

SYLLABUS (SESSION 2016-17)

CLASS X

ENGLISH

TERM-I

DATES	1.4.16- 13.4.16	18.4.16 -30.4.16	2.5.16- 18.5.16	1.7.16- 16.7.16	18.7.16-30.7.16	1.8.16- 13.8.16
ENGLISH	<p><u>Lit Reader</u> Two Gentlemen of Verona</p> <p><u>Sup Reader</u> Ch 1-3</p> <p><u>Writing Skills</u> Informal letter</p> <p><u>Grammar skills</u> Editing, Omission</p>	<p><u>Lit Reader</u> The Frog and the Nightingale</p> <p><u>Sup Reader</u> Ch 4-5</p> <p><u>Writing Skills</u> Dialogue Completion</p> <p><u>Grammar skills</u> Gap Filling with and without inputs</p>	<p><u>Lit Reader</u> Mrs. Packletide's Tiger</p> <p><u>Sup Reader</u> Ch 6-7</p> <p><u>Writing Skills</u> Formal letter</p> <p><u>Grammar skills</u> Process Writing, Newspaper Headlines</p>	<p><u>Lit Reader</u> Poems: 'The Mirror', 'Not Marble nor Gilded Monuments'</p> <p><u>Sup Reader</u> Ch-8-9</p> <p><u>Writing Skills</u> Formal and Informal letter based on Main Course Book Unit Health & Medicine & Environment and email writing</p> <p><u>Grammar skills</u> Reported Speech</p>	<p><u>Lit Reader</u> The Letter</p> <p><u>Sup Reader</u> Chapters 10-11</p> <p><u>Writing Skills</u> Article, Speech & Debate based on MCB Unit Education & Science</p> <p><u>Grammar skills</u> Reordering of Jumbled Words</p>	<p><u>Lit Reader</u> Drama: 'The Dear Departed'</p> <p><u>Sup Reader</u> Chapters 12-13</p> <p><u>Writing Skills</u> Diary Extract & Story Writing</p> <p><u>Grammar skills</u> Transformation of Sentences</p>
DATES	16.8.16- 31.8.16	1.9.16- 14.9.16				

ENGLISH	<p><u>Lit Reader</u> Dear Departed</p> <p><u>Sup Reader</u> Revision of S. Reader</p> <p><u>Writing Skills</u> Data Interpretation</p> <p><u>Grammar skills</u> Transformation of Sentences</p>	<p><u>Lit Reader</u> Revision: (Poems) The Frog and the Nightingale, The Mirror, Not Marble Nor Gilded Monuments & Drama</p> <p><u>Sup Reader</u> Revision of S.Reader</p> <p><u>Writing Skills</u> Revision of Long and Short Writing Skills for SA I</p> <p><u>Grammar skills</u> Revision of Grammar Skills for SA I</p>				
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TERM-I

SA1 UNIT TEST SYLLABUS

FA1

ENGLISH: - **READING -PASSAGE**

WRITING-INFORMAL LETTER

GRAMMAR- EDITING/ OMISSION

LITERATURE- TWO GENTLE MEN OF VERONA, THE FROG AND THE NIGHTINGALE

	TECHNIQUES	TOOLS OF EVALUATION
<p>FA 1 A 20 MARKS</p>	<p>1. Reading Comprehension Passage 2. Informal letter 3. Editing and Omission Passage 4. Literature Reader 1. Two Gentlemen of Verona 2. The Frog and the Nightingale.</p>	<p>Standardized Test</p>

FA1 B 20MARKS.	<p>ACTIVITY-Practice of reading comprehension Learning Outcome-The student will learn to read the comprehension passages quickly and correctly .Regular practice will enable them to choose the correct answers.</p>	<p>Check list</p> <ul style="list-style-type: none"> • Has the student read the passage well (yes/no) • Was the student able to comprehend the passage correctly (Yes/No) • Was the student able to complete the passage in time? (Yes/No) • Was the student able to follow the instructions given in the question? (Yes/No)
FA1 C 20 MARKS.	<p>ACTIVITY-Practice of report writing and article writing for school magazine. Learning Outcome-The students will learn the correct form of report and article writing, also learn to be creative adhere to word limit.</p>	<p>Check List</p> <ul style="list-style-type: none"> • Was the student able to recollect the rules of report writing and article writing(Yes/No) • Was the student able to write in the correct format?(Yes/No) • Did the student adhere to the stipulated word limit?(Yes/No) • Was the student able to complete the activity in the given time? Yes/No)
FA2 A 20 MARKS	<p><u>PROJECT:</u> <u>NOVEL:</u> The Story of My Life: Helen Keller Learning Outcomes-The students will develop presentation skills and ability to locate relevant information .They will also acquire an in depth knowledge of the novel ,become familiar with the plot and characters .The message of the novel will act as the motivating force for the students. Execution-An introduction of the writer Helen Keller, a brief summary of the story ,a detailed character sketch of the protagonist, a brief paragraph conveying the message of the story.</p>	<p>Check List</p> <ul style="list-style-type: none"> • Has the student understood the theme of the project(Highly/Partially/No) • Has the subject been researched adequately?(Yes/No) • Is the presentation aesthetic?(Yes/No) • Has the student made adequate use of illustrations and visuals?(Yes/No) • Are the illustrations and visuals relevant?(Yes/No) • Does the project showcase the originality of the student?(Highly/Partially/No)

<p>FA2 B 20 MARKS</p>	<p>Monthly Activities (5 marks per activity) April: Role Play – 2 Gentlemen of Verona(Narrator and Two Boys/narrator and nurse/two boys and sister) May: Compose a Jingle for the promotion of any one of the following: 1) One Day Cricket Match 2) A Toothpaste 3) A Cell phone Based on the poem Frog and the Nightingale(One’s Song Must Be One’s Own) July: Poster Making- Save Tiger(Chapter- Mrs.Packeltide’s Tiger) August : Poetry Recitation (Based on the theme – Changing Phase of Letters) The Letter September: J.A.M.(Cultivate inner Beauty V/S How Outward Appearance is judged before inner beauty Learning Outcome Vocabulary Enhancement</p>	<p>Checklist</p> <ul style="list-style-type: none"> • Was the child creative and original in expressing his ideas(Yes/No) • Did all the children in the group show active participation(Yes/No) • Was it humorous, original and rhyming?(Yes/No) • Was the student successful in jotting the incidences in the right sequence?(Yes/No) <p>Did the child dramatize the poem correctly?(Yes/No)</p>
<p>FA2C 20 MARKS</p>	<p><u>Appraisal of Class/ Home Work Note Books</u> <u>Learning Outcomes</u> Students will be able to write grammatically correct English, remain in touch with the syllabus covered in the class and learn to tackle assignments given as Home work independently. This should give a boost to creativity, power of imagination on expression <u>CHARACTER DRAMATIZATION</u> Dramatization of any character from the play-<u>Dear Departed</u> <u>Learning Outcomes</u> Drama can aid in understanding personal and human experiences allowing students to enter into the reality of imaginary situations and character .This will enable them to explore emotions ,attitudes, opinions and relationships and accommodate these abstract concepts during the time of their enactment .It develops a learning</p>	<ul style="list-style-type: none"> • Is the student regular with his written submissions? (Yes/No) • Do written submissions reveal understanding of the subject? (Yes/No) • Can the student spell and use words from the text correctly? (Yes/No) • Is the language grammatically correct? (Yes/No) • Are ideas expressed fluently and lucidly? (Yes/No) <ul style="list-style-type: none"> • Has the student selected a character appropriate to his ability?(Yes/No) • Has the student been able to enter into the spirit of the character (Yes/No) • Has the student been able to emote well (Yeas/No)

FA2D 20 MARKS	ability to think more effectively. The learner can develop skills, such as inventing, speculating, assimilating, deducing, analyzing, selecting etc. EXECUTION Each student will be given three minutes to perform in front of the class.	<ul style="list-style-type: none"> • Has the student delivered the dialogue with pronunciation and intonation(Yes/No) • Was the performance authentic and realistic(Yes/No)
FA2 E 20 MARKS	ACTIVITY -Practice of Speech writing and Debate writing Learning Outcome-The students will learn the correct format of the speech and debate writing .They will learn to be creative and adhere to word limit.	CHECK LIST <ul style="list-style-type: none"> • Was the student able to recollect the rules of speech writing and debate writing.(Yes/No) • Was the student able to write correctly(Yes/No) • Did the student adhere to the word limit?(Yes/No)
SA 1 70 Marks	Lessons <ol style="list-style-type: none"> 1. The Gentlemen of Verona 2. Mrs. Packetide’s Tiger 3. The Letter Poetry <ol style="list-style-type: none"> 1. The Frog and the Nightingale 2. The Mirror 3. Not Marble Nor Gilded Monuments Drama <ol style="list-style-type: none"> 1. Dear Departed Supplementary Reader The Story of My Life- Helen Keller(Chap 1-12) Writing Skills Dialogue completion, Formal and Informal Letter/E Mail/Article/Speech/ Debate/Story Writing/Diary Extract/Report Writing 8 marks Grammar Editing and Omission, Gap filling, Reordering of Jumbled words, Reported Speech, Process Writing, Sentence Transformation: ASL-Learning Outcomes Student will be tested on their listening and speaking skills .When they speak on a given topic or listen to a reading passage ,their grasp of the language will be enhanced to an improvement in	Standardised Test CHECKLIST <ul style="list-style-type: none"> • IS the student able to speak relevantly on a given topic?(Yes/No) • Is the student spontaneous in his response?(Yes/No) • Do the answers reveal the grasp of the subject(Yes/No) • Can she/he comprehend oral question asked by the examiner?(Yes/No)

SA1+ASL 70+20 REDUCE TO 30	listening and speaking skills	
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TERM-II

