

**ANNUAL  
CURRICULUM  
PLAN**

**CLASS : I**

**SESSION 2015-16**



# GOLAYA PROGRESSIVE PUBLIC SCHOOL

SESSION :2015-16

.1

## APRIL(24)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |    |    |

## MAY(13)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 31 |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

## JUNE(0)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 |    |    |    |    |

## JULY(26)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
|    |    |    | 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  | 9  | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 |    |

## AUGUST(23)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 30 | 31 |    |    |    |    | 1  |
| 2  | 3  | 4  | 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

## SEPTEMBER(24)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 |    |    |    |

## OCTOBER(19)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
|    |    |    |    | 1  | 2  | 3  |
| 4  | 5  | 6  | 7  | 8  | 9  | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

## NOVEMBER(21)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  |
| 8  | 9  | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |    |    |    |    |    |

## DECEMBER(26)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

## JANUARY(16)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| 31 |    |    |    |    | 1  | 2  |
| 3  | 4  | 5  | 6  | 7  | 8  | 9  |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

## FEBRUARY(25)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
|    | 1  | 2  | 3  | 4  | 5  | 6  |
| 7  | 8  | 9  | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 |    |    |    |    |    |

## MARCH(16)

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
|    |    | 1  | 2  | 3  | 4  | 5  |
| 6  | 7  | 8  | 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 |    |    |

# List of Holidays

|                                  |          |           |
|----------------------------------|----------|-----------|
| 1. Good Friday                   | 03.04.15 | Friday    |
| 2. Dr. Ambedkar Jayanti          | 14.04.15 | Tuesday   |
| 3. Buddh Purnima                 | 04.05.15 | Monday    |
| 4. Id –Ul- Fitr                  | 18.07.15 | Saturday  |
| 5. Independence Day              | 15.08.15 | Saturday  |
| 6. Teej                          | 17.08.15 | Monday    |
| 7. Raksha Bandhan                | 29.08.15 | Saturday  |
| 8. Janamashtami                  | 05.09.15 | Saturday  |
| 9. Id-UI-Zuha                    | 24.09.15 | Thursday  |
| 10. Gandhi Jayanti               | 02.10.15 | Friday    |
| 11. Dussehra                     | 22.10.15 | Thursday  |
| 12. Muharram                     | 24.10.15 | Saturday  |
| 13. Karwa Chauth                 | 30.10.15 | Friday    |
| 14. Haryana Day                  | 01.11.15 | Sunday    |
| 15. Diwali                       | 11.11.15 | Wednesday |
| 16. Goverdhan Puja               | 12.11.15 | Thursday  |
| 17. Bhai Duj                     | 13.11.15 | Friday    |
| 18. Guru Nanak Dev ji's Birthday | 25.11.15 | Wednesday |
| 19. Christmas Day                | 25.12.15 | Friday    |
| 20. Makar Sankranti              | 14.01.16 | Wednesday |
| 21. Republic Day                 | 26.01.16 | Monday    |
| 22. Maha Shivratri               | 07.03.16 | Monday    |
| 23. Holi                         | 24.03.16 | Thursday  |

## Note:

1. Summer Break : 17<sup>th</sup> May 2015 to 30<sup>th</sup> June 2015
2. Autumn Break : 18<sup>th</sup> October 2015 to 25<sup>th</sup> October 2015
3. Winter Break : 1<sup>st</sup> January 2016 to 10<sup>th</sup> January 2016

## Total Number of Working Days : 233

|            |            |           |            |
|------------|------------|-----------|------------|
| April : 24 | Aug. : 23  | Nov. : 21 | Feb. : 25  |
| May : 13   | Sept. : 24 | Dec. : 26 | March : 16 |
| July : 26  | Oct. : 19  | Jan. : 16 |            |

# Broad objectives of learning at Primary Level

1. To acquire the important skills of listening, speaking, reading and writing.
2. To attain a basic competence in the use of the English language.
3. To develop and use specific vocabulary in different contexts.
4. To understand the social, cultural and natural environment around them based on observation and illustration.
5. To nurture curiosity and creativity in a variety of contexts.
6. To develop a scientific temperament.
7. To know the importance of natural resources and ways to conserve them.
8. To develop mathematical skills including mental and written problem solving skills.
9. To develop spatial understanding.
10. To appreciate the use of mathematics in our day to day life.
11. To use ICT as a tool of learning, gathering and storing information.
12. To develop healthy habits in areas related to health, hygiene, nutrition, safety and physical education.
13. To learn good values, gender equality and life skills.
14. To develop an interest and aptitude in visual and performing arts.
15. To develop and improve coordination, flexibility, agility, strength and fine motor skills.

# List of Books

| S.No.                  | Name of the Books  | Author's Name                     |
|------------------------|--|-----------------------------------|
| <b>ENGLISH</b>         |  |                                   |
| 1                      | Grow with words -English Coursebook                        | Nomita Wilson                     |
| 2                      | English Worksheets   |                                   |
| 3                      | English Grammar  |                                   |
| 4                      | Cursive Strokes  |                                   |
| <b>HINDI</b>           |  |                                   |
| 5                      | अमृत हिन्दी पाठमाला  | डॉ० शैलेश श्रीवास्तव              |
| 6                      | अभ्यास पुस्तिका  |                                   |
| <b>MATHS</b>           |  |                                   |
| 7                      | Grow With Numbers  | Madhu Singh Sirohi                |
| 8                      | Mathematics - worksheets                                   |                                   |
| <b>EVS</b>             |  |                                   |
| 9                      | My Vibrant Planet(Environment Studies Series)              |                                   |
| <b>VALUE EDUCATION</b> |  |                                   |
| 10                     | Live and Let Live (Life 's Mantra)                         | Shradha Anand                     |
| <b>COMPUTER</b>        |  |                                   |
| 11                     | Viva dot Com (Computer Science and Information Technology) | Prof . Ashok Arora & Sarika Verma |

# Competitions

| <b>APRIL</b>   | <b>MAY</b>  | <b>JUNE</b>  |
|--|---|--|
| <p data-bbox="209 405 400 483">Hindi Poem<br/>Recitation .</p> <p data-bbox="220 539 440 618">English Poem<br/>Recitation</p> <p data-bbox="220 667 421 792">Drawing<br/>Competition<br/>(Free hand)</p> | <p data-bbox="663 405 906 483">Card Making<br/>(Mother's Day)</p> <p data-bbox="655 539 863 665">English<br/>Handwriting<br/>Competition</p> <p data-bbox="655 714 959 792">Hindi Handwriting<br/>Competition</p> | <p data-bbox="1142 1323 1458 1402">Card Making<br/>(for Teacher's Day)</p> <p data-bbox="1147 1458 1394 1491">Collage Making</p> <p data-bbox="1155 1547 1374 1626">English Poem<br/>Recitation</p> <p data-bbox="1155 1682 1347 1760">Hindi Poem<br/>Recitation</p> |

# Competitions

| <b>OCTOBER</b>   | <b>NOVEMBER</b>   | <b>DECEMBER</b>                            |
|--|---|--|
| <p>Fancy dress<br/>(Theme- Ramayana<br/>Characters)</p>                    | <p>2nd to 7th Healthy Food<br/>Week</p> <p>Races<br/>(Lemon – Spoon and Flat<br/>races)</p>   | <p>Dress up and run</p> <p>Mask Making</p> |
| <b>JANUARY</b>   | <b>FEBRUARY</b>   | <b>MARCH</b>                               |
| <p>Free hand Drawing</p> <p>Figure making with<br/>the help of shapes.</p> | <p>English<br/>Handwriting<br/>Competition</p> <p>Hindi<br/>Handwriting<br/>Competition</p> <p>English Poem<br/>Recitation</p> <p>Hindi Poem<br/>Recitation</p> |  |

## Distribution of syllabus of English (Class I)

| Month /Days | Grow with words                       | Grammar   | English Worksheets   | Audio- visual Experience /Activity   |
|-------------|---------------------------------------|---|--|--|
| April       | 1. My Birthday                        | 1. Nouns (Proper Nouns ,Common Nouns)           | Pg 1 Vowels<br>Pg 2 Correct Word<br>Pg 3-4 Vowels & Consonants<br>Pg 5 -7 Use of A/An  | 1. Video on birthday celebration.<br>2. Video on Sounds<br>3. Card making, gift wrapping                     |
| May         | 2. I am a little teapot               | 2. Pronouns                                     | Pg 8 Sight Words<br>Pg 9-10 One / Many<br>Pg 11 Making Words   |  |
| July        | 3. My sweet Home<br>4. Meet my family | 3. Adjective<br>4. Verb                         | Pg 12- 13 Use of Is/Are<br>Pg 14 - 16 Use of Is/Are /Am<br>Pg 17 Fun Time<br>Pg 18 Colours<br>Pg 19 -20 Use of He / She / It<br>Pg 21- 23 Use of His/Her | 1. Video on family (Bear Family)<br>2. Making a family trees<br>3. Creative Writing<br>-Writing about family |
| August      | 5. Balloons for me                    | 5. Simple Past Tense<br>6. Simple Present Tense | Pg 24- 25 Vocabulary 'th'<br>Pg 26-29 Pairs - Gender<br>Pg 30-31 Use of Has /Have  | 1. Multiple /creative use of things.-<br>making objects out of balloons, Newspapers                          |
| September   | 6. A Day in my life                   | 7. Helping Verbs                                | Pg 32-36 Naming Words<br>Pg 37-38 These / Those  | 1. Video on good habits<br>2. Poetry recitation - All about me from Vibrant planet                           |



