

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

**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 <sup>st</sup> week of April to 3 <sup>rd</sup> 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

<b>STUDENT'S NAME :</b>		<b>SECTION :</b>		PHOTO
<b>MOTHER'S NAME :</b>		<b>ROLL NO :</b>		
<b>FATHER'S NAME :</b>		<b>ATTENDANCE :</b>		

### 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)		



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

**TEACHERS SUGGESTIVE REMARK**



Date of Issue :

Result :

Signature of :

<b>CLASS TEACHER</b>	<b>SUPERVISOR</b>	<b>PRINCIPAL</b>

**SUBJECT- ENGLISH**

**PRESCRIBED BOOKS:**

1. My English Reader- Class V: Published by DAV College Managing Committee
2. English Practice Book- Class V: Published by DAV 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, Unseen Poem	10	Unseen Poem	5	Unseen Passage, Unseen Poem	10
WRITING SKILL	Notice Writing/ Factual Essay	4	Factual Essay/ Notice Writing, Formal Letter/ Speech Writing	10	E-mail / Poster Designing	4	E-mail/ Poster Designing, Bio sketch/ Story Writing with Hints	10
GRAMMAR	Nouns Determiners	5	Nouns, Determiners, Apostrophe, Comparisons, Verbs, Adverbs, Present Perfect Tense (Ch. 1 to 7)	15	Sentences, Conditionals	5	Sentences, Conditionals, Modals-I, Modals-II, Reflexive & Emphasising Pronouns, Prepositions (Ch.8 to 13)	15
LITERATURE	Monday Morning Blues and Adventures With Books (poem)	6	<b>Unit 1,2 and 3(up to page 66)</b> Monday Morning Blues, The Tale of a Tail, Adventures With Books(poem), The Boy Who Borrowed, Limits of the Mind and Just Be Up and Doing(poem)	15	The Fearless Fighter and I've Got e-m@il(poem)	6	<b>Unit 3(pg-67 to77), Unit 4 and 5</b> The Fearless Fighter, I've Got e-m@il(poem), Five Chums and The Hacker, It's Getting Hotter, Plant A Seed(poem) and The Green Act	15
	<b>Total</b>	<b>20</b>		<b>50</b>		<b>20</b>		<b>50</b>

**INTERNAL ASSESSMENT- 30 MARKS**

Term -1		Term -2	
<b>Listening (5 marks)</b> Based on listening to recorded material/audio for gist (DAV Audio)		<b>Listening (5 marks)</b> Based on listening to recorded material/audio for gist (DAV Audio)	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Attentiveness	1	1. Attentiveness	1
2. Listening for specific information	2	2. Listening for specific information	2
3. Understanding	1	3. Understanding	1
4. Accuracy	1	4. Accuracy	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Speaking (5 marks)</b> Story Telling/ Picture Description/ Poem Recitation/Paragraph Narration		<b>Speaking (5 marks)</b> Role Play/ Advertisement/ Debate/ News Room	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Fluency	1	1. Fluency	1
2. Pronunciation and Intonation	2	2. Pronunciation and Intonation	2
3. Accuracy	1	3. Accuracy	1
4. Presentation	1	4. Presentation	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Reading (5 marks)</b> Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.		<b>Reading (5 marks)</b> Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Pronunciation and voice modulation	1	1. Pronunciation and voice modulation	1
2. Fluency and confidence	1	2. Fluency and confidence	1
3. Comprehension	1	3. Comprehension	1
4. Rhyme, Rhythm & Pause/ Word and sentence stress	2	4. Rhyme, Rhythm & Pause/ Word and sentence stress	2
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Writing Skill (5 Marks)</b> Factual Writing /Describing an object/place/person/event/ grammar worksheet		<b>Writing Skill (5 Marks)</b> Story Writing / grammar worksheet/ Sentence formation	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Relevance of content	1	1. Relevance of content	1
2. Creativity/ Originality	1	2. Creativity/ Originality	1
3. Fluency	1	3. Fluency	1
4. Vocabulary	1	4. Vocabulary	1
5. Accuracy	1	5. Accuracy	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>

<b>Portfolio (5 Marks)</b> Notebook Presentation and Correction work Subject enrichment activities: roleplay/poster designing.		<b>Portfolio (5 Marks)</b> Notebook Presentation and Correction work Subject enrichment activities: roleplay/poster designing.	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Regularity	1	1. Regularity	1
2. Task Completion	1	2. Task Completion	1
3. Follow up Action	1	3. Follow up Action	1
4. Maintenance of Index	1	4. Maintenance of Index	1
5. Notebook maintenance	1	5. Notebook maintenance	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Project (5 Marks)</b> Project		<b>Project (5 Marks)</b> Trans-Disciplinary Project	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Originality / Creativity	1	1. Originality / Creativity	1
2. Presentation	2	2. Presentation	2
3. Accuracy	1	3. Accuracy	1
4. Integration of Art	1	4. Integration of Art	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Good Reader Bonus Scheme (PT-I)</b> Suggested books for Reading Std-V One book is to be prescribed as per the availability of books in different schools.  <b>NOTE:</b> 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.		<b>Good Reader Bonus Scheme (PT-I)</b> Suggested books for Reading Std-V Only one book is to be prescribed according to the availability of books in different schools.  <b>NOTE:</b> 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.	



