

DAV PUBLIC SCHOOLS, ODISHA
SYLLABUS (2023-24)
STD-IV

EXAMINATION TIMELINE

EXAM	EXAM	WINDOW TIME	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
TERM 1	Periodic Test - 1	24 July to 31 July 2023	Syllabus covered from 1 st week of April to 3 rd week of July	20	45 Minutes
	Half Yearly Examination	18 September to 30 September 2023	Syllabus covered till Half Yearly	50	2 Hours
TERM 2	Periodic Test - 2	1 December to 9 December 2023	Syllabus covered after Half Yearly till PT-2	20	45 Minutes
	Annual Examination	2nd week of February 2024	Syllabus for Annual Examination	50	2 Hours

ASSESSMENT STRUCTURE (TERM 1 & TERM 2: 200 marks)

The Sustainable Development Goals (SDGs),

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including poverty, inequality, climate change, environmental degradation and ensure that by 2030 all people enjoy peace and prosperity.

The 17 SDGs are integrated—they recognize that action in one area will affect outcomes in others, and that development must balance social, economic and environmental sustainability. These SDGs have been specifically created to draw attention to some of the biggest environmental challenges in the world today.

- Educators can use these sub-targets to show their students the ways in which they can make an impact on improving the world that they live in.
- Students will get a greater knowledge of challenges faced not only in their own lives but also in the lives of others all around the world.
- They teach empathy to students-They give students an awareness of the wider world, and its values and identities.
- Empowers children to construct knowledge, explore values and develop respect towards Nature, which lays the foundations for an environmentally responsible adulthood in the next future.
- It helps in ensuring a better life for present and future generations.



PROGRESS REPORT CARD (SAMPLE)

DAV PUBLIC SCHOOL, ODISHA



AFFILIATED TO CBSE, NEW DELHI, AFFILIATION NO: 1530065
COMPREHENSIVE PROGRESS REPORT: 2022-23



STD

STUDENT'S NAME:		SECTION:		PHOTO
MOTHER'S NAME:		ROLL NO:		
FATHER'S NAME:		ATTENDANCE:		

SCHOLASTIC AREA

PEN PAPER TESTS (PP.T.)

MAIN SUBJECTS	TERM – 1 (APRIL – SEPTEMBER)			TERM – 2 (OCTOBER – MARCH)		
	P.T - 1 (20 Marks)	HALF YEARLY EXAM (50 Marks)	TOTAL TERM-1 (70 Marks)	P.T - 2 (20 Marks)	ANNUAL EXAM (50 Marks)	TOTAL TERM-2 (70 Marks)
ENGLISH						
SL-ODIA						
TL-HINDI						
MATHS						
SCIENCE & TECHNOLOGY						
SOCIAL SCIENCE						

DETAILS OF INTERNAL ASSESSMENTS

LANGUAGE I - ENGLISH			LANGUAGE II – SECOND LANGUAGE		
Skills/Competencies	TERM-1	TERM-2	Skills/Competencies	TERM-1	TERM-2
Listening Skill (5)			Listening Skill (5)		
Speaking Skill (5)			Speaking Skill (5)		
Reading Skill (5)			Reading Skill (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)			Writing Skill & Language (Vocab, Spelling, Grammar) (5)		
Project & Viva (5)			Project & Viva(5)		
Portfolio (Notebook & SEA) (5)			Portfolio (Notebook & SEA) (5)		
Reading Bonus (0/1/2/3/4)			Reading Bonus (0/1/2/3/4)		
Total (30)			Total (30)		

LANGUAGE III – THIRD LANGUAGE			SOCIAL SCIENCE		
Skills/Competencies	TERM-1	TERM-2	Skills/Competencies	TERM-1	TERM-2
Listening Skill (5)			Critical Thinking &Evaluation (5)		
Speaking Skill (5)			Problem-solving &Inference (5)		
Reading Skill (5)			Collaboration &Creative Thinking (5)		
Writing Skill & Language (Vocab, Spelling, Grammar) (5)			Value/Ethical Application of Concepts (5)		
Project & Viva (5)			Project & Viva (5)		
Portfolio (Notebook & SEA) (5)			Portfolio (5)(Notebook & SEA)		
Reading Bonus (0/1/2/3/4)			TOTAL (30 Marks)		
Total (30)					

SCIENCE & TECHNOLOGY			MATHEMATICS		
Skills/Competencies	TERM-1	TERM-2	Skills/Competencies	TERM-1	TERM-2
Critical Thinking &Evaluation (5)			Evaluation &Inference (5)		
Problem-solving &Inference (5)			Critical Thinking &Problem Solving (5)		
Collaboration &Creative Thinking (5)			Collaboration &Creative Thinking (5)		
Value/Ethical Application of Concept (5)			Value/Ethical Application of Concepts (5)		
Project & Viva (5)			Project & Viva (5)		
Portfolio (Notebook & SEA) (5)			Portfolio (Notebook & SEA) (5)		
Total (30)			Total (30)		

CUMULATIVE SCORE CARD

SUBJECT	TERM – 1 (100)		TERM –2 (100)		TOTAL MARKS (200 Marks)	Percentag e %	GRADE
	I.A. 1 (30 Marks)	PP.T.-1 (70Marks)	I.A. 2 (30 Marks)	PP.T.-2 (70 Marks)			
ENGLISH							
SL-ODIA							
TL-HINDI							
MATHS							
SCIENCE							
SOCIAL SCIENCE							
TOTAL							

MINOR SUBJECTS	GRADE	
	TERM-1	TERM-2
GENERAL KNOWLEDGE		
MORAL SCIENCE		
COMPUTER SCIENCE		

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

8 - POINT GRADING SCALE FOR SCHOLASTIC AREAS

CO-SCHOLASTIC AREA

SOCIAL HABITS & ATTITUDES	TERM-1	TERM-2
COLLABORATION & COOPERATION		
CARE OF SCHOOL PROPERTY		
RELATIONS WITH PEERS		
RELATIONS WITH TEACHERS		
VALUES AND LIFE SKILLS		
PERSONAL HABITS & ATTITUDES		
INITIATIVE AND CONFIDENCE		
DISCIPLINE, PUNCTUALITY, REGULARITY		

HEALTH & PHYSICAL EDUCATION	TERM-1	TERM-2
CLEANLINESS (HAIR, HANDS, FACE, SHOES & UNIFORM)		
SPORTS & GAMES		
YOGA		
VISUAL & PERFORMING ARTS		
ART		
DANCE		
MUSIC		
LIFE SKILLS		
SUPW/WORK EDUCATION		

5-POINT GRADING SCALE FOR CO-SCHOLASTIC AREAS

A1	A2	B1	B2	C
HIGHLY COMPETENT	QUITE CAPABLE	PERFORMS SATISFACTORILY	TRYING WELL	CAN DO BETTER

CO-CURRICULAR, PERSONAL & SOCIO EMOTIONAL ATTRIBUTES

A	PARTICIPATION IN CO CURRIULAR ACITIVITIES			
	(e.g., sports, literary, scientific events, visual and performing arts, ICT etc.)			
	NAME	LEVEL	ORGANISED	POSITION

B	<p align="center">21ST CENTURY SKILL</p> <p>such as teamwork, keen observation, troubleshooting, negotiation, time management etc.</p>	
C	<p align="center">RESPONSIBLE BEHAVIOUR</p> <p>towards people, environment and property '_____community welfare, environment protection etc</p>	
D	<p align="center">MORAL VALUES & QUALITIES</p> <p>such as honesty, courtesy, kindness, empathy, respect etc.</p>	

TEACHERS SUGGESTIVE REMARK

Date of Issue:

Result:

Signature of:

CLASS TEACHER	SUPERVISOR	PRINCIPAL

SUBJECT- ENGLISH

PRESCRIBED BOOKS:

1. My English Reader-IV Published by D.A.V. College Managing Committee
2. English Practice Book-IV Published by D.A.V. College Managing Committee

SYLLABUS

	TERM-1				TERM-2			
	PERIODIC TEST-1	MARKS	Half-Yearly Examination	MARKS	PERIODIC TEST-2	MARKS	Annual Examination	MARKS
Reading Skill	Unseen Passage	5	Unseen Passage and Unseen Poem	10	Unseen Poem	5	Unseen Passage and Unseen Poem	10
Writing Skill	Notice Writing	4	Notice Writing Formal / Informal Letter	10	Story Writing with Hints	4	Story Writing with Hints, Diary Entry / Paragraph Writing	10
Grammar	Naming Words Pronouns	5	Naming Words, Genders, Pronouns, Prepositions, Determiners, Describing Words P.B-ch-1 to 6	15	Verbs, Tenses & Adverbs	5	Verbs, Adverbs, Tenses, Sentences: Subject & Predicate, Interrogatives, Conditionals P.B-ch-7 to 12	15
Literature	A True Friend and Mix up at Birth	6	Unit-1 & 2 A True Friend, Mix up at Birth, Travel Plans(poem), Jungle Safari	15	The Rich Lady and The Artist, The Foolish Men	6	Unit-3 & 4 The Rich Lady and The Artist, The Foolish Men, Fantasy(poem), In the Land of Lilliput, King Thrushbeard	15
Total		20		50		20		50

INTERNAL ASSESSMENT- 30 MARKS

STD: IV ENGLISH

Term – 1	Term – 2																												
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<p>Good Reader Bonus Scheme (PT-1) Suggested book for Reading Std-IV One book is to be prescribed as per the availability of books in different schools. NOTE: Periodic Test-1 can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based questions from the recommended book.</p>	<p>Good Reader Bonus Scheme (PT-2) Suggested book for Reading Std-IV One book is to be prescribed as per the availability of books in different schools. NOTE: Periodic Test-2 can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based questions from the recommended book.</p>																												

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1.	A TRUE FRIEND	<p>The learners will be able to</p> <ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story • differentiate between a true friend and a fake friend. • understand the value of sportsmanship and team spirit. • SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	<ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text - based questions. • Take dictation of words/phrases/sentence s/ short paragraphs from known and unknown texts. • PPT, video and worksheet. 	<ul style="list-style-type: none"> • Make a collage of 'Famous Sportspersons' • Prepare a speech on- My Favourite Sports Person/ Importance of Friendship
2.	MIX UP AT BIRTH	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • identify different sports personalities and their achievements. • apply his/her keen observation skills to solve problems. • SDG GOAL NO.4 QUALITY EDUCATION 	<ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text - based questions. • Take dictation of words/phrases/sentence s/ short paragraphs from known and unknown texts. • PPT and worksheet. 	
3.	TRAVEL PLANS	<ul style="list-style-type: none"> • recite poem individually with correct pronunciation and intonation. • identify the rhyming pairs and homophones. • list the essential things required for travelling. • SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> • Recite the poem using different props. • Prepare a speech on 'Importance of Joy of Travelling'. • Model recitation by the teacher. • PPT, video and worksheet. 	<ul style="list-style-type: none"> • Design a travel brochure on your favourite tourist sites • Collage on National Parks of India. • Poem Recitation
4.	JUNGLE SAFARI	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • differentiate between a national park and a sanctuary. • exhibit sensibility towards the conservation of birds and 	<ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text - based questions. • Take dictation of 	

		<p>animals.</p> <ul style="list-style-type: none"> • SDG GOAL NO.13 CLIMATE ACTION 	<p>words/phrases/sentence s/ short paragraphs from known and unknown texts.</p> <ul style="list-style-type: none"> • Find more information on different zoos, sanctuaries and national parks of your own state. • PPT, video and worksheet. 	
5.	THE RICH LADY AND THE ARTIST	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story. and characters in the story. • respond cleverly to the situations based on day-to-day life experiences. • infer the meaning of unfamiliar words by contextual reading and refers to dictionary. • SDG GOAL NO.8 DECENT WORK AND ECONOMIC GROWTH 	<ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text - based questions. • Take dictation of words/phrases/sentence s/ short paragraphs from known and unknown texts. • PPT and worksheet. 	<ul style="list-style-type: none"> • Prepare a comic strip with pictures and dialogues • Stand-up comedy/ Role Play
6.	THE FOOLISH MEN	<ul style="list-style-type: none"> • read small texts in English with comprehension • express orally her/his opinion/ understanding about the story and characters in the story. • list the names of some kings and ministers famous for their wisdom • acknowledge the importance of wit and humour. • SDG GOAL NO.17 PARTNERSHIPS FOR THE GOALS • SDG GOAL NO.4 QUALITY EDUCATION 	<ul style="list-style-type: none"> • Model reading by the teacher. • Dramatize the role of any character of your choice from the chapter 'The Foolish Men'. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text - based questions. • Take dictation of words/phrases/sentence s/ short paragraphs from known and unknown texts. • PPT, video and worksheet. 	
7.	FANTASY	<ul style="list-style-type: none"> • recite the poem with appropriate intonation and expression. • identify the rhyming pairs. • differentiate between the world of fantasy and the real world. • SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> • Recite poems using different props. • Model recitation by the teacher. • PPT, video and worksheet. 	<ul style="list-style-type: none"> • Poem Recitation • My dream land.....(Speaking activity) • Story Telling

8.	IN THE LAND OF LILLIPUT	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • analyse the importance of keeping nerves in tough situations. • SDG GOAL NO.17 PARTNERSHIPS FOR THE GOALS 	<ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text - based questions. • Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • PPT, video and worksheet. 	
9.	KING THRUSH-BEARD	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • realize the impact of virtues and vices in our lives. • develop politeness and humbleness in his/her life. • SDG GOAL NO.8 DECENT WORK AND ECONOMIC GROWTH 	<ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text - based questions. • Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • PPT and worksheet. 	