DATES	29.9.16-15.10.16	17.10.16-28.10.16	2.11.16-16.11.16	17.11.16-30.11.16	1.12.16-15.12.16	16.12.16-30.12.16
ENGLISH	<p><u>Lit Reader</u> A Shady Plot <u>Sup Reader</u> Ch 14-15 <u>Writing Skills</u> Informal letter <u>Grammar skills</u> Editing, Omission</p>	<p><u>Lit Reader</u> Ozymandias <u>Sup Reader</u> Ch15-16 <u>Writing Skills</u> Formal and Informal letter, E - Mail based on Main Course Book Unit Environment <u>Grammar skills</u> Process Writing</p>	<p><u>Lit Reader</u> PatolBabu <u>Sup Reader</u> Ch 15-16 <u>Writing Skills</u> Article writing <u>Grammar skills</u> Reordering jumbled words, Gap – filling</p>	<p><u>Lit Reader</u> Virtually True <u>Sup Reader</u> Ch 16-17 <u>Writing Skills</u> Article – Speech – Debate based on MCB unit Integration <u>Grammar skills</u> Reported Speech</p>	<p><u>Lit Reader</u> The Rime of the Ancient Mariner <u>Sup Reader</u> Chapters 16-17 <u>Writing Skills</u> Story Writing and Diary Extract <u>Grammar skills</u> Transformation of Sentences</p>	<p><u>Lit Reader</u> Julius Caesar <u>Sup Reader</u> Chapters 18-19 <u>Writing Skills</u> and Report Writing based on MCB Travel and Tourism <u>Grammar skills</u> Transformation of Sentences</p>
DATES	9.1.17-21.1.17	23.1.17-11.2.17	13.2.17-28.2.17			
ENGLISH	<p><u>Lit Reader</u> Julius Caesar <u>Sup Reader</u> Chapters 20-21 <u>Writing Skills</u> Dialogue Completion, Revision – Writing skills <u>Grammar skills</u> Transformation of Sentences</p>	<p><u>Lit Reader</u> Snake <u>Sup Reader</u> Chapters 22-24 <u>Writing Skills</u> Revision Formal, Informal letter and E - mail <u>Grammar skills</u> Transformation of Sentences</p>	<p><u>Lit Reader</u> Revision Virtually True, The Rime of the Ancient Mariner, Julius Caesar <u>Sup Reader</u> Revision of S.Reader <u>Writing Skills</u> Revision – Article, Speech, Debate <u>Grammar skills</u> Revision Reported Speech, Process Writing</p>			

TERM-II
SA2 UNIT TEST SYLLABUS
FA3

ENGLISH: READING – COMPREHENSION PASSAGE

WRITING – FORMAL LETTER

GRAMMAR- REPORTED SPEECH

LITERATURE-L-1 SHADY PLOT, OZYMANDIAZ

FA 3 A 20 MARKS	1. Reading Comprehension Passage 2. Formal Letter 3. Reported Speech 4. Literature Reader Lesson : ‘A Shady Plot’ Poem : ‘Ozymandias’	Standardized Test
FA 3 B 20MARKS.	PROJECT: The story of my Life Helen Keller Part-II(13-24) Learning Outcomes: Will aid in understanding personal and human experiences ,allowing students to enter into the volatility of imaginary situations and characters ,enable them to explore emotions ,attitudes ,opinions	<ul style="list-style-type: none"> • Has the student selected a character appropriate to his ability? (Yes/No) • Has the student been able to enter into the spirit of the character? (Yes/No) • Has the student been able to emote well? (Yes/No) • Has the student delivered the dialogues with correct pronunciation and intonation? (Yes/No) • Was the performance authentic and realistic? (Yes/No)
FA 3 C 20 MARKS 60 REDUCED TO 10	ACTIVITY ---PRACTICE OF PROCESS WRITING AND DEBATE WRITING FOR SCHOOL MAGAZINE LEARNING OUTCOMES —The students will learn the correct format of debate writing. The student will learn to be creative and adhere to word limit.	CHECKLIST <ul style="list-style-type: none"> • Was the student able to recollect the rules of process writing and debate writing?((Yes/No) • Was the student able to write correct format?(Yes/No) • Did the student adhere to the word limit?(Yes/No)
FA4 A 20MARKS	<u>Appraisal of Class/ Home Work Note Books</u> <u>Learning Outcomes</u> Students will be able to write grammatically correct English, remain in touch with the syllabus covered in the class and learn to tackle assignments given as Home work independently. This should give a boost to creativity, power of imagination expression	<ul style="list-style-type: none"> • Is the student regular with his written submissions? (Yes/No) • Do written submissions reveal understanding of the subject? (Yes/No) • Can the student spell and use words from the text correctly? (Yes/No) • Is the language grammatically correct? (Yes/No) • Are ideas expressed fluently and lucidly? (Yes/No)

<p>FA4 B 20 MARKS.</p>	<p>INTER DISCIPLINARY PROJECT PROJECT :EXECUTION TOPIC: Environment (Article writing describing how can you contribute as a student towards of environment. b) Write a letter to the editor commenting on the poor quality of air in the capital city Delhi and also mention the measures taken by the Government to curb this problem and their outcome c)Write a report on various summits on environmental issues at the international level and make a specific mention of the role played by India) A group of six students will do the project together .Each student will work on one subject .He /She will work on one subject .He/she will be responsible for that particular subject .The student will be expected to collect information on the topic and present it in attractive manners. Learning Outcome: The students will learn to work together in harmony and cooperation .They will learn to locate relevant information and develop presentation skills</p>	<ul style="list-style-type: none"> • Has the student understood the theme of the project • Highly/Partially(Yes/No) • Has the subject been researched adequately(Yes/No) • Is the presentation aesthetic(Yes/No) • Has the student made adequate use of illustrations and Visuals (Yes/No) • Does the project show case the originality of the student
<p>FA4 C 20 MARKS</p>	<p><u>Activity(5marks each)</u> October-Poetry Recitation (The Rime of Ancient : Soliloquies Of Hamlet (Based on Mariner) Any poem of the era –Coleridge, Shelley November the play Julius Caesar) December :Story Mapping to understand better based on the chapter SHADY PLOT January :Reading task February: Listening task Learning Outcome: Vocabulary Enhancement ,creative writing ,public speaking and enhancement of all the four skills</p>	<p>CHECKLIST</p> <ul style="list-style-type: none"> • Has the student made effective use of the prompts?(Yes/No) • Was the student confident while speaking?(Yes/No) • Did the student participate in Group Discussion?(Yes/No) • Was the student able to comprehend the reading passage?(Yes/No) • Did the student attempt to write an original ending?(Yes/No)
<p>FA4 D 20 MARKS</p>	<p>CHARACTER DRAMATIZATION Dramatization of any character from the play Julius Ceaser. LEARNING OUTCOMES Drama can aid in understanding personal and human experiences allowing students to enter into the reality of imaginary situations and characters. This will</p>	<p><u>Check list</u></p> <ul style="list-style-type: none"> • Has the student selected a character appropriate to his ability ?(Yes/No) • Has the student been able to enter into the spirit of the character (Yes/No)

	<p>enable them to explore emotions , attitudes ,opinions and relationships and accommodate these abstract concepts during the time of their enactment . It develops a learning ability to think more effectively . The learner can develop skills such as inventing ,speculating ,assimilating ,deducing ,analysing ,selecting etc.</p> <p>EXECUTION Each student will be given 3 minutes to perform in front of the class .</p>	<ul style="list-style-type: none"> • Has the student been able to emote well (Yes/No) • Has the student delivered the dialogue with pronunciation and intonation (Yes/No) • Was the performance authentic and realistic (Yes/No)
<p>FA4 E (20marks)</p> <p>FA4 TOTAL 100 REDUCED TO 10 MARKS</p>	<p>ACTIVITY --- PRACTICE OF STORY WRITING</p> <p>LEARNING OUTCOMES</p> <p>The students will learn to read the story inputs correctly. Regular practice will enable them to write creative stories.</p>	<p>CHECKLIST:</p> <ul style="list-style-type: none"> • Has the student read the inputs correctly (Yes /No) • Was the student able to use the inputs correctly? (Yes /No) • Was the student able to complete the story in time? (Yes /No) • Was the student able to write a creative beginning and ending for the story?(Yes/No)
<p>SA 2-</p>	<p><u>Lessons</u></p> <ol style="list-style-type: none"> 1. A Shady Plot 2.PatolBabu 3. Virtually True <p><u>Poetry</u></p> <ol style="list-style-type: none"> 1. Ozymandias 2. The Rime of the Ancient Mariner 3. Snake <p><u>Drama</u></p> <ol style="list-style-type: none"> 1. Julius Caesar <p><u>Supplementary Reader</u> The Story of My Life- Helen Keller(Chap 13-24)</p> <p><u>Writing Skills</u> Dialogue completion Formal and Informal Letter/E Mail/Article/Speech/ Debate/Story Writing/Diary Extract/Report Writing(8 marks)</p> <p><u>Grammar</u> Editing and Omission, Gap filling, Reordering of Jumbled words, Reported</p>	<p>Standardized Test</p>

	Speech, Process Writing, Sentence Transformation:	
SA2+ASL 70+20 REDUCE TO 30	ASL-Learning Outcomes Student will be tested on their listening and speaking skills .When they speak on a given topic or listen to a reading passage ,their grasp of the language will be enhanced to an improvement in listening and speaking skills	CHECKLIST IS the student able to speak relevantly on a given topic?(Yes/No) Is the student spontaneous in his response?(Yes/No) Do the answers reveal the grasp of the subject(Yes/No) Can she/he comprehend oral question asked by the examiner?(Yes/No)

