

**PEDAGOGICAL STRATEGIES:**

The teaching methodology CBIL AND VBIL i.e. 'Concept based integrated learning' and 'value based integrated learning' facilitates the integration of global ideas and the rich culture and beliefs and values of India. The curriculum is integrated so that learning happens primarily through projects, learning centre and playful activities. A proactive, flexible and student-centred approach is the key to provide instructions that maximizes opportunities for all students to learn. The multiple intelligence classroom acts like the 'real world'. Students become more active and involved learners.

**ASSESSMENT TOOLS:**

Assessment is an integral part of the education process. Evaluation is continuous and reveals the strengths and weaknesses of the learners frequently so that they have better opportunities to understand and improve themselves. Our assessment system and promotion rules are consistent with the concept of Continuous and Comprehensive Evaluation (CCE) developed by the (NCERT) and the policy envisaged by the CBSE. It focuses on the daily interactions in class, level of general awareness, quality of work and comprehension of concepts taught. Equal importance is given to co-curricular activities along with academics.

S.No-1	GRADE:-PRE-SCHOOL AND PRE-PRIMARY	SUBJECTS:-ENGLISH, MATHS AND HINDI
<p><b><u>ENGLISH</u></b></p> <p><b>Development of fine motor skills and eye-hand coordination</b></p> <ul style="list-style-type: none"><li>• Drawing and colouring</li><li>• Tearing and pasting</li><li>• Practising English alphabets with sand</li><li>• Finger rhymes with actions</li><li>• Writing A-Z</li><li>• Writing of 2 and 3 letter words</li></ul> <p><b>SOCIAL DEVELOPMENT</b></p> <ul style="list-style-type: none"><li>• Rhymes and songs</li><li>• Dramatization</li><li>• Free and structured play</li><li>• Celebration of festivals and birthdays</li><li>• Stage exposure</li><li>• Giving choices to the children and appreciating their decisions will improve their decision-making power</li><li>• Making children participate and take leadership in group activities, like: summarizations will enhance their confidence.</li><li>• Assigning roles and responsibilities to children, like: distribution of books and notebooks</li></ul> <p><b>EMOTIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"><li>• Story telling</li><li>• Role play</li></ul> <p><b>LANGUAGE DEVELOPMET</b></p> <ul style="list-style-type: none"><li>• Listening and vocabulary games like: rhyming games, identification of sounds etc</li><li>• Rhymes and songs</li><li>• Dramatization</li><li>• 3D labs (movie time)</li><li>• Sound discrimination of words and word making games like: picture word making and picture book handling</li><li>• Joining dots</li><li>• Tracing</li><li>• Pattern drawing with pencil and crayons</li></ul>		

## DEVELOPMENT OF MEMORY AND OBSERVATION

- Memory games
- Fill in the missing letters

## MATHS

### GROSS MOTOR SKILLS

- Number/Shape Toss – Hop, skip, jump in shapes
- Shape walk
- Treasure Hunt (Shapes & Numbers)
- Throw the dice and spell the number
- Hopscotch game

### FINE MOTOR SKILLS

- Free hand drawing
- Making shapes using thread/ribbon/ice cream sticks
- Sand tracing
- Join the dots/numbers

### WRITING/READING READINESS SKILLS

- Oral counting
- Numerals/Number names
- Counting objects
- Missing numbers

### COGNITIVE SKILLS

- Activities related to pre number concepts
- Shape pattern
- Addition/Subtraction

## HINDI

### 1. संज्ञानात्मक विकास की गतिविधियाँ

- अक्षर कार्ड को सही चित्र से मिलाना ।
- व्यंजन से संबंधित चित्र पर (√) का चिन्ह लगाना ।
- अक्षर जोड़कर शब्द बनाओ ।
- चित्र को सही अक्षर में मिलाओ ।

### 2. सामाजिक विकास की गतिविधियाँ

- नए मित्र बनाना ।
- अपनी वस्तु को अपने मित्रों के साथ बाँटना ।
- दूसरों की भावनाओं को समझना ।
- त्योहार मनाना ।

### 3. मोटर कौशल गतिविधियाँ

- चित्र में रंग भरो।
- व्यंजन को सही चित्र में मिलाकर रंग भरो।
- बिन्दुओं को मिलाकर चित्र पूरा करें।
- बिन्दुओं को मिलाकर अक्षर लिखो।

#### 4. सकल मोटर गतिविधियाँ

- दौड़ लगाना।
- गेंद को पकड़ना।
- स्वरों और व्यंजनों की अलग-अलग रेल बनाकर मज़े करना।

#### 5. शब्दकोष शक्ति गतिविधियाँ

- स्वरों से शुरू होने वाली चीजों तथा मित्रों के नाम बताना।
- स्वरों से शुरू होने वाले बालगीत गुनगुनाना।
- व्यंजन से संबंधित पशु-पक्षियों के नाम बताना।

## ASSESSMENT TOOLS AND RECORD

### INFORMAL ASSESSMENT

Each child will be judged on the basis of his/her academic performance throughout the session.

### ENGLISH

Evaluation is being done through:

- **Summarisation.** It is oral revision of what the child has learnt in the school, related to the subject taught.
- **Observation.** How the child performs in the entire session is another process of evaluation
- **Motivation tool.** It is often seen that if the child is given incentives for e.g. A smiley, a star or an acknowledgement by applauding the child performs much better in all the spheres of learning.

### MATHS

- Worksheets provides ample exercises for better learning of concepts and ensures effective learning in children.
- Daily observations: Assigning group and individual activities to observe each child's conduct.
- Oral drills: It makes learning easy and simple through recapitulation of the concepts and also facilitates the holistic development of the child.
- Identification through flashcards, 3D objects, soft boards
- Relating concepts to real life situations.

### HINDI

**ज्ञान-** इस वर्ग में विद्यार्थियों को पाठ्यवस्तु के विशिष्ट तथ्य पदों, प्रचलनों, वर्गों, कसौटियों का प्रत्यय विज्ञान और प्रत्यास्मरण करने का प्रयास किया जाता है। उदाहरण-परिभाषा देना ,सूची देना,मापन करना, प्रत्यास्मरण, पहचानना, पुनरूपादान आदि ।

- २) **बोध-** ज्ञान वर्ग में बच्चों को जो ज्ञान कराया जाता है। बोध में उसके बारे में समझ विकसित की जाती है। ज्ञान के बिना अवबोध करना आसान नहीं है ।
- ३) **प्रयोग-** आत्मसात किये हुए ज्ञान को परिस्थितियों के अनुसार प्रयोग करना ।
- ४) **विश्लेषण-** आत्मसात किये हुए ज्ञान में से अलग-अलग करने की क्षमता ।
- ५) **संश्लेषण-** पाठ्यवस्तु में दिए हुए संप्रत्यय , नियमों के आधार पर उनमें से अपने अनुसार संप्रत्यय निकालना ।
- ६) **अधिगम के लिए आंकलन-** अधिगम के लिए मूल्य आंकलन पर आधारित होता है अर्थात् जब हम कितना सिखा पा रहे हैं ।
- ७) कुछ ऐसे कार्य का पुनरावलोकन करना जिनके बारे में आपने सोचा था कि पहले से जानते हैं ।
- ८) आवश्यकता के अनुसार छात्रों के समूह बनाना, उन्हें अलग-अलग कार्य देना ।
- ९) छात्रों को पढ़ाते-सीखाते समय जो आप देखते हैं उस डायरी में नोट करना ।
- १०) छात्रों के कार्य के नमूने ( लिखित, कला ,शिल्प ,परियोजनाएँ ,कविताएँ ,आदि ) पोर्टफोलियों में रखना ।

#### **CO-SCHOLASTIC: -**

##### **EVS**

Children learn through exploring and experimenting with the environment existing around them. Environmental studies help in holistic development of a child.