## Distribution of syllabus of English (Class I)

|          |                                    |  |  |   |
|----------|------------------------------------|--|--|---|
| October  | 7. New Class                       | 8. Use of Apostrophe<br>9. Use of That, These, Those | Pg 39 Vocabulary:<br>My Class Room<br>Pg 42-44 Opposites<br>Pg 45 Word Ladder<br>Pg 46 Picture<br>CompositionPg  | Video - " The Lion and the Hare"                                    |
| November | 8. Save Water                      | 10. Adverbs<br>11. Preposition                       | 47- 51 Blend Words<br>Pg 52-54 Word Building<br>Pg 55-59 Prepositions  | Video on Saving water and Electricity                               |
| December | 9. A bird house<br>10. My Computer | 12. Articles - a, an and the                         | Pg 60 Vocabulary<br>Pg 61 Describe me<br>Pg 62-65 Describing words<br>Pg 66- 69 Action Words   | 1. Video on types of houses<br>2. Drawing different types of houses |
| January  | 11. Good friends                   | 13. Conjunction                                      | Pg 70 Revision of Vowels<br>Pg 71 Is/ Are/A /an<br>Pg 72 One/Many<br>Pg 73 Prepositions/ Describing Words<br>Pg 74 Action Words<br>Pg 75 Opposites/ Blend Words<br>Pg 76 Colours around us<br>Pg 77-78 Picture Composition | 1. Video jungle book<br>2. Creative Writing - My Best Friend        |
| February | 12. Sunny's Teddy bear             | 14. Sentences  | Pg-79 Punctuation<br>Pg 80 Picture Composition - At the Park<br>Pg 81-82 Comprehension<br>Pg 83-85 Creative Writing  | 1. Video - Bell the cat   |

## हिंदी पाठ्यक्रम विभाजन (कक्षा - 1)

| मास    | अमृत हिंदी पाठ माला   | हिंदी अभ्यास पुस्तिका   | सामग्री तथा   |
|--------|---|---|---|
| अप्रैल | वर्णमाला , स्वर, व्यंजन<br>पाठ - 1 अ और बिना मात्रा<br>वाले शब्द (अमर और महक)<br>अमन - अमन                                      | पृष्ठ संख्या 1 से 3<br>वर्णमाला , अभ्यास अ से अ:<br>क' से 'ज़'  | वीडियो -<br>वर्णमाला पर<br>आधारित कविता   |
| मई     | पाठ-2 आ की मात्रा 'माला और ताला'<br>कविता - आया बादल  | पृष्ठ संख्या 4 से 10<br>आ' की मात्रा , चित्र देखकर शब्द<br>लिखो, ज और ज़ , वाक्य लिखो<br>'टमाटर ' , सहायक शब्द  | वीडियो<br>गतिविधियाँ :<br>बरसात से<br>संबंधित पहेलियाँ<br>बुझाओ।<br>2. बरसात का<br>चित्र बनाओ ।               |
| जुलाई  | पाठ - 3 इ की मात्रा<br>(किताब और सितार)<br>इमली कितनी<br>पाठ - 4 ई की मात्रा(नानी की कहानी)<br>पाठ - 5 गिनती सिखाओ ( एक से बीस) | पृष्ठ संख्या 11 से 20<br>'ई' की मात्रा, चित्र देख कर शब्द<br>लिखो , नए शब्द (ि की मात्रा )<br>अभ्यास, वाक्य लिखो- किताब,<br>सहायक शब्द , ई की मात्रा, चित्र<br>देख कर शब्द लिखो, दिवाली (कविता) | वीडियो - 'नानी<br>तेरी मोरनी को<br>मोर ले गए'<br>गतिविधियाँ-<br>रचनात्मक कार्य -<br>'मेरी नानी '<br>कविता पाठ |
| अगस्त  | पाठ-6 दरजी और हाथी<br>पाठ-7 उ की मात्रा (मुरगा और चुहिया)   | पृष्ठ संख्या 21 से 23<br>उ की मात्रा, चित्र देखकर शब्द लिखो,<br>वाक्य लिखो - गुलाब  | वीडियो - दरजी<br>और हाथी( कहानी)<br>गतिविधियाँ -<br>चुहिया का चित्र<br>बनाओ और रंग<br>भरो                     |
| सितंबर | पाठ - 8 ऊ की मात्रा (बबलू का स्कूल<br>कालू मदारी (कविता)<br>पाठ - 9 ऋ की मात्रा ( पृथ्वी प्रार्थना )                            | पृष्ठ संख्या 24 से 27 व 31 से 33<br>ऊ की मात्रा के शब्द, चित्र देखकर<br>शब्द लिखो, नए शब्द (ू की मात्रा )<br>वाक्य लिखो - दूध   | गतिविधियाँ -<br>कविता पाठ-<br>पृथ्वी प्रार्थना  |

## हिंदी पाठ्यक्रम विभाजन (कक्षा - I)

| मास     | अमृत हिंदी पाठ माला  | हिंदी अभ्यास पुस्तिका   | दृश्य-श्रव्य सामग्री तथा गतिविधियाँ  |
|---------|--|---|--|
| अक्तूबर | पाठ - 10 ए की मात्रा<br>(केले करेले के खेत )<br>मेले में नेवले<br>पाठ - 11 ऐ की मात्रा<br>(कैलाश भैया की बैलगाड़ी)<br>मैना का पिंजरा   | पृष्ठ संख्या 37 से 40 , 28<br>ए की मात्रा, ऐ की मात्रा , चित्र देखकर<br>शब्द लिखो, नए शब्द, मेरे भैया (कविता)<br>पृष्ठ संख्या 41 से 45 - वाक्य पूरे करो ,<br>वाक्य लिखो - मैं, मैं / मैं, रंग भरो |  |
| नवंबर   | पाठ - 12 ओ की मात्रा<br>( भोर हुई ) + जोकर (कविता)<br>पाठ - 13 औ की मात्रा<br>(चौधरी और मौलवी ) +<br>सप्ताह के दिन<br>पाठ - 14 चित्रकथा  | पृष्ठ संख्या 46 से 48<br>ओ की मात्रा/ चित्र देखकर शब्द लिखो,<br>नए शब्द ( ओ की मात्रा )<br>पृष्ठ संख्या 53 से 55 औ की मात्रा<br>चित्र देखकर शब्द लिखो, नए शब्द<br>( ओ की मात्रा )                 | वीडियो फिल्म -<br>चाचा चौधरी   |
| दिसम्बर | पाठ - 15 मंगल पंडित<br>पाठ- 16 विसर्ग अः प्रातः काल मंदिर<br>महीनो के नाम  | पृष्ठ संख्या 57 से 58 अं की मात्रा<br>नए शब्द, ( ' ' ' की मात्रा<br>पृष्ठ संख्या 49, 50 मैं/ मैं, है/ हैं/ हूँ  |  |
| जनवरी   | पाठ - 17 अनुनासिक (अँ, आँ, ऊँ, उँ<br>(सुबह के पाँच बजे)<br>पाठ - 18 संयुक्त व्यंजन क्ष, त्र, ज्ञ, श्र<br>(हमारी कक्षा + वाक्य शुद्ध करो) +<br>आओ कुछ और जाने<br>मददगारो के नाम व काम ) | पृष्ठ 59 से 60<br>चंद्र बिंदु ( ) नए शब्द ( □)  | kivata paz   |
| फरवरी   | पाठ - 19 संयुक्त अक्षर - द्वितीय<br>छुट्टी का दिन<br>पाठ - 20 संयुक्त अक्षर<br>अच्छे बच्चे + वाक्य जोड़ो   | पृष्ठ संख्या 61, 62<br>शुद्ध शब्द , अभ्यास  | गतिविधियाँ -<br>अच्छी आदतों के<br>बारे में लिखो<br>वीडियो फिल्म -<br>घटोत्कच |