HINDI TERM-I

1.4.16— 16.4.16	2.5.16— 18.5.16	18.7.16— 30.7.16	16.8.16— 31.8.16
स्पर्श: बड़े साहब, कबीर (साखी) व्याकरण: शब्द, पद, पदबन्ध	स्पर्श: तँतारा वामीरो कथा संचयन: हरिहर काका व्याकरण: 'विज्ञापन' सूचना लेखन	स्पर्श: तीसरी कसम व्याकरण: अपठित गद्यांश, अशुद्धि शोधन	स्पर्श: पठित गद्यांश / काव्यांश व्याकरण: अनुच्छेद, पत्र
18.4.16—30.04.16	1.7.16— 16.7.16	1.8.16— 13.8.16	1.9.16— 14.9.16
स्पर्श: डायरी का पन्ना, मीरा के पद व्याकरण: संवाद, अपठित काव्यांश क्रियात्मक कार्य: जीवन मे समय सारिणी का महत्त्व	स्पर्श: पर्वत प्रदेश में पावस व्याकरण: समास व भेद तत्पुरुष, अव्ययीभाव, द्वन्द्व, बहुब्रीहि क्रियात्मक कार्य: प्राकृतिक सौंदर्य पर आधारित कविता(चित्र सहित)	स्पर्श: तोप व्याकरण: वाक्य व भेद मुहावरे / लोकोक्तियाँ क्रियात्मक कार्य: राष्ट्रीय पुरस्कार प्राप्त फिल्मों की सूची, प्रिय काटून फिल्म की जानकारी	पुनरावृत्ति

TERM-I मूल्यांकन योजना

	विषय	मूल्यांकन के उपकरण:
FAI 20 Marks(a)	क्रियात्मक कार्य: 1. जीवन में समय सारिणि का महत्व	—विषय की मौलिकता — समय के महत्व पर चिंतन

<p>20 marks(April)(b)</p> <p>20 marks(May) (c)</p> <p>FA1=(a)+(b)+(c)=60</p> <p>Reduce to 10</p>	<p>2. स्वानुभव प्रस्तुतिकरण—तेजी से बढ़ती जनसंख्या और घनी अबादी वाली जगहों के आस पास पार्कों का होना क्यों जरूरी है।</p> <p>स्पर्श: बड़े भाई साहब, कबीर</p> <p>व्याकरण: अपठित काव्यांश, पत्र, शब्द पद, पदबन्ध</p>	<p>– प्रस्तुतिकरण</p> <p>– आत्मविश्वास की भावना का विकास करना</p> <p>– लेखन व वाचन की क्षमता का विकास</p> <p>लिखित परीक्षा, लेखन परीक्षण, त्रुटियों का परीक्षण</p>
<p>FAII</p> <p>(a) 20 marks</p>	<p>विषय की जानकारी:—</p> <p>परियोजना कार्य:</p> <ol style="list-style-type: none"> मीठी बोली संबंधी नीति परक दोहों का संकलन कर चार्ट तैयार कीजिए। अंडमान निकोबार द्वीप समूह की भारत के नक्शे पर पहचान कीजिए और वहाँ की भौगोलिक स्थिति और प्रमुख जन जातियों की विशेषताओं का अध्ययन करके चित्र सहित एक लेख लिखें। लोक गीत हमें अपनी संस्कृति से जोड़ते हैं। आप भी प्रचलित लोक गीतों को एकत्र करके एक भित्ती पत्रिका तैयार करें।(चित्र सहित) राष्ट्र भक्ति पर आधारित चित्र सहित एक चार्ट बनाए। राजस्थान से संबंधित विभिन्न जानकारियों के आधार पर रंगीला राजस्थान नामक परियोजना कार्य तैयार करें। जिसमें राजस्थान की भाषा, पहनावा, खान पान, लोक गीत, लोक नृत्य, दर्शनिय स्थान, पशु-पक्षी, किले, काम काज आदि का वर्णन हो। 	<p>–लिखित प्रस्तुतिकरण।</p> <p>– कार्य स्वयं किया अथवा नहीं।</p> <p>–कार्य प्रशंसनीय या नहीं।</p> <p>–कार्य की मौलिकता।</p> <p>–इन्टरनेट का प्रयोग किया या नहीं।</p>
<p>(b) 20 marks(July)</p>	<p>क्रियात्मक कार्य:</p> <p>क्रियान्वन:</p> <ol style="list-style-type: none"> प्राकृतिक सौन्दर्य पर आधारित अपने प्रिय कवि की कविता चित्र सहित। 	<p>–कविता का स्वयं संकलन करना।</p> <p>–विषय की मौलिकता</p> <p>– आत्म विश्वास</p>

	2. प्रिय कार्टून फिल्म की विस्तृत जानकारी। 3. राष्ट्रीय पुरस्कार प्राप्त फिल्मों की सूची (व्यक्तिगत)	–प्रस्तुतिकरण –इन्टरनेट का प्रयोग –कार्य समय पर किया या नहीं –कार्य प्रशंसनीय या अधम
(c) 20 marks	कक्षा कार्य व गृहकार्य:– –क्रियान्वन: सभी छात्रों द्वारा अनिवार्य रूप से लिखित कार्य करना। –समय पर कार्य करने के लिए प्रेरित करना। –लेख सुधारने के लिए प्रेरित करना।	–लेख परीक्षण –कार्य समय पर किया या नहीं –सुधार कार्य के लिए प्रेरित करना –कार्य उत्तम व अधम
(d) 20 marks (August)	1. दोहा गायन पाठ्य पुस्तक के अतिरिक्त दस दोहो का संकलन व सस्वर वाचन	–दोहो का संकलन –सस्वरगायन, लय व भाव पूर्ण अभिव्यक्ति, –आत्मविश्वास
(e) 20 marks (September)	लेख पठन:– छात्रों द्वारा पाठपढ़ना, मौखिक चर्चाकरना, उच्चारण शुद्धि करना, संकोच की भावना दूर कराना, आत्म विश्वास बढ़ाना	– उच्चारण शुद्ध व स्पष्ट है या नहीं – शब्दों का ज्ञान, विराम चिन्हों का प्रयोग, प्रस्तुतिकरण, कार्य उत्तम/अधम
FAI a+b+c+d+e=100 (Reduced to 10)		
SAI 90 marks reduced to 30 marks	अप्रैल से सितम्बर तक का पाठ्यक्रम स्पर्श: बड़े भाई साहब, डायरी का पन्ना, तताँरा वामीरो कथा, तीसरी कसम, कबीर, मीरा के पद, पर्वत प्रदेश में पावस, तोप संचयन: हरिहरकाका व्याकरण: शब्द, पद, पदबन्ध, वाक्य–सरल, संयुक्त, मिश्र वाक्य, संवाद, विज्ञापन और सूचना लेखन, समास व भेद, तत्पुरुष, कर्मधारय, द्विगु अव्ययीभाव, द्वन्द्व और बहुब्रीही, मुहावरे व लोकोक्तियों का वाक्यों में प्रयोग अशुद्धि शोधन, प, अनुच्छेद	लिखित परीक्षा
	FAI + FAI + SAI=Total 10 + 10 + 30 = 50	

ग्रीष्मावकाश कार्य:

1. रंगीला राजस्थान: राजस्थान के विषय में सम्पूर्ण जानकारी— जलवायु, रहन सहन, खानपान, लोकगीत, भाषा संस्कृति के विषय में चित्र सहित (भिति पत्रिका) तैयार कीजिए।
2. नीति परक दोहों का संकलन कर एक चार्ट तैयार किजिए।
3. राष्ट्र भक्ति पर आधारित कविता का चार्ट तैयार किजिए।
4. डायरी लिखना एक कला है इस कला को जीवन में अपनाते हुए ग्रीष्मावकाश में प्रतिदिन डायरी लिखें।
5. लेखक प्रेमचंद का कोई भी उपन्यास पढ़कर उसका सार अपने शब्दों में लिखें।

TERM-II

28.9.16— 15.10.16	2.11.16—16.11.16	1.12.16—15.12.16	09.1.17— 21.1.17
स्पर्श: गिरगिट व्याकरण: समास व भेद सूचना लेखन, अपठित गद्यांश क्रियात्मक कार्य: सड़क पर घुमते पशुओं से होने वाले नुकसान का वर्णन करते हुए दैनिक समाचार पत्र में संपादक को पत्र	स्पर्श: अब कहा दूसरो केदुःख व्याकरण: संवाद लेखन, पत्र, अनुच्छेद क्रियात्मक कार्य: वैज्ञानिक उपकरणों का दुष्प्रभाव	स्पर्श: पतझड़ में टूटी पत्तियाँ व्याकरण: वाक्य व भेद	स्पर्श: कर चले हम फिदा व्याकरण: शब्द पद, पदबन्ध पदपरिचय क्रियात्मक कार्य: सैनिक जीवन की चुनौतियों को ध्यान में रखते हुए एक लेख (चित्र सहित)
17.10.16—28.10.16	17.11.16—30.11.16	16.12.16—30.12.16	23.1.17—11.2.17
स्पर्श: बिहारी के दोहे संचयन: सपनों के से दिन व्याकरण: अपठित काव्यांश, विज्ञापन	स्पर्श: मनुष्यता संचयन: टोपी शुक्ला क्रियात्मक कार्य: मनुष्यता: कविता से संबंधित पौराणिक पात्रों की चर्चा	स्पर्श: 'मधुर—मधुर.....' कारतूस व्याकरण: अशुद्धि शोधन क्रियात्मक कार्य: अन्तर्विषयक—पर्यावरण	स्पर्श: आत्मत्राण व्याकरण: मुहावरे/लोकोक्तियाँ
			13.2.17—28.2.17
			पुनरावृत्ति