SUBJECT- HINDI

PRESCRIBED BOOKS:

1. भाषामाधुरी - (कक्षा - चौथी) डी ए वी प्रकाशन
2. भाषाअभ्यास - (कक्षा - चौथी) डी ए वी प्रकाशन
3. सुलेख

SYLLABUS

	TERM - 1				TERM - 2			
	PERIODIC TEST-1	MARKS	Half-Yearly	MARKS	PERIODIC TEST-2	MARKS	Annual	MARKS
पठनकौशल	अपठितगद्यांश	5	अपठितगद्यांश	5	अपठितगद्यांश	5	अपठितगद्यांश	5
लेखनकौशल	अनुच्छेद लेखन	4	अनुच्छेद लेखन चित्रलेखन	10	पत्रलेखन	4	पत्रलेखन, विज्ञापन	10
व्याकरण	भाषाअभ्यास पाठ-1,2,3	5	भाषाअभ्यास पाठ-1 से 9	15	भाषाअभ्यास पाठ-10,11,13	5	भाषाअभ्यास पाठ-10 से 18	15
पाठ्यपुस्तक	भाषामाधुरी पाठ-1,2,3	6	भाषामाधुरी पाठ-1 से 9	20	भाषामाधुरी पाठ-10,11,13	6	भाषामाधुरी पाठ-10 से 18	20
	TOTAL	20		50		20		50

NB.- PA – I और II में उत्तम पाठक बोनस योजना के 1-1 अंक के 4 प्रश्न दिए जाएँगे ।

INTERNAL ASSESSMENT- 30 MARKS

TERM-1	TERM-2																												
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LEARNING OUTCOMES & PEDAGOGICAL PROCESS:

क्र.सं.	पाठ/विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
1	फैलती चप्पलें	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> • किसी भी विषय को पूरी तरह समझ कर अपने दैनिक जीवन में प्रयोग करना। • पाठ के जरिए संज्ञा शब्द पर ज्ञान हासिल करना। • ड़ और ढ़ वाले शब्द लिखना तथा प्रयोग जानना । • संयुक्त व्यंजन वाले शब्द पर ज्ञान हासिल करना। <p>SDG – 4(गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> • शब्द भंडार तथा अभिव्यक्ति में विकास। • विद्यार्थी सही तरीके से सस्वर वाचन कर पाते हैं। • नए शब्द और उनके अर्थ। • बड़ों के प्रति सदैव आदर भाव रखते हैं। 	<ul style="list-style-type: none"> • अपनी दादी माँ के लिए एक सुंदर सा बैग बनाएँ। • गरमी से अपना आकार बदलने वाली कोई 4 चीजों के चित्र चिपकाइए। • गुगुलफॉर्म ,क्लिज़िज़ • संज्ञा का बगीचा
2	उलटा-पुलटा	<ul style="list-style-type: none"> • कविता को कंठस्थ कर सही सुर_ लय और भाव के साथ सुना पाते हैं। • कविता के भावार्थ को अपने शब्दों में अभिव्यक्त कर पाते हैं। • हिम्मत और साहस का महत्व बता पाते हैं। • क्रिया का सही प्रयोग कर पाते हैं। <p>SDG – 8 (सम्मानजनक कार्य और आर्थिक विकास)</p>	<ul style="list-style-type: none"> • पी.पी. टी • पूर्वज्ञान आधारित क्रिया कलाप • सस्वर कविता वाचन • तुकांत शब्द तथा युग्म शब्द की पहचान कर पाते हैं। • संज्ञा के भेद में अंतर स्पष्ट कर पाते हैं। 	<ul style="list-style-type: none"> • आओ गीत बनाएँ। • मेरी आवाज पहचानो। • जीव-जंतुओं की क्रियाओं का अभिनय।
3	अनोखा ढंग	<ul style="list-style-type: none"> • पाठ का सारांश अपने शब्दों में बता पाते हैं तथा पुस्तकालय की पुस्तकों द्वारा गाँधीजी के बारे में जानकारियाँ एकत्र करते हैं। • अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं तथा कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। • मुहावरों को वाक्य में प्रयोग कर पाते हैं तथा संज्ञा शब्दों को पहचान पाते हैं। <p>SDG –5(लैंगिक समानता)</p>	<ul style="list-style-type: none"> • स्वतन्त्रता सेनानियों की जानकारी। • देशभक्त की कहानियाँ। • पूर्वज्ञान परीक्षण। • कार्य प्रपत्र। • मुहावरों की जानकारी। 	<ul style="list-style-type: none"> • बुरी आदतों से बचने के तरीके पर चर्चा। • जोड़ेवाले शब्द चुनिए। • अपनी संभाली हुई किसी एक चीज़ के बारे में लिखिए।
4	मित्रता	<ul style="list-style-type: none"> • अच्छे-बुरे की पहचान कर पाते हैं। • ईमानदारी से काम करना सीखते हैं तथा अपनी दोस्ती को निभाते हैं। • विलोम, पर्यायवाची, विशेषण आदि व्याकरणिक शब्दों से परिचित होते हैं। <p>SDG – 4 (गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> • विद्यार्थियों में शब्द भंडार की बृद्धि। • सहयोग की भावना का विकास । • विषय से जुड़े नैतिक मूल्य के बारे में विद्यार्थी समझ पाते हैं। 	<ul style="list-style-type: none"> • पशु-पक्षियों की देखभाल किस प्रकार कर सकते हैं, चर्चाकरें। • जंगल के राजा का चित्र बनाइए एवं उसके बारे में लिखिए।

6	पहली बारिश	<ul style="list-style-type: none"> कविता कंठस्थ कर के सुनापाते हैं तथा बारिश से मिनेवाले लाभ को समझ पाते हैं। तरह-तरह के काम करने वाले लोगों की पहचान कर पाते हैं और विभिन्न जानवरों की बोलियाँ समझपाते हैं। अपनेआस-पास घटित होने वाली घटनाओं का निरीक्षण कर पाते हैं SDG –13(जलवायु परिवर्तन)	<ul style="list-style-type: none"> नाट्यमंचन। संज्ञाशब्द,पर्यायवाची, बिशेषण आदि ब्याकरण खेल खेल में समझ पाते हैं। कार्य प्रपत्र और क्विज़। 	<ul style="list-style-type: none"> राजमिस्त्री,मोची, धोबी,नाई आदि हमारे सहायकों पर चर्चा। बारिश के मौसम का चित्र बनाइए। ‘पानीबचाओ’पर नारालेखन।
7	दादी का रेडियो	<ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बोल ने में सक्षम होते हैं। अपने माता-पिता और शिक्षकों का सम्मान करना सीखेंगे। संज्ञा के स्थान पर सर्वनाम का प्रयोग करना सीखते हैं तथा सम्मोचरित शब्दों का अर्थ समझ कर प्रयोग करना सीखते हैं। वचन और लिंग बदलना तथा युग्म शब्द की पहचान करना सीखते हैं। SDG – 4 (गुणवत्तापूर्ण शिक्षा)	<ul style="list-style-type: none"> विद्यार्थी अपने परिवार के सदस्यों के साथ अपने मोहल्ले और आस पास घटने वाली घटनाओं के बारे मे चर्चा करते हैं। बुजुर्गों के प्रति सम्मान की भावना रखते हैं। 	<ul style="list-style-type: none"> दादी माँ के लिए उनके जन्मदिन पर एक सुंदर सा कार्ड बनाइए। पत्र लिखना सीखेंगे। अपने दादा -दादी के साथ बिताए हुए पल को लेकर एक लेख लिखिए।
8	किस्से-कहावतों की दुनिया	<ul style="list-style-type: none"> सभी व्याकरणिक नियमों के बारे में जानकारी पाठ से प्राप्त कर सकते हैं, तथा संज्ञा, सर्वनाम, क्रिया, समानार्थी वाले शब्दों की विस्तृत जानकारी प्राप्त कर सकते हैं। कठिन परिश्रम करना और अपनी हिम्मत न हारना जैसे कार्यों की जानकारी प्राप्त कर सकते हैं तथा आपस में बात चीत कैसे की जाती है, इसके लिए संवाद भी करना सीख सकते हैं। SDG – 4(गुणवत्तापूर्ण शिक्षा)	<ul style="list-style-type: none"> मुहावरे कहावतों के बारे में स्पष्टीकरण। दरवार एवं सिंहासन की जानकारी। विद्यार्थी वार्तालाप में किस्से कहावतों का प्रयोग कर पाते हैं। कलात्मक ज्ञान से संकल्पना भी कर सकते हैं तथा पाठ की सामाजिकता के बारे में भी समझ सकते हैं। 	<ul style="list-style-type: none"> विभिन्न प्रकार के व्यंजनों का चित्र चिपकाएँ। राजा के दरवार में क्या-क्या होता और कौन कौन रहते हैं एक सूचि बनाइए। कलासमेकित क्रियाकलाप ओड़ीसा एवं महाराष्ट्र के मुख्य व्यंजन। नौ दो ग्यारह होना –मुहावरे से एक कहानी बनाइए।
10	एक बौना और लकड़हारा	<ul style="list-style-type: none"> जंगल, बौना और लकड़ हारा के बारे में विधिवत जान कारी प्राप्त करके उनसे जुड़े हुए प्रश्न भी पूछ पाते हैं। सभी व्याकरणिक नियमों के बारे में जानकारी पाठ से प्राप्त कर सकते हैं तथा संज्ञा, सर्वनाम, क्रिया, समानार्थी वाले शब्दों की विस्तृत जानकारी प्राप्त कर पाते हैं। आपस में बातचीत कैसे की जाती है, इसके लिए संवाद भी करना सीख सकते हैं तथा पाठ की वैज्ञानिक ता 	<ul style="list-style-type: none"> विद्यार्थी द्वारा अनुकरण एवं अभिनय जंगल एवं लकड़ी का महत्व जानेंगे छात्र मुश्किल परिस्थितिओं में भी अपनी जिम्मेदारियों निभा सकते हैं। सामुहिक भागीदारी वाले क्रियाकलाप कर सकते हैं तथा विद्यार्थी कठिन परिश्रम करना और अपनी हिम्मत न हारना जैसे कार्यों की जानकारी प्राप्त कर सकते हैं। 	<ul style="list-style-type: none"> किसी चार प्रकार के चूल्हों के चित्र नाम सहित चिपकाएँ। कौन सी सब्जी पकाकर खाते हैं एवं कौन सी सब्जी कच्चा खाते हैं, एक तालिका बनाइए। कौन_कौन सी क्रियाएँ फूँक मार कर की जाती हैं कक्षा में चर्चा करें।