## Distribution of syllabus of Mathematics (Class I)

| Month  | Grow With Numbers  | Work Sheet   | Activity  |
|--------|--|--|---|
| April  | Revision of U.K.G. Syllabus.<br>Ch-1. Spatial Relationship<br>Number Names(1-20)<br>Tables (2 to 5)  | Pg 1. Join in order<br>Pg 2. Numbers<br>Pg 3. Count the things<br>Pg 4. Number names   | Activities :<br>Poem recitation<br>Video related to spatial relationship                  |
| May    | Ch-2. Addition (Single digit)<br>Tables (2 to 5)   | Pg 12. Number Line<br>Pg 13. Addition on Number line<br>Pg 14. Addition<br>Pg 15. Addition by forward counting<br>Pg 16. Practice<br>Pg 17. Simple addition<br>Pg 18. Fast doubles   | Activities : 1. Activities based on Addition - (Bindi Pasting)<br>Video related to tables |
| July   | Ch-3. Subtraction ( Single Digit )<br>Number Names( 20 - 30)<br>Ch-4. Number and Numeration.<br>(Ones- tens, addition of two digits, short and expanded form of numbers, comparison of number , Ascending and descending order of numbers )<br>Tables 2 to 6 | Pg 5 to 11 Number names<br>Pg 20 to 49<br>Correct Words, Tens and Ones, Place Value, Place value - bead the abacus<br><br>Pg 48 to 53 , Subtraction , Subtraction on number line, subtraction facts, zero '0'.<br>Pg 5 to 11 Number names (20 to 49) Correct words, Tens and ones, Place value - bead the abacus | Activities : Group activity based on numbers<br>Video related to subtraction              |
| August | Ch.5. Addition (Double digit)<br>Number Names(30 - 40)<br>Tables 2 to 7  | Pg 20 to 29 Addition by forward counting, Adding two - digit numbers. Let's practice, facts, Addition with zero, Addition, Addition with one, Add and choose, Mental Maths, Practice addition, More Addition   | Activity : Use and making of Abacus<br>Video related to addition of double digit          |

## Distribution of syllabus of Mathematics (Class I)

|           |   |   |  |
|-----------|---|---|--|
| September | Ch.6. Subtraction<br>(double digit)                                       | Pg 58 to 60<br>(Two digit subtraction)  | Activity based on Ordinal numbers (Ground activity)                      |
|           | Ch.7. Ordinal Numbers<br><br>Number Names(40 - 50)                        | Let's Practice<br>- Add or subtract<br>Pg 35 to 41<br>- Ordinal Numbers Days of the week,<br>Months of the year | Video on Subtraction (Double Digit)<br>Video on number of days in months |
| October   | Ch.8. Skip Counting   | Pg 42 to 47   | Activities - 1. Ground activity based on skip counting                   |
|           | Ch.9. Shapes<br>(Plane and solid)   | Number Names<br>(50 to 99)+ Revision<br><br>Pg 30 to 34 Shapes, Figure out, Count the shapes                    | 2. Based on shapes (Paper folding )<br><br>Video related to shapes       |
| November  | Ch.10. Measurement  | Pg 54 to 57 Money,<br>Ascending/ descending order   | Video on 'Measurement' and ' Money'                                      |
|           | Ch. 11. Money<br><br>Number Names(60-80)<br>Tables-2 to 8                 |   | Activity based on 'Money' (Shopping with the help of fake currency)      |
| December  | Ch.12 Time  | Page - 64 and 65  | Activity : 1. Clock making<br>Video on 'Time and Fraction'               |
|           | Ch.13 Fraction  | Hour and Minute hands,<br>Number clock face   | 2. Paper folding activity based on 'Fraction'                            |
| January   | Ch.14 Data Handling+<br>carrying and borrowing sums.                      | Pg. 61 to 63 , 66, 67 Mental Maths .  | Video on data handling   |
|           | Number Names (80 - 100)<br><br>Tables - 2 to 10<br><br>Patteren           | Let's Practice , Let's Revise   | Activity based on data handling (through Picture composition)            |
| February  | Practice of mixed sums(addition and subtraction),<br>Time, Money, Shapes. |   | Video on Pattern<br>Activity : Vegetable Printing                        |
| March     | Revision of all concepts done so far.                                     |   |  |

## Distribution of syllabus of EVS (Class I)

| Month     | Course Book                     | Audio -Visual Experiences + Activities   |
|-----------|---------------------------------|--|
| April     | L-1 All about me                | Video on 'My family'   |
|           | L-2 My Family                   | Activity - Making a family tree  |
| May       | L-3 This is my body             | Video related to the topic 'My body'   |
| July      | L-4 My sense organ              | Video related to sense organs and food.  |
|           | L-5 Body needs food             | Activity - 1. Draw the sense organs and write their functions.<br>2. Collect and paste the pictures of healthy food and junk food.   |
| August    | L-6 Body needs care             | Video related to 'My home and 'Body needs care' .  |
|           | L-7 My Home                     | Activities: 1. Collect the wrappers of things that keep us clean.<br>2. Draw or paste 2 -2 things in bathroom, bedroom, study room, dining room and kitchen.   |
| September | L-8 My school                   | Video related to 'school' and 'occupations'.   |
|           | L-9 People who help us          | Activities : 1. Visit to important rooms of the school.<br>2. Paste the pictures of people who help us.  |
| October   | L-10 Festivals                  | Video related to 'Festivals' and 'Means of Transport'.   |
|           | L-11 Means of transport         | Activities : 1. Rakhi making and Flag making.<br>2. Pasting the pictures of different means of transport.  |
| November  | L-12 Safety rules               | Video related to 'Safety rules' to be followed at home, on the road, at school etc.  |
|           | L-13 Living & Non living things | Activities : 1. First aid box, Traffic light.<br>2. Collecting five living and five non living things (on the spot).   |
| December  | L-14 Plant Life                 | Video related to 'Plant life and 'Animal life' .   |
|           | L-15 Animal Life                | Activities : Seed germination.   |
| January   | L-16 The Earth & The Sky        | Video related to ' The Earth and the sky' and 'Seasons'.   |
|           | L-17 Seasons                    | Activities : 1. Collage making (Day sky and night sky).<br>2. Paste or draw the pictures of fruits eaten in summer season, clothes you wear in rainy season and vegetables you eat in winter season. |
| February  | L-18 Save the Earth             | Video related to ' Save Earth' , 'Don't cut trees' and 'Map of India' .  |
|           | L-19 Map of the India           | Activities : 1. Colouring the pictures of Earth.   |
| March     | Revision of the whole syllabus  |  |

## Distribution of syllabus of Computer (Class I)

| Months      | VIVA Dot Com                 | Activities/ Audio/visual experience                            |
|-------------|------------------------------|--|
| April & May | L-1 Computer A smart Machine | Video on introduction of Computer                              |
|             |                              | Activity-Colour the Machine that need electricity to work      |
| July        | L-2 Computer and its uses    | Video on uses of Computer and places, where Computers are used |
| August      | L-3 Parts of a Computer      | Video on external parts of a Computer                          |
|             |                              | Activity- Search for the parts of Computer                     |
| September   | Revision of Ch- 1,2,3        |  |
| October     | L-4 The Monitor and C.P.U    | Video on functions and uses of Monitor and Mouse               |
|             |                              | Activity- Join the letters to complete the Computer            |
| November    | L-5 The Keyboard             | Activity- Colour the keys using colour code                    |
| December    | L-6 The Mouse                | Activity- Label the parts of the given Mouse                   |
| January     | L-7 MS- Paint                | Activity- Colour the picture                                   |

## Distribution of syllabus of Moral Education (Class I)

| Month     | Course Book              |
|-----------|--------------------------|
| April     | L- 1 In the Park         |
| July      | L- 2 Be clean            |
| August    | L- 3 My Family and me    |
| September | L- 4 Be well behaved     |
| October   | L- 5 Tell the truth      |
| November  | L- 6 Home Sweet Home     |
| December  | L- 7 My friend           |
| January   | L- 8 Eating Healthy Food |

## Other Subjects

### **Physical Education:**

Physical education will be carried out in allotted periods according to the CBSE 'PEC' cards.

### **Visual and Performing arts:**

Visual and performing arts are essential components of the school curriculum and all the students are encouraged to participate in various activities conducted throughout the year.

### **Value Education:**

Value education and life skills education will be taught in an integrated manner to the students of all classes.

### **General Knowledge :**

General knowledge will include current affairs, verbal, non-verbal and logical reasoning.

No book has been prescribed for G.K. Worksheets for G.K will be done in class.

### **Assessment:**

Students will be continuously assessed through out the year .

Evaluation will be sent to the parents three times a year.