**LEARNING OUTCOMES & PEDAGOGICAL PROCESS**

<b>SL NO</b>	<b>NAME OF THE CHAPTER</b>	<b>LEARNING OUTCOMES</b>	<b>PEDAGOGICAL PROCESS</b>	<b>ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES</b>
1	<b>MONDAY MORNING BLUES</b>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• read the text thoroughly and practice reading aloud with pause and intonation.</li> <li>• infer the meaning of unfamiliar words from the context.</li> <li>• write the correct answer as per the instruction.</li> <li>• <b>SDG GOAL NO.4 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• Model reading by the teacher.</li> <li>• Presentation through Multi media.</li> <li>• Development of life skills like regularity to attend the school and truthfulness and obey the elders etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Speech on 'School, My Second Home'</li> <li>• Word Necklace</li> </ul>
2	<b>THE TALE OF A TAIL</b>	<ul style="list-style-type: none"> <li>• read the text quickly (skimming) to have a broad idea about the text.</li> <li>• read slowly(scanning) to understand the text.</li> <li>• read the question and find out the correct answer by understanding.</li> <li>• <b>SDG GOAL NO.4 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• Model reading by the teacher.</li> <li>• Presentation through Multi media.</li> <li>• Development of Life skills like love, friendship and compassionate etc.</li> </ul>	
3	<b>ADVENTURES WITH BOOKS</b>	<ul style="list-style-type: none"> <li>• know the importance of books.</li> <li>• identify kinds of literary devices used in the poem, rhyming scheme and rhyming words.</li> <li>• appreciate the poem by reciting it in well manner.</li> <li>• <b>SDG GOAL NO.15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>• Model recitation by the teacher.</li> <li>• Learning of Literary devices, rhythm and rhyming words.</li> <li>• Presentation of usefulness of books through multi-media.</li> </ul>	<ul style="list-style-type: none"> <li>• Book Mark Making</li> <li>• Speech on 'Books are our best friends'</li> </ul>
4	<b>THE BOY WHO BORROWED</b>	<ul style="list-style-type: none"> <li>• Know different kinds of books like short stories, novels, biographies, autobiographies and poetries etc.</li> <li>• Know kinds of proverbs related to books.</li> <li>• learn to write diary entries in simple and lucid style in correct format.</li> <li>• express their thoughts with sensible points in an orderly way by a debate on 'Books are our Best Friends'.</li> <li>• <b>SDG GOAL NO.4 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• Model reading by the teacher.</li> <li>• Presentation through Multi media.</li> <li>• Development of Life skills and values like love for reading, friendship, truthfulness and kindness etc.</li> </ul>	
5	<b>LIMITS OF THE MIND</b>	<ul style="list-style-type: none"> <li>• know the different episodes of our great epic 'Mahabharat', understands the relationship of the teacher and taught, Guru bhakti, caste discrimination, determination and strong will power to achieve.</li> <li>• Come to know how to use of opportunities in favourable conditions to reach their goal.</li> <li>• <b>SDG GOAL NO.10 REDUCED INEQUALITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>• Model reading by the teacher.</li> <li>• Presentation through Multimedia.</li> <li>• Development of life skills like sympathy, empathy and compassionate etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Role Play</li> </ul>

6	<b>JUST BE UP AND DOING!</b>	<ul style="list-style-type: none"> <li>interpret the poem into their lives (how to bring the practicality of the poem into their lives).</li> <li>recall another poem relating the same thing of hard work and not to put off today's work till tomorrow.</li> <li>identify the new words and literary devices related to the text.</li> <li><b>SDG GOAL NO.17 PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>Model recitation by the teacher.</li> <li>Presentation through Multi media.</li> <li>Nature walk to make them feel the beauty of will power and determination.</li> <li>Identify the literary devices, rhythm and rhyming words.</li> </ul>	
7	<b>THE FEARLESS FIGHTER</b>	<ul style="list-style-type: none"> <li>remember the new words and understands the importance of courage and hard work as the key to success</li> <li>apply the values learnt in their day-to-day life.</li> <li>know different personalities who in spite of their physical limitations achieved success in their lives.</li> <li><b>SDG GOAL NO.17 PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>Model reading by the teacher.</li> <li>Presentation through Multi media.</li> <li>Development of life skills like determination, will power and self-reliance etc.</li> </ul>	<ul style="list-style-type: none"> <li>Collage making on differently abled personalities.</li> </ul>
8	<b>FIVE CHUMS AND THE HACKER</b>	<ul style="list-style-type: none"> <li>define the E-Generation &amp; benefits of computer.</li> <li>relate the healthy way of living by the boon of science.</li> <li>identify the new words related to the prose.</li> <li>learn sharing thoughts and ideas about cyber-crime.</li> <li>develop skills to identify between right and wrong.</li> <li><b>SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b></li> </ul>	<ul style="list-style-type: none"> <li>Model reading by the teacher.</li> <li>Presentation through Multi media.</li> <li>Inculcating the thrill of fantasy by using modern technology.</li> <li>Development of life skills like sympathy, cleverness and teamwork etc.</li> </ul>	<ul style="list-style-type: none"> <li>PPT on Effects of Technology</li> </ul>
9	<b>I HAVE GOT E-M@IL</b>	<ul style="list-style-type: none"> <li>define the benefits of an e-mail.</li> <li>relate the healthy hobby of sending &amp; getting e-mail.</li> <li>identify the new words related to the poem and summarize it.</li> <li>learn sharing thoughts and knowledge after reading the poem.</li> <li><b>SDG GOAL NO.9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></li> </ul>	<ul style="list-style-type: none"> <li>Model recitation by the teacher.</li> <li>Presentation through Multi media.</li> <li>Nature walks to make them feel the benefit of e-mail.</li> <li>Identify the literary devices, rhythm and rhyming words.</li> </ul>	

10	<b>IT'S GETTING HOTTER</b>	<ul style="list-style-type: none"> <li>recall why teachers advise them to plant trees.</li> <li>defines the problems caused by deforestation.</li> <li>explains the effect of global warming.</li> <li>finds out a few problems faced by the animals due to global warming and solutions to solve it.</li> <li><b>SDG GOAL NO.13 CLIMATE ACTION</b></li> <li><b>SDG GOAL NO.14 LIFE BELOW WATER</b></li> <li><b>SDG GOAL NO.15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>Model reading by the teacher.</li> <li>Presentation through Multi media.</li> <li>Nature walks to make them feel the beauty of nature.</li> <li>Identify the helpful attitude to save environment and stop global warming.</li> </ul>	<ul style="list-style-type: none"> <li>Poster Designing (Related to environment)</li> <li>Dustbin Making with speaking skill</li> </ul>
11	<b>PLANT A SEED</b>	<ul style="list-style-type: none"> <li>distinguish between deforestation and reforestation.</li> <li>summarize the poem and learn the literary devices.</li> <li>list the things that we get from trees.</li> <li>understand the poem and explains the lifecycle of a seed.</li> <li><b>SDG GOAL NO.13 CLIMATE ACTION</b></li> <li><b>SDG GOAL NO.15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>Model recitation by the teacher.</li> <li>Presentation through Multi media.</li> <li>Development of life skills like sympathy and empathy towards Nature.</li> <li>Identify the literary devices, rhythm and rhyming words.</li> </ul>	
12	<b>THE GREEN ACT</b>	<ul style="list-style-type: none"> <li>recall why teachers advise them to maintain cleanliness.</li> <li>define the problems caused by dirtiness &amp; filthiness.</li> <li>relate the healthy impact of cleanliness.</li> <li>identify the new words related to the text.</li> <li>define the term 'Conservationist'.</li> <li><b>SDG GOAL NO.6 CLEAN WATER AND SANITATION</b></li> </ul>	<ul style="list-style-type: none"> <li>Model reading by the teacher.</li> <li>Presentation through Multi media.</li> <li>Nature walks to make them feel the beauty of nature.</li> <li>Identify the helpful attitude of the two kids.</li> </ul>	

**SUBJECT- HIGHER HINDI**

**PRESCRIBED BOOKS:**

1. भाषा माधुरी-5 (डी ए वी प्रकाशन)
2. भाषा अभ्यास-5 (डी ए वी प्रकाशन)
3. मोहित व्याकरण व्यवहार-3

