयः- शब्दरूपाणि ।

सहायिका-सामग्री— चार्टपत्रम् , संगणकपट्टः , पाठ्यपुस्तकम् , अधिन्यासः , इत्यादयः ।



मूल्याङ्कनविधि:- प्रश्नोत्तरविधि: , कक्षा-परीक्षा ,अधिन्यास: |

कौशलानि - चिन्तनशक्ते: वर्धनम् , उच्चारणे स्पष्टता , वाचन- लेखन- कौशलम्,तार्किकबुद्धे: वर्धनम् |

अधिगम-प्राप्ति:- – धन्या मातु: महिमा' पाठम् पठित्वा छात्रा: स्वजीवने शिक्षां प्राप्स्यन्ते यत् माता एव जीवनस्य प्रथम-गुरु: भवति | भारतदेशे उत्पन्ना: वैज्ञानिकानां नामानि ज्ञातुं शक्यन्ते |

संख्या

संभावितकालांशौ – द्वौ

उपविषय: - 1-40 केवलं प्रथमा विभक्तौ ( 1-4 त्रिषु लिङ्गेषु )

सहायक-सामग्री – कक्षायां विद्यमानानि वस्तुनि, छात्रा:, पुस्तकानि, अभ्यासपत्रम्,चित्राणि च|

मूल्याङ्कनविधि:- संख्या क्रीडा, अभ्यासपत्रै: च |

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकास:,स्मरणशक्ते:, तर्कशक्ते: आत्मविश्वासस्य च विकास:|

अधिगम-प्राप्ति: –एकाग्रताया: वर्धनम्, (संख्याक्रीडया) संख्या ज्ञानम्, समये तस्य प्रयोगश्च |

धातुरूपाणि- (लङ्लकारे)

संभावितकालांशौ – द्वौ:

उपविषय: पा, दृश्, खाद्, भू, लिख्, पठ् ,गम्, क्रीड्, वद् ,नम् (लट्- लकारेषु )

सहायक-सामग्री – अधिन्यास:, जी.ओ, चार्टपत्रम् |

मूल्याङ्कनविधि: - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा,प्रश्नोत्तरविधिना, अभ्यासपत्रै: च |

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकास:, वाचन-लेखनकौशलयो:विकास:|

अधिगम-प्राप्ति: – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्रा: क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकास: भविष्यति | नूतनशब्दान् ज्ञास्यन्ति |वाक्यनिर्माणे समर्था: भविष्यन्ति |

### नवम्बर

नवम: पाठ:- सिक्किमप्रदेशस्य सौन्दर्यम्

संभावितकालांशा: – षट्

उपविषय:- लङ् लकारस्य ज्ञानम् ,नपुंसकलिङ्ग-शब्दानां ज्ञानम् |

सहायिका-सामग्री— पाठ्यपुस्तकम् ,चित्राणि ,संगणकपट्ट:,अधिन्यास: , इत्यादय:

मूल्याङ्कनविधि:- प्रश्नोत्तरविधि: , कक्षा-परीक्षा ,अधिन्यास: |

कौशलानि - प्रत्येक प्रदेशस्य स्वकीयमेव भिन्न-भिन्नं महत्वं , संस्कृतिः ,सौन्दर्यम् ,व्यञ्जनानि ,जीवन-शैल्यः , नृत्यानि , वस्त्राणि भवन्ति यत् अन्यप्रदेशात् विशेषं प्रस्थापयति ।  
,भाषा इत्यादयः ।



अधिगम-प्राप्तिः - वाक्येषु प्रत्ययप्रयोगः नूतनशब्दज्ञानम्, भाषायां दक्षता । अस्माभिः सदैव नदीनां रक्षा कर्तव्यम् । कदापि नदीम् दूषितं नैव कर्तव्यम् यतोहि नद्याः एव अस्माकं जीवनं सुरक्षितं अस्ति ।

उपसर्गाः

संभावितकालांशाः - त्रयः

उपविषयः - उपसर्गाः - प्र ,अनु ,उप ,वि ,आ , प्रति

सहायक-सामग्री - अभ्यासपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

अधिगम-प्राप्तिः - प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

धातुरूपाणि -

संभावितकालांशः – द्वौ

उपविषयः – पा, दृश्, खाद्, भू, लिख्, पठ्, गम्, क्रीड्, वद्, नम् (लृट् लकारे)

