

**SREE KUMARAMANGALAM PUBLIC SCHOOL,**  
**KUMARAKOM P.O., KOTTAYAM.**

**LEARNING OUTCOMES**

**Class : I**

**(Hindi)**

<b>सीखने की संप्राप्ति (Learning Outcomes)</b>
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**बच्चे -**

- विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं; जैसे - कविता, कहानी सुनाना, जानकारी के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना।
- सुनी सामग्री (कहानी, कविता आदि) के बारे में बातचीत करते हैं, अपनी राय देते हैं, प्रश्न पूछते हैं।
- भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं; जैसे - इन्ना, बिन्ना, तिन्ना।
- प्रिंट (लिखा या छपा हुआ) और गैर-प्रिंट सामग्री (जैसे, चित्र या अन्य ग्राफिक्स) में अंतर करते हैं।
- चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं।
- चित्र में या क्रमवार सजाए चित्रों में घट रही अलग-अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं।
- पढ़ी कहानी, कविताओं आदि में लिपि चिह्नों/शब्दों/वाक्यों आदि को देखकर और उनकी ध्वनियों को सुनकर, समझकर उनकी पहचान करते हैं।
- संदर्भ की मदद से आस-पास मौजूद प्रिंट के अर्थ और उद्देश्य का अनुमान

## सीखने की संप्राप्ति (Learning Outcomes)

लगाते हैं, जैसे -टॉफी के कवर पर लिखे नाम को ' टॉफी', 'लॉलीपॉप' या 'चॉकलेट' बताना।

- प्रिंट (लिखा या छपा हुआ) में मौजूद अक्षर, शब्द और वाक्य की इकाइयों
- को पहचानते हैं, जैसे- ' मेरा नाम विमला है।' बताओ, यह कहाँ लिखा हुआ है?/ इसमें 'नाम' कहाँ लिखा हुआ है?/ 'नाम' में 'म' पर अंगुली रखो।
- परिचित/अपरिचित लिखित सामग्री (जैसे- मिड-डे मील का चार्ट, अपना नाम, कक्षा का नाम, मनपसंद किताब का शीर्षक आदि)में रुचि दिखाते हैं, बातचीत करते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं; जैसे- केवल चित्रों या चित्रों और प्रिंट की मदद से अनुमान लगाना, अक्षर-ध्वनि संबंध का इस्तेमाल करना, शब्दों को पहचानना, पूर्व अनुभवों और जानकारी का इस्तेमाल करते हुए अनुमान लगाना।
- हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं।
- स्कूल के बाहर और स्कूल के भीतर(पुस्तक कोना/पुस्तकालय से) अपनी पसंद की किताबों को स्वयं चुनते हैं और पढ़ने की कोशिश करते हैं।
- लिखना सीखने की प्रक्रिया के दौरान अपने विकासात्मक स्तर के अनुसार चित्रों, आड़ी-तिरछी रेखाओं(कीरम-काटे), अक्षर-आकृतियों, स्व-वर्तनी(इंनवेंटिड स्पेलिंग) और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग)के माध्यम से सुनी हुई और अपने मन की बातों को अपने तरीके से

## सीखने की संप्राप्ति (Learning Outcomes)

लिखने का प्रयास करते हैं।

- स्वयं बनाए गए चित्रों के नाम लिखते (लेबलिंग)हैं, जैसे- हाथ के बने पंखे का चित्र बनाकर उसके नीचे 'बीजना' (ब्रजभाषा, जो कि बच्चे की घर की भाषा हो सकती है।)लिखना।

## **(English)**

### **The learner:**

- associates words with pictures.
- names familiar objects seen in the pictures.
- recognizes letters and their sounds A-Z
- differentiates between small and capital letters in print/Braille
- recites poems/rhymes with actions.
- draws/ scribbles in response to poems and stories.
- responds orally (in any language including sign language) to comprehension questions related to stories/poems
- identifies characters and sequence of a story and asks questions about the story.
- carries out simple instructions such as ‘Shut the door’, ‘Bring me the book’, and such others.
- listens to English words, greetings, polite forms of expression, simple sentences, and responds in English home language /signs.
- talks about self /situations/ pictures in English.
- uses nouns such as ‘boy’, ‘sun’, and prepositions like ‘in’, ‘on’, ‘under’, etc.
- produces words with common blends like “br” “fr” like ‘brother’, frog’ etc.
- writes simple words like fan, hen, rat etc.

## **Malayalam**

### **Lessons**

1. പറ
2. പറവ
3. മല

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### **Learning Outcomes**

റ, ല, വ എന്നിവ ചേർന്ന വാക്കുകൾ പഠിക്കുന്നു

4. അമ്പിളി
5. ആമ
6. ഇല

-

അ, ആ, ഇ ഇവയുടെ ചിഹ്നങ്ങൾ തിരിച്ചറിയുന്നു

7. ഈറ
8. ഉറി
9. ഉറഞ്ഞാൽ

-

ീ, ൂ, ൃ എന്നീ ചിഹ്നങ്ങൾ

10. ള്ഷി
11. എലി
12. ഏണി

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ൂ, ൈ, ൉ ചിഹ്നങ്ങൾ

13. ഐരാവതം
14. ഒട്ടകം
15. ഓല

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ചിഹ്നങ്ങൾ

16. ഔഷധം
17. അംബുജം
18. അമ്മ
19. ക വ ഗ ഘ ങ

-

ചിഹ്നങ്ങൾ

20. ച ഛ ജ ഝ ഞ
21. ട ഠ ഡ ള ണ
22. ത മ ദ ധ ന

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വ്യഞ്ജനാക്ഷരങ്ങൾ

23. പ ഫ ഭ ബ മ
24. യ ര ല വ ശ
25. ഷ സ ഹ
26. ഉ ഊ

-

വ്യഞ്ജനാക്ഷരങ്ങൾ

27. ണ്, െ, ്, ൽ, ൾ
28. കൂട്ടക്ഷരങ്ങൾ

-

ചില്ലുകൾ  
കൂട്ടക്ഷരങ്ങൾ

## **(Mathematics)**

The learner:

- works with numbers 1 to 20
- classifies objects into groups based on some physical attributes like shape, size and other observable properties including rolling and sliding.
- recites number names and counts objects up to 20, concretely, pictorially and symbolically.
- counts objects using numbers 1 to 9.
- compares numbers up to 20. For example tells whether number of girls or number of boys is more in the class.
- applies addition and subtraction of numbers 1 to 20 in daily life
- constructs addition facts up to 9 by using concrete objects. For example to find 3+3 counts 3 steps forward from 3 onwards and concludes that 3+3=6.
- subtracts numbers using 1 to 9. For example the child takes out 3 objects from a collection of 9 objects and counts the remaining to conclude 9-3=6
- Solves day to day problems related to addition & subtraction of numbers up to 9.
- recognizes numbers up to 99 and writes numerals.



- describes the physical features of various solids/shapes in her own language. For example- a ball rolls, a box slides etc.
- estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.
- observes, extends and creates patterns of shapes and numbers. For example arrangement of shapes/ objects/ numbers, etc. like
  - (i)
  - 1,2,3,4,5,.....
  - 1,3,5,.....
  - 2,4,6,.....
  - 1,2,3,1,2,..., 1,...3,.....
- collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more).
- Develops concept of zero.

## Class : II

### (Hindi)

#### सीखने की संप्राप्ति (**Learning Outcomes**)

**बच्चे -**

- विविध उद्देश्यों के लिए अपनी भाषा अथवा/और स्कूल की भाषा का इस्तेमाल करते हुए बातचीत करते हैं, जैसे- जानकारी पाने के लिए प्रश्न पूछना, निजी अनुभवों को साझा करना, अपना तर्क देना आदि।
- कही जा रही बात, कहानी, कविता आदि को ध्यान से सुनकर अपनी भाषा में बताते/सुनाते हैं।

### सीखने की संप्राप्ति (Learning Outcomes)

- भाषा में निहित शब्दों और ध्वनियों के साथ खेल का मज़ा लेते हुए लय और तुक वाले शब्द बनाते हैं; जैसे - एक था पहाड़, उसका भाई था दहाड़, दोनों गए खेलने ....।
- अपनी कल्पना से कहानी, कविता आदि कहते/ सुनाते हैं/आगे बढ़ाते हैं।
- अपने स्तर और पसंद के अनुसार कहानी, कविता, चित्र, पोस्टर आदि को आनंद के साथ पढ़कर अपनी प्रतिक्रिया व्यक्त करते हैं/प्रश्न पूछते हैं।
- चित्र के सूक्ष्म और प्रत्यक्ष पहलुओं पर बारीक अवलोकन करते हैं।
- चित्र में या क्रमवार सजाए चित्रों में घट रही अलग-अलग घटनाओं, गतिविधियों और पात्रों को एक संदर्भ या कहानी के सूत्र में देखकर समझते हैं और सराहना करते हैं।
- परिचित/अपरिचित लिखित सामग्री में रुचि दिखाते हैं और अर्थ की खोज में विविध प्रकार की युक्तियों का इस्तेमाल करते हैं; जैसे- चित्रों और प्रिंट की

### सीखने की संप्राप्ति (Learning Outcomes)

कौन-कौन से अक्षर हैं?

- हिंदी के वर्णमाला के अक्षरों की आकृति और ध्वनि को पहचानते हैं।
- स्कूल के बाहर और स्कूल के भीतर (पुस्तक कोना/पुस्तकालय से) अपनी पसंद की किताबों को स्वयं चुनकर पढ़ने का प्रयास करते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत चित्रों, आड़ी-तिरछी रेखाओं (कीरम-काटे), अक्षर-आकृतियों से आगे बढ़ते हुए स्व-वर्तनी का उपयोग और स्व-नियंत्रित लेखन (कनवेंशनल राइटिंग) करते हैं।
- सुनी हुई और अपने मन की बातों को अपने तरीके से और तरह-तरह से चित्रों/शब्दों/वाक्यों द्वारा (लिखित रूप से) अभिव्यक्त करते हैं।
- अपनी निजी ज़िंदगी और परिवेश पर आधारित अनुभवों को अपने लेखन में शामिल करते हैं।

### (English)

The learner: • अपनी कल्पना से कहानी, कविता आदि आगे बढ़ाते हैं।

- sings songs/rhymes with action.
- responds to comprehension questions related to stories and poems, in home language/English/sign language, orally and in writing (phrases/ short sentences)
- identifies characters, and sequence of events in a story.
- expresses verbally her/his opinion and asks questions about the characters, storyline, etc., in English/ home language.
- draws/ writes a few words/short sentence in response to poems and stories.
- listens to English words, greetings, polite forms of expression, and responds in English/home language like 'How are you?', 'I'm fine, thank you.' etc.
- uses simple adjectives related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink' 'red' 'heavy' 'light' 'soft' etc.
- uses pronouns related to gender like 'his/her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there' 'these/those' etc.
- uses prepositions like 'before', 'between' etc.
- composes and writes simple, short sentences with space between words.

## **Malayalam**

### **Lessons**

1. മാനന്തൂം താഴത്തൂം	-	കവിത ആസ്വദിച്ച് ഈണത്തിൽ ചൊല്ലുന്നു.
2. അപ്പുവും ആമയും	-	ബുദ്ധിപൂർവ്വം പ്രവർത്തിക്കാൻ ലക്ഷ്യം കൈവരിക്കാൻ സാധിക്കും.
3. സത്യം സത്യം	-	ജീവിതത്തിൽ സത്യസന്ധതയുടെ പ്രാധാന്യം തിരിച്ചറിയുന്നു.
4. പുമൊട്ട്	-	മറ്റുള്ളവരെ സ്നേഹിക്കാനും സഹായിക്കാനുമുള്ള മനസ്സ് ഉണ്ടാകുന്നു.
5. ആരു തന്നു	-	അമ്മയുടെ പ്രാധാന്യത്തെക്കുറിച്ച് മനസ്സിലാക്കുന്നു.
6. വേവിച്ച മുട്ട	-	നാടോടിക്കഥകളെക്കുറിച്ച് ഒരു അവബോധം ഉണ്ടാകുന്നു.
7. കാറ്റ്	-	കവിത ഈണത്തിൽ ചൊല്ലാൻ പഠിക്കുന്നു.
8. ആടും പട്ടിയും	-	നമുക്കു ചുറ്റുമുള്ള എല്ലാത്തിനെയും ചെറുപ്രായത്തിൽ തന്നെ പഠിക്കണം.
9. കാക്കക്കുയിലേ	-	ഈണത്തിൽ കവിത ചൊല്ലാൻ പഠിക്കുന്നു.
10. ഒരുമയുടെ ഉത്സവം	-	പ്രധാനപ്പെട്ട വിശേഷദിവസങ്ങളെക്കുറിച്ച് മനസ്സിലാക്കുന്നു.
11. അണ്ണാനും ചെന്നായയും	-	‘ബുദ്ധിപൂർവ്വം പ്രവർത്തിച്ചാൽ ലക്ഷ്യപ്രാപ്തി കൈവരിക്കാം’ എന്നു മനസ്സിലാക്കുന്നു.
12. മുടന്തൻ ആട്	-	വിവേചന ബുദ്ധിയോടെ ഏതു കാര്യവും ചെയ്യണം എന്ന് തിരിച്ചറിയുന്നു.