##### **Fine and gross motor development**

- Colouring fruits and flower activity sheets
- Selecting the fruit, they like
- Growing seeds
- Pointing their body parts
- Watering the plants

##### **Social and emotional development**

- Participation in stage performances related to festivals
- Daily interaction with our helpers
- Greetings to all people including peers around them
- Caring about living creatures
- Inculcation of healthy habits
- Card making activities for family members and teachers
- Showing audio visuals on importance of nature
- Celebrating friendship day and rakhi
- Excursions and visiting Gurudwara and Temple

##### **Cognitive development**

- Solving maze activity sheets
- Puzzle solving
- Recognizing and sorting odd one out
- Recognizing traffic light colors and their meaning

##### **Language development**

- Rhymes recitation about healthy food
- Speaking about my school
- Rhymes about family members

- Recognizing and naming helpers, vehicles etc
- Show and tell activity for fruits and vegetables
- Use of magic words- sorry, please and thank you
- Speaking about their needs
- Identification and naming their emotions
- Identification of animal sounds

#### **Self-help and adaptive skill development**

- Identification of basic needs
- Being able to express feelings
- Participation in self care and care for belongings

#### **Assessment tools**

- Life skills and values
- Peer learning
- Experiential learning
- Community work
- Real life connection
- Active engagement
- Self awareness

#### **DANCE**

##### **LEARNING OBJECTIVES**

- to develop facial expressions and gestures
- to dance in proper synchronization with music

##### **Practical**

Body movements of : Freestyle

1. Exercise - leg movements, hand movements on songs -

(i) Patty Shukla's

(ii) Gummy Bear

##### **MUSIC:-**

In our school we are including music in various aspects like:-

- Meditation
- Special Assemblies
- Inter-class competitions

The teaching learning methods that we are using includes:-

- Audio-Visual Aids
- Charts
- Teaching songs in a playful manner with action and dance

We are teaching our students:-

- Sargams

- Rhymes
- Prayers
- Patriotic And Folk Songs
- Raag and Instruments according to their classes
- Self-composed songs related to their curriculum

We help them link their academic subjects with music in particular which would give them a new dimension.

<b>S. No: -2</b>	<b>GRADE: - I-II</b>	<b>SUBJECTS: - ENGLISH, MATHS AND HINDI</b>
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### ENGLISH

- Phonetics songs
- Rhymes with actions
- Self introduction – use of podium to boost their confidence
- Introduction of blend words
- Reading through reading wall
- Learning of new words through vocabulary wall
- Activity of talent hunt – show and tell etc.
- Method of story telling
- Role plays and enhancement of the related topics
- Use of flash cards and pictorial representation (puppets, Pla cards, props, charts) to enhance the comprehension.
- Quiz time related to grammar topics, text book related questions, riddles, puzzles, word games, word train, spell bee etc.
- Creating awareness through street plays
- Recitation competition like poet's combat to enhance the pronunciation and fluency of the learners
- Spell check to enhance their spellings and vocabulary
- Summarizations of the topics taught in the class for recapitulations
- Use of picture compositions to improve learner's comprehension (listening and reading), pronunciation and fluency
- Use of dictionary to build up their vocabulary
- Special assemblies are conducted on different topics which aids in the skills of oratory and listening
- Group discussions are also held for better understanding of the topic
- One nation reading together – activity to inculcate the spirit of teamwork
- Indoor and outdoor games related to the subject
- Calligraphy competitions to improve their handwriting
- Panchtantra and Jataka tales to teach them life skills and moral education

### MATHS

- Independent thinking time.
- Working with partners and small groups.
- Observe, modify and re-evaluate.
- Teaching topics for e.g. number line through charts, models and worksheet.
- Testing prior knowledge – Before starting any new topic, questions are asked related to the previous topic.
- Eliminate fear of numbers through fun games and encouraging children.
- Various stories related to the various mathematical topics shall be taught to make math more interesting.
- For e.g. tangrams, cut and paste word stories, calendar games.
- 'Number line fun game' for teaching addition, subtraction and multiplication.

- Weight wonders – Big and small, heavy and light.
- Around the block.
- Charts and Models of various topics like addition, subtraction (poem), abacus.
- Giving different characters to the children and giving them real life situation to make children understand a particular topic. For e.g. to teach topic 'Money' students can enact a market scene in the class making some children customers and some children shopkeepers, giving them real money and asking them to buy and sell the things
- Problem solving tasks
- Group work

## **HINDI**

### **1. बुद्धिशीलता तकनीक**

- अक्षर जाल से शब्द ढूँढना
- चित्र वर्णन द्वारा रचनात्मक विकास
- शब्दमाला का प्रयोग(शुद्ध वर्तनी के विकास में सहायक )
- श्रुतलेख (ध्वनियों को सुनकर वर्ण पहचानना और लिखना )
- दिए गए शब्दों से वाक्य बनाना

### **2. दृश्य श्रव्य साधन का उपयोग**

शैक्षिक दृश्य श्रव्य सामग्री भाषा शिक्षण को आकर्षक बनाने में सहायक है।दोनों इन्द्रियों के प्रयोग के कारण यह साधन विद्यार्थियों के विकास हेतु अत्याधिक प्रभावशाली हो जाते हैं ।

- विषय की एनिमेटेड सामग्री प्रस्तुत करने हेतु दृश्य श्रव्य साधन का उपयोग ।
- चलचित्र का प्रयोग ।

### **3. कक्षा के बाहर सीखने की अवधारणा**

- विद्यालय परिसर में (ग्राउंड आदि में ) व्यवहारिक व्याकरण का बोध ।
- 'विद्यालय इमारत शैक्षिक रूप में ' (बिल्डिंग एस लर्निंग ऐड) का उपयोग । उदाहरण : प्रदर्शन बोर्ड
- 'एक राष्ट्र संयुक्त पठन' गतिविधि द्वारा पठन कौशल का विकास ।
- प्रकृति की गोद में अधिगम के विभिन्न क्रियाकलाप ।

### **4.सामूहिक कार्य**

- समूह में चर्चा (अधूरी कहानी को पूरा करना , व्याकरणिक नियमों के उदाहरण देना आदि ...)
- अर्जित अधिगम के संक्षिप्त सारांश की सामूहिक प्रस्तुति
- कविता का सस्वर सामूहिक वाचन
- पहेलियाँ बूझो
- नाट्य रूपांतरण
- नुक्कड़ नाटक मंचन
- चित्र कथा का अवलोकन करना

### **5.छात्र रुचि व खेल विधि का अधिगम में समन्वय**

- सुलेख प्रतियोगिता का आयोजन
- कक्षा में पसंदीदा कहानी सुनना
- कठपुतलियों के प्रयोग द्वारा अभिव्यक्ति का विकास
- काव्यांजलि
- अंत्याक्षरी प्रतियोगिता (मौखिक अभिव्यक्ति कौशल के विकास में सहायक )