	TERM -1				TERM-2			
	PERIODIC TEST-I	MARKS	Half-Yearly Examination	MARKS	PERIODIC TEST-2	MARKS	Annual Examination	MARKS
पठन कौशल	अपठित गद्यांश	5	अपठित गद्यांश अपठित पद्यांश	8	अपठित पद्यांश	5	अपठित गद्यांश अपठित पद्यांश	8
लेखन कौशल	अनुच्छेद लेखन	4	अनुच्छेद लेखन पत्र लेखन	10	पत्र लेखन	4	अनुच्छेद लेखन पत्र लेखन	10
व्याकरण	भाषा अभ्यास (पाठ-2,3)	5	(मोहित व्याकरण) विलोम पर्यायवाची (आँख से पुत्र तक) सर्वनाम- लिंग मुहावरों के अर्थ (1 से 15 तक) संज्ञा के भेद	15	भाषा अभ्यास (पाठ-12,13,14)	5	(मोहित व्याकरण) वचन वाक्यांशों के लिए एक शब्द, विशेषण क्रिया के भेद कारक मुहावरों के अर्थ (16 से 30 तक) पर्यायवाची(पुत्रि से नौकर तक)	15
पाठ्य पुस्तक	भाषा माधुरी (पाठ-2,3)	6	भाषा माधुरी (पाठ-1 से 9 और 12)	17	भाषा माधुरी (पाठ-12,13,14)	6	भाषा माधुरी (पाठ-10 और 12से 20)	17
	<b>TOTAL</b>	<b>20</b>		<b>50</b>		<b>20</b>		<b>50</b>

**N B.- PA-1 और 2 में उत्तम पाठक बोनस योजना के 1-1 अंक के 4 प्रश्न दिए जाएँगे ।**

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## INTERNAL ASSESSMENT- 30 MARKS

Term 1	Term 2																												
<p><b>Listening (5 marks)</b> Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Rubrics:</th> <th style="width: 30%;">Marks</th> </tr> </thead> <tbody> <tr> <td>1.Attentiveness-</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2.Listening for specific information</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3.Understanding</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4.Accuracy</td> <td style="text-align: center;">1</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>5</b></td> </tr> </tbody> </table>	Rubrics:	Marks	1.Attentiveness-	1	2.Listening for specific information	2	3.Understanding	1	4.Accuracy	1	<b>Total</b>	<b>5</b>	<p><b>Listening (5 marks)</b> Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Rubrics:</th> <th style="width: 30%;">Marks</th> </tr> </thead> <tbody> <tr> <td>1.Attentiveness-</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2.Listening for specific information</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3.Understanding</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4.Accuracy</td> <td style="text-align: center;">1</td> </tr> <tr> <td><b>Total</b></td> <td style="text-align: center;"><b>5</b></td> </tr> </tbody> </table>	Rubrics:	Marks	1.Attentiveness-	1	2.Listening for specific information	2	3.Understanding	1	4.Accuracy	1	<b>Total</b>	<b>5</b>				
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4.Maintenance of Index	1	4.Maintenance of Index	1
5.Notebook maintenance	1	5.Notebook maintenance	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Project (5 Marks)</b>		<b>Project (5 Marks)</b>	
<b>Project</b>		<b>Trans-Disciplinary Project</b>	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1.Originality / Creativity	1	1.Originality / Creativity	1
2.Presentation	2	2.Presentation	2
3.Accuracy	1	3.Accuracy	1
4.Integration of Art	1	4.Integration of Art	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Good Reader Bonus Scheme (4 MARKS)</b>		<b>Good Reader Bonus Scheme (4 MARKS)</b>	
<b>Suggested books for Reading</b>		<b>Suggested books for Reading</b>	
<b>Std-V</b>		<b>Std-V</b>	
One book is to be prescribed as per the availability books in different schools.		One book is to be prescribed as per the availability books in different schools.	
<b>NOTE:</b> PT-1 and PT-2 Exam can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books.		<b>NOTE:</b> PT-1 and PT-2 Exam can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books.	

## LEARNING OUTCOMES & PEDAGOGICAL PROCESS

क्र. सं.	विषय/पाठ	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
1	<b>दिमागी लड़ाई</b>	<p>विद्यार्थी :</p> <ul style="list-style-type: none"> <li>• कठिन परिस्थिति का डटकर सामना करना सीखेंगे तथा सोच विचार कर उपयुक्त समय पर उपस्थित बुद्धि का प्रयोग करने में सक्षम होते हैं ।</li> <li>• शारीरिक बल से ज्यादा ताकतवर बुद्धि बल होता है। शांत दिमाग से काम करके सफलता को प्राप्त कर पाने में सफल होते हैं .</li> <li>• आत्मविश्वास पूर्वक धैर्य से परिस्थिति को समझते हुए कार्य करना सीखते हैं । SDG-17(लक्ष्य प्राप्ति में सामूहिक साझेदारी)</li> </ul>	<ul style="list-style-type: none"> <li>• तरह-तरह की कहानी, कविताओं, पोस्टर आदि को संदर्भ के अनुसार पढ़कर समझने-समझाने के अवसर उपलब्ध हों।</li> <li>• उच्चारण की दृष्टि से भाषा तथा अर्थ में भिन्नता ।</li> <li>• महाराष्ट्र के वर्ली पेंटिंग के द्वारा बगदाद तथा इराक के चित्र बनाकर कक्षा में प्रतिपादित करेंगे ।</li> </ul>	<ul style="list-style-type: none"> <li>• अनुभवात्मक क्रियाकलाप</li> <li>• (पहेलियाँ सुलझाना)</li> <li>• समान लय वाले शब्द</li> <li>• विशेषण आधारित क्रियाकलाप</li> </ul>
2	<b>लौह पुरुष</b>	<ul style="list-style-type: none"> <li>• शब्द भंडार में वृद्धि तथा संज्ञा ,सर्वनाम ,वचन इत्यादि व्याकरणिक तथ्यों की समझ प्राप्त करते हैं ।</li> <li>• त्याग ,एकता और समर्पण का महत्व समझ सकेंगे , राष्ट्रहित एवं देशप्रेम की समझ प्राप्त करते हैं ।</li> <li>• भारतीय योद्धाओं और महापुरुषों के बारे में सुनने में रुचि लेंगे एवं आदर्श नागरिक बनने का प्रयत्न करते हैं । SDG-4(गुणवत्तापूर्ण शिक्षा)</li> </ul>	<ul style="list-style-type: none"> <li>• विशेषण आधारित क्रियाकलाप, दृश्य-श्रव्य सामग्री द्वारा अधिगम सहयोग की भावना का विकास, सामर्थ्य क्षमता का विकास, चीजों को निरीक्षण करके मूल्यांकन करना।</li> <li>• भावात्मक तथा सृजनात्मक क्षमता में अभिवर्धन ।</li> </ul>	<ul style="list-style-type: none"> <li>• वर्ग पहेली ।</li> <li>• शब्द लड़ी ।</li> <li>• नाटक मंचन ।</li> <li>• महापुरुषों का कोलाज बनाइए ।</li> </ul>
3	<b>पेड़</b>	<ul style="list-style-type: none"> <li>• कैसे बीज से पेड़ बनता है तथा पेड़ों के महत्व को समझते हैं।</li> <li>• पेड़ों से मिलनेवाली चीजों की सूची बना सकेंगे तथा जीवन में पेड़ों के महत्व के बारे में बताते हुए अनुच्छेद लिखते हैं ।</li> <li>• कारक, वचन, सर्वनाम, क्रिया ,पर्यायवाची इत्यादि व्याकरणिक तथ्य की जानकारी प्राप्त कर, इसका सही प्रयोग करते हैं। SDG-15( भूमि पर जीवन)</li> </ul>	<ul style="list-style-type: none"> <li>• पेड़ का हमारे जीवन में और पर्यावरण के ऊपर प्रभाव जान पाते हैं ।</li> <li>• बीज से पेड़ बनने की प्रक्रिया बता पाते हैं।</li> <li>• अपनी सनझ के आधार पूछे गए प्रश्नों के उत्तर देते हैं।</li> <li>• पेड़ के महत्व के बारेमें बताते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>• गमले में पौधे लगाकर उसके परिवर्तन का निरीक्षण करें और हर दस दिन में उसके अंतर की सूची प्रास्तुत करके एक माह के बाद चित्र सहित चिपकाएँ।</li> <li>• पेड़ों के नाम पर वर्ग पहेली</li> <li>• पेड़ से मिलने वाली चीजों के चित्र बनाएँ ।</li> </ul>
4	<b>दो पहलवान</b>	<ul style="list-style-type: none"> <li>• बुद्धि-बल शारीरिक-बल से अधिक</li> </ul>	<ul style="list-style-type: none"> <li>• प्रतिकूल परिस्थितियों में</li> </ul>	<ul style="list-style-type: none"> <li>• रोज सुबह व्यायाम या</li> </ul>