## **(Mathematics)**

### **The learner:**

#### **• works with two digit numbers**

- reads and writes numerals for numbers up to 99.
- uses place value in writing and comparing two digit numbers.
- forms the greatest and smallest two digit numbers (with and without repetition of given digits).
- solves simple daily life problems/situations based on addition of two digit numbers.
- solves daily life situations based on subtraction of two digit numbers.
- represents an amount up to Rs. 100 using 3-4 notes and coins (of same/ different denominations).



- **describes basic 3D and 2D shapes with their observable characteristics**
  - identifies basic 3D-shapes such as cuboid, cylinder, cone and sphere by their names.
  - traces 2D outlines of 3D objects.
  - identifies 2D shapes (rectangle, square, triangle, circle) by their names.
- **distinguishes between straight and curved lines.**
- **draws/ represents straight lines in various orientations (vertical, horizontal, slant).**
- estimates and measures length/distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/spoon/bucket etc.
- compares objects as heavier/lighter than using simple balance.
- identifies the days of the week and months of the year
- sequences the events occurring according to their duration in terms of hours/days, for example ,does a child remain in school for longer period than at home ?
- draws inference based on the data collected such as 'the number of vehicles used in Samir's house is more than that in Angeline's'.
- Identifies the values of currency notes up to 100/coins and performs addition and subtraction operations.

## **Class : III**

### **(Hindi)**

सीखने की संप्राप्ति ( <b>Learning Outcomes</b> )
<b>बच्चे -</b> <ul style="list-style-type: none"> <li>• कही जा रही बात, कहानी, कविता आदि को ध्यान से समझते हुए सुनते और अपनी प्रतिक्रिया व्यक्त करते हैं।</li> <li>• कहानी, कविता आदि को उपयुक्त उतार-चढ़ाव, गति, प्रवाह और सही पुट के साथ सुनाते हैं।</li> <li>• सुनी हुई रचनाओं की विषय-वस्तु, घटनाओं, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, प्रश्न पूछते हैं, अपनी प्रतिक्रिया देते हैं, राय बताते हैं/अपने तरीके से (कहानी, कविता आदि) अपनी भाषा में व्यक्त करते हैं।</li> <li>• आस-पास होने वाली गतिविधियों/घटनाओं और विभिन्न स्थितियों में हुए</li> </ul>

आदि ) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं/अपनी राय देते हैं/ शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं, पूछे गए प्रश्नों के उत्तर (मौखिक, सांकेतिक) देते हैं।

- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका अर्थ सुनिश्चित करते हैं।
- तरह-तरह की कहानियों, कविताओं/रचनाओं की भाषा की बारीकियों (जैसे -शब्दों की पुनरावृत्ति, संज्ञा, सर्वनाम, विभिन्न विराम-चिह्नों का प्रयोग आदि) की पहचान और प्रयोग करते हैं।
- अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि ) को समझकर पढ़ने के बाद उस पर आधारित प्रश्न पूछते हैं/अपनी राय देते हैं/ शिक्षक एवं अपने सहपाठियों के साथ चर्चा करते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत वर्तनी के प्रति सचेत

- अलग-अलग तरह की रचनाओं/सामग्री (अखबार, बाल पत्रिका, होर्डिंग्स आदि ) को समझकर पढ़ने के बाद उस पर अपनी प्रतिक्रिया लिखते हैं, पूछे गए प्रश्नों के उत्तर (लिखित/ब्रेल लिपि आदि में) देते हैं।

## **(English)**

### **The learner:**

- recites poems individually/ in groups with correct pronunciation and intonation.
- performs in events such as role-play/ skit in English with appropriate expressions.
- reads aloud with appropriate pronunciation and pause
- reads small texts in English with comprehension i.e., identifies main idea, details and sequence and draws conclusions in English.
- expresses orally her/his opinion/understanding about the story and characters in the story, in English/ home language.
- responds appropriately to oral messages/ telephonic communication.
- writes/types dictation of words/phrases/sentences.
- uses meaningful short sentences in English, orally and in writing. Uses a variety of nouns, pronouns, adjectives and prepositions in context as compared to previous class.
- distinguishes between simple past and simple present tenses
- identifies opposites like 'day/night', 'close-open', and such others.
- uses punctuation such as question mark, full stop and capital letters appropriately.

- reads printed scripts on the classroom walls: poems, posters, charts etc.
- writes 5-6 sentences in English on personal experiences/events using verbal or visual clues.
- uses vocabulary related to subjects like Maths, EVS, relevant to class III.

### Malayalam

#### Lessons

#### Learning Outcomes

- |                            |   |  |
|----------------------------|---|--|
| 1. കൊച്ചുപൂവ്              | - | കവിത ഈണത്തിൽ ചൊല്ലാൻ പഠിക്കുന്നു.  |
| 2. ഒന്നാംസമ്മാനം           | - | വായനയുടെ പ്രാധാന്യത്തെക്കുറിച്ച് അറിയുന്നു.  |
| 3. കാറ്റും മഴയും കഥയും -   |   | താളബദ്ധമായി കവിത ചൊല്ലുന്നു.<br>കുടുംബബന്ധങ്ങളുടെ ശക്തി ബോധ്യപ്പെടുന്നു.   |
| 4. ഉറുമ്പും പൂൽച്ചാടിയും - |   | കഥകൾ കേട്ട് ആസ്വദിക്കുന്നു.<br>പരിചിതമായ കഥകൾ അവതരിപ്പിക്കുന്നു<br>അധ്വാനത്തിന്റെ മഹത്വത്തെക്കുറിച്ച് അറിയുന്നു. |
| 5. അമ്പിളി അമ്മാവൻ         | - | കവിത ഈണത്തിൽ ചൊല്ലുകയും ആശയം ഉൾക്കൊണ്ട് വായിക്കുകയും ചെയ്യുന്നു.   |
| 6. കുട്ടിയും തള്ളയും       | - | കുട്ടിയും അമ്മയും തമ്മിലുള്ള ആത്മബന്ധത്തെക്കുറിച്ച് മനസ്സിലാക്കുന്നു.  |
| 7. ഓണം പൊന്നോണം            | - | ഓണത്തെക്കുറിച്ചുള്ള ഐതീഹ്യം മനസ്സിലാക്കുന്നു.  |
| 8. ഒരു ബാലിക               | - | ശബ്ദസൗന്ദര്യം ഉൾക്കൊണ്ട് കവിത ചൊല്ലുന്നു.<br>ആലങ്കാരിക പദങ്ങൾ കണ്ടെത്തുന്നു.                                     |
| 9. ശക്തനും ബുദ്ധിമാനും-    |   | അധ്വാനം, ബുദ്ധി എന്നിവയുടെ മഹത്വം വിളിച്ചറിയിക്കുന്ന കഥകൾ സ്വന്തം ഭാഷയിൽ അവതരിപ്പിക്കുന്നു.                      |
| 10. ഗ്രാമത്തിലെ സന്ധ്യ     | - | കവിത ഈണത്തിൽ ചൊല്ലാൻ പഠിക്കുന്നു.<br>കവിതയിലെ പ്രകൃതിഭംഗി ആസ്വദിക്കുന്നു.  |
| 11. അപ്പപ്പൻ മാവ്          | - | 'മരം ഒരു വരം' ആണെന്നും, മരങ്ങൾ വെച്ചുപിടിപ്പിക്കേണ്ടതിന്റെ പ്രാധാന്യത്തെക്കുറിച്ചും അറിയുന്നു.                   |
| 12. മഹാത്മാരുടെ ജീവിതം     | - | മഹാത്മാരുടെ ജീവിചരിത്രം മനസ്സിലാക്കുന്നു.<br>ചിത്രങ്ങൾ, ദൃശ്യങ്ങൾ എന്നിവയ്ക്ക് അടിക്കുറുപ്പ് നൽകുന്നു.           |

### (Mathematics)

#### **The learner:**

#### • **works with three digit numbers**

- reads and writes numbers up to 999 using place value.
- compares numbers up to 999 for their value based on their place value.
- solves simple daily life problems using addition and subtraction of three digit numbers with and without regrouping, sums not exceeding 999
- constructs and uses the multiplication facts (tables) of 2, 3, 4, 5 and 10 in daily life situations.
- analyses and applies an appropriate number operation in the situation/ context.
- explains the meaning of division facts by equal grouping/sharing and finds it by repeated subtraction. For example  $12 \div 3$  as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12
- adds and subtracts small amounts of money with or without regrouping.
- makes rate charts and simple bills

#### • **acquires understanding about 2D shapes**

- identifies and makes 2D-shapes by paper folding , paper cutting on the dot grid, using straight lines etc.



- describes 2D shapes by the number of sides, corners and diagonals. For example ,the shape of the book cover has 4 sides, 4 corners and two diagonals
- fills a given region leaving no gaps using a tile of a given shape.
- **estimates and measures length and distance using standard units like centimetres or metres & identifies relationships.**
- **weighs objects using standard units - grams & kilograms using simple balance .**
- **compares the capacity of different** containers in terms of non standard units.
- **adds & subtracts measures involving grams & kilograms in life situations.**
- identifies a particular day and date on a calendar.
- reads the time correctly to the hour using a clock/watch.
- extends patterns in simple shapes and numbers .
- **acquires understanding about data handling.**
- records data using tally marks, represents pictorially and draws conclusions.

## **(EVS)**

### **The learner:**

- Identifies simple observable features (*e.g. shape, colour, texture, aroma*) of leaves, trunk and bark of plants in immediate surroundings.
- identifies simple features (*e.g. movement, at places found/kept, eating habits, sounds*) of animals and birds) in the immediate surroundings.
- identifies relationships with and among family members.
- identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards etc.), places (types of houses/shelters, bus stand, petrol pump etc.) activities (works people do, cooking processes, etc.) at home/school/ neighbourhood.
- describes need of food for people of different age groups, animals/birds, availability of food and water and use of water at home and surroundings.
- describes roles of family members, family influences (*traits/ features /habits / practices*), need for living together, through oral/ written/other ways.
- groups objects, birds, animals, features, activities according to differences/similarities using different senses. (e.g. appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.)
- differentiates between objects and activities of present and past (at time of the elders). (*e.g. clothes /vessels /games played/ work done by people*).
- identifies directions, location of objects/places in simple maps (of home/ classroom/ school) using signs/symbols/verbally.
- guesses properties, estimates quantities; of materials/activities in daily life and verifies using symbols/non-standard units (hand spans, spoon/mugs, etc.).
- records observations, experiences, information on objects/activities/places visited in different ways and predicts patterns (e.g. shapes of moon, seasons).
- creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of

classroom, sections of home/school, etc.) and slogans, poems, etc.

- observes rules in games (local, indoor, outdoor) and other collective tasks.
- voices opinion on good/bad touch, stereotypes for tasks/play/food in family w.r.t gender, misuse/wastage of food and water in family and school
- shows sensitivity for plants, animals, the elderly, differently abled and diverse family set ups in surroundings. (For the diversity in appearance, abilities, choices - likes/dislikes, and access to basic needs such as food, shelter, etc.)