		के बारे में भी समझ पाते हैं। SDG – 15 (भूमि पर जीवन)		
11	मौसम	<ul style="list-style-type: none"> विभिन्न पुस्तकों के माध्यम से भारत और विदेश के मौसम की जानकारी एकत्र कर पाते हैं तथा मौसम के अनुसार पर्वा के बारे में जान पाते हैं। लयात्मक, विपरीत और सर्वनाम का सरल-उचित प्रयोग विधी से परिचित होते हैं, तथा अपनी समझ के अनुसार प्रश्नों के उत्तर दे पाते हैं। सूरज की महानता को जानकर, उसके आदर्श को अपना ने में इच्छा रखते हैं। SDG – 13 (जलवायु परिवर्तन)	<ul style="list-style-type: none"> विद्यार्थी द्वारा सस्वर वाचन। कवि परिचय। विद्यार्थी बदलते मौसम से परिचित हो पाएँगे। सूरज से त्याग के गुणों को जानेंगे। 	<ul style="list-style-type: none"> उचित ताल के साथ सस्वर वाचन। वर्गपहेली। विभिन्न ऋतुओं के चित्र बनाएँगे।
13	चतुर चित्रकार	<ul style="list-style-type: none"> कविता का नाम लिख तथा बोल पाते हैं, तथा भारतीय चित्रकारों के बारे में जानकारी प्राप्त कर पाते हैं। अपने स्तर के आधार पर पूछे गए प्रश्नों के उत्तर दे पाते हैं, तथा अपनी-अपनी रुचि के अनुसार कौशल का विकास कर पाते हैं। SDG – 4(गुणवत्तापूर्ण शिक्षा)	<ul style="list-style-type: none"> विद्यार्थी धैर्य और साहस का महत्व समझेंगे। छात्रों के शब्द भंडार में बृद्धि। संज्ञा तथा विशेषण शब्दों की पहचान कर पाएँगे। विद्यार्थियों द्वारा अभिनय। 	<ul style="list-style-type: none"> प्रसिद्ध चित्रकारों के नाम सहित चित्र चिपकाएँ। विशेषण का बगीचा बनाइए।
14	एक थी स्वाती	<ul style="list-style-type: none"> पुस्तकालय की पुस्तकों द्वारा अलग-अलग बहादुर बच्चों के बारे में जानकारी इकट्ठा करते हैं। विद्यालय में अनुशासन के साथ रहना सीखते हैं तथा अपने समझ के अनुसार पूछे गए प्रश्नों के उत्तर दे पाते हैं। विद्यार्थी धैर्य के साथ मुसीबतों का सामना करना सीख पाते हैं तथा विषैली चीजों से दूर रहना जान पाते हैं। SDG – 10 (असमानता में कमी)	<ul style="list-style-type: none"> आत्म रक्षा संबंधी खेलों से परिचित हो पाते हैं। पाठ्य पुस्तक में आए प्राकृतिक, सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों। कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। विराम चिन्हों को पहचान कर उनमें अंतर बता पाएँगे। 	<ul style="list-style-type: none"> राष्ट्रीय वीरता पुरस्कार पर कक्षा में चर्चा करें। देशकेकुछबहादुर बच्चोंकेचित्रचिपकाएँ। बाज़ार में मिलने वाली किसी सामाग्री पर विज्ञापन बनाइए।
15	होली के रंग हज़ार	<ul style="list-style-type: none"> भारतीय संस्कृति की पहचान हुई। प्रदेश के विभिन्न त्योहारों के बारे में जानकारी प्राप्त हुई। व्याकरणिक बिन्दुओं को समझने में सक्षम हुए। होली पर्व के महत्त्व तथा इस को मनाने के रीतिरिवाज़ की जानकारी प्राप्त हुई। SDG – 16 (शांति, न्याय और सुदृढ़ समाज)	<ul style="list-style-type: none"> विभिन्न प्रदेशों के आदिवासी जनजातियों द्वारा मनाए जाने वाले त्योहारों की जानकारी हासिल कर पाएँगे। होली मनाने के पीछे की पौराणिक कथा से अवगत हों। उत्तर भारत एवं दक्षिण भारत के बीच में मौसम के अंतर को पहचानने में सक्षम हों। 	<ul style="list-style-type: none"> भारत में मनाए जाने वाले किन्हीं पाँच त्योहारों की सूची बनाएँ। होली के अवसर पर बधाई कार्ड मित्र / सहेली के लिए बनाएँ। होली खेलने का अपना अनुभव मित्रों के साथ साझा करें।

16	ऐसे भी बच्चे	<ul style="list-style-type: none"> • शुद्ध लेखन क्षमता का विकास हुआ। • नए शब्दों के अर्थ समझकर शब्द भंडार में वृद्धि हुई। • शुद्ध उच्चारण के साथ पठन क्षमता का विकास हुआ। • लेखन कौशल का विकास हुआ। • विद्यार्थियों में आत्मविश्वास पैदा हुआ। • अपनी चिंतन-मनन की प्रवृत्ति को बढ़ाया। <p>SDG – 1 (शून्य गरीबी)</p>	<ul style="list-style-type: none"> • बच्चों में सहायक की भावना जाग्रत हुई। • छोटे-बड़े, ऊँच-नीच की भावना दूर हुई। • आदर्श नागरिक बनने का प्रयास। • सुनी गई कहानी को बताने में एवं अपनी प्रतिक्रिया रखने में सक्षम हुए। 	<ul style="list-style-type: none"> • कक्षा में विद्यार्थी द्वारा नाटक मंचन। • किसी गरीब बच्चे की किस प्रकार सहायता की जा सकती है समूहिक चर्चा करें। • बाल मजदूरी पर नाटक प्रस्तुति। • विशेषण का बगीचा
17	कोयल	<ul style="list-style-type: none"> • प्रकृति की सुंदर रचना को जानने की कोशिश करते हैं। • इस पाठ्य वस्तु से बच्चे मधुरभाषी, अच्छा व्यवहार, दूसरों की मदद करना आदि गुणों का ज्ञान प्राप्त करते हैं। • माँ की आज्ञा का पालन करना सीखते हैं। • व्याकरण में संज्ञा, क्रिया, विशेषण शब्दों की जानकारी प्राप्त करते हैं। • कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। <p>SDG – 4(गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> • कविता भावार्थ सहित पाठका विस्तार। • बड़ों के आज्ञा पालन के फायदे जानेंगे। • कविता का समूह गान कर पाते हैं और उसे याद करते हैं। • भाषा के चारों कौशलों को विकसित करने के लिए विभिन्न तरह के क्रिया_कलापों का आयोजन हो। 	<ul style="list-style-type: none"> • संज्ञा का बगीचा • काले रंग के किसी तीन पक्षियों के चित्र नामसहित चिपकाएँ। • सुर के साथ कक्षा में समूह गान। • 'पक्षी' पर स्वरचित कविता।

SUBJECT- ODIA

PRESCRIBED BOOKS:

ପାଠ୍ୟ ପୁସ୍ତକ - ସାହିତ୍ୟ କଳିକା (ଚତୁର୍ଥ ଶ୍ରେଣୀ)

ପ୍ରକାଶକ – ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

TERM-1				TERM-2				
	PERIODIC TEST-1	MARKS	HALF YEARLY	MARKS	PERIODIC TEST-2	MARKS	ANNUAL	MARKS
READING SKILL	ଅଜଣା ଅନୁଚ୍ଛେଦ	5	ଅଜଣା ଅନୁଚ୍ଛେଦ	5	ଅଜଣା ଅନୁଚ୍ଛେଦ	5	ଅଜଣା ଅନୁଚ୍ଛେଦ	5
WRITING SKILL	ଅନୁଚ୍ଛେଦ	4	ଅନୁଚ୍ଛେଦ	5	ଅନୁଚ୍ଛେଦ	4	ଦରଖାସ୍ତ / ପତ୍ରଲିଖନ	5
GRAMMAR	ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ପ୍ରତିଶବ୍ଦ, ଯୋଡ଼ା ଶବ୍ଦ	5	ପ୍ରତିଶବ୍ଦ, ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ଯୋଡ଼ା ଶବ୍ଦ, ଏକ ପଦରେ ପ୍ରକାଶ କର, ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ	15	ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ଗଦ୍ୟରୂପ, ଯୋଡ଼ା ଶବ୍ଦ	5	ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ଗଦ୍ୟରୂପ, ନାମକୁ ବୁଝାଉଥିବା ଶବ୍ଦ ଲେଖା, ଏକ ପଦରେ ପ୍ରକାଶ କର, ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ	15
LITERATURE	ପାଠ 1 ରୁ 3	6	ପାଠ 1 ରୁ 8	25	ପାଠ 9 ରୁ 11	6	ପାଠ 9 ରୁ 14	25
ସର୍ବମୋଟ		20		50		20		50

INTERNAL ASSESSMENT- 30 MARKS

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LEARNING OUTCOMES & PEDAGOGICAL PROCESS

କ୍ରମଂ .	ବିଷୟ	ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ	ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା / ପ୍ରଣାଳୀ	କ୍ରିୟାକଳାପ
e	ଟିକିଟିକି	<p>ବିଦ୍ୟାର୍ଥୀମାନେ-</p> <ul style="list-style-type: none"> ❖ ବିଦ୍ୟାର୍ଥୀଙ୍କର କଳ୍ପନା ଓ ବୋଧଗଂଗୁର ବିକାଶ ସାଧନ ହୁଏ, ଫଳରେ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହୁଅନ୍ତି । ❖ କବିତାର ନିର୍ଦ୍ଦିଷ୍ଟ ଶୈଳୀ ସହିତ ପରିଚିତ ହୁଅନ୍ତି । ❖ କବିତାର ଆବେଗ, ଅନୁଭୂତିକୁ ଉପଯୁକ୍ତଭାବେ ହୃଦୟଙ୍ଗମ କରନ୍ତି । ❖ କବିତା ଆଧାରିତ ସରଳ ପ୍ରଶ୍ନ ଓ ବ୍ୟାକରଣଗତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇପାରନ୍ତି । ❖ ବିଦ୍ୟାର୍ଥୀଙ୍କର ସମୀକ୍ଷାତ୍ମକ ମନୋବୃତ୍ତିର ବିକାଶ ସାଧନ ହୋଇଥାଏ । <p>SDG NO- 17 PARTNERSHIP FOR GOALS SDG NO- 15 LIFE ON LAND SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> ❖ ଆବୃତ୍ତି ମାଧ୍ୟମରେ ଉପସ୍ଥାପନ । 	<ul style="list-style-type: none"> ❖ ଟିକିଟିକି ଜିନିଷକୁ ନେଇ କିପରି ବଡ଼ବଡ଼ ଜିନିଷ ତିଆରି ହୋଇଛି, ତାହା ଚିତ୍ର ମାଧ୍ୟମରେ ପ୍ରଦର୍ଶନ କରିବେ ❖ ଛୋଟ ଛୋଟ ଫୁଲ ଗୁଚ୍ଛି ମାଳ କରିବେ
9	ହଜିଲା ଦିନର କଥା	<ul style="list-style-type: none"> ❖ ମଧୁବାବୁ ଓ ତାଙ୍କ ଭଳି ଅନ୍ୟ ଜାତୀୟ ବୀରଙ୍କ ଜୀବନୀ ସହ ପରିଚିତ ହୁଅନ୍ତି । ❖ ସ୍ଵତନ୍ତ୍ର ଉତ୍କଳ ପ୍ରଦେଶ ଗଠନରେ ମଧୁବାବୁଙ୍କ ଭୂମିକା ସମ୍ପର୍କରେ ଜାଣନ୍ତି । ❖ ବିଷୟବସ୍ତୁଟିର ଶୁଦ୍ଧ ଉଚ୍ଚାରଣ ସହିତ ବିଚାର ଏବଂ ଭାବର ମୌଖିକ ଅଭିବ୍ୟକ୍ତି ପ୍ରକାଶ କରିପାରନ୍ତି । ❖ ମଧୁବାବୁଙ୍କ ବିଷୟରେ ଭାଷଣ ଦେବା ସହିତ ପ୍ରଭାବଶାଳୀ ଭାଷାରେ ରଚନା ଲେଖିବା ପାଇଁ ସମର୍ଥ ହୁଅନ୍ତି । ❖ ବିଷୟବସ୍ତୁ ଆଧାରିତ ସରଳ ପ୍ରଶ୍ନର ଉତ୍ତର ଓ ବ୍ୟାକରଣଗତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇପାରନ୍ତି । <p>SDG NO- 01 NO POVERTY SDG NO- 02 NO HUNGER SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> ❖ ପଠନବାଣୀ ଓ , ଆଲୋଚନା । 	<ul style="list-style-type: none"> ❖ ମଧୁବାବୁଙ୍କ ଚିତ୍ର ସହ ଅନୁଛେଦ ଲିଖନ
୩	ରାଜାଙ୍କ ବୃତ୍ତନ ପରିଚ୍ଛଦ	<ul style="list-style-type: none"> ❖ ନିଜର ପ୍ରକୃତ କର୍ତ୍ତବ୍ୟ କ'ଣ ହେବା ଉଚିତ ତାହା ବୁଝନ୍ତି । ❖ ବିଦ୍ୟାର୍ଥୀଙ୍କର କଳ୍ପନା ଓ ବୋଧଗଂଗୁର ବିକାଶ ସାଧନ ହୁଏ, ଫଳରେ ଗଳ୍ପ ଲେଖିବାକୁ ସମର୍ଥ ହୁଅନ୍ତି । ❖ ପୋଷାକପତ୍ରରେ ଅଧିକ ସଉକ ନ ରଖି, ଯାହା ପିନ୍ଧିବେ ତାହା ପରିଷ୍କାର ପରିଚ୍ଛନ୍ନ ରଖିବାକୁ ଶିଖନ୍ତି । ❖ ଆତ୍ମପରାମର୍ଶ ଜୀବନ ଶୈଳୀ ଦୃଷ୍ଟି ଦାୟକ 	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନ । ❖ ଗଳ୍ପ ପଠନ 	<ul style="list-style-type: none"> ❖ ଜଣେ ରାଜାଙ୍କ କାହାଣୀ ଆଧାରିତ ଗଳ୍ପ ଲିଖନ (ଚିତ୍ର ସହ)