There will be no FA or SA for classes I and 2



# Assessment Rubrics( Source : CBSE CCE Manual)

| Testing Area/Skill/Competency | Sub-Skills            | A*   | A  | B   | C  | D  |
|-------------------------------|-----------------------|--|--|---|--|--|
|                               | Handwriting (Cursive) | Is neat and legible. All letters and strokes are properly formed and transcription is error free.            | Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.           | Is legible but often inconsistent with his strokes and letters. Transcription has occasional errors.              | Is neither legible nor consistent. Transcription has a number of errors.                             | Writing is mainly incomprehensible and inaccurate. |
|                               | Grammar               | Can write sentences accurately and uses simple punctuation marks appropriately.                              | Can write sentences accurately most of the time. Falts occasionally in the use of simple punctuation marks.                    | Cannot write sentences without quite a few errors. Sometimes falters in the use of punctuation marks.             | Can write shorter pieces with some accuracy. Needs help very often.                                  | Cannot write with accuracy. Needs a lot of help.   |
|                               | Spelling              | Can spell almost all words from the text correctly, can apply his phonetic knowledge to spell similar words. | Spells words from the text correctly with occasional errors. Can apply his phonetic knowledge to spell similar sounding words. | Makes a few mistakes while spelling words. Able to apply his phonetic knowledge sometimes to spell similar words. | Makes plenty of errors while spelling words. Cannot apply his phonetic knowledge to spell new words. | Makes a lot of spelling mistakes.                  |
|                               | Vocabulary            | Has a good range of vocabulary. Always uses new words in writing.  | Has a good range of vocabulary. Tries to use new words many times.   | Sometimes makes use of new words.   | Never uses new words. Knowledge is restricted to words taught before.                                | Vocabulary is poor.                                |

| Testing Area/Skill/Competency | Sub-Skills    | A*   | A  | B  | C  | D   |
|-------------------------------|---------------|--|--|--|--|---|
| 03. Speaking Skill            | Conversation  | Is fluent and spontaneous. Responds to situation appropriately and accurately. | Is fluent and spontaneous most of the time. Responds to the situation appropriately but fumbles for words occasionally.    | Lacks spontaneity fluency and accuracy. Response time rather long. Needs prompting most of the time. | Can carry out a dialogue only at a very basic level.   | Needs help most of the time.  |
|                               | Recitation    | Can recite a poem with proper speeds, expression and pronunciation.            | Can recite a poem with proper speed and expression but makes occasional mistakes in pronunciation or forgets a word or so. | Can recite a poem with occasional prompting. Expression is not very strong and effective.            | Can recite an entire poem with prompting most of the time. Lacks proper pronunciation and expression.      | Can recite only very short and simple poems and that too with a lot of prompting.     |
| 04. Listening Skills          | Comprehension | Can comprehend oral questions, instructions and stories/poems.                 | Comprehends oral questions, instructions, stories, and poems most of the time.   | Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.     | Has difficulty in following instruction and stories, Needs simplification or translation most of the time. | Very slow to follow class instructions. Needs mother tongue translation all the time. |

| Aspects            | Sub-Skills   | A*  | A   | B   | C   | D   |
|--------------------|--------------|---|---|---|---|---|
|                    | Hand writing | Is neat and legible. All letters and strokes are consistent and joined correctly. Transcription is error free.  | Is neat and legible. Occasional inconsistency seen in formation of letters and strokes. Transcription is error free.  | Is legible but sometimes inconsistent with his strokes and letters. Transcription has occasional errors.        | Handwriting is not very neat. Transcription has many errors.                | Is neither legible nor consistent.                |
|                    | Grammar      | Can write sentences accurately  | Can write sentences accurately most of the time.  | Can write sentences with quite a few errors.  | Can write sentences with a lot of mistakes.                                 | Cannot write with accuracy. Need help very often. |
|                    | Spellings    | Can spell all words correctly. Tries to spell new words.  | Can correctly spell all the words most of the time. Falts occasionally.   | Can correctly spell words but sometimes makes mistakes.   | Makes a lot of spellings mistakes.  | Cannot spell words properly. Has to be helped.    |
|                    | Vocabulary   | Has a rich vocabulary. Often uses new words and phrases in written and spoken forms.  | Has a good range of vocabulary and phrases. Uses new words only most of the time.   | Has a fair range of vocabulary. Uses new words sometimes.   | Vocabulary is limited to only those words, which have been taught in class. | Has a poor stock of vocabulary.                   |
| 03. Speaking Skill | Conversation | Is fluent and spontaneous. Responds to situations appropriately and accurately. Can narrate incidents/anecdotes and can participate in a discussion on a given topic with ease. | Is fluent and spontaneous most of the time. Responds to the situations appropriately but fumbles for words occasionally. Can narrate incidents/anecdotes and can participate in discussions with efforts. | Lacks spontaneity, fluency and accuracy sometimes. Response time rather long. Needs prompting most of the time. | Lacks spontaneity, fluency and accuracy.                                    | Needs help most of the time.                      |

| Aspects              | Sub-Skills         | A*  | A   | B  | C   | D  |
|----------------------|--------------------|---|---|--|---|--|
|                      | Recitation         | Can recite a poem or a story with proper speed, diction, expression and tone.   | Can recite a poem or a story with proper speed or expression but makes occasional mistakes in pronunciation or forgets at times.            | Can recite a poem, or story with occasional prompting. Expression is not very strong and effective.                  | Cannot recite an entire poem or story without prompting. Pronunciation expression is not appropriate.         | Recitation is poor. Lacks expression.                          |
| 04. Listening Skills | Comprehension      | Can comprehend oral questions, instructions, stories, poems.  | Comprehends oral question, instructions, stories, and poems most of the time.   | Has some difficulty in comprehending instructions, stories or poems. Needs guidance quite often.                     | Understands simple conversation in familiar situations. Needs simplification or translation most of the time. | Cannot understand instructions. Needs help all the time.       |
|                      | Extra Reading      | Can read short stories/poems for pleasure on ones' own with complete comprehension. Can form opinions and evaluate characters, and incidents. | Reads stories/poems for pleasure. Sometimes needs help in understanding the story. Can form opinions and evaluate characters and incidents. | Needs a lot of help with understanding of stories and poems. Can evaluate a character or a situation only sometimes. | Shows lack of interest in reading stories or poems. Needs a lot of prompting.                                 | Not interested to read at all any extra material of ones' own. |
|                      | Activities/Project | Participates enthusiastically in activities/Projects.   | Enthusiastically participates in activities/Projects most of the time.  | Needs persuasion by the teacher for active participation.  | Seldom participates in activities/projects assigned.  | Does not participate a all.                                    |

| <b>B. MATHEMATICS</b> |  |  |  |   |   |
|-----------------------|--|--|--|---|---|
|                       | <b>A*</b>  | <b>A</b>   | <b>B</b>   | <b>C</b>  | <b>D</b>  |
| Concept               | Understands the concepts well before proceeding to the higher ones.  | Understands the concepts but is not clear in certain concepts.                           | Takes sometime to understands new concepts.  | Understands the concepts but needs help most of the time.       | Cannot understand the concepts.   |
| Activity              | Takes keen interest in various activities, which help him/her achieve goals easily.                        | Takes interest most of the time but needs to be more regular/ systematically / organized | Sometimes takes interest in mathematical activities                                      | Takes interest in assigned activities only when prompted.       | Very laid back and disinterested.   |
| Tables                | Has understood the concept of grouping the numbers and knows the tables by heart. Can also do dodge table. | Knows the tables but falters a little in dodge tables.                                   | Knows the tables but makes mistakes in tables of higher number. Falters in dodge tables. | Has not understood the concept of tables. Makes mistakes.       | Has not learnt the concept of tables. Cannot do dodge tables at all. Makes a lot of mistakes. |
| Mental ability        | Takes immense delight in working with mathematical problems mentally                                       | Good at calculating sums mentally but at times makes careless mistakes.                  | Can do mental calculations but falters occasionally.                                     | Has weak concepts hence can solve sums mentally at a slow pace. | Very slow in solving sums mentally.   |

| <b>B. ENVIRONMENTAL SCIENCE (CLASS I &amp; II)</b> |  |   |  |   |  |
|--|--|---|--|---|--|
|  | <b>A*</b>  | <b>A</b>  | <b>B</b>   | <b>C</b>  | <b>D</b>   |
| Environmental Sensitivity                          | Is keen, alert and observant; very much aware of the surroundings  | Needs to be aware of the surroundings                             | Is quite aware but lacks enthusiasm  | Lacks awareness; needs to be more keen and alert  | Lacks awareness.   |
| Activity / Project                                 | Exhibits creativity and originality through cutting, pasting, drawing, collage-work, composing simple poems. | Makes an attempt with some help.                                  | Can do cutting, pasting, drawing and collage work and shows creativity and originality at times. | Lacks originality and the ratio of teacher guidance increases in proportion to the child's approach and interest. | The teacher is a perpetual guide.                                  |
| Group discussion                                   | Has the spirit of enquiry and is assertive in placing ones' viewpoint.                                       | Can ask simple questions but needs occasional prompting at times. | Can ask simple questions but with some prompting at times.                                       | Cannot put forward his ideas, needs constant coaxing.   | Does not take part in group discussions and is a silent spectator. |