## Class : IV

### (Hindi)

सीखने की संप्राप्ति (Learning Outcomes)
<p>बच्चे -</p> <ul style="list-style-type: none"><li>• दूसरों द्वारा कही जा रही बात को ध्यान से सुनकर अपनी प्रतिक्रिया व्यक्त करते और प्रश्न पूछते हैं।</li><li>• सुनी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं।</li></ul>

आदि) में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझते और उन पर चर्चा करते हैं।

- पढ़ी हुई सामग्री और निजी अनुभवों को जोड़ते हुए उनसे उभरी संवेदनाओं और विचारों की (मौखिक/लिखित) अभिव्यक्ति करते हैं।
- अपनी पाठ्यपुस्तक से इतर सामग्री (बाल साहित्य/समाचार पत्र के मुख्य शीर्षक बाल पत्रिका, होर्डिंग्स आदि) को समझकर पढ़ते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका अर्थ ग्रहण करते हैं।
- पढ़ने के प्रति उत्सुक रहते हैं और पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनकर पढ़ते हैं।
- पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं, अपनी राय देते हैं, अपनी बात के लिए तर्क देते हैं।
- स्तरानुसार अन्य विषयों, व्यवसायों, कलाओं आदि(जैसे- गणित, विज्ञान, सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली

- किसी विषय पर लिखते हुए शब्दों के बारीक अंतर को समझते हुए और सराहते हैं और शब्दों का उपयुक्त प्रयोग करते हुए लिखते हैं।
- विभिन्न स्थितियों और उद्देश्यों (बुलेटिन बोर्ड पर लगाई जाने वाली सूचना सामान की सूची, कविता, कहानी, चिट्ठी आदि) के अनुसार लिखते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं।
- अलग-अलग तरह की रचनाओं में आए नए शब्दों को संदर्भ में समझकर उनका लेखन में इस्तेमाल करते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न का सचेत इस्तेमाल करते हैं।
- अपनी कल्पना से कहानी, कविता, वर्णन आदि लिखते हुए भाषा का सृजनात्मक प्रयोग करते हैं।

## **(English)**

### **The learner:**

- recites poems with appropriate expressions and intonation.
- enacts different roles in short skits.
- responds to simple instructions, announcements in English made in class/school.
- responds verbally/in writing in English to questions based on day-to-day life experiences, an article, story or poem heard or read
- describes briefly, orally/in writing about events, places and/ /or personal experiences in English.
- reads subtitles on TV, titles of books, news headlines, pamphlets and advertisements.
- shares riddles and tongue-twisters in English.
- solves simple crossword puzzles, builds word chains, etc.



- infer the meaning of unfamiliar words by reading them in context.
- uses dictionary to find out spelling and meaning.
- writes / types dictation of short paragraphs (7-8 sentences).
- uses punctuation marks appropriately in reading aloud with intonations & pauses such as question mark, comma, and full stop.
- uses punctuation marks appropriately in writing such as question mark, comma, full stop and capital letters.
- writes informal letters/messages with a sense of audience.
- uses linkers to indicate connections between words and sentences such as ‘First’, ‘Next’, etc.
- uses nouns, verbs, adjectives, and prepositions in speech and writing.
- reads printed script on the classroom walls, notice board, in posters and in advertisements.
- speaks briefly on any familiar issue like conservation of water; and experiences of day to day life like visit to a zoo; going to mela.
- presents orally and in writing the highlights of a given written text / a short speech / narration / video, film, pictures, photograph etc.

## **Malayalam**

### **Lessons**

### **Learning Outcomes**

- |                             |   |   |
|-----------------------------|---|---|
| 1. ഉണ്ണിക്കണ്ണൻ             | - | ഈണവും ഭാവവും ഉൾക്കൊണ്ട് കവിത ചൊല്ലുന്നു. കൃഷ്ണഗാഥയുടെ ഐതീഹ്യം മനസ്സിലാക്കുന്നു.                             |
| 2. ആനയും ആടും പോലെ-         |   | മൃഗകഥകൾ കേട്ട് ആസ്വദിക്കുന്നു. ‘എത്ര വലിയവനായാലും ചെറിയവരെ നിന്ദിക്കരുത്’ എന്ന ഗുണപാഠം മനസ്സിലാക്കുന്നു.    |
| 3. നന്മൊഴി നറുമൊഴി മലയാളം   | - | മാതൃഭാഷയുടെ പ്രാധാന്യത്തെക്കുറിച്ച് അറിയുന്നു.  |
| 4. മാമ്പഴം                  | - | നാടോടിക്കഥകളെക്കുറിച്ച് അറിയുന്നു. ഒരു നേതാവിനുണ്ടായിരിക്കേണ്ട ഗുണങ്ങൾ എന്തൊക്കെയാണെന്നും മനസ്സിലാക്കുന്നു. |
| 5. ഒരു കൂടം വെള്ളം          | - | മഹാത്മാരുടെ ജീവചരിത്രം മനസ്സിലാക്കുന്നു.  |
| 6. കൃഷിമാഷ്                 | - | മരങ്ങൾ നട്ടു വളർത്താനുള്ള പ്രേരണ വർദ്ധിപ്പിക്കുന്നു.  |
| 7. പൂക്കാലം                 | - | വസന്തകാലത്തിന്റെ പ്രത്യേകതകളെക്കുറിച്ച് അറിവ് നേടുന്നു.   |
| 8. രണ്ട് മത്സ്യങ്ങൾ         | - | വൈജ്ഞാനിക സാഹിത്യരചനകൾ വായിച്ച് അറിവ് നേടുന്നു.   |
| 9. ഒരുറക്കു പാട്ട്          | - | താരാട്ടുപാട്ടുകളെക്കുറിച്ച് കൂടുതൽ അറിയുന്നു. താരാട്ടുപാട്ടുകൾ കണ്ടെത്തി എഴുതുന്നു.                         |
| 10. എല്ലാമുറിയെ പണി ചെയ്താൽ | - | അധ്വാനത്തിന്റെ മഹത്വത്തെക്കുറിച്ച് അറിയുന്നു.   |

## **(Mathematics)**

### **The learner:**

- **applies operations of numbers in daily life**
- multiplies 2 and 3 digit numbers
- divides a number by another number using different methods like:
  - pictorially (by drawing dots)
  - equal grouping
  - repeated subtraction
  - by using inter-relationship between division and multiplication
- creates and solves simple real life situations/ problems including money, length, mass and capacity by using the four operations.
- **works with fractions**
- identifies half, one-fourth, three-fourths in a given picture( by paper folding) and also in a collection of objects.
- represents the fractions as half, one-fourth and three-fourths by using symbols  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$  respectively.
- shows the equivalence of  $\frac{1}{2}$  and  $\frac{2}{4}$  and other fractions.
- **acquires understanding about shapes around her/him**
- identifies the centre, radius and diameter of the circle.
- finds out shapes that can be used for tiling.
- draws cube/ cuboids using the given nets.
- shows through paper folding/ paper cutting, ink blots, etc. the concept of symmetry by reflection.
- draws top view, front view and side view of simple objects.
- explores the area and perimeter of simple geometrical shapes (triangle, rectangle, square) in terms of given shape as a unit like the number of books that can completely fill the top of a table.
- converts metre into centimetre and vice-versa.
- estimates the length of an object/distance between two locations, weight of various objects, volume of liquid, etc., and verifies them by actual measurement.
- solves problem involving daily life situations related to length, distance, weight, volume and time involving four basic arithmetic operations.
- reads clock time in hour and minutes and expresses the time in a.m. and p.m.
- relates 24 hr clock with respect to 12 hr clock.
- calculates time intervals/ duration of familiar daily life events by using forward or backward counting/ addition and subtraction.
- identifies the pattern in multiplication and division (up to multiple of 9).

- observes, identifies and extends geometrical patterns based on symmetry.
- represents the collected information in tables and bar graphs and draws inferences from these.

## (EVS)

### **The learner:**

- identifies simple features (e.g. shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings.
- identifies different features (beaks/teeth, claws, ears, hair, nests/shelters, etc.) of birds and animals.
- identifies relationship with and among family members in extended family.
- explains the herd/group behaviour in animals (ants, bees, elephants), birds (building nests), changes in family (*e.g. due to birth, marriage, transfer, etc.*).
- describes different skilled work (*farming, construction, art/craft, etc.*), their inheritance (from elders) and training (role of institutions) in daily life.
- explains the process of producing and procuring daily needs (e.g. food, water, clothes) i.e. from source to home. (e.g. crops from field to mandi and to home, water from local source and ways of its purification at home/ neighbourhood).
- differentiates between objects and activities of past and present. (e.g. transport, currency, houses, materials, tools, skills - farming, construction, etc.)
- groups the animals, birds, plants, objects, waste material for observable features. (e.g. on appearance (ears, hair, beaks, teeth, texture of skin/surface), instincts (domestic/wild, fruit/vegetable/ pulses/ spices and their shelf life) uses (edibility, medicinal, decoration, any other, reuse), traits (smell-taste/, likes, etc.)
- guesses (properties, conditions of phenomena), estimates spatial quantities (distance, weight, time, duration) in standard/local units (kilo, gaj, pav etc.) and verifies using simple tools/set ups to establish relation between cause and effect. . (e.g. evaporation, condensation, dissolution, absorption; for places; near/far, objects; size and growth; shelf life of flower, fruit, vegetables)
- records her observations /experiences/information for objects, activities, phenomena, places visited (*mela, festival, historical place*) in different ways and predicts patterns in activities/phenomena.
- identifies signs, location of objects/places and guides for the directions w.r.t a landmark in school/neighbourhood using maps etc.
- uses the information on signboards, posters, currency (notes/coins), railway ticket/time table.
- creates collage, designs, models, rangolis, posters, albums, and simple maps (of school/ neighbourhood etc.) using local/waste material.
- voices opinion on issues observed/ experienced in family/ school/ neighbourhood e.g. on stereotypes (making choices/ decision making/ solving problems), discrimination practices on caste in use of public places, water, MDM/community eating, child rights (schooling, child abuse, punishment, labour.)
- suggests ways for hygiene, reduce, reuse, recycle and takes care of different living beings (plants, animals, and the elderly, differently abled people), resources (food, water, and public property).

## **Class : V**

## **(Hindi)**

**बच्चे -**

- सुनी अथवा पढ़ी रचनाओं (हास्य, साहसिक, सामाजिक आदि विषयों पर आधारित कहानी, कविता आदि) की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं/अपनी स्वतंत्र टिप्पणी देते हैं/अपनी बात के लिए तर्क देते हैं/निष्कर्ष निकालते हैं।

- सुनी अथवा पढ़ी रचनाओं (हास्य, साहसिक, सामाजिक आदि विषयों पर आधारित कहानी, कविता आदि) की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं/प्रश्न पूछते हैं/अपनी स्वतंत्र टिप्पणी देते हैं/अपनी बात के लिए तर्क देते हैं/निष्कर्ष निकालते हैं।
- अपरिचित शब्दों के अर्थ शब्दकोश से खोजते हैं।
- स्वेच्छा से या शिक्षक द्वारा तय गतिविधि के अंतर्गत लेखन की प्रक्रिया की बेहतर समझ के साथ अपने लेखन को जाँचते हैं और लेखन के उद्देश्य और पाठक के अनुसार लेखन में बदलाव करते हैं। जैसे -किसी घटना की जानकारी के बोर में बताने के लिए स्कूल की भित्ति पत्रिका के लिए लिखना और किसी दोस्त को पत्र लिखना।
- भाषा की बारीकियों पर ध्यान देते हुए अपनी भाषा गढ़ते हैं और उसे अपने लेखन/ब्रेल में शामिल करते हैं।
- भाषा की व्याकरणिक इकाइयों, जैसे- कारक-चिह्न, क्रिया, काल, विलोम आदि) की पहचान करते हैं और उनके प्रति सचेत रहत हुए लिखते हैं।
- विभिन्न उद्देश्यों के लिए लिखते हुए अपने लेखन में विराम-चिह्नों, जैसे - पूर्ण विराम, अल्प विराम, प्रश्नवाचक चिह्न, उद्धरण चिह्न का सचेत इस्तेमाल करते हैं।



सामाजिक अध्ययन, नृत्यकला, चिकित्सा आदि) में प्रयुक्त होने वाली शब्दावली को समझते हैं और संदर्भ एवं स्थिति के अनुसार उनका लेखन में इस्तेमाल करते हैं।

- अपने आस-पास घटने वाली विभिन्न घटनाओं की बारीकियों पर ध्यान देते हुए उन पर लिखित रूप से अपनी प्रतिक्रिया व्यक्त करते हैं।
- उद्देश्य और संदर्भ के अनुसार शब्दों, वाक्यों, विराम-चिह्नों का उचित प्रयोग करते हुए लिखते हैं।
- पाठ्यपुस्तक और उससे इतर सामग्री में आए संवेदनशील बिंदुओं पर लिखित/ब्रेल लिपि में अभिव्यक्ति करते हैं।

**(English)** अपनी कल्पना से कहानी, कविता, पत्र आदि लिखते हैं, कविता, कहानी को आगे बढ़ाते हुए लिखते हैं।

**The learner:**

- answers coherently in written or oral form to questions in English based on day-to-day life experiences, unfamiliar story, poem heard or read.
- recites and shares English songs, poems, games, riddles, stories, tongue twisters etc, recites and shares with peers and family members.
- acts according to instructions given in English, in games/sports, such as ‘Hit the ball!’ ‘Throw the ring.’ ‘Run to the finish line!’ etc.
- reads independently in English storybooks, news items/ headlines, advertisements etc. talks about it, and composes short paragraphs.
- conducts short interviews of people around him e.g interviewing grandparents, teachers, school librarian, gardener etc.
- uses meaningful grammatically correct sentences to describe and narrate incidents; and for framing questions.
- uses synonyms such as ‘big/large’, ‘shut/ close’, and antonyms like inside/outside, light/dark from clues in context
- reads text with comprehension, locates details and sequence of events.
- connects ideas that he/she has inferred, through reading and interaction, with his/her personal experiences.
- takes dictation for different purposes, such as lists, paragraphs, dialogues etc.
- uses the dictionary for reference
- identifies kinds of nouns, adverbs; differentiates between simple past and simple present verbs.