- संवाद क्रियाकलाप (किसी वास्तविक गतिविधि का स्वरचित संवाद )
- चित्र पूरा कर रंग भरना
- भाषा संसर्ग विधि द्वारा व्याकरण बोध

#### 6.स्टोरीबोर्डिंग

- कहानी कहने की तकनीक - चित्रों को देख विषय से सम्बंधित पठित कहानियों की अभिव्यक्ति करना ।
- बाल साहित्य - पंचतंत्र की कहानियाँ, जताका कहानियाँ, बालहंस, इत्यादि द्वारा जीवन मूल्य व नैतिक शिक्षा देना

#### 7. एक जीवंत कक्षा - अधिगम में रुचिकर गतिविधियों के समागम द्वारा कक्षा को जीवंत व छात्रों को उत्साहित किया जा सकता है

- रंगीन चार्ट का प्रदर्शन - कविताओं, कहानियों का मंचन
- पठन व शब्दावली बोर्ड
- व्याकरणिक कहानियों का चार्ट पर प्रदर्शन
- फ़्लैश कार्ड, प्लेकार्ड का प्रयोग
- संयुक्त अक्षरों का प्रदर्शन

#### 8. अधिगम - आनंद के साथ

- रोले प्ले
- पसंदीदा चरित्र प्रस्तुति
- वस्तु प्रदर्शन अभिव्यक्ति
- स्वयं परिचय

#### **ASSESSMENT TOOLS:**

The academic session is divided into 3 evaluation cycles: Cycle-I, Cycle- II and Cycle-III.

The assessment structure will be as follows:

#### **SCHOLASTIC AREAS:**

- There are 3 unit tests in each cycle.
- Grades are awarded for individual subjects.
- The absolute marks are translated in grades in the academic assessment.
- Grading scale - 5 point scale (A+, A, B, C and D)

#### **ENGLISH**

##### **Reading Skills:**

- Pronunciation and Fluency
- Comprehension –

##### **Writing Skills:**

- Spellings- Dictation of new words, Spell Bee
- Hand Writing- Marion Richardson Script

##### **Speaking Skills:**

- Conversation
- Recitation- Poems and Summarisations

##### **Listening Skills:**



- Comprehension

### MATHS

**Mental Ability** –Through mathematical quiz, games, abacus, exercises to test the reasoning skills.

**Activities** – Fun Worksheets, Table’s mat, Shapes wall hanging etc.

**Tables** – Dodging tables

### HINDI

#### **श्रवण कौशल**

- > ध्यान से सुनना
- > एकाग्रता
- > विषय संबंधित प्रश्न पूछना
- > गद्यांश बोध

#### **मौखिक कौशल**

- > कहानी वर्णन
- > हिंदी अभिव्यक्ति (बातचीत)
- > कविता वाचन
- > संक्षिप्त सारांश प्रस्तुति

#### **पठन कौशल**

- > लिखित सामग्री को सही लय, गति, प्रवाह, विराम एवं उच्चारण के साथ पढ़ाना।
- > छात्रों में आत्मविश्वास उत्पन्न करना।
- > समय-समय पर प्रतियोगिताओं का आयोजन करना।

#### **लेखन कौशल**

- > वर्तनी – श्रुतलेख, शब्दमाला
- > सुलेख
- > तीन सत्र में लिखित साप्ताहिक परीक्षा का संचालन

### CO-SCHOLASTIC: -

#### ART AND CRAFT

- **Learning by doing**
  - Several craft techniques like tearing and pasting, painting, quilling, vegetable printing etc are conducted in the school.
  - Activities for fine motor and gross motor skill development- bindi pasting, mirror pasting and pasting various decorative materials.
- **Brainstorming to enhance their creative skill**

- Various competitions and activities are conducted
- Transforming English alphabets into an object.
- Converting waste materials to some useful products.
- **Team work**
  - Building team spirit by providing them a chart where a group of students will work together to complete a given task.

### EVS

- **Brainstorming**
  - Before starting a new topic, questions are asked from the previous topic.
  - These sessions are a great way to get the creative juices flowing.
- **Learning outside the classroom**
  - Take the students to the ground and make them observe different types of plants and their parts.
- **Story Telling**
  - Stories help children to understand the nature of animals, their unique features by which they differ from one another, etc.
- **Role Play and Enactment**
- **Audio Visual Aids**
  - The journey of a fibre to fabric can be taught by showing a video.
  - Various pictorial charts and flash cards is used by the teacher to improve the teaching learning session.
- **Puzzles and games**
  - Games like cross words and puzzles is played with the students which makes the classroom light and full of energy.
- **Group Work**
  - Working in a group and with partners help them to improve their learning ability.
- **Singing poems and rhymes**
  - Various poems are recited in the class with actions and repetition which help the student to memorize it easily.

### LIBRARY

- **Story Telling**
  - Teacher can tell stories like 'The fox and the crane, The Hare and the Tortoise' to help children understand the story better.
- **Reading in class**
  - This enhances their listening and reading comprehension skills.
  - They get to know the correct pronunciation of the words, understand the correct use of punctuation marks.
  - Students are asked to read using reading wall.
  - Newspaper reading helps them to improve their vocabulary and aware them about the things going around the world.
- **Audio Visual Aids**
  - Various stories are played in the class with the sub script. This helps them to understand the story better.

### General Knowledge

- **Brain Storming**
  - Before starting a new topic, questions are asked from the previous topic.
- **Audio Visual Aids**
  - It helps in effective perceptual and conceptual learning. For example: Continents and Oceans, Questions on our

Countries etc.

➤ Various pictorial charts and flash cards is used by the teacher to improve the teaching learning session.

- **Games**

➤ Games like quiz, “who am I “etc. on any topic of general knowledge played among students makes the classroom full of energy.

### Communication Skills

- **Learning by doing**

➤ Students are asked to read using reading wall.

➤ Students are asked to find the meaning of difficult words in dictionary and learn how to use in a sentence.

- **Extempore**

➤ Children would be given any topic for example My Family and they have to say few lines on the topic. This helps to build their confidence and their imagination.

- **Story Telling and Role Play**

➤ Teacher can narrate the story to children and the children can enact the story. This helps the child to frame sentences on their own.

- **Games**

➤ Games like ‘describe a thing’ can be played in the class. The children will learn how to use adjectives while describing an object.

### DANCE

- **Learning Objectives**

➤ to develop aesthetic sensibilities

➤ To develop rhythm in body.

➤ to dance in proper synchronization with music

- **Practical**

- Body movements of : Creative Dance

- Exercise - leg movements, hand movements on songs -

➤ Ganesh Vandana

➤ Caught in the rain

➤ Haiya ho –Folk Dance (Assam)

### MUSIC:-

In our school we are including music in various aspects like:-

- Meditation

- Special Assemblies

- Inter-class competitions

The teaching learning methods that we are using includes:-

- Audio-Visual Aids

- Charts

- Teaching songs in a playful manner with action and dance

We are teaching our students:-

- Sargams

- Rhymes

- Prayers

- Patriotic And Folk Songs

- Raag and Instruments according to their classes

- Self-composed songs related to their curriculum

We help them link their academic subjects with music in particular which would give them a new dimension.