| <b>ART/CRAFT (CLASS I TO V)</b>     |  |   |   |   |  |
|-------------------------------------|--|---|---|---|--|
| <b>ASPECTS</b>                      | <b>A*</b>  | <b>A</b>  | <b>B</b>  | <b>C</b>  | <b>D</b>   |
| Interest                            | Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art.               | Shows great enjoyment and aptitude for drawing and painting - recognizes the value of art most of the time                | Enjoys drawing and painting. Shows imagination sometime | Prefers to be guided than using his own imagination           | Prefers to reproduce what is seen. Needs repeated instruction.           |
| Creativity                          | Has original drawing and innovativeness in the work. Shows more feeling and expressions in his/her work. | Has original drawing and innovativeness in the work, shows more feeling and expressions in his/her work most of the time. | Good at reproducing. Shows feelings and emotions.       | Can communicate the ideas in terms of effect and appeal.      | Lacks creativity and looks for ideas and instructions from the teachers. |
| Skill                               | Excellent development of skills and high performance   | Excellent development of skills and high performance most of the time.  | Skills development is good but performs occasionally    | Very slow skill development                                   | No skills.   |
| <b>MUSIC/DANCE (CLASSES I TO V)</b> |  |   |   |   |  |
| Interest                            | Always very keen to learn and follow given instructions  | Very keen to learn and follow instructions most of the time.  | Needs little drive to learn and start                   | Sometime shows interest                                       | Does not show much interest.   |
| Rhythm                              | Child has a good sense of rhythm and keeps pace with the beat.   | Child has a good sense of rhythm and sometimes falters in keeping pace with the beat.                                     | Sometimes loses pace with the beat.                     | Sometimes goes off the beat and cannot make it up.            | Does not have the sense of rhythm.                                       |
| Melody                              | Child has a good sense of tune   | Child has a good sense of tune and goes off key occasionally  | Child goes off key, sometimes can come back in tune.    | Child has the sense of time but goes off key in higher octave | Child does not have much sense of music.                                 |

| <b>PERSONALITY DEVELOPMENT</b> |  |   |  |  |  |
|--------------------------------|--|---|--|--|--|
| <b>ASPECTS</b>                 | <b>A*</b>  | <b>A</b>  | <b>B</b>   | <b>C</b>   | <b>D</b>   |
| Courteousness                  | Very careful about wishing, saying sorry, thank you and excuse me. Always stands up to give respect. Always speaks politely and uses good vocabulary never interrupts in between | Wishes others most of the time says sorry, thank you and excuse me stands up to give respect speaks politely never interrupts in between. | Many times wish others, (says sorry, thank you and excuse me). Some times interrupts: in between, speaks politely may times. | Sometimes avoids to wish, (says sorry, thank you and excuse me). Some times speaks politely interrupts in between. | Avoids wishing., (say sorry, thank you and excuse me)<br>Aggressive and impolite                   |
| Confidence                     | Always very confident in carrying out various activities.  | Very confident in carrying out various activities most of the time.   | Confident in carrying out most of the activities.  | Quite confident but needs to come up with his/her ideas.   | Needs to develop confidence.   |
| Care of belongings             | Always respects the belongings and takes care.   | Takes care of self as well as others property most of the time.   | Most of the times takes care of belongings   | Takes care but does not bother about others.   | Careless about self as well as others property.  |
| Neatness                       | Always wears proper and neat uniform. Vere careful about personal hygiene  | Wears proper and neat uniform. Sometime nails/hair/teeth not clean  | Wears proper and neat uniform most of the time.  | Most of the times in improper uniform often not careful about hygiene  | Often untidily dressed   |
| Regularity and punctuality     | Very particular about being regular and punctual to school/classroom. Always regular in doing and submitting assignments and projects.   | Often particular about being regular and punctual to school/classroom often regular in doing and submitting assignments and projects.     | Sometimes particular about being regular and punctual. Sometimes late in submitting assignments.                             | Sometimes irregular and not punctual to school/classroom. Sometimes late in submitting assignments and projects.   | Irregular and sometimes late to school/classroom. Rarely submits assignments and projects in time. |

| PERSONALITY DEVELOPMENT  |  |   |   |   |   |
|--------------------------|--|---|---|---|---|
| ASPECTS                  | A*   | A   | B   | C   | D   |
| Initiative               | Always tries to do things independently. Always ready to participate in oral discussions/extra curricular activities                       | Most of the times tries to do things independently. Often ready to participate in oral discussions/extra curricular activities. | Often tries to do things independently. Often ready to participate in oral discussions/extra curricular activities.           | Sometimes tries to do things independently . Sometimes ready to participate in oral discussions/extra curricular activities | Never does things independently. a voids participating in oral discussions/extra curricular activities.             |
| Spirit of service        | Always volunteers to participate in all activities for a social cause. Always ready to help others   | Volunteers to participate in activities for a social cause most of the time. Often ready to help others.                        | Often volunteers to participate in activities for a social cause. Often helps others  | Sometimes volunteers to participate in activities for a social cause. Sometimes helps others.                               | Rarely participates in activities for a social cause. Never bothers to help others.                                 |
| Respect other's property | Always follows rules and regulations. Takes good care of property and consciously makes efforts to keep the environment clean.             | Most of the time follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.   | Often follows rules and regulations. Takes care of property and often makes efforts to keep the environment clean.            | Sometimes follows rules and regulations. Does bother about others' property. Sometimes litters his/her surroundings         | Does not follow rules and regulations. Is not sensitive about others' property. Often litters his/her surroundings. |
| Self control             | Well disciplined in the classroom/ corridors/ staircase. Never misbehaves or fights in the playground/break. Emotionally a balanced child. | Disciplined in the classroom/corridors/stair case most of the time. Never misbehaves or fights in the playground/break.         | Disciplined in the classroom/corridors/ staircase most of the time. Occasionally misbehaves or fights in the playground/break | Disciplined in the classroom but not in corridors/staircase. Often misbehaves or fights/bullies in the playground/break.    | Indiscipline in the classroom/corridors/ staircase. Mostly misbehaves fights/ bullies in the playground/break.      |

# Learning Indicators ( Source : NCERT CCE Manual)

## At The End of Class I

- At the end of class I learners will be able to do the following: (Learning outcomes)
- Talk about themselves, members of the family and the people in their surroundings.
- Follow simple instructions, requests and questions, and use formula expressions appropriately.
- Enjoy doing tasks (including singing a rhyme or identifying a person, object or thing) in English.
- Recognize whole words or chunks of language. Recognize small and capital forms of English alphabet both in context and in isolation.
- Read simple words/short sentences with the help of pictures and understand them. Write simple words/phrases/short sentences.

### ➤ **Listening**

#### ❖ **Curricular Expectations**

Understand simple English language spoken in their immediate environment. Enthusiasm to listen to English with understanding. Appreciate non-verbal clues and respond through speaking / body language.

#### ❖ **Pedagogic Processes**

#### **Clear lip movement for children with hearing impairment to lip read**

- Familiarizing children with day to day spoken English (small sentences and phrases) in class, assembly, playground etc with peers/groups.
- Creating learning situations for using greetings and polite forms of expression. Using formulaic expressions such as 'Sit in a circle.' and helping children become familiar with these expressions and use them.
- Familiarizing children with the sound system of English through chunks of language such as "an apple" and connecting it with visuals/realia.
- Giving oral instructions for games/activities in simple English.
- Introducing content and devising tasks that encourage children to draw on diverse experiences and make connections with what is worthwhile and important to them.
- Encouraging children to watch English cartoons (Listening and speaking are developing in conjunction) and speak about it.
- Providing input via audio-video/reading out from material and generating interest through pair and group work/role-play. Facilitating pair/group work where children share their experiences.
- Providing learning situations such as role play to listen and communicate messages.
- Using picture clips, photos, singing, storytelling, effective questions, music etc. Narrating variety of stories from the textbook and beyond, helping children to talk about the main idea. Using a number of facial expressions, dramatizing and picturing stories.
- Asking questions based on the texts, using mother tongue and scaffolding, wherever necessary using role play.
- Reading aloud, action songs/poems, encouraging children to sing collectively (Listening and speaking are connected) using gestures.
- Giving dictation of a few simple sentences to enable children to listen and write. (Listening is linked with speaking/writing).
- Playing music (non-verbal) and encouraging children to express themselves through speech, action, dance, drama photographs, film clips, puppets, comics, displays and singing.
- Drawing attention to onomatopoeic sounds such as a tap-tap, buzz, gr.r.r. etc.

## ❖ Learning Indicators (Progression)

### ▪ Listening

- Listens to English words and sentences used in class/school, and responds in **home language/English**. *e.g. Self, family, friends, fruits & vegetables, names of animals etc. and e.g. recites the poem with others, etc.*
- Follows simple greetings and polite forms of expression in English / home language/facial expression/ body language. *e.g. How are you? What is your name? etc. (simple 3-4 words sentence)*
- Follows to different **sounds** of English language through repetition and indicating. *e.g. Reciting the poems with actions along with the teacher also indicating at the pictures.*
- Listens to **new words** and points/indicates towards objects and persons. Reading familiar words aloud and showing pictures. *e.g. Merry-go-round, rainbow etc.*
- Draws with interest after listening to the input from teacher or elders *e.g. follows small and easy steps to draw*. Enjoys rhyme and rhythm of poems and sings aloud. *e.g. My house is red; a little house; a happy child am I*. Follows the story and is able to respond to simple comprehension questions in it. (Listening & Speaking in conjunction) **in home language/ English/ sign language**. *e.g. Three Little Pig.*
  1. Sonu lived in a \_\_\_ house.
  2. Monu lived in a \_\_\_ house.
  3. Govu lived in a \_\_\_ house.

