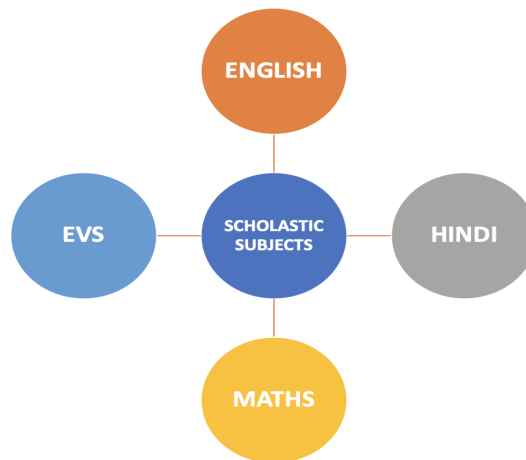


PRIMARY CURRICULUM STD III-V (2023-24)

The Curriculum refers to the lessons and educational content to be taught to a learner in the School. This includes the assessment pattern and scheme followed. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by the School. It encompasses general objectives of learning, competencies to be attained, courses of study, subject-wise learning outcomes and content, pedagogical practices and assessment guidelines.

You are requested to review the circulars issued by the School for latest updates and changes to the curriculum

A. SCHOLASTIC SUBJECTS FOR STD.111, 1V & V



CO-SCHOLASTIC AREAS FOR STD.III, IV & V



B. STRUCTURE OF ASSESSMENT SCHEME

Directorate of Education, Govt. of NCT of Delhi has reframed the Examination & Assessment Practices from the Academic Session 2023-24:

(a) The question papers of Mid Term Examination would be set out of the syllabus supposed to be covered up to the MidTerm Exam.

(b) The question papers of Annual Examinations would be set out from the syllabus as prescribed by the Directorate of Education, Delhi.

(c) Question papers in Mid Term Exam, & Annual Exam shall be set in a manner to assess the comprehension, competencies and other skills as required.

(d) A greater number of Competency Based Questions or questions that assess application of concepts in real life/unfamiliar situations will be part of the question paper in Mid Term, & Annual Exam.

(f) CBSE has modified the Assessment & Evaluation Practices from the current Academic Session which will be followed by the schools running under Directorate of Education as per details given below:

Classes	Type of Questions	Percentage
III - V	Competency Based Questions in the form of MCQs,	50%.
	Case Based Questions, Source Based Integrated	
	Questions or any other similar types	
	Objective Type Questions	30%
	Short Answer/ Long Answer Questions	20%

Scholastic Areas for classes III to V:

(a) Term-wise Weightage of Marks: The grading in class III - V will be as follows:

Term t	Periodic Test(s)	Multiple Assessment	Portfolio	Subject Enrichment	Mid Term Exam / Annual Exam	Total Marks
First Term	05	05	05	05	30	50
Second Term	05	05	05	05	30	50

(b) Internal Assessment - 40 Marks

I. Periodic Assessment - 10 marks

II. Multiple Assessment - 10 marks

III. Portfolio - 10 Marks

IV. Subject Enrichment Activities - 10 Marks

I. **Periodic Test(s):** One Periodic Test of 40 marks will be conducted before the MidTerm Exam. Marks obtained by the student will be converted into 05 marks. This Periodic Test will cover syllabus supposed to be covered up to the Mid Term Examination. The Second Periodic test of 40 marks will be conducted before the Annual Examination. Marks obtained by the student in this test will be converted into 05 marks. This Periodic' Test will cover syllabus supposed to be covered up to the Second Periodic Test.

II. **Multiple Assessments:** Multiple Assessment as a part of Internal Assessment, is aimed at evaluating the performance of the learner more comprehensively and provides schools/ teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field work, concept maps, graphic organizers, visual representations etc. Hence the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning.

III. **Portfolio:** The creation of portfolios is suggested to broaden the scope of learning and achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written pen and paper tests. Assessment would include self and peer assessment among others.

i. It is suggested that the portfolio take the form of a journal or notebook that would include besides class work, students' artifacts selected within a coherent framework along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organizing and reflecting.

ii. It is also suggested that the portfolio be an extension of note books developed subject-wise. They would include class work and homework assignments that would help evaluate a learner's progress. Besides this, a portfolio should be a space for a student to display his/her exemplary work in the related

area. The attention should be to promote techniques such as annotation, identification of key words / topics / themes, summarization and organization of ideas and content.

IV. Subject Enrichment Activities: These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities provide opportunity to students to explore their own interests as well along with an understanding of the nature of particular discipline. These are to be recorded internally by the concerned subject teachers.

For Languages: Activities conducted under Subject Enrichment in Languages should aim at equipping the learner to develop effective speaking and listening skills.

For Mathematics: The different activities & projects related to topics are given. Students need to be encouraged to raise questions, generate hypotheses, innovate and find solutions to questions/problems encountered.

For Social Science: Map and project work may be undertaken as prescribed by the CBSE in the curriculum. Projects may be related to art and culture including development of life skills.

2. Co-Scholastic Activities (For Classes III to V): For the holistic development of the students, co-curricular activities in the following areas to be carried out by the teachers and will be graded term-wise on a **3-point grading scale:-**

A=Outstanding,

B=Very Good

C=Fair

The aspects of regularity, sincere participation, and output in teamwork to be the generic criteria for grading in the following

GRADING SCALE

Grading Scale for Scholastic Areas (Classes III-V)

MARKS RANGE GRADE

91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & below	E (Needs Improvement)