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति । नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

शब्दरूपाणि

संभावित-कालांशः – त्रयः

उपविषयः - राम, अस्मद्, युष्मद्, किम् आदयः ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः - वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

स्वर-सन्धिः

संभावित-कालांशः – द्वौ

उपविषयः – दीर्घः (अ, आ, इ, ई )

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्, पाठ्यपुस्तकम् ।

मूल्याङ्कनविधिः - आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, अभ्यासपत्रैः च ।

कौशलानि - स्मरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः वाक्यनिर्माणे समर्थाः भविष्यन्ति।

अधिगम-प्राप्तिः – सन्धिः विच्छेदकरणे निपुणाः भविष्यन्ति ।

धातुरूपाणि- (लङ् लकारे)

संभावितकालांशौ – द्वौ:

उपविषयः - पा, दृश्, खाद्, भू, लिख्, पठ्, गम्, क्रीड्, वद्, नम् (लङ् लकारे)।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

अधिगम-प्राप्तिः – समुचित समये समुचित धातुरूपाणां चयनं कर्तुं पारयन्ति छात्राः क्रियापदस्य समुचित प्रयोगं कर्तुं प्रभवन्ति, छात्राणां शब्दकोशस्य विकासः भविष्यति। नूतनशब्दान् ज्ञास्यन्ति। वाक्यनिर्माणे समर्थाः भविष्यन्ति।

प्रत्ययः

संभावितकालांशाः – त्रयः

उपविषयः - क्त्वा, तुमुन् (निर्धारित-धातवः)

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

अधिगम-प्राप्तिः - प्रकृति-प्रत्ययोः विभाजनं मेलनं च कर्तुं प्रभवन्ति, नूतनशब्दान् ज्ञास्यन्ति। वाक्यनिर्माणे समर्थाः भविष्यन्ति।

### दिसंबर

दशमः पाठः- योग्यः शिष्यः

संभावितकालांशाः – षट्

अधिगम-उद्देश्यानि – योग्यः शिष्यः कः भवति? तथा च के-के गुणाः तस्मिन् भवन्ति?

उपविषयः - लोट्-लकारस्य ज्ञानम्।

सहायिका-सामग्री— भित्तिपत्राणि, पाठ्यपुस्तकम्, संगणकपट्टः, अधिन्यासः, इत्यादयः।

मूल्याङ्कनविधिः - प्रश्नोत्तरविधिः, अभ्यासपत्रैः, कक्षा-परीक्षामाध्यमेन, अधिन्यासः

कौशलानि - चिन्तनशक्तेः वर्धनम्, उच्चारणे स्पष्टता, वाचन-लेखन-कौशलानि इत्यादयः।

अधिगम-प्राप्तिः - उपपदविभक्तेः विषये ज्ञास्यन्ति। योग्यः शिष्यः! इदं पाठम् पठित्वा छात्राः शिक्षां प्राप्नुवन्ति यत् कुत्रापि एकान्तं स्थानं नास्ति। प्रभुः पशवः, खगाः, वृक्षाः, सूर्यः, चन्द्रः रूपेण अस्माकं कार्याणि पश्यन्ति।

एकादशः पाठः- मधुरवचनानि

संभावितकालांशाः -षट्

उपविषयः- उपविषयः - नम्, दृश्, गम् (लङ् लकारे) ।

सहायिका-सामग्री— ,पाठ्यपुस्तकम् ,संगणकपट्टः , अधिन्यासः , इत्यादयः ।

मूल्याङ्कनविधिः- प्रश्नोत्तरविधिः , अभ्यासपत्रैः, कक्षा-परीक्षामाध्यमेन ,अधिन्यासः

कौशलानि - श्लोकगायनस्य क्षमता वर्धनम् । चिन्तनशक्तेः वर्धनम् , उच्चारणे स्पष्टता , वाचन- लेखन- गायन कौशलानि इत्यादयः ।

अधिगम-प्राप्तिः- उपपदविभक्तेः विषये ज्ञास्यन्ति । योग्यः शिष्यः' इदं पाठम् पठित्वा छात्राः शिक्षा प्राप्नुवन्ति यत् कुत्रापि एकान्तं स्थानं नास्ति । प्रभुः पशवः , खगाः, वृक्षाः, सूर्यः, चन्द्रः रुपेण अस्माकं कार्याणि पश्यन्ति ।