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<b>S.No -3</b>	<b>GRADE: - III-V</b>	<b>SUBJECTS: - HINDI, ENGLISH ,EVS AND MATHS</b>
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### **HINDI**

किसी विषय पर विचार उत्पन्न करने के लिए बुद्धिशीलता एक उत्कृष्ट शिक्षण रणनीति है। उपयोग की जाने वाली तकनीक इस प्रकार हैं:

- बहस
- कविताओं और कहानियों का सस्वर पाठ।
- कक्षा में शिक्षार्थियों के रूचि को बनाए रखने के लिए विभिन्न शिक्षण सामग्री का उपयोग करना।
- चरित्र-चित्रण
- विषय संबंधी कहानियों का मंचन
- शुद्ध उच्चारण व उचित हाव-भाव के साथ कहानियों व कविताओं का सारांश प्रस्तुत करना।
- स्कूल परिसर में इंटरएक्टिव सत्र (बहस, कहानी, चरित्र नाटक आदि पर खुली चर्चा)
- प्रकृति की गोद में पढ़ना (कहानी सुनाने / कविता सुनाने के लिए छात्रों को मैदान में ले जाना)
- व्याकरणिक विषयों से संबंधित शब्दों का वर्णन जैसे क्रिया शब्द, कारक आदि

### **दृश्य-श्रव्य साधन का उपयोग**

- विषय की एनिमेटेड सामग्री प्रस्तुत करने के लिए [दृश्य-श्रव्य साधन](#) का उपयोग।
- कल्पना को उत्तेजित करने और विद्यार्थियों की मानसिक कल्पना को विकसित करने के लिए [दृश्य-श्रव्य साधन](#) का उपयोग।

### **सामूहिक कार्य**

- नाट्य रूपांतरण
- समूह चर्चा
- सारांश
- एक कहानी का चित्रण
- कहानियों को जोड़ना
- गुप्त विवरण (प्रत्येक समूह अपने समूह के एक सदस्य का वर्णन विभिन्न विशेषणों का उपयोग करते हुए करता है जबकि अन्य समूह अनुमान लगाते हैं कि वह व्यक्ति कौन है)

### **एक जीवंत कक्षा**

- रंगीन चार्ट पर कविताओं, कहानियों का प्रदर्शन
- शब्दावली चार्ट
- व्याकरणिक विषयों पर चार्ट

### **ENGLISH**

#### **1. LISTENING SKILLS**

- a) Situational Conversation
- b) Role Plays
- c) E-Modules
- d) Audio listening

#### **2. SPEAKING SKILLS**

- a) Loud reading

- b) Narrating stories or weaving a story
- b) Elocution
- c) Debate
- d) Describing pictures, posters, events, characters etc
- e) Role Play
- f) Recitation
- g) Group discussion
- h) Declamation

### **3) READING SKILLS**

- a) Reading Comprehension
- b) Loud Reading
- c) Extra Reading
- d) Newspaper Activities

### **4) WRITING SKILLS**

- a) Picture Composition
- b) Limerick writing
- c) Paragraph writing

## **EVS**

### **SKILL**

- to develop critical thinking skills
- to help children focus on the concept
- Developing empathy
- Brain Storming (HOTS, PSA etc)

### **AUDIO VISUAL AIDS**

- Smart class
- PPTs
- Maps
- Weblinks

### **LEARNING BY DOING**

- Conducting experiments in the lab
- Project exhibition
- Role play
- Pasting news from the newspaper relevant to the concept taught
- Oral drill- summarizations with props
- Story telling
- Worksheets

## **LEARNING OUTSIDE THE CLASSROOMS**

- Nature walk
- Environment awareness campaigns for tree plantation
- Activities to create awareness about diversity in our country

## **DEVELOPING TEAM WORK**

- to participate actively in groups and undertake initiatives of care, share empathy, leadership etc
- working together in groups, e.g., in different indoor/outdoor/local/ contemporary activities
- group discussions
- special assemblies
- summarization
- group project work

## **LIFE SKILLS**

- to generate respect our environment, country, people, animals. Freedom fighters, parents, elders etc
- to generate respect for Indian culture and diversity

## **MATHS**

- Ability of creating new ideas
- Inclusion of visual exercises and games
- Brainstorming Techniques -A multiplication concept can be concluded by asking students to brainstorm real-life situations.
- Use of Audio Video Teaching Tools – Smart learning Classes
- The Concept of Learning outside the Classroom – To prepare the students for life beyond school. By taking them to a grocery shop and taking up the mathematical concepts used.
- Maths School Groups, Lab and Clubs - Platforms to Share Knowledge and Common Interests.
- Maths Club is a team of people getting together to solve maths problems using various methods.
- Maths games, quiz, crossword puzzles
- Mathematics laboratory has a collection of games, puzzles and other teaching and learning material.

## **ASSESEMENT TOOLS:-**

The academic session is divided into three cycles: CYCLE-I, CYCLE-II and CYCLE-III. The assessment will be done in Scholastic and Co-scholastic aspects. The assessment structure will be as follows:

### **i) Scholastic Areas:**

#### **a) Cycle**

- i. Unit Test-I : 25 marks
- ii. Unit Test-II : 25 marks
- TOTAL : 50 marks

There are six-unit test in a year.

Marks and Grades both will be awarded for individual subjects.

### **ii) Co-Scholastic Areas:**

For the holistic development of students, co-curricular activities will be carried out and graded term wise on a three point grading scale.

- a) Work Education - Work Education refers to skill-based activities resulting in goods or services useful to the Community.

- b) Art Education (Visual & Performing Art)
- c) Art Education (Visual & Performing Art) DISCIPLINE- The students will also be assessed for the discipline, which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others.

➤ Grading Scale for Co-Scholastic Areas and Discipline: **A** Outstanding, **B** Very Good and **C** Fair

**PARAMETERS FOR ASSESSEMENT FOR DIFFERENT SUBJECTS:-**

**HINDI**

- १) **ज्ञान-** इस वर्ग में विद्यार्थियों को पाठ्यवस्तु के विशिष्ट तथ्य पदों, प्रचलनों, वर्गों, कसौटियों का प्रत्यय विज्ञान और प्रत्यास्मरण करने का प्रयास किया जाता है। उदाहरण-परिभाषा देना, सूची देना, मापन करना, प्रत्यास्मरण, पहचानना, पुनरूपादान आदि।
- २) **बोध-** ज्ञान वर्ग में बच्चों को जो ज्ञान कराया जाता है। बोध में उसके बारे में समझ विकसित की जाती है। ज्ञान के बिना अवबोध करना आसान नहीं है।
- ३) **प्रयोग-** आत्मसात किये हुए ज्ञान को परिस्थितियों के अनुसार प्रयोग करना।
- ४) **विश्लेषण-** आत्मसात किये हुए ज्ञान में से अलग-अलग करने की क्षमता।
- ५) **संश्लेषण-** पाठ्यवस्तु में दिए हुए संप्रत्यय, नियमों के आधार पर उनमें से अपने अनुसार संप्रत्यय निकालना।
- ६) **अधिगम के लिए आंकलन-** अधिगम के लिए मूल्य आंकलन पर आधारित होता है अर्थात् जब हम कितना सिखा पा रहे हैं।
- ७) कुछ ऐसे कार्य का पुनरावलोकन करना जिनके बारे में आपने सोचा था कि पहले से जानते हैं।
- ८) आवश्यकता के अनुसार छात्रों के समूह बनाना, उन्हें अलग-अलग कार्य देना।
- ९) छात्रों को पढ़ाते-सीखाते समय जो आप देखते हैं उस डायरी में नोट करना।
- १०) छात्रों के कार्य के नमूने ( लिखित, कला, शिल्प, परियोजनाएँ, कविताएँ, आदि ) पोर्टफोलियों में रखना।