### ➤ Speaking

#### ❖ Curricular Expectations

Able to speak English along with home language. Able to ask questions. Able to recite/ poems, say dialogues, phrases from stories/ plays, etc.

#### ❖ Pedagogic Processes

- Encouraging lip reading to understand words even without sound.
- Creating learning situations to introduce themselves to a new student/another teacher/ a visitor/principal.
- Familiarizing children with new vocabulary as per their context and making them speak.
- Using pictures, objects, realia, models and wall displays at eye level, large prints and signs.
- Providing input/ encouraging for participation in class, morning assembly programmes.
- Providing situations/ pictures/images/artifacts to help children speak about them in pair/groups.
- Creating learning situations via-drama, storytelling, group work, role-play/mock-telephonic conversations/conversations between and among family members/ connecting it with the characters from lessons.
- Creating learning situations to speak about hobbies, games, food etc.
- Giving a prompt to help children speak “You know, I read a story which goes like this...” “Once my brother played a prank on me ...”
- Based on the reading of the text, children are encouraged to speak. *e.g. comprehension, connecting to previous knowledge.*
- Varying the input as per the special needs of the child with hearing impairment.
- Connecting learning to the real world and encouraging them to ask questions such as: *Why can't we play now?*
- Encouraging children to imagine and speak about characters and situations using prompts or pictures to help children create stories.
- Encouraging children to raise queries & ask questions through various modalities like visual, auditory and kinesthetic.

- Providing poems (from textbooks and other sources chosen by the teacher/ children from children's magazines/ children's section in newspapers).
- *All the bells are ringing. . .there?*
- 10 Providing stories/plays (from textbooks and beyond the textbook).

### ❖ Learning Indicators (Progression)

#### ▪ Speaking

Talks about self using simple sentences in English and home language/sign language. *e.g. I am Janavi. I am six year old.*

Uses words as per context. Looks at the objects/pictures and gives the words. *e.g. ribbon, feather, shoes, spoon etc.*

Narrates her personal experiences/ anecdotes/ stories she has read or heard in English/home language/sign language. *e.g. There is a cat in my house. (Mere pas ek cathai).*

Expresses her likes and dislikes. *e.g. I liketo play.*

Asks questions about things around her.

Recites rhymes/poems /songs in groups and individually and through acting out. *e.g. 'Bow wow, says the dog, Mew mew, says the cat....'*

Looks at the pictures and tells the story in Introduces herself in simple sentences in her words. *e.g. This is a girl. She has anumbrella. It is raining.*

➤ **Reading** They recognize some words in English and make some attempts to read unknown words using initial sounds. They mostly rely on illustrations and teacher support to establish meaning in a text and may not understand everything that they read. While they continue to use early decoding skills, they are not yet able to predict from language context alone because of their yet developing English proficiency. Gradually they can follow and read short, simple texts along with the teacher and in class as shared reading activities.

#### ❖ Curricular Expectations

- Understand the main idea, locate details in the text (seen and unseen).
- Able to ask questions.
- Understands the form and functions of grammar in context.

#### • Pedagogic Processes

- Providing visuals/pointing to illustrations in texts to encourage children to read. Familiarizes children with both small and capital letters of the alphabet.
- Facilitating comprehension through various texts/movement/actions.
- Facilitating children to locate details, sequence of ideas and events/identifying main idea through various types of comprehension questions.
- Facilitating children to relate ideas of the text with personal experience through questions and interaction.
- Introducing stories **from L 1 and L 2** to facilitate comprehension. Listening to poems, showing understanding through tone, volume and action.
- Introducing different kinds of texts such as descriptions, stories, folktales and poems. Providing beyond the text materials such as advertisements, notices, etc.
- Facilitating reading of children's magazines and children's section of newspapers and enriching the reading habits through exposure to school library, reading corner.
- Introducing titles of books, movies, etc. Encouraging children to raise questions based on their reading.
- Drawing attention towards use of grammar in context and explaining it such as nouns, adjectives etc. *e.g. red rose.*



- Drawing attention to the use of punctuation through a variety of texts such as use of capital and small case, comma, full stop.

### ❖ Learning Indicators (Progression)

#### ▪ Reading

- Reads simple words/sentences with the help of pictures. *e.g. House, colour, partsof body etc.*
- Differentiates between small and capital.
- Letters in print and Braille (as per need).
- Follows main idea, details and the sequence of ideas and events and draws conclusions based on reading with teacher. *e.g. After reading a story about balloons, is able to narrate her experience on buying and playing with a balloon.*
- Understands through picture reading. *e.g. look at picture below and tell how a plant grows?*  
Relates ideas with her personal experiences and raise questions. *e.g. How do you make bubbles?*

#### ➤ Writing

They develop the ability to use some basic conventions of writing in English. They write texts using sentence structures based on oral structures and very simple repetitive texts. By the end of class III, they are beginning to write their own very short, simple texts. They write with less need for teacher transcription. Their attempts at spelling depend on sounds. Children begin with one word to phrases to sentences across class levels.

❖ **Curricular Expectations** Able to write short, simple texts.

#### ❖ Pedagogic Processes

- Facilitating children to form letters and spacing properly.
- Familiarising children with words from the text and immediate surroundings.
- Drawing attention to the use of capital letters and punctuation marks such as full stop, comma, question mark etc. Giving dictation of sentences/short paragraphs (listening and writing are developed in conjunction).
- Providing texts (seen & unseen) and encouraging writing answers to comprehension questions.
- Providing verbal/visual clues to develop words/ sentence/ paragraphs.
- Encouraging children to write on self, family, pets and home etc. (**Giving extra time for children writing in Braille**).
- Providing examples of writing through a variety of examples.
- Providing examples of words/phrases (linkers) to indicate sequence, such as 'and' 'but' etc.
- Providing examples of written texts to familiarize with grammar in context.
- Familiarizing children with rhyming words, creating rhythm through a poem.
- Providing a variety of contexts such as going for a picnic, a fair etc. and helping them develop new vocabulary.

#### ➤ Learning Indicators (Progression)

##### • Writing

- Draws as per the context. *e.g. Join the dots and complete the name of the animals.*
- Uses proper spacing between letters, words and sentences.
- Forms letters of right shape and size.
- Writes familiar words, phrases simple, sentences in Braille or print.

##### ➤ Concern for Immediate Environment

- **Curricular Expectations** Develop concern for immediate environment (both physical and social) through observation, which leads to development of language skills in an integrated manner.

- **Pedagogic Processes**

- Providing opportunities to appreciate nature and drawing attention to its beauty and diversity and providing related vocabulary.
- Providing texts/film clips/ pictures/ posters/ models (seen/unseen) related to environment such as poems, stories, etc. thus developing **listening and reading**. *e.g. This is a beautiful flower.*
- Providing input & encouraging expression in the form of short dialogue, paragraph, poem or song. Providing a variety of inputs on diversity all around (nature and society) (different leaves, pictures of animals, landscapes, realia etc.) and encouraging peer grouping.
- Providing situations to ask questions through topics related to concern for the immediate environment such as throwing garbage in bin, not tearing paper etc.
- Providing audio – video input such as posters, children’s films, cartoons, displays, music, songs etc. for facilitating expression, role play, etc.
- Drawing attention towards diversity of language, dress, food, festivals etc. and providing new/related vocabulary. Providing texts (seen/unseen) and sensitizing the children towards gender equality and diversity among learners such as girls and boys going to school, all children going/learning/playing at school, including differently-abled, and introducing new/related words.