अव्ययपदानि

संभावितकालांशाः – त्रयः

उपविषयः - सर्वत्र ,यदा ,तदा ,अत्र ,तत्र ,कुत्र ,च ,अपि ,ह्यः ,अद्य ,श्वः ,न ,एकदा ,पुनः , इतस्ततः , कदा (रिक्तस्थानेन )

सहायक-सामग्री – अभ्यासपत्रम्

मूल्याङ्कनविधिः- माइंड मैप, कक्षा-परीक्षा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः स्मरणशक्तेः तर्कशक्तेः आत्मविश्वासस्य च विकासः।

अधिगम-प्राप्तिः - नूतनशब्दान् ज्ञास्यन्ति । वाक्यनिर्माणे समर्थाः भविष्यन्ति ।

शब्दरूपाणि

संभावित-कालांशाः – त्रयः

उपविषयः- लता,पुस्तक ,अस्मद् , युष्मद् ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम् ।

मूल्याङ्कनविधिः- आत्मनिरीक्षण सूची, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि- स्वरणशक्तेः विकासः, वाक्यनिर्माण कौशलम्, शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः ,वाक्यनिर्माणे समर्थाः भविष्यन्ति।

अधिगम-प्राप्तिः – समुचित समये समुचित शब्दचयनं कृत्वा वाक्यनिर्माणं कर्तुं पारयन्ति, नूतनशब्दान् ज्ञास्यन्ति ।

धातुरूपाणि– (लङ् लकारे)

संभावितकालांशौ – द्वौ:

उपविषयः कृ , अस् (लट् –लकारे) ।

सहायक-सामग्री – अधिन्यासः, जी.ओ, चार्टपत्रम्

मूल्याङ्कनविधिः - माइंड मैप, कक्षा-परीक्षा, वाक्यनिर्माणद्वारा, प्रश्नोत्तरविधिना, अभ्यासपत्रैः च ।

कौशलानि - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः।

पत्रलेखनम् –

संकेताधारितं अनौपचारिकं पत्रं मञ्जूषायाः सहायतया रिक्तस्थानेन पूरणीयम् ।

चित्राधारितं वर्णनम्

मञ्जूषायाः सहायतया चित्राधारितं वाक्यनिर्माणं करणीयम् ।

संवादपूर्तिः /कथापूर्तिः

मञ्जूषायाः सहायतया रिक्तस्थानेन माध्यमेन संवाद/कथा लेखनीया ।

जनवरी

वार्षिक-परीक्षार्थं सम्पूर्णपाठ्यक्रमस्य पुनरावृत्तिः ।

वार्षिक-पाठ्यक्रमः

पाठ- 8 धन्या मातुः महिमा

पाठ- 9 सिक्किम-प्रदेशस्य सौन्दर्यम्

पाठ- 10 योग्यः शिष्यः

पाठ- 11 मधुरवचनानि

पाठ-(प्रथमसत्रतः) चत्वारि प्रियमित्राणि

- संख्या: 1–40 (1–4 केवलं प्रथमा विभक्तौ )
- संकेताधारितम् अनौपचारिकं पत्रलेखनम् (मञ्जूषायाः सहायतया )
- संवादपूर्तिः/कथापूर्तिः (मञ्जूषायाः सहायतया )
- चित्राधारितं वर्णनम् (मञ्जूषायाः सहायतया )

- सन्धिः दीर्घः (अ,आ ,इ,ई)
- उपपदविभक्तिः -द्वितीया –अभितः,परितः,उभयतः,प्रति,गम्,विना
- अव्ययपदानि – सर्वत्र ,यदा ,तदा ,अत्र ,तत्र ,कुत्र ,च ,अपि ,ह्यः ,अद्य ,श्वः ,न ,एकदा ,पुनः , इतस्ततः कदा (रिक्तस्थानेन )
- उपसर्गाः - प्र ,अनु ,उप ,वि ,आ ,प्रति
- प्रत्ययाः – क्त्वा, तुमुन्
- अपठितगद्यांशः
- धातुरूपाणि– पा , दृश् , खाद् , भू , लिख् , पठ् , गम् , क्रीड् , वद् , नम् ( त्रिषु लकारेषु)  
अस्, कृ लट् लकारे
- शब्दरूपाणि–  
अकारान्तः पुल्लिङ्गे -बालक, छात्र ,राम  
आकारान्ते-छात्रा,बालिका,लता  
अकारान्ते नपुंसकलिङ्गे -फलम्,पत्रम् पुस्तकम्  
तत् , किम् (त्रिषु लिङ्गेषु) (प्रथमा षष्ठी च विभक्तौ )  
अस्मद्,युष्मद् (प्रथमा ,द्वितीया षष्ठी विभक्तिः च )