		<p>ହୋଇପାରେ ତାହା ବୁଝନ୍ତି ।</p> <ul style="list-style-type: none"> ❖ ଅନେକ ସମୋଚାରକ ଉଦ୍ଦାର୍ଥ ବୋଧକ ଶବ୍ଦ, ବିପରୀତ ଶବ୍ଦ ଶିକ୍ଷାକରି, ତାକୁ ସ୍ଵରଚିତ ଶକ୍ତିରେ ପ୍ରୟୋଗ କରନ୍ତି । <p>SDG NO- 04 QUALITY EDUCATION</p> <p>SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>		
୪	ସନ୍ଧ୍ୟା	<ul style="list-style-type: none"> ❖ ପିଲାମାନଙ୍କର ଚିତ୍ରନ ଶକ୍ତିର ବିକାଶ ପାଇଁ ସହଯୋଗ ତଥା ସୁଯୋଗ ପାଆନ୍ତି । ❖ ଦିନର ବିଭିନ୍ନ ସମୟର ଗୁରୁତ୍ଵକୁ ଉପଲବ୍ଧି କରିପାରନ୍ତି । ❖ ସନ୍ଧ୍ୟା ବିଷୟଟିକୁ ବୁଝି କବିତାଟିଏ ମନରୁ ଲେଖିବା, ଆବୃତ୍ତି କରିବା, ଗୀତ ଗାଇବା, ନୃତ୍ୟ କରିବା, ଚିତ୍ରଟିଏ ଆଙ୍କିବା, ତଥା ଅନୁଛେଦଟିଏ ଲେଖିବାକୁ ପିଲାମାନେ ସମର୍ଥ ହୁଅନ୍ତି । ❖ ସନ୍ଧ୍ୟା ସମୟରେ ସହର ଓ ଗ୍ରାମ୍ୟ ଜୀବନ ମଧ୍ୟରେ ଥିବା ପାର୍ଥକ୍ୟକୁ ଚିତ୍ର କିମ୍ବା ବକ୍ତୃତା ମାଧ୍ୟମରେ ପ୍ରକାଶ କରନ୍ତି । <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ❖ ଆବୃତ୍ତି ମାଧ୍ୟମରେ ପଦ୍ୟ ଉପସ୍ଥାପନ , ଭାବାର୍ଥ ବାଖ୍ୟା । 	<ul style="list-style-type: none"> ❖ ସନ୍ଧ୍ୟା ସମୟର ଦୃଶ୍ୟ - ଚିତ୍ରାଙ୍କନ
୫	ଜନଙ୍କ ପ୍ରିୟସାଥୀ ଡିକ୍	<ul style="list-style-type: none"> ❖ ଅନ୍ୟ ଜୀବମାନେ ମଧ୍ୟ ନିଜର ବୁଦ୍ଧି ଓ କୌଶଳକୁ ଉପଯୋଗ କରିପାରନ୍ତି ବୋଲି ଧାରଣା ପାଆନ୍ତି । ❖ ପ୍ରତ୍ୟେକ କାର୍ଯ୍ୟ ପାଇଁ ନିର୍ଦ୍ଦିଷ୍ଟ ଡାଲିମ୍ ଥାଏ ବୋଲି ଧାରଣା ପାଆନ୍ତି । ❖ ମନୁଷ୍ୟ ଉପଯୁକ୍ତ ଡାଲିମ୍ ସ୍ଵାରା ଇତର ପ୍ରାଣୀମାନଙ୍କୁ ମଧ୍ୟ ଉପଯୋଗ କରିପାରେ, ତାହା ବୁଝନ୍ତି । ❖ ଜୀବଜନ୍ତୁମାନଙ୍କ ପ୍ରତି ଦୟା ମନୋଭାବ ରହିଲେ ଜୀବନ ସରଳ ଓ ସୁଖମୟ ହୋଇପାରିବ ବୋଲି ସ୍ଵଦାୟିନୀ କରନ୍ତି । ❖ ପଢ଼ିଥିବା ବିଷୟ ସହିତ ନିଜ ଅନୁଭୂତିକୁ ଯୋଡ଼ି ମୌଖିକ ଲିଖିତ ଭାବରେ ପ୍ରକାଶ / କରିପାରନ୍ତି । <p>SDG NO- 04 QUALITY EDUCATION</p> <p>SDG NO- 17 PARTNERSHIP FOR GOALS</p>	<ul style="list-style-type: none"> ❖ ଉଚ୍ଚପଠନ ଓ ଦଳଗତ ଆଲୋଚନା । 	<ul style="list-style-type: none"> ❖ ନିଜ ପ୍ରିୟ ପଶୁ ବିଷୟରେ ଚିତ୍ର ସହ ଅନୁଛେଦ ଲେଖ
୬	ଭାରତର ବୁଲ୍‌ବୁଲ୍	<ul style="list-style-type: none"> ❖ ଭାରତର ବୁଲ୍‌ବୁଲ୍ ଭାବରେ ଖ୍ୟାତିଲାଭ କରିଥିବା ପ୍ରସିଦ୍ଧ କବୟତ୍ରୀ ତଥା ନାରୀନେତ୍ରୀ ସରୋଜିନୀ ନାଇଡୁଙ୍କ ବିଷୟରେ ଜ୍ଞାନଲାଭ କରି ସ୍ଵାଧୀନତା ସଂଗ୍ରାମରେ ତାଙ୍କ ଭୂମିକା ସମ୍ପର୍କରେ ଜାଣନ୍ତି । ❖ ସ୍ଵାଧୀନ ଭାରତର ପ୍ରଥମ ମହିଳା ରାଜ୍ୟପାଳ ଙ୍କ (ଉତ୍ତରପ୍ରଦେଶ ରାଜ୍ୟ) ଜୀବନ କାହାଣୀ ପଢ଼ି, ବୁଝି ତାଙ୍କ ବିଷୟରେ ନିଜେ ଲେଖିବାକୁ ସମର୍ଥ ହୁଅନ୍ତି । ❖ ବିଷୟକୁ ନିଜେ ପଢ଼ି, ବୁଝି ଉତ୍ତର ଲେଖିପାରନ୍ତି । ❖ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ବୁଝି ବାକ୍ୟରେ ପ୍ରୟୋଗ 	<ul style="list-style-type: none"> ❖ ବିଷୟ ପଠନ , ଦଳଗତ , ବାଖ୍ୟା ଆଲୋଚନା । 	<ul style="list-style-type: none"> ❖ ସରୋଜିନୀ ନାଇଡୁଙ୍କ ସମ୍ପର୍କରେ ତଥ୍ୟ ସଂଗ୍ରହ ଓ ଲିଖନ କାର୍ଯ୍ୟ

		<p>କରନ୍ତି ।</p> <ul style="list-style-type: none"> ❖ ନିଜ ପାଠ୍ୟପୁସ୍ତକ ସହିତ ଅନ୍ୟାନ୍ୟ ସାମଗ୍ରୀ ଶିଶୁ ସାହିତ୍ୟ, ଖବର କାଗଜର ମୁଖ୍ୟ ସମ୍ବାଦ, ଶିଶୁ ପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝନ୍ତି । ❖ ନାମକୁ ବୁଝାଉଥିବା ଶବ୍ଦ ଓ କାମକୁ ବୁଝାଉଥିବା ଶବ୍ଦ ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ ଜାଣନ୍ତି । (ବାକ୍ୟରେ ବ୍ୟବହୃତ ବିଶେଷ୍ୟ ଓ କ୍ରିୟା) ଶବ୍ଦକୁ ବାଛି ପାରିବେ । <p>SDG NO- 04 QUALITY EDUCATION</p> <p>SDG NO- 05 GENDER EQUALITY</p>		
୭	ଗଛ ଓ କାଠୁରିଆ	<ul style="list-style-type: none"> ❖ ଗଛଠାରୁ ପାଇଥିବା ଅନେକ ଜିନିଷ ବିଷୟରେ ଜାଣିପାରିବେ । ❖ କବିତାର ସ୍ୱର ଓ ଆବୃତ୍ତି କରିବା ପାଇଁ ଯଥାସମ୍ଭବ ସମର୍ଥ ହୁଅନ୍ତି । ❖ ଗଛ ଆମର ଉପକାରୀ ବନ୍ଧୁ ବୋଲି ଧାରଣା ପାଆନ୍ତି । ❖ ଗଛ ନ ହାଣି ବରଂ କିଭଳି ଭାବରେ ଗଛର ଯତ୍ନ ନେବେ ଓ ଅଧିକରୁ ଅଧିକ ଗଛ ଲଗାଇବା ପାଇଁ ସ୍ନେହାମୟ ପ୍ରସ୍ତୁତ କରନ୍ତି । ❖ ବିଷୟଟିରୁ କଠିନ ଶବ୍ଦର ଅର୍ଥ, ଯୋଡ଼ାଶବ୍ଦ, ସମୋଚ୍ଚାରିତ ଶବ୍ଦ ଇତ୍ୟାଦିକୁ ଉତ୍ତମ ରୂପେ ବୁଝି ନିଜ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରନ୍ତି । ❖ ବିଭିନ୍ନ କ୍ରିୟାକଳାପରେ ଅଂଶଗ୍ରହଣ କରିବା ପାଇଁ ସମର୍ଥ ହୁଅନ୍ତି । <p>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p> <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ❖ ପଦ୍ୟ ଆବୃତ୍ତି , ଭାବାର୍ଥ ବାଖ୍ୟା ଓ ଆଲୋଚନା । 	<ul style="list-style-type: none"> ❖ ଗଛ ସୁରକ୍ଷା ଜୀବନ – ସ୍ନେହାମୟ କିମ୍ବା – ରକ୍ଷା ପୋଷ୍ଟର ପ୍ରସ୍ତୁତି
୮	ସେମାନେ ଆମ ଭାଇଭଉଣୀ	<ul style="list-style-type: none"> ❖ ବିଷୟବସ୍ତୁର ପଠନ ପରେ ବିଦ୍ୟାର୍ଥୀଗଣ ବସ୍ତୁମାନଙ୍କ ଜୀବନଯାପନ ଶୈଳୀ ସମ୍ପର୍କରେ ଧାରଣା ପା'ନ୍ତି । ❖ ବିଦ୍ୟାର୍ଥୀଗଣ ବସ୍ତୁମାନଙ୍କ ସଂସ୍କୃତି ,ପରମ୍ପରା ତଥା ପର୍ବପର୍ବାଣି ବିଷୟରେ ଜାଣିବେ । ❖ ବିଷୟଟିରୁ କଠିନ ଶବ୍ଦର ଅର୍ଥ, ଯୋଡ଼ାଶବ୍ଦ, ସମୋଚ୍ଚାରିତ ଶବ୍ଦ ଇତ୍ୟାଦିକୁ ଉତ୍ତମ ରୂପେ ବୁଝି ନିଜ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିବାକୁ ସମର୍ଥ ହୁଅନ୍ତି । ❖ ବସ୍ତୁମାନଙ୍କ ଜୀବନଶୈଳୀ ଉପରେ ଅନୁଲେଖ୍ୟ ଲେଖିବାକୁ ସମର୍ଥ ହୁଅନ୍ତି । <p>SDG NO- 03 GOOD HEALTH AND WELL BEING</p> <p>SDG NO- 15 LIFE ON LAND</p> <p>SDG NO- 17 PARTNERSHIP FOR GOALS</p>	<ul style="list-style-type: none"> ❖ ବିଷୟ ପଠନ , ବାଖ୍ୟା ଓ ଆଲୋଚନା । ❖ ଦୃଶ୍ୟ ଗ୍ରାହ୍ୟ ମାଧ୍ୟମ । 	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ମାନଚିତ୍ର କରି ସେଥିରେ ବସ୍ତୁ ଜନଜାତି ରହିଥିବା ଜିଲ୍ଲା ଚିହ୍ନଟ କରିବେ
୯	ସାଇତି ରଖିବା	<ul style="list-style-type: none"> ❖ ଜିନିଷ ସାଇତି ରଖିବା ଗୋଟିଏ ଭଲ ଅଭ୍ୟାସ ବୋଲି ପିଲାମାନେ ବୁଝନ୍ତି । 	<ul style="list-style-type: none"> ❖ ବିଷୟ ପଠନ , ବାଖ୍ୟା ଓ 	<ul style="list-style-type: none"> ❖ ସଂଗ୍ରହାଳୟ ଭ୍ରମଣ ❖ ନିଜେ ସଂଗ୍ରହ