- ❖ **Learning Indicators (Progression)**

- **Concern for Immediate Environment**

- Observes nature and responds through verbal and non - verbal expression **in English/home language/sign language**. (Body language, speech, drawing and writing/signs).
- Uses **new words** related to immediate environment while speaking. *e.g. rain, plants, trees, learning together. (both boys and girls).*
- Shows and expresses concern for environment **In English and homelanguage)/sign language**. *e.g. Let us pick up the bits of paper and throw them in the bin.*

## पाठ्यक्रम संबंधी अपेक्षाएँ

### सुनना और बोलना

- दूसरों की बातों/आवाज़ों को ध्यान से सुनना।
- अपनी बात कहने की कोशिश करना (बोलकर/ इशारों/ 'साइन लैंग्वेज'/चित्र बनाकर)।
- दूसरों की बात समझकर अपने शब्दों में कहने की कोशिश करना।
- छोटी कहानी, कविता आदि को ध्यान से सुनना।
- छोटी कहानी, कविता आदि को हावभाव के साथ सुनना।

### पढ़ना और लिखना

- चित्र देखकर अनुमान लगाते हुए पढ़ना।
- लिखित और मुद्रित सामग्री को पढ़ना।
- पढ़ी गई बातों को समझकर अपने शब्दों में कहने और लिखने की कोशिश करना।
- विभिन्न स्रोतों (रीडिंग कॉर्नर, पोस्टर, दवाइयों के रैपर, होर्डिंग, बाल पत्रिकाएँ, साइन लैंग्वेज) से अपनी पसंद की सामग्री ढूँढ़ कर पढ़ना।
- अपनी बात को लिखकर कहना।
- अपनी कल्पना से छोटी कहानी, कविता आदि लिखने की कोशिश करना।

### परिवेशीय सजगता

- आसपास की प्रकृति (पेड़-पौधे, मौसम,घरेलू पशु- पक्षी आदि) को देखना और अपनी राय बनाना।
- घर की भाषा और हिंदी के बीच संबंध बनाने की कोशिश करना।

### सीखने के तरीके तथा माहौल

#### सभी बच्चों के समावेश ( inclusion ) को ध्यान में रखकर

- अपनी भाषा में बातचीत करने की आज़ादी और अवसर हों, जैसे- समूह में एक-दूसरे के बारे में बातें कहना और सुनना।
- अपनी बात कहने (भाषिक और सांकेतिक माध्यम से) के लिए प्रोत्साहित हों।
- अपनी भाषा गढ़ने (नए शब्द बनाने )और उनका इस्तेमाल करने के अवसर हों, जैसे- 'खाना' शब्द से मिलते-जुलते दूसरे लयात्मक शब्द।
- छोटी कहानियाँ, कविताएँ अथवा /बाल साहित्य, स्तरानुसार सामग्री, साइनबोर्ड, होर्डिंग, अखबारों की कतरनें उनके आस-पास के परिवेश में उपलब्ध हों पर चर्चा करने के मौके हों।
- सक्रिय होकर काम करने के लिए स्तरानुसार ऑडियो-वीडियो सामग्री के उपयोग के अवसर हों।
- हिंदी में सुनाई गई छोटी कविता, कहानी आदि पर अपनी भाषा में सवाल पूछने के अवसर हों।
- हिंदी में सुनी गई छोटी कविता, कहानी आदि को अपने तरीके और अपनी भाषा में सुनाने के अवसर हों।
- विभिन्न प्रकार की सामग्री (रीडिंग कॉर्नर की किताबें, पोस्टर, दवाइयों के रैपर, होर्डिंग, बाल पत्रिकाएँ, साइन लैंग्वेज)पढ़ने के अवसर हों ।
- स्तरानुसार रोचक बाल साहित्य, बाल पत्रिकाएँ, अखबार, ऑडियो-वीडियो सामग्री उपलब्ध हों।
- पढ़ी गई रचनाओं पर अपनी भाषा में बात करने, अपनी राय देने, सवाल करने की आज़ादी हो।

- अपना परिवार, स्कूल, मोहल्ला, खेल का मैदान, गाँव का चौपाल जैसे विषयों तथा अपने अनुभवों पर लिखकर एक-दूसरे से बाँटने के अवसर हों।
- अपनी बात को अपने अंदाज़ में लिखकर अभिव्यक्त करने की स्वतंत्रता हो।
- एक-दूसरे की लिखी हुई रचनाओं को सुनने, पढ़ने और उस पर अपनी राय देने, उसमें अपनी बात को जोड़ने, बढ़ाने और अलग-अलग ढंग से बार-बार लिखने के अवसर हों।
- बच्चों द्वारा अपनी वर्तनी गढ़ने की प्रवृत्ति को भाषा सीखने की प्रक्रिया का हिस्सा समझा जाए।
- अपनी बात को सृजनात्मक तरीके से अभिव्यक्त करने की आज़ादी हो।
- आस-पास होने वाली गतिविधियों/घटने वाली घटनाओं (जैसे- मेरे घर की छत से सूरज क्यों नहीं दिखता?

, सामने के पेड़ पर बैठने वाली चिड़िया कहाँ चली गई ?

- कक्षा में अपने साथियों की बोलियों पर गौर करने के अवसर, जैसे - आम, रोटी, तोता आदि शब्दों को अपनी-अपनी बोली में कहे गतिविधि शब्दों की लेन-देन/आपसदारी की गतिविधि के रूप में की जा सकती है।
- पाठ्य-पुस्तक और उससे इतर सामग्री में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील मुद्दों को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों।

सीखने के संकेतक सभी बच्चों के समावेश (inclusion ) को ध्यान में रखकर प्रतिक्रियाएँ, भाषिक और सांकेतिक - दोनों हो सकती हैं।

#### कक्षा एक

##### सुनना और बोलना

- अपने आसपास की आवाज़ों (लोगों, बस, रेल, बैलगाड़ी, पशु-पक्षी आदि) को पहचानती/पहचानता है।
- कही जा रही बात को ध्यान से सुनने की कोशिश करती/करता है।

- दूसरों की बातों को सुनकर अपनी बात कहने की कोशिश करती/करता है।
- अपनी, अपने परिवार, परिवेश की बात को कहने में दिलचस्पी दिखाती/ दिखाता है। जैसे- मेरी बहन का नाम भी सबीना है।

- अपने घर और परिवेश की चीज़ों से जोड़कर चित्रों और रचनाओं पर अनुमान लगाने की कोशिश करती/ करता है। जैसे- ये तो मेरे घर के सामने वाले नीम के पेड़ जैसा है।
- हिंदी में सुनी गई बातों को अपनी भाषा में कहने की कोशिश करती/ करता है।
- अपने आस-पास नज़र आने वाली प्रिंट सामग्री पर ध्यान देकर उस पर सवाल करती/करता है। जैसे- पेंसिल पर दोनों किनारों पर ये बच्चे कैसे बैठ गए।

### पढ़ना और लिखना

- पढ़ने के प्रति इच्छुक रहता/रहती है।
- रचनाओं को आनंद लेकर पढ़ती/पढ़ता है।
- पढ़ते समय चित्र के आधार पर अर्थ का अनुमान लगाने की कोशिश करती/करता है। जैसे- हाथी बहुत खुश है और शेर को गुस्सा आ रहा है।
- अपनी पाठ्य-पुस्तक से इतर सामग्री (पोस्टर, बाल पत्रिका, होर्डिंग्स आदि) को पढ़ने की कोशिश करती/ करता है। जैसे- फिरकी, (बाल पत्रिका फिरकी बच्चों की)

- सुनी अथवा पढ़ी रचनाओं की विषय-वस्तु, घटनाओं, चित्रों और पात्रों, आदि के बारे में बातचीत करने में रुचि प्रदर्शित करती/करता है।
- कहानी, कविता अथवा अन्य सामग्री को अपनी तरह से अपनी भाषा में कहने की कोशिश करता है।
- आस-पास मौजूद परिस्थितियों के बारे में बातचीत करती/करता है। जैसे- सूरज कहा चला जाता है?

- पुस्तक कोना/पुस्तकालय से अपनी पसंद की किताबों को स्वयं चुनते हैं। जैसे- अरे, मेरी लालू पीलू वाली किताब कहाँ है? मैं तो वही पढ़ूँगी।
- कविता या कहानी पढ़कर उसके बारे में पूछे गये प्रश्नों का मौखिक जवाब देते हैं।

# MATHEMATICS

## LEARNING INDICATORS UP TO CLASS I

### Curricular Expectations:

During the learning of mathematics from class I child is expected to:

- Count and understand numeration system
- Learn conventions needed for mastery of mathematical techniques such as the use of a base ten system to represent numbers
- Perform simple computations in her/his own ways up to three digit numbers and apply these to their day to life activities in different contexts
- Understand and use standard algorithms to perform operations of addition, subtraction, multiplication and division on numbers up to three digits
- Learn vocabulary of relational words to extend her/his understanding of space and spatial objects
- Identify and extend simple patterns starting from repeating shapes to patterns in numbers
- Collect, represent and interpret simple data/information in her/his daily life activities