FAIII 20 Marks (a)	विषय स्पर्श: गिरगिट, बिहारी के दोहे संचयन: सपनों के से दिन	मूल्यांकन के उपकरण: लिखित परीक्षा लिखित अभिव्यक्ति भाषागत त्रुटियों का परिक्षण
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20 marks	व्याकरण: समास, विज्ञापन, सूचना लेखन 1. पाठ पठन(मौखिक)	–शुद्ध उच्चारण के लिए प्रेरित करना –आत्मविश्वास बढ़ाना
20 marks(b) (October)	क्रियात्मक कार्य: 1. सड़क पर घुमते पशुओं से होने वाले नुकसान का वर्णन करते हुए दैनिक समाचार पत्र में संपादक को पत्र 2. स्वानुभव प्रस्तुतिकरणविषय: वैज्ञानिक उपकरणों का दुष्प्रभाव	–जीवन के प्रति सकारात्मक दृष्टिकोण –लेखन वाचन की क्षमता का विकास –छात्रों के ज्ञान का विस्तार
FAIV (a) 20 marks (November)	परियोजना कार्य:मनुष्यता कविता से संबंधित पौराणिक पात्रों की चर्चा	मूल्यांकन के उपकरण: –विषय की मौलिकता –छात्रों ने विषय के उद्देश्य को समझा या नहीं – इंटरनेट का प्रयोग व प्रस्तुतिकरण –कार्य उत्तम व अधम
(b) 20 marks (December)	क्रियात्मक कार्य:– अंतर विषयक परियोजना कार्य(सामूहिक) विषय: पर्यावरण	–विषय की मौलिकता –प्रस्तुतिकरण – आत्म विश्वास
(c) 20 marks	कक्षा कार्य व गृहकार्य:– क्रियान्वन: –सभी छात्रों द्वारा उत्तर पुस्तिकाओं का मूल्यांकन अनिवार्य रूप से लिखित कार्य करना। –समय पर कार्य करने के लिए प्रेरित करना। –लेख सुधारने के लिए प्रेरित करना।	–लेख परीक्षण –कार्य समय पर किया या नहीं –सुधार कार्य के लिए प्रेरित करना –कार्य उत्तम व अधम
(d) 20 marks(January)	क्रियात्मक कार्य:– पशु पक्षी एवं वन्य संरक्षण केंद्रों में जाकर पशु पक्षियों की सेवा सुश्रुषा के संबंध में जानकारी प्राप्त कर एक लेख लिखें।	–आकर्षक चित्रों द्वारा प्रस्तुतिकरण –विषय की मौलिकता –कार्य समय पर किया या नहीं

		–कार्य उत्तम व अधम
(e) 20 marks FAIV a+b+c+d+e=100 Reduced to 10	लेख पठन:– छात्रों द्वारा पाठपढ़ना, मौखिक चर्चाकरना, उच्चारण शुद्धि करना, संकोच की भावना दूर कराना, आत्म विश्वास बढ़ाना	– उच्चारण शुद्ध व स्पष्ट है या नहीं – शब्दों का ज्ञान, विराम चिन्हों का प्रयोग, प्रस्तुतिकरण, कार्य उत्तम/अधम
SA-II		
SAII 90 Marks Reduced to 30 marks	अक्टूबर से मार्च तक का पाठ्यक्रम:– स्पर्श: गिरगिट, अब कहाँ दूसरो के दुःख में दुःखी होने वाले, पतझड़ में टूटी पत्तियाँ, कारतूस, बिहारी के दोहे, मनुष्यता, मधुर मधुर मेरे दीपक जल, कर चले हम फिदा, आत्मत्राण संचयन: सपनों के से दिन, टोपी शुक्ला व्याकरण: शब्द, पद, पदबन्ध, सूचना लेखन, विज्ञापन, संवाद लेखन, समास व भेद, तत्पुरुष, कर्मधारय, द्विगु, अव्ययीभाव, द्ववद्ध व बहुब्रीहि मुहावरे व लोकोक्तियों का वाक्यों में प्रयोग, अशुद्धिशोधन	लिखित परीक्षा
FAIII+FAIV+SAII=Total, 10+10+30=50		

MATHEMATICS

TERM-II

APRIL-MAY	MAY	JULY	JULY-AUGUST	AUG-SEP
1.04.2016-13.04.16	2.05.2016-18.05.2016	1.07.2016-16.07.2016	1.08.2016-16.08.2016	16.08.2016-31.08.2016
statistics	Real numbers	Pair of linear equations in two variables	Continuation of trigonometry	Triangles
18.04.2016-30.04.2016		18.07.2016-30.07.2016	16.08.2016-31.08.2016	1.09.2016-14.09.2016
Real numbers and polynomials		trigonometry	triangles	Revision assignment

$$\mathbf{FA1} + \mathbf{Fa2} + \mathbf{SA1} = \mathbf{50}$$

$$\mathbf{10} + \mathbf{10} + \mathbf{30} = \mathbf{50}$$

TERM-II

29.08.2016- 15.10.2016	2.11.2016-16.11.2016	1.12.2016- 15.12.2016	09.1.2017-21.1.2017	13.2.2017-28.2.2017
Quadratic equations	Circles and constructions	Coordinate geometry	Mensuration and application of trigonometry	Revision of assignment papers and self evaluation test
17.10.2016- 28.10.2016	17.11.2016-30.11.2016	16.12.2016- 30.12.2016	23.1.2017-11.2.2017	
Arithmetic progression	Constructions and coordinate geometry	Mensuration	Probability and chapter 09	

$$\mathbf{FA3} + \mathbf{Fa4} + \mathbf{SA2} = \mathbf{50}$$

$$\mathbf{10} + \mathbf{10} + \mathbf{30} = \mathbf{50}$$

$$\mathbf{FA1} + \mathbf{Fa2} + \mathbf{SA1} = \mathbf{50}$$

$$\mathbf{10} + \mathbf{10} + \mathbf{30} = \mathbf{50}$$

First Terms

Formative Assessment FA 1 May Marks 20	Techniques	Tools of Evaluations
FA(A) 20 Marks	Pen and paper test statistics and polynomial	Standardize Test
FA(B) 20 Marks	Group activity, (representation of data)	1. one makes efforts to follow instructions

		<p>being in given class</p> <p>2. Has participated activity in activity</p> <p>3. Is punctual in submitting written work</p>
FA(C) 20 Marks	<p>Graphical skill development parabola graph</p> <p>Graphical Representative Quadratic Equations</p>	<p>1. Is punctual in submitting written work</p> <p>2. Accuracy in plotting the graph</p>
<p>FA 2 (A)</p> <p>(Marks 20)</p> <p>5X4 April to Sept.</p>	<p>1. CW/HW Assignment</p> <p>2. Peer Assignment</p> <p>3. Self evaluation tests</p> <p>4. M.C.Q.</p> <p>Learning outcome Students will develop critical thinking and retention of the subject.</p> <p>Execution: Classroom discussion and explanation with various class room activities, Lab Activities</p>	<p>1. It he/she focused and attending class (Yes/No)</p> <p>2. Behavior in class (Satisfactory/Unsatisfactory)</p> <p>3. Makes efforts to follow instruction being imparted in class (Yes/No)</p> <p>4. Is able to apply what in taught in class (Yes/No)</p> <p>5. Is punctual in submitting written work</p> <p>6. Capable of functioning and progressing independently</p>
<p>FA 2 (b) (Marks 20)</p> <p>5X4-20</p> <p>April to Sept.</p>	<p>1. To solve real number problems and polynomials by different methods HHW Activities</p> <p>2. Linear equations by different method</p> <p>3. Trigonometry formulas derivation to</p> <p>4. Triangles similarly rules and theorems</p> <p>Learning outcomes: to develop logical and relational thinking of the subject</p> <p>Execution : Various activities performed by students in the math lab of which meticulous records would be maintained.</p>	<p>FA 2 (b)</p> <p>1. Are the instructions given understood and followed totally / partially / not at all</p> <p>2. Are the observations made and conclusions drawn. (Accurate / partially)</p> <p>3. Is the work, submitted on time or late</p> <p>4. Is creativity and imagination displayed in carrying out lab activities highly / partially / not at all</p> <p>5. Is there a degree of enthusiasm and interest in the activities being carried out in the lab. (Yes/No).</p> <p>6. Is proper care taken of lab. Property (Yes/No).</p>
FA 2 (c) Marks 20	<p>Investigatory projects models /research project /presentation / participation in school/Fairs/Maths lab activity</p> <p>Learning outcomes</p> <p>Provide opportunities to explore and work</p>	<p>FA 2 (C)</p> <p>1. Has the issue been researched well</p> <p>2. Has the topic been aesthetically presented (Yes/No)</p> <p>3. Is the content and information authentic</p>

	hard, Provides and opportunity to work in groups, in real life situations students would become rational and logical individuals, develop a scientific temperament.	(Yes/No) 4. Does the content have co-relation to real life (Yes/No) 5. Is the selection of topic for research and project suitable for entry into zonal fairs (yes / No).
FA 2 (d) Marks 20	Class response and behavior, oral questions and MCQ Formulae Quizzes Chart / Math Tools Learning Outcomes Student will remain focused in class With greater concentration their grasp of the subject math and numerical ability will be enhanced leading to an improvement in numerical ability.	FA2(D) Does he/she actively participate in class activities (Yes/No) Does he/she display adequate curiosity & interest in the content being discussed (Yes/No) Are the assignments presented in a neat and systematic manner (Yes/No). Does the work display a high degree of accuracy (Yes/No) Is the conduct in class correct if. (Yes/No) Are the submission made in time (Yes/No).
FA 2 (e) Marks 20 SA 1 Sept. 2016 90 Marks Reduced to 30	Pen and paper test 1. Statistics Real Numbers and polynomials and pair of linear equations, statistics and trigonometry & triangles.	Standardized Test (Duration 45 minutes) Standardized test Examination SA 1
ACTIVITY PLANNER		
April	To obtain conditions for consistency or inconsistency for given pair of linear equation in two variables.	
May	To verify the basic proportionality theorem using a parallel line board and triangle cut outs/Using graphs	
July	To verify Pythagoras theorem by paper cutting and pasting.	
August	To verify to ratio of areas of two similar triangles is equal to square to ratio of their corresponding sides.	
Sept.	To verify the fundamental trigonometric identities	
Formative assessment	Techniques	Tools of Evaluations standardize test