	<p>ସଜାଜ ରଖିବା</p> <ul style="list-style-type: none"> ❖ ଭୁବନେଶ୍ୱରରେ ଥିବା ରାଜ୍ୟ ସଂଗ୍ରହାଳୟ ବିଷୟରେ ଧାରଣା ପାଆନ୍ତି । ❖ କୌଣସି ଜିନିଷକୁ ଯଥାସ୍ଥାନରେ ସଜାଡ଼ି ନ ରଖିଲେ ନାନାପ୍ରକାର ଅସୁବିଧାର ସମ୍ମୁଖୀନ ହେବାକୁ ପଡ଼େ ବୋଲି ବୁଝନ୍ତି । ❖ ସାଇତି ରଖିବାର ଅଭ୍ୟାସ ମଣିଷକୁ ଶୁଙ୍ଖଳିତ କରିଥାଏ ଏବଂ ସେ ଜୀବନରେ କେବେ ହାରିଯାଏ ନାହିଁ ବୋଲି ହୃଦବୋଧ ହୁଏ । ❖ ପ୍ରକଳ୍ପ ଖାତାରେ ବିଭିନ୍ନ ପ୍ରକାର ଜିନିଷ ପକ୍ଷୀଙ୍କ ପରା, ଡାକଟିକଟ, ପୁରୁଣା ମୁଦ୍ରା, ପଥର, ପଶୁପକ୍ଷୀଙ୍କ ଚିତ୍ର ଇତ୍ୟାଦି ସଂଗ୍ରହ (କରି ଲଗାନ୍ତି । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH</p>	<p>ଆଲୋଚନା ।</p> <ul style="list-style-type: none"> ❖ ଅନୁଭୂତିର ପ୍ରସଙ୍ଗର ଅବତାରଣା । 	<p>କରିଥିବା ଜିନିଷ ପ୍ରଦର୍ଶନୀ</p>
୧୦	<p>ଭଲ କି କରିନି ମୁହିଁ?</p> <ul style="list-style-type: none"> ❖ ପଦ୍ୟଟିକୁ ମନଦେଇ ଶୁଣି ବୁଝି ନିଜ ପ୍ରତିକ୍ରିୟା ରଖନ୍ତି । ❖ ନିଜ ମନରୁ ଛୋଟଛୋଟ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହୁଅନ୍ତି । ❖ ବିଷୟ ଅନୁଗତ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇପାରନ୍ତି । ❖ କବିତାରେ ଥିବା ବିଭିନ୍ନ ନୂତନ ଶବ୍ଦ, ଯୋଡ଼ାଶବ୍ଦ, ବିପରୀତ ଶବ୍ଦ, ଶବ୍ଦର ଗଦ୍ୟରୂପ, ଅସଜଡ଼ା ଶବ୍ଦକୁ ସଜାଡ଼ି ଲେଖିବାରେ ସମର୍ଥ ହୁଅନ୍ତି । ❖ ଗୀତାଭିନୟ ମାଧ୍ୟମରେ କବିତାଟିକୁ ବୁଝନ୍ତି । <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> ❖ କବିତା ଆବୃତ୍ତି, ପଦ୍ୟର ଭାବାର୍ଥ ବାଖ୍ୟା ଓ ଆଲୋଚନା । 	<ul style="list-style-type: none"> ❖ ପଞ୍ଚୁରୀ ଭିତରେ ପକ୍ଷୀ ଓ ବାହାରେ ଉଡୁଥିବା ପକ୍ଷୀ ମଧ୍ୟରେ କଥୋପକଥନ ଚିତ୍ର) (ସହ
୧୧	<p>ମାଟି ଗଲା ବିଗଡ଼ି</p> <ul style="list-style-type: none"> ❖ ମାଟିର ଉପକାରିତା ବିଷୟରେ ଜ୍ଞାନ ଆହରଣ କରନ୍ତି । ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣାବଳୀ, ଚିତ୍ର, ଚରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବା, ପ୍ରଶ୍ନ ପଚାରିବା, ନିଜ ମତାମତ ଦେବା ସହିତ ନିଜ ମତ ପାଇଁ ଟର୍କ୍ କରନ୍ତି । ❖ ଅଣୁଜୀବ ଓ ଜିଆ ମାଟିକୁ ଉର୍ବର କରି ଥାଆନ୍ତି ତାହା ହୃଦୟଙ୍ଗମ କରନ୍ତି । ❖ ପ୍ରାକୃତିକ ସାର ଓ କୃତ୍ରିମ ସାର ର ପ୍ରଭେଦ ବୁଝନ୍ତି । ❖ ପକ୍ଷୀମାନେ ଫସଲ ଓ ମାଟିକୁ ସୁରକ୍ଷା ଦେବାରେ ସାହାଯ୍ୟ କରନ୍ତି ସେ ସମ୍ପର୍କରେ ଜ୍ଞାନ ବୃଦ୍ଧି ହୁଏ । ❖ ମାଟିର ସୁରକ୍ଷା ବିଷୟରେ ବିଭିନ୍ନ କବିତା, ଅନୁଛେଦ ଲିଖନ, ଓ ଚିତ୍ରାଙ୍କନ ଦ୍ୱାରା ଛାତ୍ର ଛାତ୍ରୀ ମାନଙ୍କର 	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ସହ ଉପସ୍ଥାପନ । ❖ ଦଳଗତ ଆଲୋଚନା । ❖ ପଠନ ଓ ବାଖ୍ୟା ❖ ବଗିଚା ଭ୍ରମଣ 	<ul style="list-style-type: none"> ❖ ମାଟିର ସୁରକ୍ଷା ପାଇଁ ସଚେତନମୂଳକ ବାର୍ତ୍ତା ଚିତ୍ର ସହ ଲେଖିବେ

		<p>ସୁଜନଶୀଳତାର ବିକାଶ ଘଟିଥାଏ ।</p> <p>SDG NO- 03 GOOD HEALTH AND WELL BEING</p> <p>SDG NO- 07 AFFORDABLE AND CLEAN ENERGY</p> <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH</p> <p>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p>		
୧୨	କରିବିଅ ମୋତେ ସାଇଁ	<ul style="list-style-type: none"> ❖ କ୍ଷୁଦ୍ରହେଲେ ମଧ୍ୟ ଜଣେ ଅନେକ ବଡ଼ ବଡ଼ କାମ କରି ଜଗତର ଉପକାର କରିପାରିବ' – ଏ କଥାର ମର୍ମ ବୁଝନ୍ତୁ । ❖ କଠିନ ଶବ୍ଦାର୍ଥ, ଯୋଡ଼ା ଶବ୍ଦ, ବାକ୍ୟାଂଶ ପୁରଣ ସମ୍ପର୍କରେ ଅବଗତ ହୋଇ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରନ୍ତୁ । ❖ ପ୍ରସଙ୍ଗରେ ଥିବା ବିଭିନ୍ନ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ଜାଣିବାସହିତ ପ୍ରଶ୍ନ ଉତ୍ତର ନିଜ ଭାଷାରେ ଲେଖିବାକୁ ସମର୍ଥ ହୁଅନ୍ତୁ । ❖ ତୁଳସୀ ଗଛ, ଝରଣା, ମହୁମାଛି, ଛୋଟ ଦୀପ କିପରି ମାନବ ସମାଜର ଉପକାର କରେ, ସେ ବିଷୟରେ ଗପ, କବିତା, ବକ୍ତୃତା, ଚିତ୍ରାଙ୍କନ ଆଦିରେ ଭାଗ ନିଅନ୍ତୁ । <p>SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> ❖ ପଦ୍ୟ ଆବୃତ୍ତି , ପଦ୍ୟର ଭାବାର୍ଥ ବାଖ୍ୟା ଓ ଆଲୋଚନା । 	<ul style="list-style-type: none"> ❖ କବିତାର ଭାବକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ପରିପ୍ରକାଶ
୧୩	କୁହୁକୀବନ : ଭିତରକନିକା	<ul style="list-style-type: none"> ❖ ବିଭିନ୍ନ ଜୀବଜନ୍ତୁ ଓ ପ୍ରାକୃତିକ ସୌନ୍ଦର୍ଯ୍ୟ ଉପରେ ଜ୍ଞାନ ଆହରଣ କରନ୍ତୁ । ❖ ଆମ ଓଡ଼ିଶାର ବିଭିନ୍ନ ଅଭିଯାନ ବିଷୟରେ ଅବଗତ ହୁଅନ୍ତୁ । ❖ ଭିତରକନିକାର ଅବସ୍ଥିତି ସମ୍ପର୍କରେ ଜ୍ଞାନ ଲାଭ କରନ୍ତୁ । ❖ ବୃକ୍ଷଗୁଡ଼ିକର ଉପକାରଣ ସମ୍ପର୍କରେ ଜାଣିଅନୁଭବ ଲେଖିବାକୁ ସମର୍ଥ ହୁଅନ୍ତୁ । ❖ ଚିଡ଼ିଆଖାନା ଓ ଅଭୟାରଣ୍ୟ ମଧ୍ୟରେ ଥିବା ପାର୍ଥକ୍ୟ ବୁଝନ୍ତୁ । ❖ ନୂତନ ଶବ୍ଦ ଓ ତାହାର ଅର୍ଥ ଜାଣିନିଜ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିବାକୁ ସମର୍ଥ ହୁଅନ୍ତୁ । ❖ ବିଷୟ ଅନ୍ତର୍ଗତ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇପାରନ୍ତୁ । <p>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p> <p>SDG NO- 14 LIFE BELOW WATER</p> <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ❖ ପଠନବାଖ୍ୟା ଓ , ଆଲୋଚନା । ❖ ସୂଜନାତ୍ମକ ଲିଖନ । 	<ul style="list-style-type: none"> ❖ ପଶୁପକ୍ଷୀଙ୍କ ସୁରକ୍ଷା ପାଇଁ ସଚେତନମୂଳକ ବାର୍ତ୍ତା ❖ ସ୍ନେହାମୟ ପୋଷ୍ଟର ,
୧୪	ମାଟି	<ul style="list-style-type: none"> ❖ ବିଭିନ୍ନ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ବୁଝି ବାକ୍ୟରେ ପ୍ରୟୋଗ କରନ୍ତୁ । ❖ ବିଷୟ ଅନ୍ତର୍ଗତ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇପାରନ୍ତୁ । ❖ ମାଟିତଳୁ ମିଳୁଥିବା ବିଭିନ୍ନ ପଦାର୍ଥର ବ୍ୟବହାର ସମ୍ପର୍କରେ ଜାଣି ତାହାର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରନ୍ତୁ । ❖ ମାଟିତଳୁ ମିଳୁଥିବା ଆମର ପ୍ରାଚୀନ ଇତିହାସ ସମ୍ପର୍କରେ ଜାଣିବାକୁ ସମର୍ଥ 	<ul style="list-style-type: none"> ❖ କବିତା ଆବୃତ୍ତି । ❖ ସାରାଂଶ ଲିଖନ । 	<ul style="list-style-type: none"> ❖ ମାଟିରୁ ବିଭିନ୍ନ ଜିନିଷ ତିଆରି କରିବେ ❖ ମାଟିତଳେ ଫଳୁଥିବା ପରିବାର ନାମ ଚିତ୍ର ସହ ଲେଖିବେ