- writes paragraphs in English from verbal, visual clues, with appropriate punctuation marks and linkers.
- writes informal letters, messages and e-mails.
- reads print in the surroundings(advertisements, directions, names of places etc), understands and answers queries.
- attempts to write creatively (stories, poems, posters, etc)
- writes and speaks on peace, equality etc suggesting personal views
- appreciates either verbally / in writing the variety in food, dress, customs and festivals as read/heard in his/her day-today life, in story book, ks/ card in narratives/ seen in videos, films etc

## **Malayalam**

### Lessons

### Learning Outcomes

- |                                 |   |   |
|---------------------------------|---|---|
| 1. മഞ്ഞുകാലം                    | - | ആശയം ഗ്രഹിച്ച് കവിത ചൊല്ലി അവതരിപ്പിക്കുന്നു. പൂരാണകഥ അറിയുന്നു.                                    |
| 2. സ്വർണവും മനുഷ്യനും-          |   | ഹാസ്യകഥകൾ ശേഖരിച്ച് വായിക്കാൻ ശ്രമിക്കുന്നു.  |
| 3. കണ്ടുകണ്ടങ്ങിരിക്കും ജനങ്ങളെ | - | അഹങ്കാരം ആപത്താണ് എന്ന് കുട്ടികൾ മനസ്സിലാക്കുന്നു.  |
| 4. എന്റെ ഭാഷ                    | - | മലയാള ഭാഷയുടെ പ്രാധാന്യത്തെക്കുറിച്ച് കുട്ടികൾ മനസ്സിലാക്കുന്നു.                                    |
| 5. കാകന്റെ അഹങ്കാരം             | - | ത്യാഗം, സ്നേഹം, സഹാനുഭൂതി തുടങ്ങിയ ഗുണങ്ങൾ പ്രതിപാദിക്കുന്നു. കഥകൾ വായിക്കാൻ താല്പര്യം ജനിക്കുന്നു. |
| 6. എന്റെ കുട്ടിക്കാലം           | - | ജീവചരിത്രം, ആത്മകഥ എന്നിവ വായിച്ച് ആശയം ഗ്രഹിക്കുന്നു.  |
| 7. ഒലി                          | - | കവിത കേട്ട് ആസ്വദിച്ച് ആശയം ഉൾക്കൊണ്ട് താളബോധത്തോടെ കവിത ചൊല്ലാൻ പഠിക്കുന്നു.                       |
| 8. ഒരു ചോദ്യം ഒരു ഉത്തരം-       |   | മഹത് വ്യക്തികളുടെ ജീവിതസന്ദേശം മാതൃകയാക്കുന്നു.   |
| 9. സ്നേഹം ഒരു കുന്നോളം-         |   | മനുഷ്യ സ്നേഹം ഉൾക്കൊള്ളുന്ന കഥകൾ വായിക്കുകയും എഴുതുകയും ചെയ്യുന്നു.                                 |
| 10. വിശ്വദീപം                   | - | ഈണം, താളം, ഭാവം എന്നിവ ഉൾക്കൊണ്ട് കവിത ചൊല്ലി അവതരിപ്പിക്കുന്നു.                                    |
| 11. പൊട്ടിപ്പൊളിഞ്ഞ ചെരുപ്പുകൾ  | - | കഥാപാത്ര നിരൂപണം തയ്യാറാക്കുന്നു.   |

## **(Mathematics)**

### **The learner:**

#### **works with large numbers**

- reads and writes numbers bigger than 1000 being used in her/his surroundings.
- performs four basic arithmetic operations on numbers beyond 1000 by understanding of place value of numbers
- divides a given number by another number using standard algorithms.
- estimates sum, difference, product and quotient of numbers and verifies the same using different strategies like using standard algorithms or breaking a number and then using operation. (For example, to divide 9450 by 25, divide 9000 by 25, 400 by 25, and finally 50 by 25 and gets the answer by adding all these quotients).

#### **acquires understanding about fractions**

- finds the number corresponding to part of a collection.
- identifies and forms equivalent fractions of a given fraction.
- expresses a given fraction  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$  in decimal notation and vice versa. For example in using units of length and money- half of Rs. 10 is Rs.5
- converts fractions into decimals and vice versa.

#### **explores idea of angles and shapes**

- classifies angles into right angle, acute angle, obtuse angle and represents the same by drawing and tracing.
- identifies 2D shapes from the immediate environment that have rotation and reflection symmetry like alphabet and shapes.
- makes cube, cylinder and cone using nets designed for this purpose.
- relates different commonly used larger and smaller units of length, weight and volume and converts larger units to smaller units and vice versa.
- estimates the volume of a solid body in known units like volume of a bucket is about 20 times that of a mug.
- applies the four fundamental arithmetic operations in solving problems involving money, length, mass, capacity and time intervals
- identifies the pattern in triangular number and square number.
- collects data related to various daily life situations, represents it in tabular form and as bar graphs and interprets it.

## **(EVS)**

### **The learner:**

- Explain the super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.

- explains the use of technology and the process of accessing basic needs (food, water etc.) in our daily life. (e.g. farm produce to kitchen i.e. grains to Roti, preservation techniques, storage tracking of water source)
- describes the interdependence among animals, plants and humans. (*e.g. communities earning livelihood from animals, dispersal of seeds etc.*).
- explains the role and functions of different institutions in daily life. (Bank, Panchayat, cooperatives, police station, etc.)
- establishes linkages among terrain, climate, resources (food, water, shelter, livelihood) and cultural life. (*e.g. life in distant/difficult areas like hot/cold deserts*).
- groups objects, materials, activities for features/properties such as shape, taste, colour, texture, sound, traits etc.
- traces the changes in practices, customs, techniques of past and present through coins, paintings, monuments, museum etc. and interacting with elders. (e.g. cultivation, conservation, festivals, clothes, transport, materials/tools, occupations, buildings/houses, practices like cooking, eating, working)
- guesses (properties, conditions of phenomena), estimates spatial quantities (distance, area, volume, weight etc. ) and time in simple standard units and verifies using simple tools/set ups. (e.g. floating/sinking/ mixing/evaporation /germination /spoilage /breathing /taste)
- records observations/experiences/information in an organised manner (e.g. in tables/ sketches/ bar graphs/ pie charts) and predicts patterns in activities/phenomena (*e.g. floating, sinking, mixing, evaporation, germination, spoilage*) to establish relation between cause and effect.
- identifies signs, directions, location of different objects/landmarks of a locality /place visited in maps and predicts directions w.r.t. positions at different places for a location.
- creates posters, designs, models, set ups, local dishes, sketches, maps (of neighbourhood/ different places visited) using variety of local/waste material and writes poems/ slogans/travelogue etc.
- voices opinion on issues observed/experienced and relates practices /happenings to larger issues of society. (E.g. discrimination for access/ownership of resources, migration/ displacement /exclusion, child rights).
- suggests ways for hygiene, health, managing waste, disaster/emergency situations and protecting/saving resources (land, fuels, forests, etc.) and shows sensitivity for the disadvantaged/deprived.

## CLASS VI

### English

#### **The learner**

- participates in activities in English like role play, group discussion, debate, etc.
- recites and shares poems, songs, jokes, riddles, tongue twisters, etc.
- responds to oral messages, telephonic communication in English and communicates them in English or home language.
- responds to announcements and instructions made in class, school assembly, railway station and in other public places.
- reads a variety of texts in English / Braille and identifies main ideas, characters, sequence of ideas and events and relates with his/her personal experiences.
- reads to seek information from notice board, newspaper, Internet, tables, charts, diagrams and maps etc.



- responds to a variety of questions on familiar and unfamiliar texts verbally and in writing.
- uses synonyms, antonyms appropriately deduces word meanings from clues in context while reading a variety of texts.
- writes words / phrases / simple sentences and short paragraphs as dictated by the teacher.
- uses meaningful sentences to describe / narrate factual / imaginary situations in speech and writing.
- refers to dictionary to check meaning and spelling, and to suggested websites for information.
- writes grammatically correct sentences for a variety of situations, using noun, pronoun, verb, adverb, determiners, etc.
- drafts, revises and writes short paragraphs based on verbal, print and visual clues.
- writes coherently with focus on appropriate beginning, middle and end in English / Braille.
- writes messages, invitations, short paragraphs and letters (formal and informal) and with a sense of audience.

## Hindi

### **बच्चे-**

- विभिन्न प्रकार की ध्वनियों, जैसे -बारिश, हवा, रेल, बस, फेरीवाला आदि) को सुनने के अनुभव, किसी वस्तु के स्वाद आदि के अनुभव को अपने ढंग से मौखिक/सांकेतिक भाषा में प्रस्तुत करते हैं।
- सुनी, देखी गई बातों; जैसे- स्थानीय सामाजिक घटनाओं, कार्यक्रमों और गतिविधियों पर बेझिझक बात करते हैं और प्रश्न करते हैं।
- देखी, सुनी रचनाओं/घटनाओं/मुद्दों पर बातचीत को अपने ढंग से आगे बढ़ाते हैं; जैसे-किसी कहानी को आगे बढ़ाना।
- रेडियो, टी.वी., अखबार, इंटरनेट में देखी/सुनी गई खबरों को अपने शब्दों में कहते हैं।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से बताते हैं; जैसे- आँखों से न देख पाने वाले साथी का यात्रा-अनुभव।

- अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में जानते हुए चर्चा करते हैं।
- अपने से भिन्न भाषा, खान-पान, रहन-सहन संबंधी विविधताओं पर बातचीत करते हैं।
- सरसरी तौर पर किसी पाठ्यवस्तु को पढ़कर उसकी विषयवस्तु का अनुमान लगाते हैं।
- किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विषय बिंदु को खोजते हैं, अनुमान लगाते हैं, निष्कर्ष निकालते हैं।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद, राय, टिप्पणी देते हैं।
- भाषा की बारीकियों/व्यवस्था/ढंग पर ध्यान देते हुए उसकी सराहना करते हैं, जैसे- कविता में लय-तुक, वर्ण-आवृत्ति (छंद) तथा कहानी, निबंध में मुहावरे, लोकोक्ति आदि।
- विभिन्न विधाओं में लिखी गई साहित्यिक सामग्री को उपयुक्त उतार-चढ़ाव और सही गति के साथ पढ़ते हैं।
- हिंदी भाषा में विविध प्रकार की रचनाओं को पढ़ते हैं।

- नए शब्दों के प्रति जिज्ञासा व्यक्त करते हैं और उनके अर्थ समझने के लिए शब्दकोश का प्रयोग करते हैं।
- विविध कलाओं; जैसे- हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला आदि से जुड़ी सामग्री में प्रयुक्त भाषा के प्रति जिज्ञासा व्यक्त करते हुए उसकी सराहना करते हैं।
- दूसरों के द्वारा अभिव्यक्त अनुभवों को ज़रूरत के अनुसार लिखना; जैसे सार्वजनिक स्थानों (जैसे-चौराहों, नलों, बस अड्डे आदि) पर सुनी गई बातों को लिखना।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट पर प्रकाशित होने वाली सामग्री आदि) को समझकर-पढ़ते हैं और उसमें अपनी पसंद-नापसंद, टिप्पणी को लिखित या ब्रेल भाषा में व्यक्त करते हैं।
- विभिन्न विषयों, उद्देश्यों के लिए उपयुक्त विराम-चह्नों का उपयोग करते हैं।

## **Malayalam**

### **Lessons**

1. വനഭംഗി

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### **Learning Outcomes**

താളവും ഭാവവും ഉൾക്കൊണ്ട് കവിത ചൊല്ലുന്നു.  
രാമായണകഥ മനസ്സിലാക്കുന്നു.

2. അനർഘനിമിഷം

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മഹത് വ്യക്തികളുടെ ജീവിതസന്ദേശം അറിയുന്നു.  
സാഹോദര്യവും സമഭാവനയും കാത്തു സൂക്ഷിക്കുന്ന കഥ എഴുതുന്നു.