<p>FA4 (A) Marks 20 _ Reduced to 10 Marks (Marks 20) 5X4-20 Oct. to January. April to Sept.</p>	<ol style="list-style-type: none"> 1. Quadratic equations 2. Arithmetic progression 3. CW/HW Assignment 4. Peer Assignment 5. Self evaluation tests 6. M.C.Q. <p>Learning outcome Students will develop critical thinking and retention of the subject. Execution : Classroom discussion and explanation with various class room activities.</p>	<p>FA 4 (a) Points Rating Scale</p> <ol style="list-style-type: none"> 1. It he/she focused and attentive in class (Yes/No). 2. Behavior in class (Satisfactory/Unsatisfactory) 3. Makes efforts to follow instruction being imparted in class (Yes/No). 4. Is able to apply what is taught in class (Yes/No). 5. Is punctual in submitting written work 6. Capable of functioning and progressing independently
<p>FA3 (C) (Marks 20) 5x4=20 Oct. to January</p>	<p>Lab Activities</p> <ol style="list-style-type: none"> 1. To solve a quadratic equation by the method of completing the squares testing paper cutting, pasting. 2. To show the sum of the first (n) terms of all arithmetic progression with first term 'a' common difference (d) is given by $S = n/2 (2a + (n-1)d)$ & sum of first & natural nos. 3. To obtain the formula for areas of a circle. 4. To derive the section formula 5. To verify that the lengths of tangents drawn from an external point (this 10.1 & 10.2) <p>Learning outcomes : to develop logical and relational thinking of the subject. Execution: Various activities performed by students in the math lab of which meticulous records would be maintained.</p>	<p>FA 4 (B)</p> <ol style="list-style-type: none"> 1. Are the instructions given understood and followed totally/ partially / not at all. 2. Are the observations made and conclusions drawn. (Accurate/partially) 3. Is the work, submitted on time or late. 4. Is creativity and imagination displayed in carrying out lab activities highly / partially / not at all. 5. Is there a degree of enthusiasm and interest in the activities being carried out in the lab. (Yes/No). 6. Is proper care taken of lab. Property (Yes/No)
<p>ACTIVITY PLANNER</p>		
<p>Oct.</p>	<p>To verify the given sequence is an A.P. or not by paper cutting and pasting method & Mathematically</p>	
<p>Nov.</p>	<p>To verify that the sum of first natural numbers is $n(n+1)/2$ by graphical method.</p>	
<p>Dec.</p>	<p>To verify by paper cutting and pasting that the length of tangents drawn from an internal point to</p>	

	a circle are equal and that tangent in 1 to the radius at the point of contact.	
Jan.	Comparison of surface area of right circular cylinders made from same rectangular sheet when rolled along length and when rolled along breadth.	
Feb.	Demonstration of the formula for the volume of Right circular cylinder using & come sand.	
FA3 (D) Marks 20	Investigatory projects models / research project presentation / participation in school. Learning outcomes. Provide opportunities to explore and work hard, provides an opportunity to work in groups in real life situations students would become rational and logical individuals develop a scientific temperament.	FA 4(C) 1. Has the issue been researched well 2. Has the topic been aesthetically presented (Yes/No) 3. Is the content and information authentic (Yes/No) 4. Does the content have co-relation to real life (Yes/No). 5. Is the selection of topic for research and project suitable for entry into zonal fairs (Yes/No).
FA3 (E) Marks 20	Class response and behavior, oral questions and MCQ Formulae Quizzes Chart/Math Tools Learning Outcomes Student will remain focused in class With greater concentration their group of the subject math and numerical ability will be enhanced leading to an improvement in numerical ability.	FA 1 (D) 1. Does he/she actively participate in class activities (Yes/No) 2. Does he/she display adequate curiosity & interest in the content being discussed (Yes/No) 3. Are the assignments presented in a neat and systematic manner (Yes/No) 4. Does the work display a high degree of accuracy (Yes /No) 5. Is the conduct in class correct if. (Yes/No) 6. Are the submission made in June (Yes/No).
SA2 March 2014 90 marks Reduced to 30	Quadratic equations, AP, coordinate Geometry circles construction, Area Related to circle , SA & Volumes, Probability Some application of Trigonometry.	Standardized test Examination SA2

SCIENCE
TERM-I

	1-4-16 to 13-4-16	2-5 -16 to 18-5-16	18-7-16 to 30-7-16	16-8-16 to 31-8-16
CHEMISTRY	Lesson 1 Chemical reaction & Equation	Lesson 1-Chemical reaction & Equation Lesson 2 Acid ,Base & Salt	Lesson 2-Acids , Bases & salts	Lesson 3- Metals and Non Metals
BIOLOGY	Lesson 6- Life Processes (Nutrition)	Lesson 6- Life Processes (Transportation)	Lesson 7- Control and Coordination	Lesson 7- Control and Coordination
PHYSICS	Lesson 12-Electricity	Lesson 12 -Electricity	Lesson 13- Magnetic Effects of electric Current	Lesson 14- Sources of energy
	18-4-16 to 30-4-16	1-7-16 to 16-7-16	1-8 16 to 13-8- 16	1-9-16 to 14-9-16
CHEMISTRY	Lesson 1 Chemical reaction & Equation	Lesson 2-Acids , Bases & salts	Lesson -3 Metal and Non Metals	REVISION OF SA-1 SYLLABUS
BIOLOGY	Lesson 6- Life Processes (Respiration)	Lesson 6- Life Processes (Excretion)	Lesson 7- Control and Coordination	
PHYSICS	Lesson 12-Electricity	Lesson 13- Magnetic Effects of electric Current	Lesson 13- Magnetic Effects of electric Current	

SUMMATIVE ASSESSMENT TWO (SA1) SYLLABUS MONTHWISE					
APRIL &MAY		JULY &AUGUST		SEPTEMBER	
Chemical reaction &equation		Acid ,Bases and Salts Metals & Non Metals		Metals &Non Metals	
Life Processes		Control & Coordination		REVISION	
Electricity		Magnetic effects of electric current Sources of energy			
FORMATIVE ASSESSMENT TWO (FA2)					
MONTH	FORMATIVE ASSESSMENT	TECHNIQUES		TOOLS OF EVALUATION	
MAY 20 MARKS (Reduced to 10 marks) APRIL TO SEPTEMBER	FA1 a) UNIT TEST 20 MARKS b) PHYSICS ACTIVITY 20 MARKS c) CHEMISTRY ACTIVITY 20marks ----- TOTAL 60marks 60marks will be reduced to 10marks	Syllabus for FA1 Lesson 12- Electricity Lesson1-chemical reaction & equation Lesson6- Life Processes (Nutrition & Respiration) ACTIVITY 1 To draw the field lines of a bar magnet.(july) ACTIVITY 2 To study the pH of different substances used as cosmetics & eatables in your day to day life.(August)		STANDARDIZED TEST	

	FA2---(A) 20 marks	<p>ACTIVITY3 (BIOLOGY) To show phototropism and geotropism in germinating seeds.</p> <p>LEARNING OUTCOME Students will be able to do simple experiments independently. Will be able to apply theoretical concepts in their daily life.</p> <p>EXECUTION Activities will be performed in the lab or class room. Students will be bringing their own material like flower ,plant, samples for pH drawing sheets etc.</p>	<p>1) Is the child able to relate to scientific principles?(YES/NO)</p> <p>2) Has the child used the material correctly?(YES/NO)</p> <p>3) Are all the observations and readings tabulated?(YES/NO)</p> <p>4) Is the presentation neat? (YES/NO)</p>
	FA2 (B) 10 MARKS ORAL RESPONSE	<p>ORAL RESPONSE Groupdiscussion Activity demonstration Dramatization</p> <p>LEARNING OUTCOME It will help to develop self confidence It will increase aptitude for the subject</p> <p>EXECUTION Students will be grouped into teams and from time to time guidelines will be given.</p>	<p>Does he/she remain attentive during discussion? (YES/NO)</p> <p>What role does he/she play in the team work?</p> <p>How much information a particular team has collected?</p> <p>Whether the questions raised are relevant and linked to the subject?(YES/NO)</p>
APRIL- SEPTEMBER	FA2(C) 20 Marks LABORATORY PRACTICALS	<p>PRACTICALS</p> <ol style="list-style-type: none"> 1) To study the dependence of current on potential differences and to determine the resistance of a resistor. 2) To determine the equivalent resistance of two resistors connected in a) series b) parallel. 3) To find the pH of the following samples by using pH paper strip. 4)To study the property of acid & base by their reactions with Litmus solution , Zn metals ,solid sodium carbonate. 5) To study different types of reaction 	<p>Is he/she regular in coming to the lab? (YES/NO)</p> <p>Are the practicals records maintained up to the mark? (YES/NO)</p> <p>Whether able to set apparatus independently? (YES/NO)</p> <p>Does he/she able to interpret and derive the conclusion?(YES/NO)</p>