		<p>ताकतवर हैं तथा मुसीबत के समय परेशान न होकर बुद्धि से काम लेने की समझ प्राप्त करते हैं ।</p> <ul style="list-style-type: none"> <li>• संज्ञा, विशेषण, काल, मुहावरे , अनुस्वार – अनुनासिक तथा व्याकरणिक विषयों को जानेंगे एवं उनका प्रयोग सीखते हैं ।</li> <li>• सेहतमंद रहने के तरीकों से परिचित होंगे तथा उन्हें अपनी दिनचर्या का हिस्सा बना पाते हैं ।</li> </ul> <p>SDG-3( अच्छा स्वास्थ्य और जीवनस्तर)</p>	<p>बुद्धि तथा समझदारी से काम लेना सीखते हैं ।</p> <ul style="list-style-type: none"> <li>• मानसिक, तार्किक एवं बौद्धिक शक्तियों का विकास हो सकता है ।</li> <li>• अपने भोजन से जंक फूड को निकालकर पौष्टिक भोजन लेना शुरू कर सकते हैं ।</li> <li>• रोज कुछ देर खेल-कूद, व्यायाम, कसरत का अभ्यास शुरू कर सकते हैं जो वर्तमान के कोरोना काल में विशेष उपयोगी हैं ।</li> </ul>	<p>योगाभ्यास करें ।</p> <ul style="list-style-type: none"> <li>• पौष्टिक आहार का एक कोलाज बनाइए ।</li> <li>• भारत के कुछ प्रसिद्ध पहलवानों के नाम चित्र सहित प्रस्तुत कीजिए ।</li> </ul>
5	<b>नदी यहाँ पर</b>	<ul style="list-style-type: none"> <li>• नदियों के पानी का उपयोग ,चित्र के द्वारा बताएँगे तथा स्लोगन लिखने में सक्षम होते हैं।</li> <li>• अंताक्षरी का खेल खेलेंगे जिससे बच्चों के शब्द भंडार में वृद्धि होती है ।</li> <li>• देश में बह रहे नदियों के नाम जान पाएँगे तथा इसके महत्व के बारे में जानकारी मिलती है।</li> </ul> <p>SDG-14(पानी में जीवन)</p>	<ul style="list-style-type: none"> <li>• अपनी निजी जिंदगी और परिवेश पर आधारित अनुभवों को सुनायी जा रही सामग्री, जैसे- कविता आदि से जोड़ते हुए बातचीत में शामिल करते हैं।</li> <li>• भाषा की व्याकरणिक इकाइयों (जैसे-कारक चिह्न, क्रिया, काल, विलोम आदि ) की पहचान करते हैं ।</li> </ul>	<ul style="list-style-type: none"> <li>• नदी की आत्मकथा बताते हुए 2 मिनट का एक वीडियो प्रस्तुत करें ।</li> <li>• प्राकृतिक दृश्य के साथ नदी का चित्र बनाइए ।</li> <li>• नदी को प्रदूषण से बचाने के लिए स्लोगन लिखिए।</li> </ul>
6	<b>टपके का डर</b>	<ul style="list-style-type: none"> <li>• विद्यार्थियों के शब्द भंडार में वृद्धि तथा संज्ञा ,सर्वनाम ,विशेषण इत्यादि व्याकरणिक तथ्यों की समझ प्राप्त करते हैं ।</li> <li>• बारिश के मौसम के बारे में जानकारी प्राप्त करते हैं।</li> <li>• दूसरों द्वारा कही जा रही बात को ध्यान से सुनकर अपनी प्रतिक्रिया व्यक्त करते और प्रश्न पूछते हैं ।</li> </ul> <p>SDG-14(पानी में जीवन)</p>	<ul style="list-style-type: none"> <li>• पाठ के संदर्भ में और उद्देश्य के अनुसार उपयुक्त शब्दों और वाक्यों का चयन करने,उनकी संरचना करने के अवसर उपलब्ध हों।</li> <li>• मुश्किल समय में धैर्य से काम लेना सीख पाते हैं ।</li> </ul>	<ul style="list-style-type: none"> <li>• कागज़ से रंग-बिरंगी मछलियाँ बनाइए ।</li> <li>• कहानी कथन ।</li> <li>• शेर या किसी भी मनपसंद जानवर का मुखौटा बनाकर पहनिए और अभिनय कीजिए ।</li> </ul>
7	<b>अज्ञाता की सैर</b>	<ul style="list-style-type: none"> <li>• भारतीय संस्कृति एवं पौराणिक कथाओं के बारे में समझ सकेंगे तथा</li> </ul>	<ul style="list-style-type: none"> <li>• चित्रकारी करना सीखते हैं ।</li> <li>• प्रकृति प्रेमी बनते हैं ।</li> </ul>	<ul style="list-style-type: none"> <li>• अनुभवात्मक सामूहिक क्रियाकलाप</li> </ul>