3. മാമ്പഴം

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കവിതയിലെ ആശയം, ചമത്കാരഭംഗി, പദപ്രയോഗങ്ങൾ  
എന്നിവയെക്കുറിച്ച് അറിവ് നേടുന്നു.

4. ബഷീറും ഒരു ആടും

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പ്രാദേശിക ഭാഷയുടെ സൗന്ദര്യം, മഹത്വം എന്നിവ  
മനസ്സിലാക്കുന്നു.  
കഥാപാത്ര നീരുപണം തയ്യാറാക്കുന്നു.

5. പുന്തികൾ പ്രാർത്ഥിക്കുന്നു-

പ്രാപഞ്ചിക സത്യങ്ങളെക്കുറിച്ച് അറിയുകയും കുറിപ്പ്  
തയ്യാറാക്കുകയും ചെയ്യുന്നു.

6. ശൂന്യാകാശത്തിൽ മനുഷ്യൻ-

പ്രകൃതിയാണ് ഏറ്റവും നല്ല പാഠശാലയെന്ന് മനസ്സിലാക്കുന്നു.

7. ഒന്ന്

-

കവിത ഭാവസ്ഫുരണത്തോടെ ഇണയും താളവും  
നൽകി അവതരിപ്പിക്കുന്നു.  
ഒരുമയാണ് പെരുമ എന്ന് മനസ്സിലാക്കുന്നു.



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|---|---|---|
| 8. സർവംസഹ                                     | - | ഇതിഹാസം എന്താണെന്ന് മനസ്സിലാക്കുന്നു.<br>ഒരു മുഹൂർത്തത്തെ നാടകമാക്കുന്നതിന്റെ ഭാഗമായി<br>സംഭാഷണം രചിക്കുന്നു.       |
| 9. പൊൻമാൻ                                     | - | താളവും ചൊൽവടിവും പാലിച്ച് കവിത ചൊല്ലുന്നു.  |
| 10. ജനകീയ കവി                                 | - | തുള്ളൽ പ്രസ്ഥാനത്തെക്കുറിച്ച് മനസ്സിലാക്കുന്നു.<br>ജീവിതചരിത്രക്കുറിപ്പ് തയ്യാറാക്കുന്നു.                           |
| 11. സാമ്രാജ്യസൗഹൃദം                           | - | കവിതയിലെ ആശയം, ചമത്കാരഭംഗി, പദപ്രയോഗങ്ങൾ<br>എന്നിവ കണ്ടെത്തി ആസ്വാദനം തയ്യാറാക്കുന്നു.<br>പുരാണകഥ മനസ്സിലാക്കുന്നു. |
| 12. തീമഴപെയ്യുമ്പോൾ                           | - | ചർച്ചാകുറിപ്പുകൾ തയ്യാറാക്കുന്നു.<br>യുദ്ധം ഒരിക്കലും വിജയം തരുന്നില്ല എന്ന് മനസ്സിലാക്കുന്നു.                      |
| 13. പൂമ്പാറ്റയോട്                             | - | കവിത ഭാവം ഉൾക്കൊണ്ട് ഈണത്തിൽ ചൊല്ലുന്നതായ   |
| 14. ആ കൊച്ചു വനദേവതയെ<br>നിങ്ങൾ കണ്ടിട്ടുണ്ടോ | - | കഥയെ നാടകമാക്കുകയും നാടകീയമുറിയ നിമിഷങ്ങൾ<br>കണ്ടെത്തി സംഭാഷണം രചിക്കുകയും ചെയ്യുന്നു.                              |

## **Mathematics**

### **The learner:**

- solves problems involving large numbers by applying appropriate operations (addition, subtraction, multiplication and division).
- recognises and appreciates (through patterns) the broad classification of numbers as even, odd, prime, co-prime, etc.
- applies HCF or LCM in a particular situation.
- solves problem involving addition and subtraction of integers.
- uses fractions and decimals in different situations which involve money, length, temperature etc. For example,  $7\frac{1}{2}$  metres of cloth, distance between two places is 112.5 km etc.
- solves problems on daily life situations involving addition and subtraction of fractions / decimals.
- uses variable with different operations to generalise a given situation. For example, Perimeter of a rectangle with sides  $x$  units and  $3$  units is  $2(x+3)$  units.
- compares quantities using ratios in different situations. For example the ratio of girls to boys in a particular class in 3:2.



- uses unitary method in solving various word problems. For example, if the cost of a dozen notebooks is given she finds the cost of 7 notebooks by first finding the cost of 1 notebook.
- describes geometrical ideas like line, line segment, open and closed figures, angle, triangle, quadrilateral, circle, etc., with the help of examples in surroundings.
- demonstrates an understanding of angles by
  - identifying examples of angles in the surroundings.
  - classifying angles according to their measure.
  - estimating the measure of angles using  $45^\circ$ ,  $90^\circ$ , and  $180^\circ$  as reference angles.
- demonstrates an understanding of line symmetry by
  - identifying symmetrical 2-Dimensional (2-D) shapes which are symmetrical along one or more lines
  - creating symmetrical 2-D shapes.
- classifies triangles into different groups/types on the basis of their angles and sides. For example- scalene, isosceles or equilateral on the basis of sides, etc.
- classifies quadrilaterals into different groups/types on the basis of their sides/angles.
- identifies various (3-D) objects like sphere, cube, cuboid, cylinder, cone from the surroundings with the help of examples from surroundings.
- describes and provides examples of edges, vertices and faces of 3-D objects.
- finds out the perimeter and area of rectangular objects in the surroundings like floor of the class room, surfaces of a chalk box etc.
- arranges given/collected information such as expenditure on different items in a family in the last six months, in the form of table, pictograph and bar graph and interprets them.

## **Science**

### **The learner:**

- identifies materials and organisms, such as, plant fibres, flowers, on the basis of observable features i.e. appearance, texture, function, aroma, etc.
- differentiates materials and organisms, such as, fibre and yarn; tap and fibrous roots; electrical conductors and insulators; on the basis of their properties, structure and functions
- classifies materials, organisms and processes based on observable properties, e.g., materials as soluble, insoluble, transparent, translucent and opaque; changes as can be reversed and cannot be reversed; plants as herbs, shrubs, trees, creeper, climbers; components of habitat as biotic and abiotic; motion as rectilinear, circular, periodic
- conducts simple investigations to seek answers to queries, e.g., What are the food nutrients present in animal fodder? Can all physical changes be reversed? Does a freely suspended magnet align in a particular direction?
- relates processes and phenomenon with causes, e.g., deficiency diseases with diet; adaptations of animals and plants with their habitats; quality of air with pollutants, etc.
- explains processes and phenomenon, e.g., processing of plant fibres; movements in plants and animals; formation of shadows; reflection of light from plane mirror; variations in composition of air; preparation of vermi compost, etc.
- measures physical quantities and expresses in SI units, e.g., length
- draws labelled diagrams / flow charts of organisms and processes, e.g., parts of flowers; joints; filtration; water cycle, etc.
- constructs models using materials from surroundings and explains their working, e.g., pinhole camera, periscope, electric torch, etc.

- applies learning of scientific concepts in day-to-day life, e.g., selecting food items for a balanced diet; separating materials; selecting season appropriate fabrics; using compass needle for finding directions; suggesting ways to cope with heavy rain/ drought, etc.
- makes efforts to protect environment, e.g., minimising wastage of food, water, electricity and generation of waste; spreading awareness to adopt rain water harvesting; care for plants, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices.

## **Social Science**

### **The learner:**

- distinguishes between stars, planets and satellites e.g. Sun, Earth and Moon.
- recognizes that the earth is a unique celestial body due to existence of life, zones of the earth with special reference to biosphere.
- demonstrates day & night and seasons.
- locates directions on the flat surface and continents & oceans on the world map..
- identifies latitudes and longitudes, e.g., poles, equator, tropics, States/UTs of India and other neighbouring countries on globe and the world map,
- locates physical features of India such as mountains, plateaus, plains, rivers, desert, etc. on the map of India.
- draws neighbourhood map showing scale, direction, and features with the help of conventional symbols.
- examines critically the superstitions related to eclipses.
- identifies different types of sources (archaeological, literary etc.) and describes their use in reconstruction of history of this period.
- locates important historical sites, places on an outline map of India.
- recognises distinctive features of early human cultures and explains their growth.
- lists out significant contributions of important kingdoms, dynasties with examples viz., Ashokan inscriptions, Gupta coins, Ratha temples by Pallavas etc.
- explains broad developments during ancient period e.g. hunting gathering stage, the beginning of agriculture, the first cities on the Indus etc. and relates the developments occurring in one place with another.
- describes issues, events, personalities mentioned in literary works of the time.
- describes the implications of India's contacts with regions outside India in the fields of religion, art, architecture, etc.
- outlines India's significant contributions in culture and science viz. astronomy, medicine, mathematics, and knowledge of metals, etc.
- synthesizes information related to various historical developments.
- analyses basic ideas and values of various religions and systems of thought during ancient period.
- describes various forms of human diversity around her/him.
- develops a healthy attitude towards various kinds of diversity around her/him.
- recognises various forms of discrimination and understands the nature and sources of discrimination.
- differentiates between equality and inequality in various forms to treat them in a healthy way.
- describes the role of government, especially at the local level.
- identifies various levels of the government – local, state and union.

- analyses the functioning of rural and urban local government bodies in sectors like health and education.
- describes factors responsible for availability of different occupations undertaken in rural and urban areas.

## CLASS VII

### English

#### **The learner:**

- answers questions orally and in writing on a variety of texts.
- reads aloud stories/ recites poems with appropriate pause, intonation and pronunciation.
- participates in different activities in English such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;
- engages in conversations in English with family, friends, and people from different professions such as shopkeeper, salesperson etc. using appropriate vocabulary.
- responds to different kinds of instructions, requests, directions in varied contexts viz. school, bank, railway station.
- speaks about excerpts, dialogues, skits, short films, news / debate on TV and radio, audio –video programmes on suggested websites.
- asks and responds to questions based on texts (from books or other resources) and out of curiosity.
- reads textual/non-textual materials in English/Braille with comprehension.
- identifies details, characters, main idea and sequence of ideas and events in textual /non-textual material
- thinks critically, compares and contrasts characters, events, ideas, themes and relates them to life.
- reads to seek information in print / online, notice board, signboards in public places, newspaper, hoardings etc.
- takes notes while teacher teaches /from books / from online materials.
- infers the meaning of unfamiliar words by reading them in context.
- refers dictionary, thesaurus and encyclopaedia to find meanings / spelling of words while reading and writing.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, biography, autobiography, travelogue etc.
- uses appropriate grammatical forms in communication (e.g. noun, pronoun, verb, determiners, time and tense, passivisation, adjective, adverb, etc).
- organises sentences coherently in English / in Braille with the help of verbal and visual clues and with a sense of audience
- writes formal letters, personal diary, list, email, SMS, etc.
- writes descriptions / narratives showing sensitivity to gender, environment and appreciation of cultural diversity.
- writes dialogues from a story and story from dialogues.