**ENGLISH**

- Elocution
- Listening skills
- Comprehension
- Conversation
- Spelling
- Handwriting
- Creative writing
- Loud reading
- Recitation
- Pronunciation
- Extra Reading

**EVS**

- Worksheet assignment
- Quizzes
- Competition
- Projects
- Elocution
- Group discussions
- Activities

- Peer assessment
- Examination
- Marking maps

### **MATHS**

- Through various quizzes and games
- Regular dodging table exercises
- Open response questions
- Multiple choice questions
- Mathematical activities related to the different mathematical operations

### **CO-SCHOLASTIC: -**

The curriculum for co-scholastic is integrated so that learning happens primarily through learning by doing in a fun way manner. To inculcate the desirable behaviour in students like Life Skills, attitudes, interests, values by co-curricular activities. Student centred approach is the key to provide instruction that maximizes opportunities for all students to learn.

### **GENERAL KNOWLEDGE**

- Visual Aids
- Worksheets
- Quiz and Riddles
- Games
- Group Discussion
- Newspaper Reading

### **ART AND CRAFT**

- Painting
- Shading
- Tearing and pasting
- Colouring
- Best out of waste (make different useful things from waste materials).
- Decorative materials used to create different things.
- Group Discussions for better understanding of the topic.

### **LIBRARY**

- Book Reading
- Group Discussion
- Story Telling
- Newspaper or Magazine Reading

### **COMPUTER**

- Demonstration of practical's related to every topic in well equipped computer labs.
- Teaching by using audio-video tools and e-modules
- Class Discussions for better understanding of the topic
- Revision in fun way manner like quiz, worksheet



- Practical performed by students in lab using different softwares like Tux Paint, Scratch and Microsoft word etc.

## DANCE

- **Learning Objectives**
  - to develop facial expressions and gestures
  - to dance in proper synchronization with music
  - to develop aesthetic and artistic sensibilities
  - to develop respect for social values and cultural heritage
- **Practical**
- **Classical, Hip-Hop, Contemporary, Folk**
  - Body Movements
  - Exercise - leg and hand movements on Western music beats
  - Classical Dance on Music
  - Hast Mudra

## MUSIC:-

In our school we are including music in various aspects like:-

- Meditation
- Special Assemblies
- Inter-class competitions

The teaching learning methods that we are using includes:-

- Audio-Visual Aids
- Charts
- Teaching songs in a playful manner with action and dance

We are teaching our students:-

- Sargams
- Prayers
- Patriotic And Folk Songs
- Raag and Instruments according to their classes
- Self-composed songs related to their curriculum

We help them link their academic subjects with music in particular which would give them a new dimension.

S. No-4	GRADE: - VI-VIII	SUBJECTS: - HINDI, ENGLISH, SCIENCE, SOCIAL SCIENCE , MATHS AND FRENCH
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## HINDI

हिंदी भाषा अध्यान महत्त्वपूर्ण बिंदु -

- भाषा की बारीकी और सौंदर्यबोध की क्षमता का विकास करना |

- विभिन्न साहित्यिक-विधाओं का आनंद उठाने की क्षमता का विकास करना।
- भाषा की नियमबद्ध प्रकृति को पहचानना और उसका विश्लेषण करना।

### श्रवण कौशल

- ध्यान से सुनना
- एकाग्रता
- विषय संबंधित प्रश्न पूछना

### मौखिक कौशल

- कविता व कहानी वर्णन
- वाद-विवाद, चर्चा-परिचर्चा, नुक्कड़ नाटक, रंगमंच, विज्ञापनों का मौखिक रूपांतरण
- समाचार वाचन आदि।

### पठन कौशल

- पठन प्रक्रिया एक सार्थक, उद्देश्यपूर्ण एवं चिंतन प्रधान प्रक्रिया है।
- पठन कौशल के लिए आवश्यक बिंदु-
- लिखित सामग्री को सही लय, गति, प्रवाह, विराम एवं उच्चारण के साथ पढ़ना।
- छात्रों में आत्मविश्वास उत्पन्न करना।
- समय-समय पर प्रतियोगिताओं का आयोजन करना।

### लेखन कौशल

#### वर्तनी

- संवाद लेखन, अनुच्छेद लेखन, पत्र लेखन, सूचना लेखन, विज्ञापन लेखन आदि विषयों को अपने दैनिक जीवन से जोड़कर लिखने का अभ्यास करवाना, पाठ के आधार पर प्रश्नों की रचना करना तथा उनके उत्तर लिखना, लिखित रचना में सरल से जटिल की ओर विधि अपनाते हुए छात्रों की रचनात्मक रूपरेखा निर्धारित की जाती है।

## ENGLISH

### LISTENING SKILLS

- Story Telling and Interpreting
- Situational Conversation
- Role Play
- Stimulations
- Speech Games and Contexts
- Modules

### SPEAKING SKILLS

- Loud reading
- Narrating stories
- Elocution
- Debate
- Describing pictures, posters, events, characters etc.
- Role Play
- Recitation
- Summarizations
- Group discussion

### READING SKILLS

- Reading Comprehension

- Loud Reading
- Extra Reading
- Newspaper Activities

### **WRITING SKILLS**

- Picture Composition
- Informal and Formal Letter Writing
- E-mail Writing
- Poster Making
- Article Writing
- Message Writing
- School Magazine Report Writing
- Notice Writing
- Dialogue Writing
- Paragraph Writing
- Dictation

### **VOCABULARY ENHANCEMENT**

- Brainstorming
- Mind mapping
- Flash Cards
- Vocabulary games

### **SCIENCE**

#### **Skill Development**

- To develop scientific attitude
- To analyse, evaluate, synthesize and create ideas
- To understand and appreciate the physical, biological and technological world
- To develop attitude, skills and values to make rational decisions
- To use and apply knowledge for improving our lives
- Inculcating moral and social values
- Developing empathy
- Fostering problem-solving skills

#### **Brain storming activities**

- Group Discussion
- Discussing practical applications of the concepts
- Voice your opinion
- Discussing relevant newspaper articles

#### **Use of Audio-Visual Aids**

- Use of Teach Next modules
- 3D lab modules
- Use of Science Lab Apparatus

### **Learning by doing**

- Project Work
- Conducting experiments in Science Labs
- Project Exhibition
- Eco-Club activities
- Drawing Diagrams

### **Developing Team Spirit**

- Peer teaching and learning
- Group Discussion
- Group project work
- Quiz
- Special Assembly
- Summarization (Oral Drill)

### **Learning outside the classroom**

- Excursions (Nature Walks)
- Visit to Planetarium, Museums and other significant places
- Tree Plantation Drive
- Cleanliness campaign