		<p>ହୁଅନ୍ତି ।</p> <ul style="list-style-type: none"> ❖ ପିଲାମାନଙ୍କର ଶିକ୍ଷା, କଥନ, ପଠନ, ଲିଖନ ଓ ସର୍ଜନାତ୍ମକ ଦକ୍ଷତାର ବିକାଶ ସାଧନ ହୋଇଥାଏ । <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 15 LIFE ON LAND</p>		
୧୫	ପାହାଡ଼ର ଡାକ	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାରେ ବାସ କରୁଥିବା ଆଦିବାସୀ ସମ୍ପ୍ରଦାୟ ବିଷୟରେ ଅବଗତ ହୁଅନ୍ତି । ❖ ବ୍ୟକ୍ତିଗତ ସ୍ୱାର୍ଥକୁ ପ୍ରାଧାନ୍ୟ ନ ଦେଇ ମାତୃଭୂମିର ସୁରକ୍ଷା କରିବା ଆମର କର୍ତ୍ତବ୍ୟ ବୋଲି ବୁଝନ୍ତି । ❖ ନିଜର ସ୍ୱାର୍ଥ ପାଇଁ ଅକ୍ରମିତ ବନ୍ଧୁ ମଧ୍ୟ ଶତ୍ରୁ ହୋଇ ପାରେ ସେ ବିଷୟରେ ଅବଗତ ହୁଅନ୍ତି । ❖ ବିର୍ସା ମୁଣ୍ଡାଙ୍କ ଅସୀମ ଯୈର୍ଯ୍ୟ, ସାହସ ଓ ତ୍ୟାଗ ବିଷୟରେ ଅବଗତ ହୁଅନ୍ତି । ❖ ଅଭିନୟ ମାଧ୍ୟମରେ ପାଠକକୁ ବୁଝନ୍ତି । <p>SDG NO- 10 REDUCED INEQUALITIES SDG NO- 17 PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ସହ ଉପସ୍ଥାପନ । 	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ପାଞ୍ଚ ଜଣ ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀଙ୍କର ଚିତ୍ର ସହ ନାମ ଲେଖ

SUBJECT- MATHEMATICS

PRESCRIBED BOOKS:

1. Primary Mathematics-4 Published by D.A.V. College Managing Committee
2. Sum More Book -4 Published by Bharati Bhawan

SYLLABUS

	TERM-1				TERM-2			
	PERIODIC TEST-1	MARKS	HALF-YEARLY EXAMINATION	MARKS	PERIODIC TEST-2	MARKS	ANNUAL EXAMINATION	MARKS
PRIMARY MATHEMATICS	Unit-1- Numbers Up to 999999 Unit-2- Addition and Subtraction Unit-3- Multiplication	18	Unit-1- Numbers Up to 999999 Unit-2- Addition and Subtraction Unit-3- Multiplication Unit-4- Division Unit-5- Length Unit-10- Angles Unit-11- Perimeter	45	Unit-6- Weight Unit-7- Capacity Unit-9- Fractions	18	Unit-6- Weight Unit-7- Capacity Unit-9- Fractions Unit-8- Time & Calendar Unit-12- Area Unit-13- Volume Unit-14- Fun with Patterns	45
SUM MORE	Ex-1,9(excluding Q.No.1), Ex-10 to 13(excluding Q. No. 3),Ex-14,15(excluding Q.No. 3), Ex-2 (excluding Q. No. 4),Ex-3,16 to 24,26 to 31,33	2	Ex-1,9(excluding Q.No1), Ex-10 to 13(excluding Q.No.3),Ex-14,15(excluding Q.No.3),Ex-2(excluding Q. No.4),Ex-3,16 to 24,26 to 31,33 to 37,40(excluding Q.No.2,4) 41(excluding Q.No.2,3,4),43, 54(Q.No.-1(a,b,c)), 98 (excluding Q.No.3),101, 102,105 to 107,108(Q.No.-1- only perimeter), 94(excluding Q.No.3,4,8,9), 96(excluding Q.No.2,3(c,d),5), 118(Q.No.1. a,b,d,h,l,m)	5	Ex-7(excluding Q.No.3,4,5),Ex-94 (excluding Q.No.1,2,5,6,7),96(excluding Q.No.1,3.a&b,4), 4(excluding Q.No.3),Ex-56,57,58(excluding Q.No3),59 to 62,63(excluding Q.No.1) ,64,65,67,68(excluding Q. No. 3), 70, 71,108 to 111, 118(excluding Q.No.1.a,b,d,h,l,m,p, q,s),Q.No.3), 5,84 to 93	2		5
TOTAL		20		50		20		50

INTERNAL ASSESSMENT-30 MARKS

TERM- 1	TERM-2																								
Skill and Competencies with Rubrics	Skill and Competencies with Rubrics																								
1.Evaluation & Inference (5 marks) Assessment Parameters : Word problems/HOTS <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual clarity</td> <td align="center">1</td> </tr> <tr> <td>2. Reasoning</td> <td align="center">1</td> </tr> <tr> <td>3. Computation</td> <td align="center">2</td> </tr> <tr> <td>4. Correctness</td> <td align="center">1</td> </tr> <tr> <td>Total</td> <td align="center">5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Conceptual clarity	1	2. Reasoning	1	3. Computation	2	4. Correctness	1	Total	5	1.Evaluation & Inference (5 marks) Assessment Parameters : Word problems/HOTS <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual clarity</td> <td align="center">1</td> </tr> <tr> <td>2. Reasoning</td> <td align="center">1</td> </tr> <tr> <td>3. Computation</td> <td align="center">2</td> </tr> <tr> <td>4. Correctness</td> <td align="center">1</td> </tr> <tr> <td>Total</td> <td align="center">5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Conceptual clarity	1	2. Reasoning	1	3. Computation	2	4. Correctness	1	Total	5
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Rubrics:	Marks	Rubrics:	Marks
1. Awareness of purpose	2	1. Awareness of purpose	2
2. Value acquisition	2	2. Value acquisition	2
3. Outreach /Impact	1	3. Outreach /Impact	1
Total	5	Total	5
5.Portfolio (5 Marks)		5.Portfolio (5 Marks)	
Notebook presentation, Assignments and worksheets/ Maths lab Art Integrated Subject Enrichment Activities		Notebook presentation, Assignments and worksheets/ Maths lab Art Integrated Subject Enrichment Activities	
Rubrics:	Marks	Rubrics:	Marks
1. Originality	1	1. Originality	1
2. Creativity	1	2. Creativity	1
3. Completion	1	3. Completion	1
4. Neatness	1	4. Neatness	1
5. Timely submission	1	5. Timely submission	1
Total	5	Total	5
6.Project & Viva (5 Marks)		6.Project & Viva (5 Marks)	
Assessment Parameters : Research Project / Viva Voce		Assessment Parameters : Transdisciplinary Project	
Rubrics:	Marks	Rubrics:	Marks
1. Relevance of content	1	1. Relevance of content	1
2. Creative presentation	1	2. Creative presentation	1
3. Extent of research	2	3. Extent of research	2
4. Viva	1	4. Viva	1
Total	5	Total	5

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL. NO.	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	NUMBERS UP TO 999999	<p>The learners will be able to-</p> <ul style="list-style-type: none"> • recognise largest and smallest 5-digit and 6-digit numbers. • express a number in numeral form as well as in word form. • expand a given number in 3 different ways. • find the place, place value and period of a digit in a number. • compare between numbers and arrange numbers in ascending and descending order. • form numbers using different digits. • SDG - 5: GENDER EQUALITY 	<ul style="list-style-type: none"> • discuss on context/situations in which a need arises to go beyond the number 9999. (ex- number of grams in 10 kilograms , number of metres in 30 kilometres). • write a 6-digit number and other group reads it. • represent numbers using place value system. 	<ul style="list-style-type: none"> • Preparation of place value kit for a 6-digit number
2	ADDITION AND SUBTRACTION	<ul style="list-style-type: none"> • add and subtract 5-digit and 6-digit numbers. • explain the properties of addition and subtraction. • know about the terms used in addition and subtraction. • add and subtract orally. • apply the concept of addition and subtraction in their daily life. • SDG - 1: NO POVERTY • SDG - 10: REDUCED INEQUALITIES 	<ul style="list-style-type: none"> • operate (addition and subtraction) large numbers. • create contextual questions based on addition and subtraction. • solve and create daily life problems using addition and subtraction. 	<ul style="list-style-type: none"> • Mathtoon
3	MULTIPLICATION	<ul style="list-style-type: none"> • know that multiplication is repeated addition. • multiply 3-digit and 4-digit numbers by 3- digit numbers. • identify and use the various properties of multiplication. • find the product orally. • identify the terms- multiplicand, multiplier and product. • relate the concepts of multiplication to daily life situations. • solve the word problems using key words and strategies. • SDG - 8 : DECENT WORK AND 	<ul style="list-style-type: none"> • apply properties of multiplication. • solve and create daily life problems using multiplication. 	<ul style="list-style-type: none"> • Lattice multiplication of 3×3 digits

		<p>ECONOMIC GROWTH.</p> <ul style="list-style-type: none"> • SDG – 9 : INDUSTRY, INNOVATION AND INFRASTRUCTURE. 		
4	DIVISION	<ul style="list-style-type: none"> • The learners will be able to- • know the definition of divisor, quotient, dividend and remainder and their relationship. • know division is dividing objects into equal groups. • relate division to multiplication and knows the steps of long division. • divide the number by 10, 100 and 1000 etc. (orally) • divide large numbers. • apply the formula to check division. • relate the concepts of division to daily life situations. • SDG – 10 : REDUCED INEQUALITIES 	<ul style="list-style-type: none"> • apply properties of division. • make groups for division. • solve and create daily life problems using division. 	<ul style="list-style-type: none"> • Division Flower
5	LENGTH	<ul style="list-style-type: none"> • recognise units of length. • use measuring tools to measure length. • explain purpose of measuring length. • convert the units of length. • add and subtract length given in different units. • apply the concept of length in daily life situations. • estimate length of an object/distance between two locations and verifies them by actual measurement. • SDG - 11 : SUSTAINABLE CITIES AND COMMUNITIES • SDG -13 : CLIMATE CHANGE 	<ul style="list-style-type: none"> • measure the length of different objects by using ruler/ measuring tape. • estimate different units used to measure length of different objects. • discuss experiences on units of length. 	Research project (length of rivers/ Height of towers)
6	WEIGHT	<ul style="list-style-type: none"> • estimate weight of various objects and verifies them by actual measurement. • compare objects that are heavier or lighter. • identify and uses the various units of weight. • convert the units of weight. • add and subtract weight given in different units. • apply the knowledge of addition and subtraction of weight in real life situations. • SDG- 12 : RESPONSIBLE CONSUMPTION AND PRODUCTION 	<ul style="list-style-type: none"> • measure the weight of different objects by using weighing balance. • estimate different units used to measure weight of different objects. • discuss experiences on units of weight,. (Printed on different packets). 	<ul style="list-style-type: none"> • Ways of expressing 1kg (Art Integration)
7	CAPACITY	<ul style="list-style-type: none"> • The learners will be able to- • estimate capacity of various objects and verifies them by actual measurement. • compare the capacity of different containers. • identify and use the various units of 	<ul style="list-style-type: none"> • measure the capacity of different objects by using measuring vessels. • estimate different units used to measure 	<ul style="list-style-type: none"> • Measuring capacity of different containers using standard units.