		<p>खनिजों से बनाए जाने वाले रंगों के बारे में जान पाते हैं ।</p> <ul style="list-style-type: none"> <li>• विद्यार्थी बौद्ध भिक्षुओं से जुड़ी जातक कथाओं को सुनने तथा चित्रकारिता में रुचि लेते हैं ।</li> <li>• विद्यार्थी सर्वनाम, वचन, विशेषण आदि व्याकरणिक तथ्यों को समझ कर उनके प्रयोग सीखते हैं।</li> </ul> <p>SDG-9(उद्योग, नवाचार और बुनियादी ढांचा का विकास)</p>	<ul style="list-style-type: none"> <li>• पौराणिक कथाओं की जानकारी एकत्रित करते हैं ।</li> <li>• पत्र लेखन की प्रस्तुति करते हैं ।</li> <li>• खनिजों से रंग बनाने की प्रक्रिया सीखते हैं ।</li> <li>• विभिन्न गतिविधियों में भाग लेते हैं ।</li> </ul>	<ul style="list-style-type: none"> <li>•-अजंता की गुफाओं में पाए जाने वाले विभिन्न प्रकार के चित्र इकट्ठे कीजिए और उसका कोलाज बनाइए ।</li> <li>•-कला समेकित क्रियाकलाप</li> <li>•(विशेषण की पाठशाला-</li> <li>• एक पाठशाला बनाइए और उसमें विशेषण और विशेष्य वाले शब्द लिखिए।)</li> </ul>
8	<b>बिरसा मुंडा</b>	<p>आदिवासियों के रहन-सहन और खान-पान के बारे में जानकारी मिलती है।</p> <ul style="list-style-type: none"> <li>• वाक्य निर्माण ,नुक्ता प्रयोग,संज्ञा के भेद ,वचन जैसे व्याकरणिक तथ्यों की जानकारी मिलती है ।</li> <li>• विद्यार्थियों में राष्ट्रीयता की भावना, देश के प्रति तन,मन,धन,समर्पण होने की प्रेरणा जागृत होती है ।</li> <li>• पाठ के विषयवस्तु को स्पष्ट करने के लिए विद्यार्थी नाटक मंचस्थ द्वारा बिरसा मुंडा के किरदार को सजीव चित्रण करते हुए पाठ को समझने में सक्षम होते हैं ।</li> </ul> <p>SDG-16(शांति और न्याय के लिए संस्थान)</p>	<ul style="list-style-type: none"> <li>• व्यक्तिगत, सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिया जाए ताकि उन्हें विभिन्न विषयों, स्थितियों, घटनाओं, अनुभवों, कहानियों, कविताओं आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने प्रश्न पूछने,</li> <li>• देशभक्ति के महत्व को समझ सकते हैं ।</li> <li>• विद्यार्थियों को आदिवासियों और कालापानी की सजा के बारे में ज्ञान मिलता है ।</li> <li>• विद्यार्थी सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं ।</li> </ul>	<ul style="list-style-type: none"> <li>•-वचन का झरोखा।</li> <li>•-ओड़िशा और महाराष्ट्र के आदिवासियों पर तुलनात्मक चित्र प्रस्तुति ।</li> <li>•-बिरसा मुंडा पर भाषण प्रस्तुति ।</li> </ul>
9	<b>अगर न नभ में बादल होते</b>	<ul style="list-style-type: none"> <li>• छात्रों में कल्पनाशीलता का विकास ,कविता में आए नए शब्दों का ज्ञान तथा व्याकरणिक संदर्भों को समझकर उनका प्रयोग सीखते हैं।</li> <li>• पानी का जीवन में बहुत महत्व होता है और हमें पानी बचाना चाहिए, इस तथ्य का विश्लेषण कर पाते हैं।</li> <li>• कविता को अभिनय के द्वारा प्रस्तुत</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र कविता को उचित हाव-भाव के साथ अपने शब्दों में सुना पाते हैं</li> <li>• छात्रों की कल्पना शक्ति का विकास हो पाता है।</li> <li>• पर्यावरण का संतुलन बनाए रखना आवश्यक है, छात्र यह तथ्य जान पाते</li> </ul>	<ul style="list-style-type: none"> <li>•-बसंत ऋतु पर आधारित एक प्राकृतिक दृश्य बनाइए और जो भी दिख रहा है उन सभी का नाम लिखिए ।</li> <li>• 'बरसात का दृश्य' पर चित्रांकन ।</li> </ul>

		<p>कर,वर्षा जल संचयन पर पोस्टर बना पाने में सक्षम होते हैं।</p> <p>SDG-6,14( उद्योग, नवाचार और बुनियादी ढांचा का विकास)</p>	<p>हैं।</p> <ul style="list-style-type: none"> <li>• 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 लिखने के अवसर हों।</li> </ul>	
10	<b>प्रिय पौधा</b>	<p>पेड़-पौधों के महत्व एवं पेड़-पौधे में भी मनुष्य के समान जीवन है, यह समझ पाते हैं।</p> <ul style="list-style-type: none"> <li>• बच्चे 'र' के विभिन्न रूपों की जानकारी प्राप्त करते हैं।</li> <li>• बच्चे मेहनती और ईमानदार व्यक्ति बनने की सीख प्राप्त कर पाते हैं तथा वैज्ञानिक जगदीश चंद्र बसु के बारे में जान पाते हैं।</li> <li>• बच्चे प्रतियोगिताओं में भाग लेने में रुचि तथा विज्ञान विषय में रुचि जागृत होती हैं।</li> </ul> <p>SDG-13(जलवायु परिवर्तन)</p>	<ul style="list-style-type: none"> <li>• बच्चे अपने प्रिय वस्तुओं का ख्याल रखना सीखते हैं।</li> <li>• बच्चे नई चीजों को जानने में रुचि जागृत करते हैं।</li> <li>• बच्चे वातावरण की हरियाली बनाए रखने के लिए पेड़ लगाते हैं।</li> <li>• बच्चे अपनी भावात्मक एवं सृजनात्मक क्षमता का विकास करते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>• छात्र -छात्राएँ स्कूल के बगीचे में पौधे लगाएँगे।</li> <li>• बच्चे अपने घर के आँगन में लगाए जाने वाले पौधे लगाएँगे।</li> <li>• बच्चे अपने दोस्तों के जन्मदिन पर पौधे उपहार स्वरूप देंगे।</li> <li>• पौधों के नाम पर वर्ग पहेली</li> </ul>
11	<b>बुद्धिमान राजा</b>	<ul style="list-style-type: none"> <li>• अहिंसा के वास्तविकता को जानकर बाहु की शक्ति और बुद्धि के उपयोगिता को जान पाते हैं।</li> <li>• विद्यार्थी हिंसा, युद्ध के वास्तविकता तथा बुजुर्गों के अभिज्ञता से परिचित हो पाते हैं।</li> <li>• विद्यार्थी मानक लेखन रूप ,मुहावरों के अर्थ समेत प्रयोग विधि को सहजता से जान पाते हैं।</li> </ul> <p>SDG-16(शांति और न्याय के लिए संस्थान)</p>	<ul style="list-style-type: none"> <li>• भारत के पड़ोसी देशों के भौगोलिक, अवस्थिति से परिचित हो पाते हैं।</li> <li>• हिंसा-अहिंसा के अंतर को जानकर अहिंसा के गुणों को अपना पाते हैं।</li> <li>• बुजुर्गों को उचित सम्मान प्रदर्शन कर पाते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>• भारत और चीन के भौगोलिक चित्र बनाइए।</li> <li>• कलिंग ने ही महान सम्राट अशोक से हिंसा को छुड़वाया था, उसी किस्से की जानकारी प्राप्त कर कक्षा में सुनाइए।</li> </ul>
12	<b>अँधेर नगरी</b>	<ul style="list-style-type: none"> <li>• कलाकार के कलाकारी को जान कर नाटक मंचन को लेकर रुचि लेते हैं।</li> <li>• पढ़ी रचनाओं की विषय वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, अपनी राय देते हैं तथा अपनी बात के लिए तर्क भी</li> </ul>	<ul style="list-style-type: none"> <li>• बिषय के अंदर से पूछे गए सवाल का जवाब देंगे।</li> <li>• नाटक मंचन के पात्र के महत्व को जानेंगे।</li> <li>• पौराणिक नाटक को देखने की आग्रह दिखाएँगे।</li> </ul>	<ul style="list-style-type: none"> <li>• संज्ञा के फूल।</li> <li>• संवाद लेखन।</li> <li>• उपसर्ग और प्रत्यय।</li> <li>• अनुस्वार और चन्द्रबिन्दु।</li> <li>• नाटक मंचन।</li> </ul>