## ई- पाठयोजना

विषयः – संस्कृतम्

कक्षा- षष्ठी

पाठः – "सिक्किम" प्रदेशस्य सौन्दर्यम्

अपेक्षित-कालांशाः – षट्

<p><b>अधिगमप्रतिफलानि</b></p> <p>पाठं पठित्वा छात्राः कर्तुं समर्थाः भविष्यन्ति -</p> <ol style="list-style-type: none"> <li>1. भाषिक कौशलानां विकासः  </li> <li>2. श्रुत्वा अर्थावबोधनम्  </li> <li>3. बलाघातादीनां कौशलानां वाचने अनुप्रयोगः </li> <li>4. पाठस्य भावावबोधनम्  </li> <li>5. नूतनशब्दानां ज्ञानम्  </li> <li>6. जीवनकौशलानां विकासः </li> <li>7. जी. ओ. निर्माणम् ( आरेखः )  </li> <li>8. शुद्धोच्चारणपूर्वकं वाचनम्  </li> </ol>	<p><b>पूर्वज्ञानम्</b></p> <ol style="list-style-type: none"> <li>1-छात्राः भारतीय राज्यानां विषये जानन्ति  </li> <li>2-प्राकृतिकसौन्दर्यविषये अपि अवगताःसन्ति  </li> <li>3-छात्राः सामान्यः संस्कृतं जानन्ति  </li> <li>4-छात्राः 'मीन-आरेखविषये' जानन्ति  </li> <li>5-केचन छात्राः जनजातिनां विषये तथा च कथं -ते जीवनं यापयन्ति इति विषये अपि जानन्ति  </li> </ol>
<p><b>दिवसानुसारम् उपविषयः</b></p> <ul style="list-style-type: none"> <li>❖ पूर्वज्ञानाधारेण पाठस्य प्रस्तावना  </li> <li>❖ प्रश्नमाध्यमेन पाठावबोधनम्  </li> <li>❖ सामूहिकचर्चायाध्यमेन SDG गतिविधिः </li> <li>❖ सन्धियुक्तपदानां जी. ओ. निर्माणम्  </li> <li>❖ द्वयोः राज्ययोः मध्ये तुलनात्मकम् आरेखस्य निर्माणम्  </li> <li>❖ तालिकया धातुरूपाणां पदपरिचयः  </li> </ul>	<p><b>शिक्षण-सामग्र्यः</b></p> <ul style="list-style-type: none"> <li>● शिक्षण -प्रविधिः</li> <li>● संसाधनानि (TOOLS)</li> <li>● जी. ओ. निर्माणम्</li> <li>● पाठ्यपुस्तकम् (पीडीएफ )</li> <li>● CRAB कार्यपत्रम्</li> <li>● SDG - सम्बद्ध-गतिविधिः</li> <li>● you tube चलचित्रम्</li> </ul>

### दिवसानुसारं पाठयोजना



**प्रथमदिवसः-**पाठस्य सामान्य चर्चा ,परिचर्चा, पाठस्य आदर्शवाचनम् ,व्याकरणम्/शब्दावली, गतिविधिः ,प्रश्नावली |

**प्रथमः दिवसः**

शिक्षकः सर्वप्रथमं कक्षां गत्वा छात्राणां पूर्वज्ञानं परीक्षितुं प्रश्नान् प्रक्ष्यति | (5 निमेषाः)

१. भारतदेशे कति राज्याः सन्ति ?
- २.पर्वतीयराज्याः के के सन्ति ?
- ३.एतेषु राज्येषु एलायाः सर्वाधिकं उत्पादनं कुत्र भवति ?
४. अद्य वयं 'सिक्किमः' राज्यस्य विषये पठामः .....