## **SOCIAL SCIENCE**

### **Skill Development**

- To develop critical thinking
- Developing analytical thinking
- Inculcating moral and social values
- Developing empathy
- Fostering problem-solving skills

### **Brain storming activities**

- Group Discussion
- Voice your opinion
- Discussing relevant newspaper articles

### **Use of Audio-Visual Aids**

- Use of TeachNext modules
- 3D lab modules
- Use of maps and globes
- Educational movies (Gandhi)

### **Learning by doing**

- Make your manuscript
- Role play
- Map Work (Locating and Identifying)
- Project work
- Youth Parliament / Model United Nations

- Project exhibition
- Locating places on a globe
- Drawing Diagrams
- Making wall magazine

#### **Developing Team Spirit**

- Peer teaching and learning
- Group Discussion
- Group project work
- Heritage Quiz
- Special Assembly
- Summarization (Oral Drill)

#### **Learning outside the classroom**

- Excursions (National Museum, Humayun's Tomb, Gandhi Smriti,)
- Visit to an orphanage
- A Visit to Mughal Gardens
- Community Service (Donation Campaign, Plantation campaign)

### **MATHS**

#### **Skill Development**

- To develop logical thinking
- Developing analytical thinking
- Fostering problem-solving skills

#### **Brain storming activities**

- Group Discussion
- Learning practical application of chapters
- Learning Vedic maths concepts

#### **Use of Audio-Visual Aids**

- Use of TeachNext module
- 3D lab modules

#### **Different methods of teaching**

- Activity based method
- Inductive-deductive method
- Heuristic or discovery method
- Role play
- Project work
- Project exhibition

#### **Developing Team Spirit**

- Peer teaching and learning
- Group Discussion
- Group project work

### **FRENCH**

#### **LISTENING SKILLS**

- Story Telling and Interpreting
- Situational Conversation
- Role Play
- Speech Games and Contexts

### **SPEAKING SKILLS**

- Loud reading
- Narrating stories
- Elocution
- Debate
- Describing pictures, posters, events, characters etc.
- Recitation
- Summarizations
- Group discussion
- Vocabulary games

### **READING SKILLS**

- Reading Comprehension
- Loud Reading
- Extra Reading

### **WRITING SKILLS**

- Picture Composition
- Poster Making
- Article Writing
- Message Writing
- Notice Writing
- Dialogue Writing
- Paragraph Writing
- Dictation

### **ASSESSMENT TOOLS:**

#### ***For Classes VI-VIII***

The academic session is divided into two terms: TERM-I and TERM-II. The assessment will be done in Scholastic and Co-scholastic aspects.

The assessment structure will be as follows:

#### **i) Scholastic Areas:**

- |                                  |                    |
|----------------------------------|--------------------|
| a) Periodic Tests                | : 10marks          |
| b) Subject Enrichment Activities | : 5 marks          |
| c) Notebooks                     | : 5 marks          |
| d) Term Examination              | : 80 marks         |
| <b>TOTAL</b>                     | <b>: 100 marks</b> |

- ❖ There are four exams in a year - Periodic test 1, Half Yearly Exam, Periodic Test 2 and Final Exam.
- ❖ Marks and Grades, both will be awarded for individual subjects.
- ❖ Grading scale - 8 point scale (A1,A2,B1,B2,C1,C2,D,E)

**ii) Co-Scholastic Areas:**

For the holistic development of students, co-curricular activities will be carried out and graded term wise on a three-point grading scale.

- a) Work Education - Work Education refers to skill-based activities resulting in goods or services useful to the community.
  - b) Art Education (Visual & Performing Art)
  - c) Health and Physical Education (Sports/Martial Arts/Yoga/Aerobics etc.)
  - d) DISCIPLINE- The students will also be assessed for the discipline, which will be based on the factors like attendance, sincerity, behaviour, values, tidiness, respectfulness for rules and regulations, attitude towards society, nation and others.
- ❖ Grading Scale for Co-Scholastic Areas and Discipline: **A** Outstanding, **B** Very Good and **C** Fair

Subjects	TERM-1 (100 marks) (1st half of the session) 20 marks Periodic Assessment + 80 marks for Half Yearly Exam		TERM-2 (100 marks) (2nd half of the session) 20 marks Periodic Assessment + 80 marks for Yearly Exam	
Language -1	<b>PA 20 marks</b>	Half Yearly Exam	<b>PA 20 marks</b>	Final Exam Written exam for 80 marks with syllabus coverage as below:
Language -2				
Language -3	a) Periodic Test- 10 marks	Written exam for 80 marks with syllabus covered till announcement of Half Yearly exam	a) Periodic Test- 10 marks	Class VI: 10% of 1 st term covering significant topics + entire syllabus of 2nd term  Class VII: 20% of 1 st term covering significant topics + entire syllabus of 2nd term  Class VIII: 30% of 1 st term covering significant topics + entire syllabus of 2nd term
Mathematics	b) Notebook Submission- 5 marks		b) Notebook Submission- 5 marks	
Science	c) Sub Enrichment- 5 marks		c) Sub Enrichment- 5 marks	
Social Science				

**CO-SCHOLASTIC: -**

**MUSIC:-**

**Learning Objectives**

- Body movements
- Exercise (warm up work out)

- Stretching exercise for flexibility of Body
- Dance on western music with props
- One dance on self composition

### **Practical**

Classical, Hip-Hop, Contemporary, Folk,

- Body Movements
- Fusion of Western and Classical
- Classical Dance on Music
- Hast Mudra

### **MUSIC: -**

In our school we are including music in various aspects like: -

- Meditation
- Special Assemblies
- Inter-class competitions

The teaching learning methods that we are using includes: -

- Audio-Visual Aids
- Charts
- Teaching songs in a playful manner with action and dance

We are teaching our students: -

- Sargams
- Prayers
- Patriotic and Folk Songs
- Raag and Instruments according to their classes
- Self-composed songs related to their curriculum

We help them link their academic subjects with music in particular which would give them a new dimension.

### **GENERAL KNOWLEDGE**

- Visual Aids
- Worksheets
- Quiz and Riddles
- Games
- Group Discussion
- Newspaper Reading

### **ART AND CRAFT**

- Painting
- Shading
- Tearing and pasting
- Colouring
- Best out of waste (make different useful things from waste materials).
- Decorative material
- Group Discussions for better understanding of the topic.



## LIBRARY

- Book Reading
- Group Discussion
- Story Telling
- Newspaper or Magazine Reading

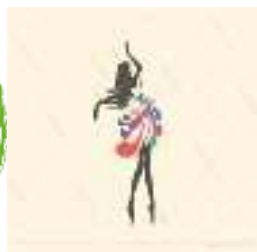
## COMPUTER

- Demonstration of practical's related to every topic
- Teaching by using audio-video tools and e-modules
- Class Discussions for better understanding of the topic
- Revision in fun way manner like quiz, worksheet
- Practical performed by students in lab using different softwares.