		<p>देते हैं।</p> <ul style="list-style-type: none"> <li>विद्यार्थी नाटक मंचन क्रियाकलाप के प्रति आग्रह दिखाते हुए इस पर काम करने में सक्षम होते हैं।</li> </ul> <p>SDG-16,1 (जलवायु परिवर्तन, गरीबी की पूर्णतः समाप्ति)</p>	<ul style="list-style-type: none"> <li>बड़ों की बात को मानना सीखेंगे।</li> <li>विद्यार्थी पाठ को कहानी के रूप में लिख पाएँगे।</li> </ul>	
13	<b>चाँद का कुर्ता</b>	<ul style="list-style-type: none"> <li>ग्रहों के बारे में जान कर कविता के भाव पक्ष को समझ पाते हैं।</li> <li>भाषा की बारीकियों जैसे शब्दों की पुनरावृत्ति, सर्वनाम, विशेषण, वचन, नए शब्दों का बोध एवं उनके अर्थ से अवगत होते हैं।</li> <li>पढ़ी हुई कविता को निजी अनुभवों के साथ जोड़ते हुए उनसे उभरी संवेदना और विचारों की मौखिक/ लिखित अभिव्यक्ति कर पाते हैं।</li> </ul> <p>SDG-13(जलवायु परिवर्तन)</p>	<ul style="list-style-type: none"> <li>अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं।</li> <li>कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं।</li> <li>विद्यार्थी सौर्यमंडल से जुड़े प्रश्न पूछते हैं।</li> <li>चाँद का महत्व बता पाते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>पूर्णिमा और अमावास्या में मनाए जाने वाले त्योहारों के नाम चित्र सहित लिखें।</li> <li>चंद्रग्रहण और सूर्य पराग में सूर्य, चन्द्र और धरती की स्थिति चित्र द्वारा प्रस्तुत कीजिए।</li> <li>चंदा से संबन्धित गीत गायन।</li> </ul>
14	<b>हार की जीत</b>	<ul style="list-style-type: none"> <li>हार की जीत नामक पाठ के माध्यम से सत्य के मार्ग पर चलने के लिए प्रेरित होते हैं तथा चोरी के दुष्परिणाम और साधुता के सुपरिणाम तथा महत्व का ज्ञान प्राप्त करते हैं।</li> <li>पशु के प्रति प्रेम भावना तथा दया की भावना को समझ कर बच्चों के अंदर परोपकार की भावना जागृत होती है।</li> <li>संज्ञा, सर्वनाम, कारक इत्यादि व्याकरणिक तथ्यों की समझ प्राप्त कर पाते हैं।</li> </ul> <p>SDG-8(अच्छा काम और आर्थिक विकास)</p>	<ul style="list-style-type: none"> <li>छात्र पाठ के मूल संदेश को जान पाते हैं।</li> <li>दूसरों की सहायता करने की मनोभावना जाग्रत होता है।</li> <li>क्रियाकलाप के माध्यम से व्याकरणिक बिन्दु पर ध्यान देते हैं।</li> <li>भावात्मक क्षमता में वृद्धि होती है।</li> </ul>	<ul style="list-style-type: none"> <li>हार की जीत कहानी से संबंधित किसी अन्य एक कहानी का सचित्र वर्णन कीजिए।</li> <li>कारक का पेड़ बनाकर उसके भेद लिखिए।</li> <li>प्रभावशाली तरीके से कहानी कथन।</li> </ul>
15	<b>बेट्टिना का साहस</b>	<ul style="list-style-type: none"> <li>विपरीत परिस्थितियों में धैर्य से काम लेना तथा सड़क के नियमों का पालन करने का नियम जानते हैं।</li> <li>दिव्यांगों के प्रति अच्छा व्यवहार, मानसिक एवं बौद्धिक शक्तियों का विकास होता है।</li> <li>अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने, शब्दकोश</li> </ul>	<ul style="list-style-type: none"> <li>कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं।</li> <li>सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं।</li> <li>दिव्यांगों को इज्जत करना सीखते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>-एक 'फर्स्ट ऐड बॉक्स' बनाइए जिसमें ज़रूरी सामान हो।</li> <li>-अपने आस-पास स्थित अस्पताल का टेलीफोन नंबर पता करके लिखिए।</li> <li>-आप सड़क पर साइकिल चलाते समय किन-किन</li> </ul>