### Hindi

**बच्चे-**

- विविध प्रकार की रचनाओं को पढ़कर समूह में चर्चा करते हैं।
- किसी सामग्री को पढ़ते हुए लेखक द्वारा रचना के परिप्रेक्ष्य में कहे गए विचार को समझकर और अपने अनुभवों के साथ उसकी संगति, सहमति

- विभिन्न संवेदनशील मुद्दों/विषयों;जैसे-जाति,धर्म, रंग,जेंडर, रीति-रिवाजों के बारे में मौखिक रूप से अपनी तार्किक समझ अभिव्यक्त करते हैं।
- सरसरी तौर पर किसी पाठ्यवस्तु को पढ़कर उसकी उपयोगिता के बारे में बताते हैं।
- किसी पाठ्यवस्तु की बारीकी से जाँच करते हुए उसमें किसी विशेष बिंदु को खोजते हैं।
- पढ़ी गई सामग्री पर चिंतन करते हुए बेहतर समझ के लिए प्रश्न पूछते हैं।
- विभिन्न पठन सामग्रियों में प्रयुक्त शब्दों, मुहावरों, लोकोक्तियों को के अर्थ समझते हुए उनकी सराहना करते हैं।
- कहानी, कविता आदि पढ़कर लेखन के विविध तरीकों और शैलियों को



- भाषा की बारीकियों/व्यवस्था तथा नए शब्दों का प्रयोग करते हैं; जैसे- किसी कविता में प्रयुक्त शब्द विशेष, पदबंध का प्रयोग-आप बढ़ते हैं तो बढ़ते ही चले जाते हैं या जल-रेल जैसे प्रयोग।
- विभिन्न अवसरों/संदर्भों में कही जा रही दूसरों की बातों को अपने ढंग से लिखते हैं; जैसे- अपने गाँव की चौपाल की बातचीत या अपने मोहल्ले के लिए तरह तरह के कार्य करने वालों की बातचीत।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री(समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट प्रकाशित होने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद के पक्ष में लिखित या ब्रेल भाषा में अपने तर्क रखते हैं।
- अपने अनुभवों को अपनी भाषा शैली में लिखते हैं।
- विभिन्न विषयों और उद्देश्यों के लिए लिखते समय उपयुक्त शब्दों, वाक्य

## **Malayalam**

### **Lessons**

### **Learning Outcomes**

- |                         |   |  |
|-------------------------|---|--|
| 1. പ്രഭാതഗീതം           | - | കവിതാലാപനത്തിൽ ഈണത്തിനും താളത്തിനുമൊപ്പം ഭാവത്തിനും പ്രാധാന്യമുണ്ടെന്ന് കണ്ടെത്തി ആലാപനം നടത്തുന്നു.<br>പദച്ചേരുവകളുടെ ഔചിത്യം, പ്രയോഗഭംഗിയുടെ സവിശേഷത എന്നിവ കണ്ടെത്തുന്നു.     |
| 2. മല്ലനും മലികനും      | - | അധാനത്തിന്റെ മഹത്വം വിളിച്ചറിയിക്കുന്ന നാടൻകഥകൾ വായിച്ച് ആസ്വാദനക്കുറിപ്പ് തയ്യാറാക്കുന്നു.<br>നാടൻപാട്ടുകൾ, വായ്ത്താരികൾ, ലഘുകവിതകൾ എന്നിവയിലൂടെ ശബ്ദസൗന്ദര്യം തിരിച്ചറിയുന്നു. |
| 3. കണ്ണന്റെ കൈതവങ്ങൾ    | - | താളവും ചൊൽവടിവും പാലിച്ച് കവിത ചൊല്ലുന്നു<br>സഹപാഠികളുടെ രചന വിലയിരുത്തുന്നു   |
| 4. വെള്ളപ്പൊക്കത്തിൽ    | - | കഥയെക്കുറിച്ച് ആസ്വാദനക്കുറിപ്പ് തയ്യാറാക്കുന്നു.<br>കഥ ഭാവാത്മകമായി വായിക്കാൻ പഠിക്കുന്നു   |
| 5. ഫ്ളാറ്റിലെ ഓണം       | - | അക്ഷരശുദ്ധിയും ആശയശുദ്ധിയും ഉചിതമായ താളവും മനസ്സിലാക്കി കവിത ചൊല്ലുന്നു.   |
| 6. ഒരു തെയ്യത്തിന്റെ കഥ | - | അർഥബോധം, ഉച്ചാരണശുദ്ധി, ഭാവം എന്നിവയോടെ  |

9. കാബുൾക്കാരി - കവിതകൾ വായിച്ച് ഇതിവൃത്തം ഗദ്യരൂപത്തിൽ എഴുതുന്നു. കഥാപാത്രനിരൂപണം തയ്യാറാക്കുന്നത് പഠിക്കുന്നു.
10. കാട്ടിലെ ഒരു സാദവം - കഥകളിലെ വർണ്ണനകളുടെ സവിശേഷത മനസ്സിലാക്കി ആസ്വാദനക്കുറിപ്പ് തയ്യാറാക്കുന്നു. കഥ ഉചിതമായ ഭാവാവിഷ്കാരത്തോടെ വായിച്ചുവതരിപ്പിക്കാൻ പഠിക്കുന്നു.
11. കൊച്ചമ്മ - ആശയം ഗ്രഹിച്ച് കവിത ചൊല്ലി അവതരിപ്പിക്കുന്നു.
12. നൈൽ എന്ന മഹാകാവ്യം- അനുഭവങ്ങളും നിരീക്ഷണങ്ങളും ഓർമ്മകളും ചേർത്ത് യാത്രാവിവരണം തയ്യാറാക്കാൻ പഠിക്കുന്നു.
13. വേണുഗാനം - കവിത ഭാവസ്ഫുരണത്തോടെ ഈണവും താളവും നൽകി അവതരിപ്പിക്കുന്നു.
14. സാഹിത്യഗുളികകൾ - പഴഞ്ചൊല്ലുകളും ശൈലികളും നാടൻപാട്ടുകളും വ്യാഖ്യാനിക്കാൻ പഠിക്കുന്നു.
15. കഥകളി - കഥകളി, തുള്ളൽ തുടങ്ങിയ ക്ലാസ്സീക് കലാരൂപങ്ങളെക്കുറിച്ച് വിവരണം തയ്യാറാക്കാൻ പഠിക്കുന്നു.

## Mathematics

### **The learner:**

- multiplies/divides two integers.
- interprets the division and multiplication of fractions.
- uses algorithms to multiply and divide fractions/decimals.
- solves problems related to daily life situations involving rational numbers.
- uses exponential form of numbers to simplify problems involving multiplication and division of large numbers.
- represents daily life situations in the form of a simple equation and solves it
- adds/subtracts algebraic expressions.
- distinguishes quantities that are in proportion. For example, tells that 15,45,40,120 are in proportion as 15/45 is the same as 40/120.
- solves problems related to conversion of percentage to fraction and decimal and vice versa.
- calculates profit/loss percent and rate percent in simple interest.

- classifies pairs of angles based on their properties as linear, supplementary, complementary, adjacent and vertically opposite and finds value of the one when the other is given.
- verifies the properties of various pairs of angles formed when a transversal cuts two lines.
- finds unknown angle of a triangle when its two angles are known.
- explains congruency of triangles on the basis of the information given about them like (SSS, SAS, ASA, RHS)
- using ruler and a pair of compasses constructs, a line parallel to a given line from a point outside it and triangles.
- finds out approximate area of closed shapes by using unit square grid/ graph sheet.
- calculates areas of the regions enclosed in a rectangle and a square.
- finds various representative values for simple data from her/his daily life contexts like mean, median and mode.
- recognises variability in real life situation such as, variations in the height of students in her class and uncertainty in happening of events like throwing a coin.
- interprets data using bar graph such as consumption of electricity is more in winters than summer, runs scored by a team in first 10 overs etc.

## **Science**

### **The learner:**

- identifies materials and organisms, such as, animal fibres; types of teeth; mirrors & lenses, on the basis of observable features, i.e., appearance, texture, functions, etc.
- differentiates materials and organisms such as, digestion in different organisms; unisexual and bisexual flowers; conductors and insulators of heat; acidic, basic and neutral substances; images formed by mirrors and lenses, etc., on the basis of their properties, structure and function
- classifies materials and organisms based on properties/characteristics, e.g., plant and animal fibres; physical and chemical changes
- conducts simple investigations to seek answers to queries, e.g., Can extract of coloured flowers be used as acid-base indicator? Do leaves other than green also carry out photosynthesis? Is white light composed of many colours?
- relates processes and phenomena with causes, e.g., wind speed with air pressure; crops grown with types of soil; depletion of water table with human activities, etc.
- explains processes and phenomena, e.g., processing of animal fibres; modes of transfer of heat; organs and systems in human and plants; heating and magnetic effects of electric current, etc.
- writes word equation for chemical reactions, e.g., acid-base reactions; corrosion; photosynthesis; respiration, etc.
- measures and calculates e.g., temperature; pulse rate; speed of moving objects; time period of a simple pendulum, etc.
- draws labelled diagrams/ flow charts e.g., organ systems in human and plants; electric circuits; experimental set ups; life cycle of silk moth, etc.
- plots and interprets graphs e.g., distance-time graph
- constructs models using materials from surroundings and explains their working, e.g., stethoscope; anemometer; electromagnets; Newton's colour disc, etc.
- discusses and appreciates stories of scientific discoveries
- applies learning of scientific concepts in day-to-day life, e.g. dealing with acidity; testing and treating soil; taking measures to prevent corrosion; cultivation by vegetative propagation; connecting two or more electric cells in proper order in devices; taking measures during and after disasters; suggesting methods for treatment of polluted water for reuse, etc.



- makes efforts to protect environment, e.g., following good practices for sanitation at public places; minimising generation of pollutants; planting trees to avoid soil erosion; sensitising others with the consequences of excessive consumption of natural resources, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

## **Social Science**

### **The learner:**

- identifies major layers of the earth's interior, rock types, layers of the atmosphere in a diagram.
- locates distribution and extent of different climatic regions on the world map or globe.
- explains preventive actions to be undertaken in the event of disasters e.g. earthquake, floods, droughts.
- describes formation of landforms due to various factors/events.
- explains composition and structure of the atmosphere.
- describes different components of the environment and the interrelationship between them.
- analyzes factors contributing to pollution in their surroundings and lists measures to prevent it.
- reasons factors leading to diversity in flora and fauna due to various factors e.g. climate, landforms, etc.
- reflects on the factors leading to disasters and calamities.
- shows sensitivity to the need for conservation of natural resources- air, water, energy, flora and fauna.
- draws interrelationship between climatic regions and life of people living in different climatic regions.
- analyses factors that impact development of specific regions.
- provides examples of sources used to study various periods in history.
- relates key historical developments during medieval period occurring in one place with another.
- explains the relationship between livelihood patterns and the geographical condition of the area inhabited e.g. tribes, nomadic pastoralists and *banjaras*.
- analyses socio-political and economic changes during medieval period
- analyses administrative measures and strategies for military control adopted by different kingdoms e.g. the Khaljis and Tughluqs, Mughals, etc.
- draws comparisons between policies of different rulers
- describes distinctive developments in style and technology used for construction of temples, tombs and mosques with examples.
- analyses factors which led to the emergence of new religious ideas and movements (*bhakti* and *sufi*)
- draws inferences from poetry of *bhakti* and *sufi* saints about existing social order.
- explains the significance of equality in democracy.
- distinguishes between political equality, economic equality, and social equality.
- interprets social, political and economic issues in one's own region with reference to the right to equality.
- differentiates between local government and State government.
- describes the process of election to the legislative assembly.
- locates one's own constituency on assembly constituency map of State/UT and names local MLA.
- analyses the causes and consequences of disadvantages faced by women of different sections of the society.

- identifies women achievers in different fields from various regions of India.
- illustrates contribution of women to different fields with appropriate examples.
- explains the functioning of media with appropriate examples from newspapers.
- creates an advertisement.
- differentiates between different kinds of markets.
- traces how goods travel through various market places.

## CLASS VIII

### English

#### **The learner:**

- responds to instructions/announcements in school and public places viz. railway station, market, airport, cinema hall, and act accordingly.
- introduces guests in English, interviews people by asking questions based on the work they do.
- engages in conversations in English with people from different professions such as bank staff, railway staff, etc. using appropriate vocabulary.
- uses formulaic/polite expressions to communicate such as ‘May I borrow your book?’, ‘I would like to differ’ etc.
- excerpts, dialogues, poems, commentaries of sports and games speeches, news, debates on TV, Radio and expresses opinions about them.
- asks questions in different contexts and situations ( e.g. based on the text / beyond the text / out of curiosity / while engaging in conversation using appropriate vocabulary and accurate sentences)
- participates in different events such as role-play, poetry recitation, skit, drama, debate, speech, elocution, declamation, quiz, etc., organized by school and other such organizations;
- narrates stories (real or imaginary) and real life experiences in English.
- reads textual/non-textual materials in English/Braille with comprehension.
- identifies details, characters, main idea and sequence of ideas and events while reading.
- reads, compares, contrasts, thinks critically and relates ideas to life.
- infers the meaning of unfamiliar words by reading them in context.
- reads a variety of texts for pleasure e.g. adventure stories and science fiction, fairy tales, also non-fiction articles, narratives, travelogues, biographies, etc.
- refers dictionary, thesaurus and encyclopaedia as reference books for meaning and spelling while reading and writing.
- prepares a write up after seeking information in print / online, notice board, newspaper, etc.
- communicates accurately using appropriate grammatical forms (e.g., clauses, comparison of adjectives, time and tense, active passive voice, reported speech etc. )
- writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.
- writes short paragraphs coherently in English/Braille with a proper beginning, middle and end with appropriate punctuation marks.
- writes answers to textual/non-textual questions after comprehension / inference; draws character sketch, attempts extrapolative writing.
- writes email, messages, notice, formal letters, descriptions / narratives, personal diary, report, short personal/ biographical experiences etc.

- develops a skit (dialogues from a story) and story from dialogues.