आदर्शवाचनम्- प्रियाःबालाः!.....नृत्यन्ति | (15 निमेषाः)

अनुवाचनम् -पुनः एकम् एकं छात्रम् अनुवाचनाय प्रेरयिष्यति | अनुवाचने जायमानानां त्रुटीनां संशोधनं छात्राणां साहाय्येन कारयिष्यति |

अधुना स्वदेशस्य-विषयेवृत्तचित्रं (DOCUMENTARY) ध्यानेन पश्यन्तु | (5 निमेषाः)

<https://youtu.be/bOwUYE6DE58>

अधोलिखिततालिकायां प्रदत्तराज्यानां राजधानी वर्गे अन्वेष्ट्यन्तु -(भाषाई) (10 निमेषाः)

1. गोवा
2. कर्णाटकः
3. हरियाणा
4. असमः
5. तेलंगाना

प	म	भः	ल	भः	ह	भ	र
न	ण	ऐ	मः	त	णः	म	द
तः	थः	जी	बै	ज्ञ	ह	थः	भ
र	म	भ	ग	ज्ञ	स	ई	ओ
भ	य	भ	लो	ह	थ	ष	औ
दि	स	पु	रः	स	व	ल	ह
इ	ओः	च	ण्डी	ग	ढः	उ	ल

## द्वितीयः दिवसः

- पाठितस्य पाठस्य स्मारणम् (5 निमेषाः)
- आदर्शवाचनम् (10 निमेषाः)
- अनुवाचनम् (10 निमेषाः)

अव्ययपदानां जी.ओ. निर्माणम् (10 निमेषाः)



## पदपरिचयः

शब्दरूपाणि	मूलशब्दः	विभक्तिः	वचनम्
अहम्	अस्मद्	प्रथमा	एकवचनम्
छात्र !	छात्र	सम्बोधनम्	एकवचनम्
नद्याः	नदी	षष्ठी	एकवचनम्

### तृतीयः दिवसः

- पाठितस्य पाठस्य स्मारणम् (5 निमेषाः)
- आदर्शवाचनम् (10 निमेषाः)
- अनुवाचनम् (10 निमेषाः)
- संख्यावाचकशब्दानां ज्ञानम् – (5 निमेषाः)  
एका, द्वे

कारणम्	प्रभावः
● सिक्किमप्रदेशे तीस्ता नदी वहति ।	तीस्ता नदी सिक्किमप्रदेशस्य जनानां कृते जीवनरेखा अस्ति ।
●	
●	
●	

- विशेष्यः – विशेषणम् (10 निमेषाः)  
T तालिकानिर्माणं पदानां अन्वेषणं च कृत्वा लेखनम् ।

विशेष्यः	विशेषणम्
शिखरम्	प्रमुखम्
छात्राः	प्रसन्नाः
.....	.....
.....	.....
.....	.....

### चतुर्थः दिवसः

- पाठितस्य पाठस्य स्मारणम् (5 निमेषाः)
- आदर्शवाचनम् (10 निमेषाः)
- अनुवाचनम् (10 निमेषाः)

- चलचित्र-लिंक माध्यमेन विषयज्ञानवृद्धिः |

<https://youtu.be/bOwUYE6DE58>

- मीनारेख-माध्यमेन हरियाणासिक्किमयोः भाषा -भोजन-नृत्य -सस्यानां नामानि च लिखत | ( सांगीतिक,स्थानिक) (10 निमेषाः)



### गृहकार्यम्

#### पद -परिचयः

(5 निमेषाः)

धातुरूपाणि	मूलधातुः	लकारः	वचनम्	पुरुषः
द्रक्ष्यन्ति	.....	लृट्	.....	प्रथम पुरुषः
कुर्वन्ति	कृ	लट्	.....	.....
अस्ति	.....	लट्	.....	प्रथम पुरुषः

**पञ्चमःदिवसः**

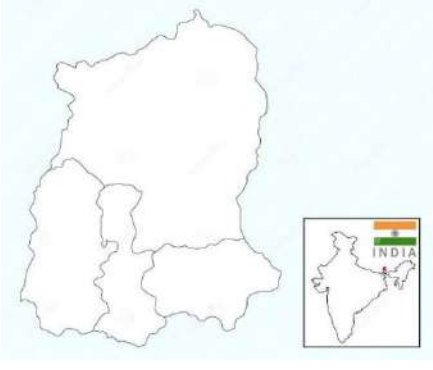
शिक्षकः प्रश्नोत्तरी- माध्यमेन पाठस्य अभ्यासकार्यं कारयिष्यति ।