		<ul style="list-style-type: none"> capacity. convert the units of capacity. add and subtract capacity given in different units. apply the concept of capacity in real life situations. SDG – 17: PARTNERSHIPS FOR THE GOALS SDG – 13: CLIMATE ACTION 	<ul style="list-style-type: none"> capacity of different objects. discuss experiences on units of capacity. (Printed on different packets). 	
8	TIME AND CALENDAR	<ul style="list-style-type: none"> find the relation between different units (day, hour, minute, second). explain the concept of leap year. read the time correctly in hours and minutes and expresses the time in a.m. and p.m. relate 24 hour clock with respect to 12 hour clock. perform addition and subtraction (after and before) of time in hours and minutes. apply the concept in real life situations. SDG – 03 : GOOD HEALTH AND WELL BEING 	<ul style="list-style-type: none"> utilise their experiences inside/outside classroom to tell time. discover the time lapsed in an event by counting forward or backward. (addition and subtraction of time). 	<ul style="list-style-type: none"> Showing addition and subtraction of time in clock using after and before.
9	FRACTIONS	<ul style="list-style-type: none"> identify different types of fractions in day-to-day life. find equivalent fractions of a given fraction. find the missing numerator and denominator of equivalent fractions. check the equivalence of two fractions. recognize the relationship between fraction and division. convert the mixed numbers into improper fractions and vice-versa. SDG – 10 : REDUCED INEQUALITIES 	<ul style="list-style-type: none"> develop the idea of equivalence fractions by paper folding and shading. 	<ul style="list-style-type: none"> Paper cloud activity (Types of Fractions) or Equivalent fraction by paper folding.
10	ANGLES	<ul style="list-style-type: none"> The learners will be able to- define an angle. explain the parts of an angle. explore different types of angles in the surroundings. classify angles according to their measures. measure and construct an angle using protractor and ruler. SDG -03 : GOOD HEALTH AND WELL BEING. 	<ul style="list-style-type: none"> observe angles in their surroundings and compare their measures. introduce protractor as a tool for drawing and measuring angles. 	<ul style="list-style-type: none"> To make different angles using toothpicks/ paper plates/ Paper fan/ Tribal art
11	PERIMETER	<ul style="list-style-type: none"> The learners will be able to- differentiate between closed figure and open figure. identify the closed figures made up of line segment only. 	<ul style="list-style-type: none"> draw different closed shapes using line segment. find and verify perimeter by adding sides and 	<ul style="list-style-type: none"> Making closed shapes and finding perimeter (Geo board/ graph paper/ square paper)

		<ul style="list-style-type: none"> define the concept of perimeter. find the perimeter of closed shapes made up of line segments only. calculate the perimeter of squares and rectangles using square grid and formulae. create and solve simple daily life situations based on the concept of perimeter. SDG -03 : GOOD HEALTH AND WELL BEING. SDG-15 : LIFE ON LAND. 	using formula.	<p>or</p> <ul style="list-style-type: none"> Card making activity (rectangular / square shape)
12	AREA	<ul style="list-style-type: none"> The learners will be able to- understand the concept of area. find area by counting unit squares. know and distinguish the units of area. explore the area of rectangles and squares. relate the concept of area in real-life situations. SDG - 17: PARTNERSHIPS FOR THE GOALS SDG- 15 : LIFE ON LAND. 	<ul style="list-style-type: none"> create tile patterns by using square tiles to find area. discuss observation on tiling of different shapes which they see in their surroundings. measure area by counting unit squares. 	<ul style="list-style-type: none"> Finding area of shapes using graph paper.
13	VOLUME	<ul style="list-style-type: none"> The learners will be able to- understand the concept of volume. know and differentiate the units of volume. find the volume of a given shape by counting unit cubes. apply the formula to find the volume of cubes and cuboids. apply the concept of volume in real life situations. SDG- 15 : LIFE ON LAND SDG - 17: PARTNERSHIPS FOR THE GOALS 	<ul style="list-style-type: none"> observe and distinguish 2D and 3D shapes. measure volume by counting unit cubes. Compare volume of different objects. 	<ul style="list-style-type: none"> Making paper tray / cube and cuboid
14	FUN WITH PATTERNS	<ul style="list-style-type: none"> The learners will be able to- identify the patterns. relate pattern to various geometrical shapes. find the rule of the given pattern. represent and explain the pattern present in different paintings. explore pattern using alphabets. SDG- 11: SUSTAINABLE CITIES AND COMMUNITIES SDG- 10 : REDUCE INEQUALITIES SDG - 17: PARTNERSHIPS FOR THE GOALS 	<ul style="list-style-type: none"> explore patterns in surroundings. Create own patterns. 	<ul style="list-style-type: none"> Making picture/ Number pattern / Magic square

SUBJECT-SCIENCE

PRESCRIBED BOOK:

1. MY LIVING WORLD Published by D.A.V. College Managing Committee

SYLLABUS

TERM –1				TERM-2			
PERIODIC TEST-1	MARKS	HALF-YEARLY EXAMINATION	MARKS	PERIODIC TEST -2	MARKS	ANNUAL EXAMINATION	MARKS
CH-1 MY BODY CH-2 PLANTS	20	CH-1 MY BODY CH-2 PLANTS CH-3 FLOWERS AND FRUITS CH-4 PLANTS AROUND US CH-8 WATER SCARCITY AND CONSERVATION OF WATER	50	CH-5 BIRDS -BEAKS AND CLAWS CH-6 INSECTS	20	CH-5 BIRDS – BEAKS AND CLAWS CH-6 INSECTS CH-7 FOOD CH-9 SAFE HANDLING AND STORAGE OF WATER CH-10 WATER POLLUTION	50
TOTAL	20		50		20		50

INTERNAL ASSESSMENT (30 MARKS)

TERM-1		TERM-2	
1.CRITICAL THINKING AND EVALUATION (5 marks) Activity - Debate / Elocution / Extempore		1.CRITICAL THINKING AND EVALUATION (5 marks) Activity- Group Discussion	
Rubrics	Marks	Rubrics	Marks
1.Presentation	2	1.Presentation	2
2.Content knowledge	1	2.Content knowledge	1
3.Time Management	1	3. Time Management	1
4. Originality	1	4.Originality	1
Total	5	Total	5

2.PROBLEM SOLVING AND INFERENCES (5 marks) Activity - Field study / Nature walk		2.PROBLEM SOLVING AND INFERENCES (5 marks) Activity – Puzzles / Quiz / MCQs	
Rubrics	Marks	Rubrics	Marks
1. Conceptual Clarity	1	1. Conceptual Clarity	1
2. Explanation	2	2. Expanation	2
3.Data collection	1	3.Data collection	1
4.Interpretation	1	4.Interpretation	1
Total	5	Total	5

3.COLLABORATION AND CREATIVE THINKING (5 marks) Activity- Model making / PPT / Mind map		3.COLLABORATION AND CREATIVE THINKING (5 marks) Activity – Poster designing / Wall magazine / Collage making	
Rubrics	Marks	Rubrics	Marks
1.Relevance of Content	1	1.Relevance of Content	1
2. Presentation	2	2.Presentation	2
3.Collaboration	1	3.Collaboration	1
4. Originality/Creativity	1	4. Originality/Creativity	1
Total	5	Total	5

4.VALUE/ETHICAL APPLICATION OF CONCEPTS (5 marks) Activity- Story telling / Role play / Awareness campaign		4.VALUE/ETHICAL APPLICATION OF CONCEPTS (5marks) Activity- Nukkad Natak / Role play / Story telling	
Rubrics	Marks	Rubrics	Marks
1.Relevance of Content	1	1.Relevance of Content	1
2.Creative Presentation	1	2.Creative Presentation	1
3.Outreach/Impact	1	3.Outreach/Impact	1
4.Slogan / Message	1	4. Slogan / Message	1
5.Confidence/Fluency	1	5.Confidence/Fluency	1
Total	5	Total	5

<p>5.PORTFOLIO (5 marks) Notebook presentation and correction work Subject enrichment activities</p> <table border="1" data-bbox="156 264 691 600"> <thead> <tr> <th>Rubrics</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.Regularity</td> <td>1</td> </tr> <tr> <td>2.Task Completion</td> <td>1</td> </tr> <tr> <td>3.Follow Up Action</td> <td>1</td> </tr> <tr> <td>4.Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5.Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics	Marks	1.Regularity	1	2.Task Completion	1	3.Follow Up Action	1	4.Maintenance of Index	1	5.Notebook maintenance	1	Total	5	<p>5.PORTFOLIO (5 marks) Notebook presentation and correction work Subject enrichment activities</p> <table border="1" data-bbox="794 264 1329 600"> <thead> <tr> <th>Rubrics</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.Regularity</td> <td>1</td> </tr> <tr> <td>2.Task Completion</td> <td>1</td> </tr> <tr> <td>3.Follow Up Action</td> <td>1</td> </tr> <tr> <td>4. Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5. Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics	Marks	1.Regularity	1	2.Task Completion	1	3.Follow Up Action	1	4. Maintenance of Index	1	5. Notebook maintenance	1	Total	5
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LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL NO	NAME OF THE CHAPTER/ TOPIC	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	CH-1 MY BODY	The learners will be able to- <ul style="list-style-type: none"> • Identify the parts of human digestive system, types of teeth and different taste regions of tongue. • Explain their functions. • Understand the importance of eating fresh and clean food. SDG NO- 03 GOOD HEALTH AND WELL BEING	<ul style="list-style-type: none"> • Demonstrate and observe the human digestive system, structure of teeth and tongue. • Experience healthy way of eating Fruit Salad and create awareness to stay healthy. 	Clay modelling <ul style="list-style-type: none"> • Making of happy and sad tooth • Denture making • Model of Human Digestive system Sketching <ul style="list-style-type: none"> • Human Digestive system, teeth, tongue
2.	CH-2 PLANTS	<ul style="list-style-type: none"> • Identify different parts of a plant. • Describe the functions of roots. • Recognize tap root and fibrous roots and differentiates between them. • Compare the special functions of roots in different plants. SDG NO- 15 LIFE ON LAND	<ul style="list-style-type: none"> • Grow a sapling of mustard and wheat plant and identify their roots . • Observe different types of vegetables and classify them as edible roots. • Explore the type of roots in Banyan tree and Maize plant. • Go for field trip to Mangrove forest and observe breathing roots. 	Nature Walk <ul style="list-style-type: none"> • Identifying the plants having tap and fibrous root Sketching and Pasting Draw/Paste the pictures of tap roots, fibrous roots and edible roots
3.	CH-3 FLOWERS AND FRUITS	<ul style="list-style-type: none"> • Identify different parts of flower. • Explain the functions of different parts of flower. • Describe the importance of flowers in our daily life. • Understand the uses of fruits for different purposes. SDG NO- 15 LIFE ON LAND SDG NO- 03 GOOD HEALTH AND WELL BEING	<ul style="list-style-type: none"> • Observe different parts of flower and interact with florist to share their experiences. • Creatively design flower bouquet or flower arrangement or greeting card and explore seasonal flowers. 	Art Exhibition <ul style="list-style-type: none"> • Making of greeting card /flower bouquet • Making of fruit salad Sketching Parts of a flower
4.	CH-4 PLANTS AROUND US	<ul style="list-style-type: none"> • Identify and explain the features of plants growing in different habitats. • Develop skill of growing plants by following different steps involved in cultivation and observes the stages of growth in plants. SDG NO- 15 LIFE ON LAND	<ul style="list-style-type: none"> • Explore habitats of various plants and share their experiences. • Grow plants by following cultivation practices. 	<ul style="list-style-type: none"> • Pasting pictures of plants in different habitats Field trip /Virtual trip to any forest. Role Play of a farmer

5.	CH-5 BIRDS- BEAKS AND CLAWS	<ul style="list-style-type: none"> Identify different birds from their sounds. Recognize beaks and claws of different birds and explain their importance. Develop skill of drawing diagram of a bird. <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> Observe and explore the birds for their unique beaks and claws and compare their functions with simple devices like nut- cracker, chisel, human teeth etc. Sketch, draw and identify different parts of bird. Listen and make sounds of different birds. 	<p>Infographic Making</p> <ul style="list-style-type: none"> Collection of pictures of birds with different types of beaks having different feeding habits Demonstration of claw arrangement <p>Sketching</p> <ul style="list-style-type: none"> Diagram of a bird
6.	CH- 6 INSECTS	<ul style="list-style-type: none"> Identify the body parts of an insect. Describe the process of pollination. Develop creativity and cognitive domain about different useful and harmful insects. Develop skill of drawing diagram of an insect. <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> Collect information from the pictures of useful and harmful insects and draw the Life Cycle of silkworm. <ul style="list-style-type: none"> Identify different parts of an insect. Enquire about the causes of breeding of mosquitoes and care about the steps that prevent breeding of mosquitoes. 	<p>Photography and Making Album</p> <ul style="list-style-type: none"> Collection of photos and information about useful and harmful insects <p>Sketching</p> <ul style="list-style-type: none"> Neat and labelled diagram of an insect <p>Life cycle of silk moth</p>
7.	CH- 7 FOOD	<ul style="list-style-type: none"> Describe the importance of eating food. Identify the importance of eating different food items as per their nutritional value. Explain the functions of different nutrients. Analyse the balanced diet. Create awareness for healthy eating habits and not to waste food. <p>SDG NO- 02 ZERO HUNGER</p>	<ul style="list-style-type: none"> Experience healthy way of eating Fruit Salad and create awareness to stay healthy. Create awareness for not wasting food . 	<p>Organizing Art Events</p> <ul style="list-style-type: none"> Draw the sources of energy giving food, body building food, and protective food Paste the pictures of food rich in roughage and write their importance Making of balanced diet according to their age group <p>Nukkad Natak “Do not waste food ,Share it with others”</p>
8.	CH – 8 WATER SCARCITY AND CONSERVATION OF WATER	<ul style="list-style-type: none"> Analyse the causes of water scarcity. Explain the importance of water conservation. Develop creativity and learn the values and ways to conserve water. <p>SDG NO- 06 CLEAN WATER AND SANITATION</p>	<ul style="list-style-type: none"> Explore, read newspaper clippings regarding demand and scarcity of water and suggest the ways to reduce, reuse and recycle water. 	<p>Painting</p> <ul style="list-style-type: none"> Poster making on conservation of water <p>Model Making /Sketching</p> <ul style="list-style-type: none"> Rainwater Harvesting

9.	CH – 9 SAFE HANDLING AND STORAGE OF WATER	<ul style="list-style-type: none"> • Describe the importance of drinking potable water • Explain different methods of purifying water. • Develop cognitive skill to analyse safe handling and storage of water. • Compare between traditional and advanced or modern filters. • Create awareness about prevention of breeding of mosquitoes and spread of diseases. <p>SDG NO- 06 CLEAN WATER AND SANITATION SDG NO- 03 GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • Design posters to know the importance of water, cause of water scarcity and “Conserve Water”. Make models of traditional filter and observe the functions of modern filter. 	<ul style="list-style-type: none"> • Model Making Making of traditional filter
10.	CH-10 WATER POLLUTION	<ul style="list-style-type: none"> • Describe the need of clean and pollutant free water. • Analyse the causes of water pollution and their harmful effects. • Create self and social awareness to reduce water pollution. <p>SDG NO- 06 CLEAN WATER AND SANITATION SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO- 14 LIFE BELOW WATER</p>	<ul style="list-style-type: none"> • Create collage, design posters to show causes of water pollution, their harmful effects and suggest the ways to reduce water pollution. 	<p>Art Exhibition</p> <ul style="list-style-type: none"> • Making a collage showing various ways in which water pollution takes place • Poster designing “Reduce Water Pollution”

SUBJECT – SOCIAL SCIENCE

PRESCRIBED BOOK

1. **WE AND OUR WORLD** Published by D.A.V. College Managing Committee.