		<p>(i) Action of water on quick lime. (ii) Action of heat on FeSO₄ crystals. (iii) Iron nails kept in CuSO₄ solution (iv) Reaction between Na₂SO₄ & BaCl₂ solutions. 6) To observe the action of Zn , Fe, Cu & Al metals on the following salt solution ZnSO₄ , FeSO₄ , CuSO₄, Al₂(SO₄)₃. 7) To prepare stained temporary mount of leaf peel to show stomatal apparatus. 8) To show that light is necessary for photosynthesis. 9) To show that CO₂ is produced during respiration. MCQs based on practicals. LEARNING OUTCOME Students will be able to</p> <ul style="list-style-type: none"> (i) Get into the habit of careful observation . (ii) State their observation (iii) Draw conclusion based on their observation (iv) Arrive at a general result based on their observation & conclusions. <p>EXECUTION All the practicals will be conducted in the lab.</p>	
	FA2(D)20Marks	<p>PROJECT To prepare file bound report explaining any one or more scientific principle as per syllabus. LEARNING OUTCOME Gives in depth knowledge of particular topic . It will enhance habit of research for collecting data and related information. It will develop creative skill. EXECUTION File bound project and charts will be given for summer break.</p>	<p>Is the presentation good?(YES/NO) Is the information sufficient?(YES/NO) Are all the following criterias covered in the project?</p> <ul style="list-style-type: none"> (i) Introduction 2marks (ii) Theory (present resources of energy) 3marks (iii) Solutions to the problem 3marks (iv) Inference and conclusions. 2marks
	FA2(E) 30 MARKS	<p>CLASS AND HOME ASSIGNMENTS CW/HW NOTE BOOKS</p>	<p>Is he/she is submitting home work and class work within time lines.</p>
	PHYSICS 10 Marks		

	CHEMISTRY 10 Marks BIOLOGY 10 Marks	LEARNING OUTCOME Students are able to revise ,analyse and comprehend concepts taught in the class. Will learn to present concepts in an organized manner.	Is he/she presents work neat and organized? (YES/NO) Index is maintained properly or not. Are the diagrams and tables labeled ,correct and drawn neatly? (YES/NO)
	TOTAL FA2 ---- 100MARKS WILL BE REDUCED TO 10 MARKS.		
	SA1 90MARKS (REDUCED TO 30 MARKS)	1 Chemical Reactions and Equations 2Acids ,bases and salts 3Metals and non metals 4Life processes 5Control and coordination 6 Electricity 7Magnetic effect of electric current 8 Sources of energy	STANDARDIZED TEST

TERM-II

	29-9-16 to 15-10-16	2-11-16 to 16-11-16	1-12-16 to 15-12-16	9-1-17 to 21-2-17	13-2-17 to 28-2-17	
CHEMISTRY	Lesson 4-Carbon and its compounds	Lesson 4-Carbon and its compounds	Lesson 4-Carbon and its compounds	Lesson 5-Periodic classification of elements	REVISION OF SA-2 SYLLABUS	
BIOLOGY	Lesson 8-How do organisms reproduce?	Lesson 8-How do organisms reproduce?	Lesson 9-Heredity & Evolution	Lesson15-Environment		
PHYSICS	Lesson 10-Light-Reflection and Refraction	Lesson 10-Light-Reflection and Refraction	Lesson 10-Light-Reflection and Refraction	Lesson11-The Human eye and the colourful world		
	17-10-16 to 28-10-16	17-11-16 to 30-12-16	16-12-16 to 30-12-16	23-1-17 to 11-2-17		
CHEMISTRY	Lesson 4-Carbon and its compounds	Lesson 4-Carbon and its compounds	Lesson 4-Carbon and its compounds	Lesson 5-Periodic classification of		

				elements		
BIOLOGY	Lesson 8-How do organisms reproduce?	Lesson 8-How do organisms reproduce?	Lesson 9-Heredity & Evolution	Lesson16 Management of resources		
PHYSICS	Lesson 10-Light-Reflection and Refraction	Lesson 10-Light-Reflection and Refraction	Lesson 10-Light-Reflection and Refraction	Lesson11-The Human eye and the colourful world		

SUMMATIVE ASSESSMENT TWO (SA2) SYLLABUS MONTHWISE

OCTOBER & NOVEMBER	DECEMBER & JANUARY	FEBRUARY
Carbon & its compound	Carbon & its compound Periodic classification of element	Periodic classification of elements
How do organisms reproduce?	Heredity & Evolution Our Environment	Management of resources
Light –Reflection &Refraction	Light –Reflection & Refraction The Human eye and the colourful world	The Human eye and the colourful world REVISION

FORMATIVE ASSESSMENT THREE (FA3)

MONTH	FORMATIVE ASSESSMENT	TECHNIQUES	TOOLS OF EVALUATION
OCTOBER TO DECEMBER	FA3 a) PEN PAPER TEST - 20 MARKS b)CHEMISTRY ACTIVITY 20 MARKS c) PHYSICS ACTIVITY 20 MARKS (TOTAL 60 MARKS) REDUCED TO 10 MARKS	FA-3 Syllabus (1) How do organisms reproduce (2) Light - Reflection & Refractive (3) Carbon & its compounds ACTIVITY Write detail note on saturated unsaturated fats.Also perform small experiment to distinguish between them. ACTIVITY To prepare detail article on any one eye defect. Also write about the latest development in its correction. LEARNING OUTCOME Students will be able to relate applications of science in their daily life.	Is the child inquisitive about different phenomena around us? (YES/NO) Has the child used activity material correctly?(YES/NO) Is the observation table made?(YES/NO) Whether result & conclusion written? (YES/NO) Is the presentation innovative & neat? (YES/NO)

		<p>Will be able to update themselves with the latest discoveries.</p> <p>EXECUTION</p> <p>Activities will be performed in the lab or classrooms .Students will be bringing their own material like seeds ,flowers ,samples of water , samples of oil and researched material from magazines or internet. Activities will be presented neatly on coloured A-4 sheet.</p>	
OCTOBER TO MARCH	FA4 a) 10Marks	<p>ORAL RESPONSE</p> <p>Quiz Group discussion Dramatisation Demonstration</p> <p>LEARNING OUTCOME</p> <p>Develops critical and analytical power of thinking . Confidence level is raised.</p> <p>EXECUTION</p> <p>Students will be grouped into teams. Guidelines will be given in advance</p>	<p>Does he/she actively take part in class discussion?(YES/NO) How well does the child put forth his views? Whether the questions raised are relevant with the topic of discussion? Does he/she have content knowledge/?(YES/NO)</p>
	FA4 (b) 30 Marks LABORATORY PRACTICALS	<p>PRACTICALS</p> <p>1) To study the following properties of acetic acid (Ethanoic acid) (a) Odour (b) Solubility of water (c) Effect on litmus (d) Reaction with NaHCO_3</p> <p>2) To study saponification reaction for preparation of soap. 3) To study effect of soap & detergent on surface tension of water. 4) To determine the focal length of : (a) Concave mirror (b) Convex lens 5) To trace a path of light through a rectangular glass slab 6) To trace the path of the ray of light through a glass prism 7) To draw the images of an object formed by a convex</p>	<p>Does he/she show curiosity of learning in the lab?(YES/NO) Is the child able to set up the right apparatus?(YES?NO) How efficiently does the child handle the tools? (GOOD/AVERAGE) Is the child able to interpret and derive the conclusion?(YES/NO) Does he/she maintain the practical records neatly and get them signed on a regular basis?(YES/NO)</p>

		<p>lens when placed by a convex lens when placed at various positions</p> <p>8) To study (a) Binary fission in Amoeba and (b) Budding in yeast with the help of prepared slides</p> <p>9) To study homology and analogy with the help of preserved/available specimens of either animals or plants</p> <p>LEARNING OUTCOME</p> <p>First hand experience of learning by doing is the motive of practicals.</p> <p>Theoretical concepts will be clear.</p> <p>Power of drawing conclusion & inference will be strengthened .</p> <p>EXECUTION</p> <p>All practicals will be conducted in the lab alongside the concepts taught in theory classes.</p>	
	FA4(c) 20 Marks	<p>PROJECT</p> <p>Interdisciplinary project</p> <p>TOPIC_ENVIRONMENT</p> <p>LEARNING OUTCOME</p> <p>Students will learn team work and will be able to develop scientific temperament.</p> <p>EXECUTION</p> <p>Students will be working in groups (of 3 to 4) to prepare working model for science fair .</p>	<p>Is the topic and content chosen novel and relevant?(YES/NO)</p> <p>Is the project based on experimentation ,survey and latest invention ?(YES/NO)</p> <p>Has the result been interpreted appropriately?(YES/NO)</p> <p>Whether the team work has been executed successfully?</p>
	FA 4 (d) 30 Marks	<p>CLASS AND HOME ASSIGNMENTS</p> <p>CW/HW NOTE BOOKS</p> <p>LEARNING OUTCOME</p> <p>Students will remain in touch with the concepts discussed in the class.</p> <p>They will get a habit of analyzing ,revising and comprehending the concepts independently.</p>	<p>Is the child regular in submitting assignments?(YES/NO)</p> <p>Is he/ she able to answer the questions correctly?(YES/NO)</p> <p>Is the index updated?(YES/NO)</p> <p>Are the diagrams labeled correctly and drawn neatly?(YES/NO)</p>

	FA 4 (e) 10 Marks	BIOLOGY ACTIVITY To trace human evolution	Is the child inquisitive about different phenomena around us? (YES/NO) Is information collected sufficient?(YES/NO) Is the observation table made?(YES/NO) Is the presentation innovative & neat? (YES/NO)
FA4 TOTAL-100 Marks (REDUCED to 10 MARKS)			

SA2 SYLLABUS

Standardized Test

MARCH

- 4) Carbon and its compound
 - 5) Periodic classification of elements
 - 8) How do Organism reproduce?
 - 9) Heredity and Evolution
 - 10) Light: Reflection & Refraction
 - 11) The human eye and colourful world
 - 15) Our Environment
 - 16) Management of natural resources
- PLUS MCQ's based on second term practicals

90 Marks

90 marks will be reduced to 30 marks.