## SCHOOL CLUBS: -

Extra curricular activities form an integral part of Shree Ram World School. Our clubs are the pride of our school. The Clubs have two main programs: Community Service & Self Development for students. We have the following Clubs:

- Literary Club
- Eco Club
- Music Club
- Dance Club
- Art & Craft



S.No - 5	GRADE:- IX-X	SUBJECTS: - HINDI, ENGLISH, SCIENCE, SOCIAL SCIENCE AND MATHS
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### HINDI

#### **मूल्यांकन साधन**

मूल्यांकन अध्यापन प्रक्रिया का एक महत्वपूर्ण अंग है। मूल्यांकन निरंतर काम की गुणवत्ता, सामान्य जागरूकता, अवधारणाओं की समझ, शिक्षण विधियों की उपयोगिता एवं समस्त क्रियाओं का अंकन आदि पर ध्यान केंद्रित रखता है।

**हिंदी भाषा अध्ययन महत्त्वपूर्ण बिंदु -**

- भाषा की बारीकी और सौंदर्यबोध की क्षमता का विकास करना।
- विभिन्न साहित्यिक विधाओं का आनंद उठाने की क्षमता का विकास करना।
- भाषा की नियमबद्ध प्रकृति को पहचानना और उसका विश्लेषण करना।

### **श्रवण कौशल**

श्रवण कौशल के विकास हेतु शब्दों का चयन छात्रों के मानसिक स्तर के अनुरूप किया जाता है जिससे छात्रों में रूचि, जिज्ञासा एवं उत्सुकता बनी रहे। श्रवण कौशल का मूल्यांकन निम्न प्रकार से किया जाता है, जैसे –

- ध्यान से सुनना
- एकाग्रता
- विषय संबंधित प्रश्न पूछना

### **मौखिक कौशल**

कक्षा में औपचारिक एवं अनौपचारिक रूप से बातचीत के माध्यम से इस कौशल का विकास किया जाता है, जैसे – कविता व कहानी वर्णन

- वाद-विवाद, चर्चा-परिचर्चा, नुक्कड़ नाटक, रंगमंच, विज्ञापनों का मौखिक रूपांतरण
- समाचार वाचन आदि।

### **पठन कौशल**

पठन प्रक्रिया एक सार्थक, उद्देश्यपूर्ण एवं चिंतन प्रधान प्रक्रिया है।

पठन कौशल के लिए आवश्यक बिंदु-

- लिखित सामग्री को सही लय, गति, प्रवाह, विराम एवं उच्चारण के साथ पढ़ना।
- छात्रों में आत्मविश्वास उत्पन्न करना।
- समय-समय पर प्रतियोगिताओं का आयोजन करना।

### **लेखन कौशल**

- वर्तनी
- संवाद लेखन, अनुच्छेद लेखन, पत्र लेखन, सुचना लेखन विज्ञापन लेखन आदि विषयों को अपने दैनिक जीवन से जोड़कर लिखने का अभ्यास करवाना
- पाठ के आधार पर मूल्यपरक प्रश्नों की रचना करना तथा उनके उत्तर लिखना
- लिखित रचना में 'सरल से जटिल की ओर' विधि अपनाते हुए छात्रों की रचनात्मक रूपरेखा निर्धारित की जाती है।

## **ENGLISH**

### **1. LISTENING SKILLS**

- Situational Conversation
- Role Plays
- Simulations
- Speech Games and Contexts
- Modules

### **2. SPEAKING SKILLS**

- Loud reading
- Narrating stories
- Elocution
- Debate
- Describing pictures, posters, events, characters etc.
- Role Play
- Recitation
- Group discussion

### **3) READING SKILLS**

- Reading Comprehension
- Loud Reading
- Extra Reading
- Newspaper Activities

### **4) WRITING SKILLS**

- Picture Composition
- Informal and Formal Letter Writing
- E-mail Writing
- Poster Making
- Article Writing
- Message Writing
- School Magazine Report Writing
- Notice Writing
- Dialogue Writing
- Essay Writing

### **5) VOCABULARY ENHANCEMENT**

- Brainstorming
- Mind mapping
- Flash Cards
- Vocabulary games
- Learning words in network

## **SCIENCE**

### **Skill Development**

- To develop scientific attitude
- To analyse, evaluate, synthesize and create ideas
- To understand and appreciate the physical, biological and technological world
- To develop attitude, skills and values to make rational decisions
- To use and apply knowledge for improving our lives
- Inculcating moral and social values
- Developing empathy
- Fostering problem-solving skills

### **Brain storming activities**

- Group Discussion
- Discussing practical applications of the concepts
- Voice your opinion
- Discussing relevant newspaper articles

### **Use of Audio-Visual Aids**

- Use of TeachNext module
- 3D lab modules
- Use of Science Lab Apparatus

### **Learning by doing**

- Project Work
- Conducting experiments in Science Labs
- To observe, record, classify and analyse data
- Project Exhibition
- Eco-Club activities
- Drawing diagrams

### **Developing Team Spirit**

- Peer teaching and learning
- Group Discussion
- Group project work
- Quiz
- Special Assembly

### **Learning outside the classroom**

- Excursions (Nature Walks)
- Visit to Planetarium, Museums and other significant places
- Tree Plantation Drive
- Cleanliness campaign

## **SOCIAL SCIENCE**

### **Skill Development**

- To develop scientific attitude
- To analyse, evaluate, synthesize and create ideas
- To understand and appreciate the physical, biological and technological world
- To develop attitude, skills and values to make rational decisions
- To use and apply knowledge for improving our lives
- Inculcating moral and social values
- Developing empathy
- Fostering problem-solving skills

### **Brain storming activities**

- Group Discussion
- Discussing practical applications of the concepts
- Voice your opinion
- Discussing relevant newspaper articles

### **Use of Audio-Visual Aids**

- Use of TeachNext module
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### **Developing Team Spirit**

- Peer teaching and learning
- Group Discussion
- Group project work
- Quiz
- Special Assembly

### **Learning outside the classroom**

- Excursions (Nature Walks)
- Visit to Planetarium, Museums and other significant places
- Tree Plantation Drive
- Cleanliness campaign

## **MATHS**

### **Skill Development**

- To develop logical thinking
- Developing analytical thinking
- Developing rational thinking
- Fostering problem-solving skills

### **Brain storming activities**

- Group Discussion
- Learning practical application of chapters

### **Use of Audio-Visual Aids**

- Use of TeachNext module
- 3D lab modules

### **Different methods of teaching**

- Activity based method
- Inductive-deductive method
- Heuristic or discovery method
- Role play
- Project work
- Project exhibition
- Lecture method

### **Developing Team Spirit**

- Peer teaching and learning
- Group Discussion
- Group project work
- Writing their reflections and journals and discussing among them.

### **For Class IX**

The academic session is divided into two terms: TERM-I and TERM-II. The assessment will be done in Scholastic and Co-scholastic aspects.

The assessment structure will be as follows:

#### **i) Scholastic Areas:**

a) Periodic Tests	: 5 marks
b) Multiple Assessment	: 5 marks
c) Subject Enrichment Activities	: 5 marks
d) Portfolio	: 5 marks
e) Term Examination	: 80 marks
TOTAL	: 100 marks

- ❖ Marks and Grades, both will be awarded for individual subjects.
- ❖ Grading scale - 9 point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)

- Final exam will have 100% syllabus for each subject.

#### **ii) Co-Scholastic Areas:**

For the holistic development of students, co-curricular activities will be carried out and graded term wise on a five point grading scale.