		<p>का प्रयोग ,व्याकरण,वाक्य संरचना, विराम चिह्न और उन पर चर्चा करने के अवसर मिलता हैं ।</p> <p>SDG-3(अच्छा स्वास्थ्य और जीवनस्त)</p>	<ul style="list-style-type: none"> <li>• बड़े संकल्प के साथ आगे बढ़ना सीख लेते हैं ।</li> </ul>	<p>नियमों का पालन करेंगे, कक्षा में चर्चा कीजिए ।</p>
16	<p><b>कोशिश करने वालों की हार नहीं होती</b></p>	<ul style="list-style-type: none"> <li>• कविता का रसास्वादन कर पाते हैं तथा कविता का सस्वर वाचन कर पाते हैं।</li> <li>• विद्यार्थी मेहनत और कोशिश करने के महत्व को जान पाते हैं तथा असफलता एक चुनौती है इसे स्वीकार करने के महत्व को समझ पाते हैं।</li> <li>• समान लय वाले शब्द, समानार्थक शब्द ,विलोम शब्द ,युग्म शब्द ,मुहावरे ,संज्ञा ,सर्वनाम के विषय में जान पाते हैं।</li> </ul> <p>SDG-4 ( गुणवत्तापूर्ण शिक्षा)</p> <p>SDG-17(लक्ष्य प्राप्ति में सामूहिक साझेदारी)</p>	<ul style="list-style-type: none"> <li>• विद्यार्थी कला समेकित क्रिया कर पाएँगे।</li> <li>• विद्यार्थी परिश्रम के महत्व को समझ पाएँगे ।</li> </ul>	<ul style="list-style-type: none"> <li>• कविता याद करके कक्षा में सुनाइए।</li> <li>• प्रेरणा दायक कविताएँ संग्रह करके कक्षा में सुनाइए।</li> <li>• यूट्यूब में प्रेरणादायक भाषण सुनिए ।</li> </ul>

**SUBJECT- LOWER HINDI**

**PRESCRIBED BOOKS:**

1. भाषा माधुरी-2 (डी ए वी प्रकाशन)
2. भाषा अभ्यास-2 (डी ए वी प्रकाशन)
3. सुलेख

**SYLLABUS**

	TERM- 1				TERM-2			
	PERIODIC TEST-1	MARKS	HALF YEARLY	MARKS	PERIODIC TEST-2	MARKS	ANNUAL	MARKS
पठन कौशल	अपठित गद्यांश	5	अपठित गद्यांश	5	अपठित गद्यांश	5	अपठित गद्यांश	5
लेखन कौशल	अनुच्छेद लेखन	4	अनुच्छेद लेखन	5	अनुच्छेद लेखन	4	अनुच्छेद लेखन	5
व्याकरण	भाषा अभ्यास (पाठ-१,२,३)	5	भाषा अभ्यास (पाठ- १ से १०)	15	भाषा अभ्यास (पाठ-११,१२,१४)	5	भाषा अभ्यास (पाठ-११ से २०)	15
पाठ्य पुस्तक	भाषा माधुरी (पाठ-१,२,३)	6	भाषा माधुरी (पाठ-१ से १०)	25	भाषा माधुरी (पाठ-११,१२,१४)	6	भाषा माधुरी (पाठ-११ से २०)	25
	<b>TOTAL</b>	<b>20</b>		<b>50</b>		<b>20</b>		<b>50</b>

NB;-PA-1 & 2 में उत्तम पाठक बोनस योजना के 4 अंक के चार प्रश्न दिए जाएँगे।

**INTERNAL ASSESSMENT- 30 MARKS**

TERM-1	TERM-2																												
<p><b>Listening (5 marks)</b> Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness-</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness-	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	<b>Total</b>	<b>5</b>	<p><b>Listening (5 marks)</b> Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness-</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness-	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	<b>Total</b>	<b>5</b>				
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4.Maintenance of Index	1	4.Maintenance of Index	1
5.Notebook maintenance	1	5.Notebook maintenance	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Project (5 Marks)</b>		<b>Project (5 Marks)</b>	
<b>Project</b>		<b>Trans-Disciplinary Project</b>	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1.Originality / Creativity	1	1.Originality / Creativity	1
2.Presentation	2	2.Presentation	2
3.Accuracy	1	3.Accuracy	1
4.Integration of Art	1	4.Integration of Art	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Good Reader Bonus Scheme – 4 अंक</b>		<b>Good Reader Bonus Scheme – 4 अंक</b>	
<b>Suggested books for Reading</b>		<b>Suggested books for Reading</b>	
<b>Std-V LOWER HINDI</b>		<b>Std-V LOWER HINDI</b>	
One book is to be prescribed as per the availability books in different schools.		One book is to be prescribed as per the availability books in different schools.	
<b>NOTE:</b> - PT 1 have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books.		<b>NOTE-</b> PT2 can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books.	

## LEARNING OUTCOMES & PEDAGOGICAL PROCESS

क्र. सं.	पाठ	सीखने के प्रतिफल	सीखने की प्रक्रिया	गतिविधियाँ
१	सीखो	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> <li>सही हाव भाव के साथ कविता पाठ करते हैं।</li> <li>भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं।</li> <li>अच्छी आदतों को अपनाते हैं।</li> </ul> <p>SDG-4(गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> <li>चित्र देखकर बातों को समझाने का अवसर हो।</li> <li>अपनी भाषा गढ़ने का अवसर हो।</li> <li>सही लय ताल के साथ कविता सुनाया जाए।</li> </ul>	<ul style="list-style-type: none"> <li>समान लय वाले खेल</li> <li>अच्छी आदतों का अभिनय कक्षा में प्रदर्शन कीजिए।</li> </ul>
२	ठीक काम करें	<ul style="list-style-type: none"> <li>पाठ को सही उच्चारण के साथ पढ़ते हैं।</li> <li>देखी, सुनी बातें आदि के बारे में बातचीत करते हैं।</li> <li>ठीक काम करने के लिए प्रेरित होते हैं।</li> <li>पाठ से संबंधित प्रश्नों के उत्तर देते हैं।</li> </ul> <p>SDG-3(अच्छा स्वास्थ्य और जीवनस्तर)</p>	<ul style="list-style-type: none"> <li>चित्रों के आधार पर कहानी पढ़ने का अवसर हो।</li> <li>शब्द भंडार और अभिव्यक्ति का विकास हो।</li> </ul>	<ul style="list-style-type: none"> <li>सूची बनाना</li> <li>शब्द लड़ी</li> <li>क्रियाकलाप-बगीचे में पालन किए जाने वाले नियमों की चर्चा कीजिए।</li> </ul>
३	दादी का गाँव	<ul style="list-style-type: none"> <li>कहानी को निजी जिंदगी से जोड़ते हुए गाँव के बारे में बातचीत करते हैं।</li> <li>वाक्य रचना करते हैं।</li> <li>पाठ को सही उच्चारण के साथ पढ़ते हैं।</li> </ul> <p>SDG-4(गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> <li>चर्चा</li> <li>कहानी समझाना</li> </ul>	<ul style="list-style-type: none"> <li>वाहनों का मेला (कला एकीकरण)</li> <li>गाँव और शहर के अंतर पर चर्चा करेंगे</li> <li>गाँव के दृश्य का चित्र बनाइए।</li> </ul>