SOCIAL SCIENCE

TERM-I

DATES	1.4.16- 13.4.16	18.4.16 -30.4.16	2.5.16- 18.5.16	1.7.16- 16.7.16	18.7.16-30.7.16	1.8.16- 13.8.16
SOCIAL SCIENCE	ECONOMICS LESSON 1- DEVELOPMENT GEOG.-L1- RESOURCES & DEVELOPMENT	POL.SC.- L1- POWER SHARING HISTORY- L1- THE AGE OF INDUSTRIALISATION	HISTORY- L1- (CONTD.)	GEOG.-L2- FOREST & WILDLIFE RESOURCES POL.SC.-L2- FEDERALISM	ECO.-L2- SECTORS OF INDIAN ECONOMY GEOG.-L3-WATER RESOURCES	POL.SC.-L3-DEMOCRACY & DIVERSITY HISTORY-PRINT CULTURE & MODERN WORLD.
DATES	16.8.16- 31.8.16	1.9.16- 14.9.16				

SOCIAL SCIENCE	HISTORY-L7- CONTD. POL.SC.-L4- GENDER, RELIGION & CASTE	REVISION FOR - SA1				
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	TECHNIQUES	TOOLS OF EVALUATION
FA 1-(a) Unit test 20 marks. FA1 (b) 20 marks FA1(c) 20 marks FA1 Total 60 marks reduced to 10 marks	His-L-5 Age of Industrialization Geo-L-1 Resource & Development Pol .Sc L-1- Power Sharing Eco- L-1 Development Map work Geography-Location of Wildlife Reserves And Sanctuaries Pamphlet on Policies and Programmes launched by the Government for Gender Equality	Standardized Test <ul style="list-style-type: none"> Does the child have appropriate knowledge about the subject?(Yes/No) Is the child able to provide suitable solutions for the questions?(Yes/No) Has the issue been researched well?(Yes/No) Does the child possess understanding and creative skill? (Good/Average/No) Is the content and information authentic? Co-relation to real life.
FA2(a) 20 marks.	<ul style="list-style-type: none"> Written Assignments MCQs Open/Closed Book Test Learning outcome- Students will develop critical thinking and retention 	<ul style="list-style-type: none"> Does the child have appropriate knowledge about the subject?(Yes/No) Is the child able to provide suitable solutions for the questions?(Yes/No) Analyzing and Synthesizing of the answers
FA2(b) 20 marks.	Project Topic- Survivals Skills Learning outcome- Awareness will be created on the basic First Aid Techniques Execution- Preparation of a First Aid Pocket guide containing aid that	<ul style="list-style-type: none"> Has the issue been researched well?(Yes/No) Does the child possess understanding and creative skill? (Good/Average/No) Is the content and information authentic? Co-relation to real life.

	needs to be given for fractures, poisoning, cuts, burns, heat and cold wave and other threats that are prevalent in the area. The content shared in the guide should be supported by adequate pictures so as to give a clear and elaborate understanding of the topic	
FA2(c) 20 marks.	Presentations with the use of ICT Data Analysis on Sectors of Indian Economy. Contribution made by different sectors to GDP and Employment	<ul style="list-style-type: none"> • Accuracy in data collection (Yes/No) • Is able to think logically (Yes/No) • Is able to analyse and infer the data?(Yes/No) • Does the presentation exhibit originality? (Highly/Partially/No)Creativity shown?(Good,Average/No)
FA2 (d) 20 marks.	Portfolios <ul style="list-style-type: none"> • Charts • Map Work activity • Timelines • Collage Learning Outcome- The students will be able to develop presentation skills, chronological presentation of data and appropriate use of map skills	<ul style="list-style-type: none"> • Accuracy in locating and labeling.(Yes/No) • Creativity shown?(Good,Average/No) • Use of key-Appropriate symbols and colours.(Yes/No)
FA2(e) 20 marks.	Orals <ul style="list-style-type: none"> • Quiz • Group Discussions • Dramatization Learning outcomes- It will lead to better understanding & critical examination. Execution- Students will be divided into 6 groups. Guidelines will be given in advance	<ul style="list-style-type: none"> • Is able to think logically (Yes/No) • Is able to analyse and appreciate views of others?(Yes/No) • Is the role of each member relevant tothe presentation?(Highly/Partially/No) • Does the presentation exhibit originality? (Highly/Partially/No)
FA2Total 100 marks reduced 10		
SA1-Sept. 2016 90 marks.(Reduced to 30 marks)	Hist -L- 5 Age of Industrialization L-7 Print culture in the modern world Geog -L- 1Resource & Development L- 2 Forests & Wildlife Resources	Standardized Test

	L-3 Water Resources L-Agriculture L-4 Agriculture Pol .Sc- L -1 Power Sharing L-2 Federalism L-3 Democracy & Diversity L-4 Gender,Religion & Caste Eco-L- 1 Development L-2 Sectors of Indian Economy	
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TERM-II

DATES	29.9.16-15.10.16	17.10.16-28.10.16	2.11.16-16.11.16	17.11.16-30.11.16	1.12.16-15.12.16	16.12.16-30.12.16
SOCIAL SCIENCE	ECONOMICS- L 3-MONEY & CREDIT POL.SC.-L5- POPULAR STRUGGLES & MOVEMENTS	GEOG.-L5- MINERALS & ENERGY RESOURCES HIST.- NATIONALISM IN EUROPE	HIST.- NATIONALISM IN EUROPE (CONTD) ECO.- L4- GLOBALISATION & INDIAN ECONOMY	POL.SC.-L6- POLITICAL PARTIES GEOG-L6- MANUFACTURING INDUSTRIES	GEOG-L6- MANUFACTURING INDUSTRIES (CONTD) POL.SC.-L7- OUTCOMES OF DEMOCRACY	ECONOMICS-L5- CONSUMER RIGHTS HISTORY- NATIONALISM IN INDIA
DATES	9.1.17-21.1.17	23.1.17-11.2.17	13.2.17-28.2.17			
SOCIAL SCIENCE	HISTORY- NATIONALISM IN INDIA (CONTD) GEOG.-L7- LIFELINES OF NATIONAL ECONOMY	GEOG.-L7- LIFELINES OF NATIONAL ECONOMY (CONTD) POL.SC-L8- CHALLENGES OF DEMOCRACY	REVISION FOR – SA2			

	TECHNIQUES	TOOLS OF EVALUATION
FA 3-(a) Unit test 20 marks	Hist -L-1 Rise of Nationalism in Europe Geog -L-5 Mineral & Energy Resources Pol .Sc - L-5 Popular Struggles & Movements Eco - L-3 Money and Credit	Standardized Test
FA3 (b) 20 marks.	Portfolios <ul style="list-style-type: none"> • Charts • Map Works • Timelines • Models • Learning Outcome- The students will be able to develop presentation skills, chronological presentation of data and accurate labeling of physical features and locations 	<ul style="list-style-type: none"> • Accuracy • Neatness • Creativity • Originality
FA3 (c) 20 marks. FA3 (Total 60 marks reduced to 10)	Lab Activity Conduct a survey on different sources of energy being used in India and its impact on the environment. (Both conventional and non-conventional)	<ul style="list-style-type: none"> • Has the issue been researched well? • Has the topic been aesthetically presented? • Is the content and information authentic? • Co-relation to real life.
FA4 (a) 20marks	Inter-disciplinary Project Topic- Environment	<ul style="list-style-type: none"> • Has the issue been researched well? • Has the topic been aesthetically presented? • Is the content and information authentic? • Co-relation to real life.
FA4 (b) 20 marks.	<ul style="list-style-type: none"> • Written Assignments • MCQs • Open/Closed Book Test Learning outcome- Students will develop critical thinking and retention	<ul style="list-style-type: none"> • Does the child have appropriate knowledge about the subject?(Yes/No) • Is the child able to provide suitable solutions for the questions?(Yes/No) • Analyzing and Synthesizing of the answers
FA4 (c) 20 marks.	Lab Activity Survey on the movement- Narmada Bachao Aandolan And it's outcome	<ul style="list-style-type: none"> • Has the issue been researched well? • Has the topic been aesthetically presented? • Is the content and information authentic?

FA4 (d) 20 marks.	Pamphlet designing on Consumer Rights	<ul style="list-style-type: none"> • Accuracy • Neatness • Creativity • Originality
FA4 (e) 20 marks. FA4 (100 marks reduced to 10)	Presentations with the use of ICT National Parties, their symbols, important leaders and manifestoes	<ul style="list-style-type: none"> • Has the issue been researched well?(Yes/No) • Does the child possess understanding and creative skill? (Good/Average/No) • Is the content and information authentic? • Co-relation to real life.
SA 2-March 2017 90 marks.(Reduced to 30 marks)	Hist L-3 Nationalism in India; L-2 Nationalism in Europe Geog -L-5 Mineral & Energy Resources L-6 Manufacturing Industries; L-7 - Lifelines of National Economy Pol .Sc- L-5 Popular Struggles & Movements L-6 Political Parties L-7 Outcomes of Democracy L-8 Challenges to Democracy Eco- L-3 Money and Credit L-4 Globalization L-5 Consumer Rights	Standardized Test

WORK EDUCATION

FA1, FA2, SA1, FA3, FA4 and SA2 Assessment

FA1 – May 2014 Work Education	Mocktail Preparation: (Any one of their own choice)	Techniques <ul style="list-style-type: none"> • Presentation • Taste
FA1 – May 2014 Clay Modelling	Pen Stand / Flower pot	Techniques <ul style="list-style-type: none"> • Finishing • Smoothness • Accuracy • Perfection
FA2 – July 2014	Card making	Techniques