## Hindi

### बच्चे-

- विभिन्न विषयों पर आधारित विविध प्रकार की रचनाओं को पढ़कर चर्चा करते हैं, जैसे- पाठ्यपुस्तक में किसी पक्षी के बारे में पढ़कर पक्षियों पर लिखी गई सालीम अली की किताब पढ़कर चर्चा करते हैं।
- हिंदी भाषा में विभिन्न प्रकार की सामग्री (समाचार, पत्र-पत्रिका, कहानी, जानकारीपरक सामग्री, इंटरनेट, ब्लॉग पर छपने वाली सामग्री आदि) को समझकर पढ़ते हैं और उसमें अपनी पसंद-नापसंद, टिप्पणी, राय, निष्कर्ष आदि को मौखिक/सांकेतिक भाषा में अभिव्यक्त करते हैं।
- पढ़ी गई सामग्री पर चिंतन करते हुए समझ के लिए प्रश्न पूछते हैं।
- अपने परिवेश में मौजूद लोककथाओं और लोकगीतों के बारे में बताते/सुनाते हैं।
- पढ़कर अपरिचित परिस्थितियों और घटनाओं की कल्पना करते हैं और उन पर अपने मन में बननेवाली छवियों और विचारों के बारे में मौखिक /सांकेतिक भाषा में बताते हैं।

- विभिन्न संवेदनशील मुद्दों/विषयों; जैसे-जाति, धर्म, रंग, जेंडर, रीति-रिवाजों के बारे में अपने मित्रों, अध्यापकों या परिवार से प्रश्न करते हैं; जैसे-अपने मोहल्ले के लोगों से त्योहार मनाने के तरीके पर बातचीत करना।
- किसी रचना को पढ़कर उसके सामाजिक मूल्यों पर चर्चा करते हैं। उसके कारण जानने की कोशिश करते हैं; जैसे-अपने आस-पास रहने वाले परिवारों और उनके रहन-सहन पर सोचते हुए प्रश्न करते हैं-रामू काका की बेटी स्कूल क्यों नहीं जाती?

- विभिन्न प्रकार की सामग्री जैसे कहानी, कविता, लेख, गीत, चित्र

चित्रण आदि।

- विभिन्न पठन सामग्रियों को पढ़ते हुए उनके शिल्प की सराहना करते हैं और अपने स्तरानुकूल मौखिक, लिखित, ब्रेल/सांकेतिक रूप में उसके बारे में अपने विचार व्यक्त करते हैं।
- किसी पाठ्यवस्तु को पढ़ने के दौरान समझने के लिए ज़रूरत पड़ने पर अपने किसी सहपाठी या शिक्षक की मदद लेकर उपयुक्त संदर्भ सामग्री; जैसे- शब्दकोश, विश्वकोश, मानचित्र, इंटरनेट या अन्य पुस्तकों की मदद लेते हैं।



- अपने अनुभवों को अपनी भाषा शैली में लिखते हैं। लेखन के विविध तरीकों और शैलियों का प्रयोग करते हैं; जैसे-विभिन्न तरीकों से (कहानी, कविता, निबंध आदि) कोई अनुभव लिखना।
- दैनिक जीवन से अलग किसी घटना/स्थिति पर विभिन्न तरीके से सृजनात्मक ढंग से लिखते हैं; जैसे-सोशल मीडिया पर, नोटबुक पर या संपादक के नाम पत्र आदि।
- विविध कलाओं; जैसे-हस्तकला, वास्तुकला, खेती-बाड़ी, नृत्यकला और इनमें प्रयोग होने वाली भाषा (रजिस्टर) का सृजनात्मक प्रयोग करते हैं; जैसे- कला के बीच बोल, संपादक सदाएँ, माँ की अस्थिति।

## **Malayalam**

### **Lessons**

### **Learning Outcomes**

- |                          |   |   |
|--------------------------|---|---|
| 1. അമ്മയും മകനും         | - | ഈണം, താളം, ഭാവം എന്നിവയോടെ കവിത ചൊല്ലാൻ പഠിക്കുന്നു   |
| 2. യേശുവിന്റെ ബാല്യം     | - | ആത്മകഥ, ജീവചരിത്രം, സഞ്ചാരസാഹിത്യം എന്നിവ വായിച്ചും ആസ്വദിച്ചും ലഘുകുറിപ്പ് തയ്യാറാക്കാൻ പഠിക്കുന്നു                                    |
| 3. വീണപൂവ്               | - | സൂചനകളിൽ നിന്ന് കവിത വികസിപ്പിക്കാൻ പഠിക്കുന്നു ആശയം, അലങ്കാര കല്പനകൾ, പ്രയോഗങ്ങൾ എന്നിവ മനസ്സിലാക്കി ആസ്വദിക്കുന്നു.                   |
| 4. ആരോഗ്യവും അധ്വാനവും   | - | കൃഷിയുടെ പ്രാധാന്യം മനസ്സിലാക്കി പ്രവർത്തിക്കുന്നു. അധ്വാനത്തിന്റെ മഹത്വം തിരിച്ചറിഞ്ഞ് പ്രവർത്തിക്കുന്നു.                              |
| 5. കനകം മൂലം കാമിനി മൂലം | - | തുളളൽപ്പാട്ടുകൾ താളബോധത്തോടെ ചൊല്ലാൻ പഠിക്കുന്നു  |
| 6. ദൈവത്തിന്റെ കൈയൊപ്പ്  | - | നോവൽ, ചെറുകഥ ഇവയിലെ ഓരോ ഭാഗവും ഭാവം ഉൾക്കൊണ്ട് വായിക്കാൻ പഠിക്കുന്നു.   |
| 7. കർണൻ                  | - | വക്രതിബന്ധങ്ങളും കാടംബബന്ധങ്ങളും കാത്ത്   |
| 8. കൈരളിയുടെ വരദാനം      | - | ഭാഷാപ്രയോഗങ്ങളുടെ സവിശേഷതകൾ കണ്ടെത്തി കുറിപ്പ് തയ്യാറാക്കുന്നു.   |
| 9. ഒരു യാത്ര             | - | അർപ്പണബോധത്തോടെ പ്രവർത്തിച്ചാൽ പ്രതിസന്ധികളെ തരണം ചെയ്യാൻ സാധിക്കുമെന്ന് പഠിക്കുന്നു.   |
| 10. ദമയന്തിയും അരയന്നവും | - | മലയാളസാഹിത്യത്തിന്റെ വളർച്ചയിൽ ക്ലാസിക് കലാസാഹിത്യത്തിന്റെ പങ്ക് മനസ്സിലാക്കി വിലയിരുത്താൻ പഠിക്കുന്നു.                                 |
| 11. മണ്ണ്                | - | മണ്ണിന്റെ മഹത്വം മനസ്സിലാക്കുകയും കൃഷിയോട് താല്പര്യം ഉണ്ടാകുകയും ചെയ്യുന്നു.  |
| 12. എനിക്ക് മരണമില്ല     | - | കവിതയുടെ രചനാരീതിയും ആവിഷ്കാരസമ്പ്രദായങ്ങളും ഓരോ കാലഘട്ടത്തിലും വിഭിന്നങ്ങളാണെന്ന് തിരിച്ചറിഞ്ഞ് വാഗ്വാദിപരണം തയ്യാറാക്കാൻ പഠിക്കുന്നു. |

## **Mathematics**

### **The learner:**

- generalises properties of addition, subtraction, multiplication and division of rational numbers through patterns
- finds out as many rational numbers as possible between two given rational numbers.
- proves divisibility rules of 2, 3, 4, 5, 6, 9 and 11
- finds squares, cubes and square roots and cube roots of numbers using different methods.
- solves problems with integral exponents.
- solves puzzles and daily life problems using variables.
- multiplies algebraic expressions.
- e.g expands  $(2x-5)(3x^2+7)$ .
- uses various algebraic identities in solving problems of daily life
- applies the concept of per cent in profit and loss situation in finding discount, VAT and compound interest. e.g. calculates discount per cent when marked price and actual discount are given or finds profit per cent when cost price and profit in a transaction are given.
- Solves problems based on direct and inverse proportions
- Solves problems related to angles of a quadrilateral using angle sum property
- verifies properties of parallelograms and establishes the relationship between them through reasoning.
- represents 3D shapes on a plane surface such as sheet of paper, black board etc.
- verifies Euler's relation through pattern
- constructs different quadrilaterals using compasses and straight edge.
- estimates the area of shapes like trapezium and other polygons by using square grid/graph sheet and verifies using formulas.
- finds the area of a polygon.
- finds surface area and volume of cuboidal and cylindrical object.
- draws and interprets bar charts and pie charts.
- makes hypotheses on chances of future events on the basis of its earlier occurrences or available data like , after repeated throws of dice and coins.

## **Science**

### **The learner:**

- differentiates materials and organisms, such as, natural and human made fibres; contact and non-contact forces; liquids as electrical conductors and insulators; plant and animal cells; viviparous and oviparous animals, on the basis of their properties, structure and functions.

- classifies materials and organisms based on properties/ characteristics, e.g., metals and non metals; *kharif* and *rabi* crops; useful and harmful microorganisms; sexual and asexual reproduction; celestial objects; exhaustible and inexhaustible natural resources, etc.
- conducts simple investigations to seek answers to queries ,e.g, What are the conditions required for combustion? Why do we add salt and sugar in pickles and *murabbas*? Do liquids exert equal pressure at the same depth?
- relates processes and phenomenon with causes ,e.g., smog formation with the presence of pollutants in air; deterioration of monuments with acid rain, etc.
- explains processes and phenomenon ,e.g., reproduction in human and animals; production and propagation of sound; chemical effects of electric current; formation of multiple images; structure of flame, etc.
- writes word equation for chemical reactions, e.g., reactions of metals and non-metals with air, water and acids ,etc.
- measures angles of incidence and reflection, etc.
- prepares slides of microorganisms; onion peel , human cheek cells ,etc., and describes their microscopic features..
- draws labelled diagram/ flow charts, e.g., structure of cell, eye, human reproductive organs; experimental set ups, etc.
- constructs models using materials from surroundings and explains their working , e.g. , *ektara*, electroscope, fire extinguisher, etc.
- applies learning of scientific concepts in day-to-day life, e.g., purifying water; segregating biodegradable and non-biodegradable wastes; increasing crop production;using appropriate metals and non-metals for various purposes; increasing/ reducing friction; challenging myths and taboos regarding adolescence, etc.
- discusses and appreciates stories of scientific discoveries
- makes efforts to protect environment, e.g., using resources judiciously; making controlled use of fertilisers and pesticides; suggesting ways to cope with environmental hazards, etc.
- exhibits creativity in designing, planning, making use of available resources, etc.
- exhibits values of honesty, objectivity, cooperation, freedom from fear and prejudices

## **Social Science**

### **The learner:**

- classifies different types of industries based on raw materials, size and ownership.
- describes major crops, types of farming and agricultural practices in her/his own area/state.
- interprets the world map for uneven distribution of population
- describes causes of forest fire, landslide, industrial disasters and their risk reduction measures.
- locates distribution of important minerals e.g. coal and mineral oil on the world map.
- analyses uneven distribution of natural and human-made resources on the earth.
- justifies judicious use of natural resources such as water, soil, forest, etc. to maintain developments in all areas.
- analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map.
- draws interrelationship between types of farming and development in different regions of the world.
- draws bar diagram to show population of different countries/India/states.



- distinguishes the ‘modern period’ from the ‘medieval’ and the ‘ancient’ periods through the use of sources, nomenclatures used for various regions of the Indian sub-continent and the broad developments.
- explains how the English East India Company became the most dominant power.
- explains the differences in the impact of colonial agrarian policies in different regions of the country like the ‘indigo rebellion’.
- describes the forms of different tribal societies in the 19<sup>th</sup> century and their relationship with the environment.
- explains the policies of the colonial administration towards the tribal communities.
- explains the origin, nature and spread of the revolt of 1857 and the lessons learned from it.
- analyses the decline of pre-existing urban centres and handicraft industries and the development of new urban centres and industries in India during the colonial period.
- explains the institutionalisation of the new education system in India.
- analyses the issues related to caste, women, widow remarriage, child marriage, social reforms and the laws and policies of colonial administration towards these issues.
- outlines major developments that occurred during the modern period in the field of arts.
- outlines the course of the Indian national movement from the 1870s till Independence.
- analyses the significant developments in the process of nation building.
- interprets social and political issues in one’s own region with reference to the Constitution of India.
- illustrates the Fundamental Rights and the Fundamental Duties with appropriate examples.
- applies the knowledge of the Fundamental Rights to find out about their violation, protection and promotion in a given situation (e.g. Child Rights).
- differentiates between State government and Union government.
- describes the process of election to the Lok Sabha.
- locates one’s own constituency on parliamentary constituency map of State/UT and names local MP.
- explains the process of making a law. (e.g. Domestic Violence Act, RTI Act, RTE Act).
- explains the functioning of the judicial system in India by citing some landmark cases.
- demonstrates how to file a First Information Report (FIR).
- analyses the causes and consequences of marginalisation faced by disadvantaged sections of one's own region.
- identifies the role of Government in providing public facilities such as water, sanitation, road, electricity etc., and recognises their availability.
- describes the role of Government in regulating economic activities.