- प्रश्नोत्तर माध्यमेन लेखन दक्षता (20निमेषाः)
- अधिन्यासः (10निमेषाः)
- सामूहिकचर्चा । (5निमेषाः)

**कृतकार्यसूचिका**

भाषाकौशल- गतिविधिः	जीवनेन सह सम्बन्धः (अनुभवात्मक - गतिविधिः)	सतत-विकास- लक्ष्य-समन्वयः	समस्याधा- रित- गतिविधिः	कला/ क्रीडा-समन्वयः	बहुबुद्धि-  सिद्धान्तः
● श्रवणकौशलम् ● वाचनकौशलम् ● पठनकौशलम् ● लेखनकौशलम्	● देशभक्त्याः भावनायाः विकासः । ● भारतीयराज्यानां प्रति जागरुकता ज्ञानं च ।	 ईधनविना भोजननिर्माणम्  वृक्षारोपणम्	● CRAB कार्यपत्र म् ।	● मीनारेखम् निर्माय तत्र हरियाणा तथा सिक्किमप्रदेश योः तुलनात्मकम् चिन्तनम् ।	● स्थानि- क ● भाषाई

एकीकृत-जीवनकौशलानि मूल्यानि च	भारतदेशस्य भिन्न-भिन्न संस्कृतिं प्रति संवेदनशीलता 
नूतनशब्दाः	<p>पर्यायवाची</p> <ul style="list-style-type: none"> <li>● वदामि -कथयामि</li> <li>● प्रमुखम् –विशेषम्</li> <li>● नदी – सरिता</li> </ul> <p>विलोम</p> <ul style="list-style-type: none"> <li>● कृष्णवर्णः– श्वेतवर्णः</li> <li>● प्रियः- अप्रियः</li> <li>● शोभनम् – अशोभनम्</li> <li>● आगच्छ – गच्छ</li> </ul>
आन्तरिकमूल्याङ्कन-विधिः	<ul style="list-style-type: none"> <li>● श्रवणः- श्रुतलेखः</li> <li>● लेखनम्- कक्षा परीक्षा</li> <li>● आरेखाणां मूल्याङ्कनम्</li> </ul>
वैयक्तिकं सामूहिकं वा मूल्याङ्कनम्	CRAB कार्यपत्रम्, अधिन्यासः, कक्षापरीक्षा
शिक्षकानां हस्ताक्षराणि च	
विभागाध्यक्षस्य हस्ताक्षराणि	



## CRAB WORKSHEET

### गहन-चिन्तनात्मकम् (CHALLENGING SECTION)

- संकेतमाध्यमेन दर्शयन्तु कञ्चनजङ्गा शिखरं कुत्र अस्ति ?
- संकेतयतु 'तीस्ता' नदी कुत्र प्रवहति ?
- 'तीस्ता' नदी कुत्र कथं च अस्य प्रदेशस्य विभाजनं करोति ?
- प्रदेशस्य कस्मिन् क्षेत्रे 'एलायाः' सर्वाधिकं उत्पादनं भवति ?
- 'भूतिया' 'लिप्चास' जनजाती कुत्र-कुत्र निवसतः?

### पुनर्वीक्षणम् (RECAP SECTION)

1. सिक्किमप्रदेशे कति जनजाती स्तः?
2. सिक्किमप्रदेशस्य प्रियं भोजनं किं अस्ति ?
3. 'कञ्चनजङ्गा' शिखरम् कुत्र अस्ति ?
4. तीस्ता नदी कस्य प्रदेशस्य जीवनरेखा अस्ति ?

### प्रगतस्तरम् (ADVANCED SECTION)



1. इदं चित्रं ..... अस्ति।
2. चित्रे एकं ..... अस्ति।
3. आकाशे ..... सन्ति।
4. अत्र बहवः ..... सन्ति।

मञ्जूषा- वृक्षाः, मेघाः, पर्वतस्य , नगरम्

**सामान्यसतरम् (BASIC SECTION)**

प्रश्न:- सिक्किमराज्यस्य भोजनस्य वेशभूषायाः च चित्र-सहितं तालिकानिर्माणं कुरुत—

भोजनम्	वेशभूषा