Work Education		<ul style="list-style-type: none"> • Neatness • Presentation • Perfection
FA2 – July 2014 Clay Modelling	Means of transport	Techniques <ul style="list-style-type: none"> • Finishing • Smoothness • Accuracy • Perfection
SA1 – September 2014 Work Education	Jute craft	Techniques <ul style="list-style-type: none"> • Neatness • Presentation • Perfection
SA1 – September 2014 Clay Modelling	Flowers and leaves/ Mother and child	Techniques <ul style="list-style-type: none"> • Finishing • Smoothness • Accuracy • Perfection
FA3 – December 2014 Work Education	Recipe making (any one of without fire recipes taught)	Techniques <ul style="list-style-type: none"> • Cooker skills • Taste
FA3 – December 2014 Clay Modelling	Animals (any one): <ul style="list-style-type: none"> • Cow • Elephant • Tiger • Camel 	Techniques <ul style="list-style-type: none"> • Finishing • Smoothness • Accuracy • Perfection
FA4 – February 2015 Work Education	Stitching Test	Techniques <ul style="list-style-type: none"> • Presentation • Neatness

<p>FA4 – February 2015</p> <p>Clay Modelling</p>	<p>Masks / birds</p>	<p>Techniques</p> <ul style="list-style-type: none"> • Finishing • Smoothness • Accuracy • Perfection
<p>SA2 – March 2015</p> <p>Work Education</p>	<ul style="list-style-type: none"> • Objective type test paper • Recipe writing (any three without fire) • Preparation of any two recipes out of the three 	<p>Parameters</p> <ul style="list-style-type: none"> • Understanding • Awareness of the subject matter • Cookery skills • Innovativeness • Presentation • Taste • Time management • Viva
<p>SA2 – March 2015</p> <p>Clay Modelling</p>	<p>Human figure</p>	<p>Techniques</p> <ul style="list-style-type: none"> • Finishing • Smoothness • Accuracy • Perfection

WORK EDUCATION & PERFORMING ART

WORK EDUCATION

1st TERM APRIL to SEPTEMBER

Subject	April	May	July	August	September
Work Education	Refreshing drinks	<ul style="list-style-type: none"> • FA1 assessment • Holiday homework discussion • Preparation of decorative/ utility items using non biodegradable wastes 	<ul style="list-style-type: none"> • Assessment of the holiday homework • Card making using ivory sheet with 3D effect 	Ch. – our food	<ul style="list-style-type: none"> • SA1 assessment • Jute craft
Clay Modelling	Pen Stand	<ul style="list-style-type: none"> • FA1 assessment • Flower pot 	Means of transport – car, bike, bus ,boat ,etc	Flowers and leaves *Relief work	Mother and child

IInd Term - October-February

Subject	October	November	December	January	February
Work Education	Tie and Dye – sample making with various techniques of tying	Creating articles like dupattas using the age old and evergreen art of tie and dye	Recipe of eggless cake	Recipe of Besan laddoo	Recipe of Honey chilli potatoes
Clay Modelling	Masks – different shapes and techniques	Animals–tiger, cow and elephant	Birds –pigeon ,peacock , crow and duck	Human Figure – male and female	Character making in human figure

ICT (INFORMATION AND COMMUNICATION TECHNOLOGY)

TERM - I

APRIL	MAY	JULY	AUGUST	SEPTEMBER
01.04.16-13.04.16	02.05.16-18.05.16	01.07.16-16.07.16	01.08.16-13.08.16	01.09.16-14.09.16
Ch -1: Internet <ul style="list-style-type: none"> • Introducing to Internet • History 	Ch -2: Services Available on Internet Contd... <ul style="list-style-type: none"> • Telnet 	Ch -6: Hypertext Markup Language and Its Elements <ul style="list-style-type: none"> • Introduction to HTML • Types of Elements 	Ch -6: Hypertext Markup Language and Its Elements Contd... <ul style="list-style-type: none"> • Heading Tags • Paragraph Tag 	Ch -6: Hypertext Markup Language and Its Elements Contd... <ul style="list-style-type: none"> • WebPage Designing
18.04.16-30.04.16	Ch -3: Web Services <ul style="list-style-type: none"> • E- Mail • Chat • Video Conferencing 	18.07.16-30.07.16	16.08.16-31.08.16	---.09.16- ----.09.16
Ch -1: Internet contd... <ul style="list-style-type: none"> • Web Terminology Ch-2: Services Available on Internet <ul style="list-style-type: none"> • Search Engine 		Ch -6: Hypertext Markup Language and Its Elements Contd... <ul style="list-style-type: none"> • B, I, U Tags • Font Tag 	Ch -6: Hypertext Markup Language and Its Elements Contd... <ul style="list-style-type: none"> • HR 	SA1 EXAMS

ICT (INFORMATION AND COMMUNICATION TECHNOLOGY)

TERM - II

OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
29.09.16-15.10.16	02.11.16-16.11.16	01.12.16-15.12.16	09.01.17-21.01.17	13.02.17-28.02.17
Ch -7: HTML <ul style="list-style-type: none"> • Images • Lists ❖ Ordered & Unordered 	Ch -7: HTML <ul style="list-style-type: none"> • Lists Contd.. ❖ Definition & Nested 	Ch -7: HTML <ul style="list-style-type: none"> • Table ❖ Rowspan & Colspan 	Ch -7: HTML <ul style="list-style-type: none"> • Linking ❖ External & Internal 	Website Designing
17.10.16-28.10.16	17.11.16-30.11.16	16.12.16-30.12.16	23.01.17-11.02.17	
Ch -7: HTML <ul style="list-style-type: none"> • Lists Contd.. ❖ Ordered & Unordered 	Ch -7: HTML <ul style="list-style-type: none"> • Table ❖ Cellspacing & Cellpadding 	Ch -7: HTML <ul style="list-style-type: none"> • Linking ❖ External & Internal 	Ch -8 Societal Impact of IT <ul style="list-style-type: none"> ❖ Website Designing 	

4) ICT(INFORMATION AND COMMUNICATION TECHNOLOGY)		
	TECHNIQUES	TOOLS OF EVALUATION
FA1 May 2016 20 Mks.(Reduced to 10 Mks)	Ch -1: Internet	Standardized Test <ul style="list-style-type: none"> • Objective • Subjective
FA2 a 10 Mks.	Appraisal of C.W/H.W Notebooks	<ul style="list-style-type: none"> • Regular Work • Neat Work • Correction Work Done/Not Done
FA2 b 10 Mks.	Holiday H.W	<ul style="list-style-type: none"> • Innovativeness • Overall Presentation (Good/Average)
FA2 c 20 Mks.	Activity- Presentation Topic: On the Spot Execution: A group of 2 students will design a presentation using the software PowerPoint Learning Outcome: Students will overcome their complex of speaking in front of the audience	<ul style="list-style-type: none"> • Technical Knowledge • Designing • Content • Presentation
FA2d 20 Mks.	Project- Draw a complete E-Mail Message Window on a colorful A4 size sheet and label it and describe the components briefly.	<ul style="list-style-type: none"> • Designing • Overall Presentation (Good/Average)
FA2 e 30 Mks.	Programming Skills- HTML Practical Activity	<ul style="list-style-type: none"> • Programming Skills • Time Duration
FA2 f 10 Mks.	Lab Etiquette	<ul style="list-style-type: none"> • Behaviour (Good/Average) • System Handling(Proper/Improper)
SA 1-September 2016 90 mks.(Reduced to 30 mks)	Ch -1: Internet Ch-2: Services Available on Internet Ch -3: Web Services Ch -6: Hypertext Markup Language and Its Elements	Standardized Test <ul style="list-style-type: none"> • Objective • Subjective • Programming

4) ICT(INFORMATION AND COMMUNICATION TECHNOLOGY)		
	TECHNIQUES	TOOLS OF EVALUATION
FA3 Dec. 2016 20 Mks.(Reduced to 10 Mks)	Ch -7: HTML	Standardized Test <ul style="list-style-type: none"> • Objective • Programming
FA4 a 10 Mks.	Appraisal of C.W/H.W Notebooks	<ul style="list-style-type: none"> • Regular Work • Neat Work • Correction Work Done/Not Done
FA4 b 30 Mks.	Activity- Web Page Designing Topic: On the Spot Execution: A group of 2 students will design a webpage using the tags done till the date of activity Learning Outcome: A beautiful & colorful webpage can be designed even with few tags	<ul style="list-style-type: none"> • Technical Knowledge • Design Layout
FA4 c 30 Mks.	Project- Website Designing Topic: Movies, Cuisines, Tourism, Online store etc. Execution: The class will be divided into the groups. Each group will have 5-6 students. The students will be required to submit the complete website in a CD on the date allotted Learning Outcome: The students will learn to coordinate in a group and complete the work in a stipulated time	<ul style="list-style-type: none"> • Technical Knowledge • Designing • Innovativeness • Overall Presentation (Good/Average)
FA4 d 20 Mks.	Activity- Let's Design Topic: Browser Window Components Execution: The students will draw the window on an A4 size sheet and label the components Learning Outcome: Students will learn to identify the buttons and understand the functions of each button in the toolbar	<ul style="list-style-type: none"> • Neatness • Design • Overall Presentation
FA4 e 10 Mks.	Lab Etiquette	<ul style="list-style-type: none"> • Behaviour (Good/Average) • System Handling(Proper/Improper)
SA 2-March. 2017 90 mks.(Reduced to 30 mks)	Ch -6: Hypertext Markup Language and Its Elements Ch -7: HTML Ch -8 Societal Impact of IT	Standardized Test <ul style="list-style-type: none"> • Objective • Subjective • Programming

SPORTS

APRIL 2016

Junior(Boys/Girls)
100M, 200M, 400M, 800M, 4×100T(Relay)

MAY 2016

Junior(Boys/Girls)
Long Jump & Shot Put

JULY 2016

Junior(Boys/Girls)
Basket Ball and Volley Ball

AUGUST 2016

Zonal Tournament

SEPTEMBER 2016

Zonal Tournaments

OCTOBER 2016

Radha Krishan Cricket Tournament

NOVEMBER 2016

Junior
Cricket

DECEMBER 2016

Junior(Boys/Girls)
Badminton

JANUARY 2017

Junior
Table Tennis

FEBRUARY & MARCH 2017

Junior(Boys/Girls)
Kho-Kho