### CLASS I

| Conceptual Area  | Pedagogical Processes   | Learning Indicators   |
|--|---|---|
| <p><b>SHAPES AND SPATIAL UNDERSTANDING</b></p> <p>Familiarity with spatial relationships like top- bottom; on-under; inside- outside; etc.</p> | <ul style="list-style-type: none"> <li>• Interaction is to be done with children on introducing the new vocabulary of spatial terms, for example, telling small stories/poems having the vocabulary related to spatial terms with lot of interaction with the children. Utilizing child's experiences outside the classroom</li> <li>• Games within groups of children to find hidden treasure by providing clues in spatial terms like on the top of the table but below the book, fish inside the jar etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Displays understanding of spatial relationships (top- bottom, inside- outside; above- below; big- small; near- far; thin- thick; before-after; above- below etc.) in given surroundings/situations and uses vocabulary for describing .</li> </ul> |
| <p><b>NUMBERS AND NUMBER</b></p>   | <ul style="list-style-type: none"> <li>• Engaging children in activities targeted to</li> </ul>   | <ul style="list-style-type: none"> <li>• Devises ways of collecting and counting the given</li> </ul>   |

| Conceptual Area   | Pedagogical Processes   | Learning Indicators   |
|---|---|---|
| <p><b>OPERATIONS</b></p> <p>Counts, Recognizes, Reads and writes numerals for numbers up to 99</p> <p>Adds and subtracts single digit numbers</p> | <p>manipulation of concrete objects (locally available) to develop pre number concepts like sorting, classification, sequencing and one- to-one correspondence.</p> <ul style="list-style-type: none"> <li>• Involving children in reading numbers written on a number chart and other places in and outside classroom</li> <li>• Activities and games aimed at associating a spoken or written number with appropriate number of objects, drawn from a collection.</li> <li>• Organise group activities to compare number of objects in two collections by one-to-one correspondence. Children should be encouraged to find their own ways of comparing the collections e.g. using the sequential order of numbers.</li> </ul> | <p>number of objects like pebbles, seeds, leaves, etc from her immediate environment and expresses the number as per her own understanding.</p> <ul style="list-style-type: none"> <li>• Attempts to read and write any given number (up to 99) and associate a given collection with a number and vice-versa.</li> <li>• Demonstrates strategies of comparing two numbers e.g. matching one to one, using sequential order of numbers, using size of a number etc.</li> <li>• Describes ways of combining two collections to find the sum of numbers</li> <li>• Demonstrates her ways of finding difference between two numbers</li> </ul> |
| <p>Solves problems using Addition and Subtraction of single digit numbers</p>   | <ul style="list-style-type: none"> <li>• Involve children in reading given problems and discussing what is given, what is to be found. Let children work out their strategies to find the unknown from the known.</li> </ul>  | <ul style="list-style-type: none"> <li>• Analyses and describes simple contextual problem in mathematical terms and finds the given and unknown data.</li> <li>• Finds the strategies to reach unknown from the known</li> <li>• Solves problems using addition and/or subtraction</li> </ul>   |
| <p>Basic idea of multiplication</p> <p>Understands concept of division</p>  | <ul style="list-style-type: none"> <li>• Creating situations and context where a number is to added repeatedly like 2 cookies to be given to each of 4 friends, etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• Shows difficulty in expressing repeated addition and appreciates the use of multiplication for repeated addition</li> </ul>  |

| Conceptual Area  | Pedagogical Processes   | Learning Indicators   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Encouraging children to discover some other method of writing repeated addition</li> <li>• Providing small hints to reach to the situation where child says <math>2+2+2+2</math> can also be called as 4 times 2.</li> <li>• Activities to develop multiplication facts (times tables) by repeated addition and later on by observing patterns</li> <li>• Creating situations of equal sharing/grouping of objects and exploring ways of describing it in mathematical way.</li> </ul> | <ul style="list-style-type: none"> <li>• Explores the multiplication facts of 2,3,4 and 5 by different ways like repeated addition, skip counting, identifying and continuing pattern ....</li> <li>• Explores ways of equal grouping /sharing /distribution</li> </ul> |
| <p><b>Money</b></p> <p>Identifies currency notes and coins</p> | <ul style="list-style-type: none"> <li>• Using child’s vocabulary and understanding about money from home and out of school experiences.</li> <li>• Involving children in groups and/or individually to make play currency notes of different denominations. A set of such actual notes can be shown to them for the activities.</li> <li>• Creating simple selling and buying situations in classroom and let children play with their play money.</li> </ul>  | <ul style="list-style-type: none"> <li>• Demonstrates use of numbers in identifying and making currency notes of different denominations</li> <li>• Attempts to make small amounts of money by using notes of different denominations in different ways</li> </ul>      |
| <p><b>Measurement:</b></p>                                     | <ul style="list-style-type: none"> <li>• Organising discussions among children focusing on need o measure various things including</li> </ul>   | <ul style="list-style-type: none"> <li>• Describes and justifies length and distances of common objects in her own language</li> </ul>  |



| Conceptual Area  | Pedagogical Processes   | Learning Indicators  |
|--|---|--|
| Idea of length and distance  | <p>lengths and distances and other quantities</p> <ul style="list-style-type: none"> <li>• Providing hints during discussions so that children can appreciate that a unit is required for measuring anything.</li> <li>• Creating situations when children get opportunities to measure in their own ways and resolve conflicts, if any, aroused due to use of non uniform units.</li> <li>• Involving children in devising various units that can remove the confusion and be used by all in a particular context.</li> <li>• Encouraging children to make out their meaning about the standard units of measurement they have in their vocabulary like a liter of water, kilogram, meter, kilometer etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Attempts to resolve conflicts on lengths/distances by using body parts like hand span etc.(non standard units).</li> <li>• Devises ways of making uniform units for measuring length/distances.</li> <li>• Uses her vocabulary to appreciate meter as a standard (uniform) unit of length.</li> <li>• Demonstrates ways of measuring smaller distances using a meter scale</li> <li>• Appreciates the division of one meter into centimeters to measure relatively smaller lengths</li> </ul> |
| <p><b>Mass</b></p> <p>Weighs objects using non-standard units</p> <p>Appreciates need for standard unit of measuring marks</p> |   | <ul style="list-style-type: none"> <li>• Describes ways of comparing and quantifying mass(es) of common objects</li> <li>• Uses simple balance to compare weights of common objects</li> <li>• Uses non-standard units like small stones and other such objects available in child's vicinity</li> <li>• Understands that objects with different shapes and sizes may have same weights.</li> </ul>  |

| Conceptual Area  | Pedagogical Processes   | Learning Indicators   |
|--|---|---|
| <p><b>Volume</b></p> <p>Idea of more/less capacity of different containers</p>           |   | <ul style="list-style-type: none"> <li>• Estimates capacities of different containers and tries to order them as per their capacities</li> <li>• Shows the ability to compare the capacities of different containers in terms of non-standard units (like mugs, spoons etc.)</li> </ul>   |
| <p><b>Time</b></p> <p>Gets familiar with the days of the week and months of the year</p> | <ul style="list-style-type: none"> <li>• Organising discussions and short stories on the vocabulary children have about time and calendar</li> <li>• Creating situations where children are encouraged to describe their experiences in terms of daily routine activities like from waking up in morning till sleeping in the night.</li> </ul> | <ul style="list-style-type: none"> <li>• Attempts to narrate the activities of a day in sequence, distinguishing time of events using her own vocabulary for earlier and later</li> <li>• Shows the understanding of shorter and longer duration of different activities performed or to be performed</li> <li>• Describes he names of days of a week and months in a year</li> </ul> |
| <p><b>Data Handing</b></p> <p>Collects, represents and interprets simple data</p>        | <ul style="list-style-type: none"> <li>• Organising activities and providing opportunities to record information in numbers and to draw inferences or make decisions out of it. For example, in organizing a New Year party, how many pieces of different types would be required for class de coration.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Attempts to record information in her own ways.</li> <li>• Participates in discussions with others to draw inferences from the recorded information</li> </ul>   |

# Important instructions for parents

## Parents may please note

1. Please do not leave your child in the school half an hour before the start of the school and half an hour after the closure of the school.
2. Do not send the tiffin of the child through any unknown person. It will not be accepted.
3. Do not send any unknown person to meet or fetch your child from the school.
4. Please deposit the quarterly fees by local cheque only by 10<sup>th</sup> of April, July, October and January positively. After that late fee fine of Re.1 per day will be charged and for dishonored cheques a penalty of Rs. 500 with the late fee fine will be charged. In case the cheque is dishonoured, fee with penalty and late fee fine shall be accepted with D.Draft only.
5. Please ensure that your child comes to school in time. Late comers will be sent back.
6. Please keep the information about address, especially the telephone numbers always updated in the school records. It helps the school in contacting you in case of emergency or other requirement.

## अभिभावक कृपया ध्यान दें

1. स्कूल में अपना पता तथा टेलीफोन नम्बर हमेशा सही - सही लिखवा कर रखें। जिससे कि एमरजेंसी में आपसे बिना विलम्ब के संपर्क साधा जा सके।
2. अपने बच्चे को आधा घंटा पहले तथा आधा घंटा बाद तक स्कूल में न छोड़ें।
3. अपने बच्चे का टिफिन अज्ञान व्यक्ति के हाथ से न भेजें। वह नहीं लिया जाएगा।
4. अपने बच्चे को ले जाने के लिए अज्ञान व्यक्ति को न भेजें। उसके साथ बच्चा नहीं भेजा जाएगा।
5. कृपया बच्चे की फीस **लोकल चेक** से अप्रैल, जुलाई, अक्टूबर तथा जनवरी की दस तारीख तक जमा करवा दें। उसके बाद 1 रू प्रतिदिन फाइन लगेगा। **अगर आपका चेक बैंक से किसी कारण से वापिस आता है तो 500 रू पेनल्टी तथा लेट फी फाइन लगेगा एवं फीस, केवल ड्राफ्ट द्वारा ही ली जाएगी। दूसरी बार चेक नहीं लिया जाएगा।**
6. देर से आने वाले बच्चों को वापिस भेज दिया जाएगा।

अभिभावक के हस्ताक्षर