SYLLABUS

TERM-1				TERM-2			
PERIODIC TEST-1	MARKS	HALF – YEARLY EXAM	MARKS	PERIODIC TEST-2	MARKS	ANNUAL EXAM	MARKS
Ch-1- Family Relationship Ch-2- Sensitivity Towards Others Ch-3-Celebrating Our Diversity	20	Ch-1-Family Relationship Ch-2- Sensitivity Towards Others Ch-3- Celebrating Our Diversity Ch-4- An Ideal Home Ch-5- Bricks And Bridges Ch-6- Waste Management Ch-7- The Works We Do Map Work- Practice Map Skill- Only States With Clues)	50	Ch-8-Leisure Time Ch-9-Directions Ch-10- Travel And Tours	20	Ch-8-Leisure Time Ch-9- Directions Ch-10- Travel And Tours Ch-11- Let Us Travel Ch-12- Let Us Communicate Ch-13- India Our Motherland Map Work- Practice Map Skill - Only States With Clues, Indian Ocean, Bay of Bengal, Arabian Sea, Lakshadweep Island, Andaman And Nicobar Islands.	50
	20		50		20		50

INTERNAL ASSESSMENT - 30 MARKS

Term-1 SKILL AND COMPETENCIES WITH RUBRICS		Term-2 SKILL AND COMPETENCIES WITH RUBRICS	
I. CRITICAL THINKING AND EVALUATION Chapter- Family Relationship Activity- Debate		I. CRITICAL THINKING AND EVALUATION Chapter-Leisure Time Activity- Elocution	
Rubrics	Marks	Rubrics	Marks
1.Content Knowledge	1	1.Content Knowledge	1
2.Presentation	2	2.Presentation	2
3. Time management	1	3. Time management	1
4.Originality	1	4.Originality	1
Total	5	Total	5
II. PROBLEM SOLVING AND INFERENCE Chapter- Bricks and Bridges Activity- Field Study to brick making site/ biscuit factory (Real or Virtual)		II. PROBLEM SOLVING AND INFERENCE Chapter- Travel and Tour Activity- Quiz	
Rubrics	Marks	Rubrics	Marks
1.Conceptual Clarity	1	1. Time Management	1
2.Presentation	2	2. Understanding	2
3.Originality and creativity	1	3. Analyzing	1
4.Interpretation	1	4. Conceptual clarity	1
Total	5	Total	5
III. COLLABORATION AND CREATIVE THINKING Chapter-An Ideal Home Activity-Poster Making		III. COLLABORATION AND CREATIVE THINKING Chapter- India- Our Motherland Activity-Model	
Rubrics	Marks	Rubrics	Marks
1. Relevance of content	1	1. Relevance of Content	1
2. Presentation	2	2. Presentation	2
3. Collaboration	1	3. Collaboration	1
4. Originality/Creativity	1	4. Originality/Creativity	1
Total	5	Total	5
IV. VALUE/ETHICAL APPLICATION OF CONCEPTS Chapter : Sensitivity Towards Others Activity- Role Play		IV. VALUE/ETHICAL APPLICATION OF CONCEPTS Chapter : Let Us Travel Activity- Awareness Campaign(Save Fuel)	
Rubrics	Marks	Rubrics	Marks
1.Relevance of content	1	1.Collaboration	1
2.Presentation	2	2.Initiation	2
3.Costumes and prop	1	3.Message	1
4.Confidence	1	4. Outreach/Impact	1
Total	5	Total	5

V. PORTFOLIO TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) & ASSIGNMENTS/Worksheet		V. PORTFOLIO TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) & ASSIGNMENTS/Worksheet	
Rubrics	Marks	Rubrics	Marks
1.Regularity	1	1.Regularity	1
2. Task Completion	1	2. Task Completion	1
3.Maintenance of index	1	3.Maintenance of index	1
4.Follow up Action	1	4.Follow up Action	1
5.Note Book up keep	1	5.Note Book up keep	1
Total	5	Total	5
VI. PROJECT AND VIVA Chapter- Travel and tours (Brochure making) Activity- Project File.		VI. PROJECT AND VIVA Chapter- A comparative study of festivals and dance forms of Maharashtra and Odisha. Activity- Project File.	
Rubrics	Marks	Rubrics	Marks
1. Collection of data	1	1. Collection of data	1
2. Conceptual Clarity	1	2. Conceptual Clarity	1
3. Creative Presentation	1	3. Creative Presentation	1
4. Extent of Research	1	4. Extent of Research	1
5. Viva	1	5. Viva	1
Total	5	Total	5

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL. No.	NAME OF THE CHAPTER/TOPIC	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	CH-1 FAMILY RELATIONSHIPS	<p>The learners will be able to -</p> <ul style="list-style-type: none"> • identify the relationship with the family members. • describe the role of family members. • share their home with other members of the family. <p>SDG NO- 01 NO POVERTY</p> <p>SDG NO- 02 ZERO HUNGER</p> <p>SDG NO- 03 GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • Ask questions and discuss with family members/elders as to why some family members stay together and others are away, interact with relatives, friends etc. who stay at far off places, about the houses/ transport and life in their place of residence. • Discuss with elders, the situations about changes in family with time, roles of different family members. 	<ul style="list-style-type: none"> • Draw/Paste the pictures of two types of family.
2	CH-2 SENSITIVITY TOWARDS OTHERS	<ul style="list-style-type: none"> • respect the feelings of the hearing and visually impaired children. • develop sensitivity towards others. <p>SDG NO- 01 NO POVERTY</p> <p>SDG NO- 02 ZERO HUNGER</p> <p>SDG NO- 04 QUALITY EDUCATION</p> <p>SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> • Share their experiences and views on stereotypes/ discrimination /unfair treatment to people/ animals/birds/plants in their home/school /neighbourhood. • Interact with differently-abled children. • Observe the Braille script. 	<ul style="list-style-type: none"> • Role play
3	CH-3 CELEBRATING OUR DIVERSITY	<ul style="list-style-type: none"> • know the significance of various festivals. • understand the values that we learn from festivals. • find out the delicacies associated with each festival. <p>SDG NO- 10 REDUCED INEQUALITIES</p>	<ul style="list-style-type: none"> • Participate in different cultural/national/ environmental festivals/occasions organised in/at home/school/community. • Sharing experiences through stories, poems, slogans, reports about the events narration/creative writing (poem/story). 	<ul style="list-style-type: none"> • Paste the pictures of festivals celebrated in Odisha and Maharashtra.
4	CH-4 AN IDEAL HOME	<ul style="list-style-type: none"> • Keep their surroundings and houses clean. • maintain hygiene in the house. • save the things and reduce the amount of waste thrown from their homes each day. <p>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p> <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> • Observe different types of houses in your locality to discuss about their features. 	<ul style="list-style-type: none"> • Make a poster on an ideal home.

5	CH-5 BRICKS AND BRIDGES	<ul style="list-style-type: none"> • Be aware and responsible in performing their duties. • Differentiate the benefits of modern and ancient building materials. • differentiate between temporary and permanent houses. <p>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO- 17 PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> • Observe the materials used in a construction site. • Identification of different types of bridges. • Video/PPTs 	
6	CH-6 WASTE MANAGEMENT	<ul style="list-style-type: none"> • compare between biodegradable and non-biodegradable waste. • reuse waste materials from home, school and offices. • mention the methods of waste disposal and benefits of recycling. <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> • Manipulate local /waste material to create/ improvise patterns, drawings, models, motifs, collage. • Poem/story/slogans to create awareness. 	<ul style="list-style-type: none"> • Make a paper bag.
7	CH-7 THE WORKS WE DO	<ul style="list-style-type: none"> • understand the dignity of labour. • explain the importance of pride in the quality work. • differentiate between manual and intellectual labour. <p>SDG NO- 05 GENDER EQUALITY SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION SDG NO- 14 LIFE BELOW WATER</p>	<ul style="list-style-type: none"> • Interact with people (vegetable sellers, flower sellers, gardeners, farmers, drivers, health and defence personnel, etc.) and share experiences about their work, their skills and tools used by them. 	
8	CH-8 LEISURE TIME	<ul style="list-style-type: none"> • Identify the names of some traditional games. • differentiate between outdoor and indoor games. • identify advantages of playing games and sports. <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • Interact with the people of a locality and observe their leisure time activities. • Participate actively and undertake initiatives for care, share, empathy, leadership by working together in groups e.g. in different indoor/outdoor/local/contemporary activities and games. 	<ul style="list-style-type: none"> • Make a collage on different indoor and outdoor games.
9	CH-9 DIRECTIONS	<ul style="list-style-type: none"> • differentiate between a map and sketch. • understand the language of a map and the symbols to 	<ul style="list-style-type: none"> • Observe the movement of the Sun and identify the direction. • Observe and identify 	<ul style="list-style-type: none"> • Draw a compass and mark cardinal and intermediary directions.

		<p>be used on a map.</p> <ul style="list-style-type: none"> find the exact location and directions. <p>SDG NO- 04 QUALITY EDUCATION</p>	<p>different directions through games.</p> <ul style="list-style-type: none"> Identification of various components from the map. 	
10	CH-10 TRAVEL AND TOURS	<ul style="list-style-type: none"> discuss about different means of tourism. Be aware of the endangered species of animals. make flashcards, posters, etc. on this topic. <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> Visit community/museum/wildlife sanctuaries/natural sources of water/mountains/forests/monuments/tourist places. Present photos from their travel diary. 	<ul style="list-style-type: none"> Make a brochure of the state you like the most.
11	CH-11 LET US TRAVEL	<ul style="list-style-type: none"> Identify the negative impact of the expanding role of means of transport. Select the steps that can be used to reduce vehicular pollution. Be aware that means of transport are a part and parcel of our life. <p>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> Classroom exhibition on different vehicles. Interact with the elders and differentiate between olden and modern means of transport. 	
12	CH-12 LET US COMMUNICATE	<ul style="list-style-type: none"> know the different ways of communication. understand how the electronic media has influenced our lives. understand advantages and disadvantages of television. <p>SDG NO- 07 AFFORDABLE AND CLEAN ENERGY SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> Observe and identify different means of communication from their locality. Explore/read books, newspaper clippings, audio, stories/poems, pictures/videos/ tactile /raised material/web resources /library and other resources beside textbooks. 	
13	CH-13 INDIA OUR MOTHERLAND	<ul style="list-style-type: none"> realize the value of patriotism and Nationhood know the qualities that make Indian citizens good human beings. realize why our country is a unique country. <p>SDG NO- 10 REDUCED INEQUALITIES SDG NO- 13 CLIMATE ACTION SDG NO- 14 LIFE BELOW WATER</p>	<ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and neighbourhood for different objects for their simple observable physical features (diversity, places of living, food habits, needs, group behaviour, etc.) Visit local area and observe different types of landforms. 	<ul style="list-style-type: none"> Make models of different landforms using waste paper.