## CLASS IX

### English

#### *The learner*

- listens for information, gist and details and responds accordingly.
- listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret and appreciate.

- reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.
- reads silently with comprehension, interprets layers of meaning.
- uses words, phrases, idioms and words chunks for meaning making in contexts.
- understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.
- uses grammar items in context such as reporting verbs, passive and tense, time and tense, etc.
- writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme;
- writes letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails.
- writes short dialogues and participates in role plays, skits, street plays (*nukkadnatak*) for the promotion of social causes like *Beti Bachao – Beti Padhao*, *Swachh Bharat Abhiyaan*, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy, etc.

## Hindi

- कहानी (कहना-सुनना-समझना-पढ़ना-लिखना), जैसे— प्रेमचंद की कहानी ('दो बैलों की कथा')
- अपने परिवेश में होने वाली घटनाओं के प्रति सजग होकर अपनी बात, विचार को मौखिक-लिखित रूप में अभिव्यक्त करते हैं, जैसे— 'कोरोना वायरस' से प्रभावित देश-दुनिया का जन-जीवन।
- अपने परिवेश/पर्यावरण में आए सकारात्मक/नकारात्मक बदलावों को कविता, कहानी, निबंध के रूप में अथवा अपने ढंग से कहते/लिखते हैं। (भाषा/अनुभवों का सृजनात्मक प्रयोग।)

## Malayalam

### Lessons

1. വിശ്വദീപമയം

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ജീവിതത്തിലെ ദുഃഖത്തെ ഓർത്ത് നിരാശപ്പെടാതെ ശുഭാപ്തിവിശ്വാസത്തോടെ ജീവിക്കാൻ പ്രേരണ ഉണ്ടാകുന്നു. ഈണം, താളം, ഭാവം എന്നിവയോടെ കവിത ചൊല്ലാൻ പഠിക്കുന്നു.

2. കാളുകൾ

-

അധ്വാനത്തിന്റെ മഹത്വം മനസ്സിലാക്കുന്നു.

### Learning Outcomes

## **Mathematics**

### ***The learner***

- applies logical reasoning in classifying real numbers, proving their different properties and using them in different situations.

## **Science**

### ***The learner***

- relates processes and phenomena with causes and effects, such as, symptoms with diseases and causal agents
- explains processes and phenomena, such as, spread of diseases and their prevention
- measures physical quantities using appropriate apparatus, instruments, and devices, such as, temperature using thermometer, etc.
- applies scientific concepts in daily life and solving problems, such as, takes preventive measures to control disease causing agents, etc.

- exhibits values of honesty, objectivity, rational thinking, freedom from myths, superstitious beliefs while taking decisions, respect for life, etc., such as, myth about transmission of diseases, belief that vaccination is not important for prevention of diseases, etc.
- communicates the findings and conclusions effectively, such as, those derived from experiments, activities, and projects both in oral and written form using appropriate figures, tables, graphs, and digital forms, etc.

## **Social Science**

### **a) History**

#### ***The learner***

- explains the meaning of the term ‘revolution’ and draws distinction between a ‘movement’ and a ‘revolution’.
- locates France on a map of Europe.
- identifies various factors that led to the outbreak of the revolution
- categorises the rigid power structure in 18th century French society
- interprets visuals/ images/visuals pertaining to 18th century France.
- analyses the role of intellectuals in propagating ideas of liberty and equality.
- recognises the significance of the Declaration of Rights of Man and Citizen (1789)
- appreciates the role and participation of women from different sections of society.
- constructs a timeline indicating key events of the French Revolution
- appreciates the values of liberty, equality and fraternity and their relevance in contemporary times.
- assesses the impact and legacy of the revolution.

### **b) Political Science**

#### ***The learner***

- explains democracy and its functioning
- identifies the salient features of Democracy
- distinguishes between democratic form of government and non- democratic government
- explains how the Indian Constitution was made
- understands its foundational value.
- compares our Constitution with other Constitutions of the world.
- understands the importance of election in Democracy
- locates places on the map of India indicating Lok Sabha constituencies



- categorises national and Regional Parties.
- explains the working of different institutions in a democracy.
- understands the manner in which major policy decisions are taken.
- explains how different disputes are resolved.
- understand that the Parliament is the final authority for making laws.

#### c) **Economics**

##### *The learner*

- recognises and retrieves facts, figures and narrate processes, for example, lists various factors of production
- interprets, for example, pie and bar diagrams of data related to agricultural production, literacy, poverty, and population

#### d) **Geography**

##### *The learner*

- locates places, states, union territories on the map of India.
- describes important terms in Geography such as, standard meridian, tropic of cancer, passes, sea ports, etc.
- appreciates political diversity
- explains inter relationship between various passes and sea ports in India for trade and communication since historical times.

## **CLASS X**

### **English**

## ***The learner***

- listens for information, gist and details and responds accordingly.
- listens to and discusses literary/non-literary inputs in varied contexts to infer, interpret and appreciate.
- reads with comprehension the given text/materials employing strategies like skimming, scanning, predicting, previewing, reviewing, inferring.
- reads silently with comprehension, interprets layers of meaning.
- uses words, phrases, idioms and words chunks for meaning making in contexts.
- understands and elicits meanings of the words in different contexts, and by using dictionary, thesaurus and digital facilities.
- uses grammar items in context such as reporting verbs, passive and tense, time and tense, etc.
- writes short answers/paragraphs, reports using appropriate vocabulary and grammar on a given theme;
- writes letters both formal and informal, invitations, advertisements, notices, slogans, messages and emails.
- writes short dialogues and participates in role plays, skits, street plays (*nukkadnatak*) for the promotion of social causes like *Beti Bachao – Beti Padhao*, *Swachh Bharat Abhiyaan*, conservation and protection of environment, drug abuse, gender issues, child labour and promotion of literacy, etc.

## **Hindi**

- कविता की समझ  
आनन्द एवं रचना  
(सुनना-देखना-पढ़ना-  
लिखना)
- पाठ्यपुस्तक में  
शामिल कविताओं के  
साथ-साथ अन्य  
कविताओं को भी  
पढ़ते-लिखते हैं।
- कविता की लय-तान-  
ध्वनि पर ध्यान देते हैं।
- अपने परिवेश में होने  
वाली घटनाओं के  
प्रति सजग होकर  
अपनी बात, विचार  
अभिव्यक्त करते हैं  
मौखिक-लिखित रूप  
में। जैसे- ‘कोरोना  
वायरस’ से प्रभावित  
देश-दुनिया का जन-
- अपने परिवेश/  
पर्यावरण में आए  
सकारात्मक/  
नकारात्मक बदलावों  
को कविता, कहानी,  
निबंध के रूप में  
अथवा अपने ढंग से  
कहते/ लिखते हैं।  
(भाषा/अनुभवों का  
सृजनात्मक प्रयोग।)

## **Malayalam**

### **Lessons**

1. ലക്ഷ്മണസാന്താനം -

### **Learning Outcomes**

കോപം ഉപേക്ഷിക്കണമെന്ന് മനസ്സിലാക്കുന്നു. രാമായണകഥ മനസ്സിലാക്കുകയും യുദ്ധം നാശം വിതക്കുമെന്ന് അറിയുകയും ചെയ്യുന്നു.

## **Mathematics**

### ***The learner***

generalises properties of numbers and relations among them studied earlier to evolve results, such as, Euclid's division algorithm, Fundamental Theorem of Arithmetic and applies them to solve problems related to real life contexts.

## **Science**

### ***The learner***

- classifies chemical reactions on the basis of their properties.
- plans and conducts simple activities/ experiments to verify the reactions and seek answer to his/her own queries

- explains various types of reactions and their conditions
- draws labelled diagrams for set up of activities/ experiments
- calculates using the data given, such as, number of atoms in reactants and products to balance a chemical equation
- uses scientific conventions to represent symbols, formulae, and equations for balanced chemical equations and also physical states of substances
- identifies the apparatus and handles the materials carefully
- applies scientific concepts in daily life such as concept of oxidation reactions which make food rancid, corrosion of objects, etc.
- draws conclusion for various reactions taking place in home/kitchen
- exhibits creativity in designing the game.
- exhibits values of honesty, objectivity, rational thinking by reporting and recording experimental data accurately.
- communicates the findings and conclusions of the activities/ experiments/orally and in written form effectively
- makes efforts to conserve environment by making judicious use of materials and keeping the surroundings/ home clean.
- differentiates acidic, basic, and neutral substances using different indicators
- plans and conducts simple activities/ experiments to verify acidic, basic and neutral solutions and seek answer to the queries on his/her own
- relates processes with causes and effects such as tooth decay with pH of saliva, growth of plants with pH of the soil, survival of aquatic life with pH of water,
- explains about various types of acids, bases and salts and their reactions
- draws labelled diagrams for set up of activities/ experiments.
- analyses and interprets data such as pH of solutions to predict the nature of substances.
- uses scientific conventions to represent symbols, formulae, and equations for balanced chemical equation and also physical states of substances
- identifies the apparatus and handles materials properly.
- applies scientific concepts in daily life such as concept of decomposition reaction of baking soda to make spongy cakes, importance of pH in animals and plants, pH is the cause of tooth decay, etc.
- draws conclusion for various reactions such as acids reacts with metals to form salt and hydrogen gas, metal oxide reacts with acid to form salt and water, acid and base react to form salt and water, etc.
- exhibits creativity in designing model of soda acid fire extinguisher using eco-friendly resources
- exhibits values of honesty, objectivity, rational thinking by reporting and recording experimental data accurately



- communicates the findings and conclusions of the activities/experiments/projects or any task orally and in written form effectively using appropriate figures, tables and digital forms, etc.
- makes efforts to conserve environment by doing activities/ experiments by making use of materials judiciously and keeping surroundings/ home clean.

## **Social Science**

### **a) History**

#### ***The learner***

- explains the concept of nationalism and the inherent features of a nation
- recognises the role of French revolution in spreading ideas of liberty and equality in Europe.
- analyse how the idea of nationalism and its various forms emerged in Europe.
- describes the role of revolutionaries in the creation of nation states.
- recognises the role of language in developing nationalist sentiments
- explains how female allegories came to represent the nation.
- observes map of Europe after 1815 and draws comparisons after creation of nation states.

### **b) Political Science**

#### ***The learner***

- explains sharing of power among the Legislature, the Executive and the Judiciary.
- demonstrates their skill by preparing illustrations on sharing of power.
- explains—the concept of democracy.
- identifies Federal Political Systems of the World
- compares and Contrasts between Federal and Unitary Form of Government.
- explains the manner in which democracy in India responds to social differences, divisions and inequalities
- identifies the outcomes of social divisions
- demonstrates an understanding of richness of our diversity.
- explain three kinds of social difference based on gender, religion and caste.
- understand that gender is a social construct. It is a dynamic concept and varies from society to society.
- explain terms like gender bias and gender stereotypes.

### **c) Economics**

#### ***The learner***

learns about various problems faced by the people around the world and understand the necessity of the combined effort for solving it

(The learner's engagement in the Project will help them to recognise and examine the economic impacts of disasters).

## **d) Geography**

### ***The learner***

- identifies different types of resources
- defines important terms, such as, resource, renewable, non-renewable resources, etc.
- classifies types of resources on the basis of origin, exhaustibility, ownerships and status of development
- analyses the impact of conservation of natural resources on the life of people in any area in view of sustainable development
- identifies land use categories
- interprets pie diagram showing land use changes
- identifies causes of land degradation and their consequences.
- appreciates methods of land conservation
- appreciates methods of soil conservation.
- identifies different types of soils.
- describes characteristics of different types of soils.
- shows spatial distribution of soils in India
- identifies causes of Soil erosion
- explains methods of soil conservation.
- describes the term biodiversity and importance of conservation of biodiversity
- identifies reasons of decreasing biodiversity
- interprets newspaper clippings and visuals related to wildlife conservation analyses the impact of overuse of natural resources such as forests
- analyses indigenous and modern methods of conservation of forests and wildlife
- predicts natural disasters due to deforestation
- appreciates the role of community in conservation of forests and wildlife
- constructs view arguments and ideas on the basis of information, for example, natural resources and their impact on cultural diversity of any region.

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