- a) Art Education- entails instruction in various art forms (visual as well as performing).
- b) Health and Physical Education (Sports/Martial Arts/Yoga/Aerobics etc.)
- c) Work Experience - Work Experience refers to skill-based activities resulting in goods or services useful to the community. (Work Experience has been subsumed in Health and Physical Education)

#### ❖ **Grading Scale for Co-Scholastic Areas: 5 point Grading Scale (A to E)**

- **Multiple Assessment [5 marks]** - Quizzes, Oral Tests, Concept Maps, Exit Cards, Visual Expression etc.
- **Portfolio [5 marks]** - Classwork, Peer assessment, Self-assessment, Reflections, narrations, journals, Achievements of student in the subject.
- **Subject Enrichment activities [5 marks]-**
  - Languages – Effective speaking and listening skills.
  - Mathematics – Lab activities and Projects.
  - Science – Practical work.
  - Social Science – Map and Project work.

**PROMOTION POLICY:** As per CBSE guidelines

### **For Class X**

- ★ **Board will conduct an Examination for 80 marks.**
- ★ **100 % syllabus of each subject of class X.**
- ★ **Both Marks and grades will be allocated by the Board for each subject.**{Grading scale - 9 point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)}
- ★ **However, school will also conduct Internal Assessment for the students of 20 marks.**

The academic session is divided into three terms: TERM-I, TERM-II and TERM-III. The assessment will be done in Scholastic and Co-scholastic aspects.

The assessment structure will be as follows:

**i) Scholastic Areas:**

- a) Periodic Tests : 5 marks
- b) Multiple Assessment : 5 marks
- c) Subject Enrichment Activities : 5 marks
- d) Portfolio : 5 marks
- e) Term Examination : 80 marks
- TOTAL : 100 marks**

**ii) Co-Scholastic Areas:**

For the holistic development of students, co-curricular activities will be carried out and graded term wise on a five-point grading scale.

- d) Art Education entails instruction in various art forms (visual as well as performing).
- e) Health and Physical Education (Sports/Martial Arts/Yoga/Aerobics etc.)
- f) Work Experience - Work Experience refers to skill-based activities resulting in goods or services useful to the community. (Work Experience has been subsumed in Health and Physical Education)
- ❖ **Grading Scale for Co-Scholastic Areas: 5 point Grading Scale (A to E)**

**SCHOLASTIC AREA: THE ASSESSMENT STRUCTURE (CLASS IX)**

<b>Subjects</b>	<b>TERM-1 (100 marks) (1st half of the session)</b> 20 marks Periodic Assessment + 80 marks for Half Yearly Exam		<b>TERM-2 (100 marks) (2nd half of the session)</b> 20 marks Periodic Assessment + 80 marks for Yearly Exam	
Language -1	<b>PA 20 marks</b> a)Periodic Test- 5 marks b) Multiple Assessment - 5 marks c)Portfolio- 5 marks d)Sub Enrichment- 5 marks	Half Yearly Exam - Written exam for 80 marks with syllabus covered till announcement of Half Yearly exam	<b>PA 20 marks</b> a)Periodic Test- 5 marks b) Multiple Assessment - 5 marks. c)Portfolio- 5 marks d)Sub Enrichment- 5 marks	Final Exam -Written exam for 80 marks with 100 % syllabus coverage.
Language -2				
Mathematics				
Science				
Social Science				

**SCHOLASTIC AREA: THE ASSESSMENT STRUCTURE (CLASS X)**

Subjects	80 Marks (Board Examination)	20 Marks (Internal Assessment)			
		Pen & Paper Test (5 Marks)	Multiple Assessment (5 Marks)	Portfolio (5 Marks)	Subject Enrichment Activity (5 Marks)
Language 1	Board will Conduct Class-X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class-X only.	Best two out of three	Quizzes, Oral Tests, Concept Maps, Exit Cards, Visual Expression etc.	Classwork, Peer assessment, Self-assessment, Reflections, narrations, journals, Achievements of student in the subject	Speaking and listening Skills
Language 2					Speaking and listening Skills
Science					Practical Lab work Map Work and Project Work
Mathematics					Maths Lab Practical

**CO-SCHOLASTIC: -**

**ART EDUCATION: -**

- New media and technique and their use for creative expression and making objects of common use.
- Refine the sense of appreciation of the beauty of nature and the basic elements of art forms.

**DANCE: -**

**Learning Objectives**

- Body movements
- Exercise (warm up work out)



- Stretching exercise for flexibility of Body
- Dance on western music with props
- One dance on self composition

### **PRACTICAL**

Classical, Hip-Hop, Contemporary, Folk,

- Body Movements
- Fusion of Western and Classical
- Classical Dance on Music
- Hast Mudra

### **MUSIC: -**

In our school we are including music in various aspects like: -

- Meditation
- Special Assemblies
- Inter-class competitions

The teaching learning methods that we are using includes: -

- Audio-Visual Aids
- Charts
- Teaching songs in a playful manner with action and dance

We are teaching our students: -

- Sargams
- Prayers
- Patriotic and Folk Songs
- Raag and Instruments according to their classes
- Self-composed songs related to their curriculum

We help them link their academic subjects with music in particular which would give them a new dimension.

### **SCHOOL CLUBS: -**

Extra curricular activities form an integral part of Shree Ram World School Our clubs are the pride of our school. The Clubs have two main programs: Community Service & Self Development for students. We have the following Clubs:

- Literary Club
- Eco Club
- Music Club
- Dance Club
- Art & Craft



**ASSESSMENT OF APTITUDE AND LEARNING NEEDS OF EACH CHILD AND ENSURING AVAILABILITY OF NEED-BASED INSTRUCTIONAL FACILITY**

**1. Attentive Observation** helps us to understand children’s learning and development. It is through our observation and analysis we observe and we begin to understand the ways in which children make meaning in their world, and we come to know what they know and can do.

**2. Careful observation and assessment** demonstrates to us know what knowledge, skills and aptitude children currently have and, therefore, what is needed to further support their learning and development.

**3. Observing, identifying and working** with children’s schemas is one way of starting from the child. Some examples of what you may find out from observation are what children enjoy and are interested in:

- Friendships and well-being
- Identifying specific learning needs
- Capability of a child within a particular area of development – physical, intellectual, language, emotional, social etc
- Schemas for developing children. For example - bouncing balls, throwing, kicking, climbing, jumping, rolling, spinning, circle games, train tracks etc

**Observation techniques**

- Tracking
- Time Sampling
- Checklists
- Target child
- **Including samples of student’s work** with the help of the classroom teacher. A folder of assignments, tests, homework and projects provides a snapshot of a child’s abilities and challenges in performing grade-level work.
- There are also **classroom accommodations** where there is a traditional desk arrangement.
- Providing the child with **frequent physical exercise breaks** throughout the school day.

- **Seating the child close to the teaching area** to permit more supervision and frequent accountability for conduct and performance.
- **The teacher -student interaction** during the class is more animated, theatrical, and dramatic when they are teaching and incorporating visual mediums like flashcards, pictures, toys etc.
- **Encouraging** the child to seek assistance when unsure of steps to take.
- **Training of keyboarding and word processing** which helps a child with fine motor coordination and overcoming handwriting problems.
- **Allowing extra time** to complete activities.
- Large blocks of text are difficult to read, so **worksheets and clear guidance** is provided.
- **Providing positive reinforcement** through praise and small rewards like stars in the notebooks, making the monitor of class etc.