४	<b>मेहनत का फल</b>	<ul style="list-style-type: none"> <li>मेहनत के महत्व को समझते हैं।</li> <li>विविध उद्देश्यों के लिए अपनी भाषा का इस्तेमाल करते हुए बातचीत करते हैं।</li> <li>पाठ से संबंधित प्रश्नों के उत्तर देते हैं।</li> </ul> <p>SDG-4(गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> <li>कहानी समझाना</li> <li>भावों की अभिव्यक्ति</li> </ul>	<ul style="list-style-type: none"> <li>शब्द पहेली</li> <li>परिश्रम का फल मीठा होता है इसपर कहानी सुनाइए।</li> <li>सूची बनाना ( नाम वाले शब्द)</li> </ul>
५	<b>जन्मदिन</b>	<ul style="list-style-type: none"> <li>जन्मदिन कैसे मनाते हैं उसके बारे में बातचीत करते हैं।</li> <li>नए शब्दों से वाक्य रचना करते हैं।</li> </ul> <p>SDG-11( टिकाऊ शहरी और सामुदायिक विकास)</p>	<ul style="list-style-type: none"> <li>कक्षा में बच्चों के जन्मदिन का आयोजन</li> <li>चर्चा</li> </ul>	<ul style="list-style-type: none"> <li>अपने जन्मदिन पालन का अनुभव कक्षा में बताएँ।</li> <li>निमंत्रण पत्र बनाना</li> <li></li> </ul>
६	<b>दाँत का दर्द</b>	<ul style="list-style-type: none"> <li>दाँतों की साफ सफाई बारे में जानते हैं और अपनी राय भी देते हैं।</li> <li>स्वयं किताब को पढ़ने की कोशिश करते हैं।</li> <li>भाषा का ज्ञान बढ़ता है।</li> </ul> <p>SDG-3(अच्छा स्वास्थ्य और जीवन स्तर)</p>	<ul style="list-style-type: none"> <li>नाट्य रूपांतर</li> <li>दाँतों को स्वस्थ रखने के लिए उपयोग की जाने वाली चीजों का वर्णन</li> </ul>	<ul style="list-style-type: none"> <li>दाँतों को साफ करने के लिए बाज़ार में मिलने वाले मंजन या टूथपेस्ट का चित्र चिपकाइए और नाम लिखिए।</li> </ul>
७	<b>बाल दिवस</b>	<ul style="list-style-type: none"> <li>विद्यालय में बाल दिवस क्यों और कैसे मनाया जाता है उसके बारे में बातचीत करते हैं।</li> <li>पूर्व अनुभवों और जानकारी का इस्तेमाल करते हुए अनुमान लगाते हैं।</li> <li>जंगल में रहने वाले</li> </ul>	<ul style="list-style-type: none"> <li>चर्चा</li> <li>ज और ज़ वाले शब्दों में अंतर समझना</li> </ul>	<ul style="list-style-type: none"> <li>चाचा नेहरू का चित्र चिपकाकर उनके बारे में चार या पाँच वाक्य लिखिए।</li> <li>वर्णों का खेल( प्य, च्च)</li> </ul>

		<p>जानवरों के नाम जानते हैं।</p> <p>SDG-9(उद्योग, नवाचार और बुनियादी ढांचा का विकास)</p>		
८	<b>प्यारे पेड़</b>	<ul style="list-style-type: none"> <li>पेड़ों के महत्व के बारे में जानते हैं।</li> <li>अलग अलग प्रकार के फलों के पेड़ के नाम लिख पाते हैं</li> <li>ड, इ और ठ ध्वनियों वाले शब्दों को पढ़ और लिख पाते हैं।</li> </ul> <p>SDG-9(उद्योग, नवाचार और बुनियादी ढांचा का विकास)</p>	<ul style="list-style-type: none"> <li>नाट्य रूपांतर</li> <li>प्रदर्शन</li> </ul>	<ul style="list-style-type: none"> <li>पेड़ का चित्र बनाकर उनके अलग-अलग भागों का नाम लिखिए।</li> </ul>
९	<b>बादल</b>	<ul style="list-style-type: none"> <li>सही हाव भाव के साथ कविता पाठ करते हैं।</li> <li>सावन के मौसम के बारे में बातचीत करते हैं।</li> </ul> <p>SDG-6(साफ पानी और स्वच्छता)</p>	<ul style="list-style-type: none"> <li>कविता पाठ</li> <li>चर्चा करना</li> </ul>	<ul style="list-style-type: none"> <li>विभिन्न प्रकार बादलो का चित्र बनाइए।</li> <li>कविता का सस्वर वाचन कीजिए।</li> </ul>
१०	<b>दो तोते</b>	<ul style="list-style-type: none"> <li>कहानी को ध्यान से सुनकर अपनी भाषा में कहते हैं।</li> <li>अच्छी संगति के बारे में सीखते हैं।</li> <li>नए शब्दों से वाक्य रचना करते हैं ।</li> </ul> <p>SDG-4(गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> <li>अभिनय करना</li> <li>कहानी समझाना</li> </ul>	<ul style="list-style-type: none"> <li>अच्छी संगति के बारे में कोई कहानी सुनाइए।</li> </ul>
११	<b>चतुर चीकू</b>	<ul style="list-style-type: none"> <li>चीकू की चतुराई के बारे में बातचीत करते हैं ।</li> <li>अपनी कल्पना से कहानी बनाते हैं ।</li> </ul>	<ul style="list-style-type: none"> <li>व्याख्यान करना</li> <li>नाट्य रूपांतर</li> </ul>	<ul style="list-style-type: none"> <li>मुखौटे बनाना(किसी भी जानवर का)</li> <li>बोली की पहचान( ऑडियो)</li> <li>शब्द ज्ञान( सर्वनाम)</li> </ul>

		<ul style="list-style-type: none"> <li>भाषा का ज्ञान बढ़ता है</li> </ul> <p>SDG-3(अच्छा स्वास्थ्य और जीवन स्तर)</p>		
१२	<b>सीख</b>	<ul style="list-style-type: none"> <li>सही हाव भाव से कविता पाठ करते हैं ।</li> <li>भाषा में निहित ध्वनियों और शब्दों के साथ खेलने का आनंद लेते हैं ।</li> <li>देशवक्तों के नाम जानते हैं ।</li> </ul> <p>SDG-4(गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> <li>कविता पाठ द्वारा समझाना</li> <li>अभिनय</li> </ul>	<ul style="list-style-type: none"> <li>कविता का सस्वर वचन</li> <li>मेरा प्रिय देशभक्त( नाट्य रूपांतर)</li> </ul>
१३	<b>मेला</b>	<ul style="list-style-type: none"> <li>सही हाव भाव के साथ कविता पाठ करते हैं।</li> <li>मेले में घूमने के अपने अनुभवों को साझा करते हैं।</li> <li>मेले में पाई जानी वाली चीजों के विषय में बातचीत करते हैं ।</li> </ul> <p>SDG-11(टिकाऊ शहरी और सामुदायिक विकास)</p>	<ul style="list-style-type: none"> <li>कविता पाठ द्वारा समझाना</li> <li>मेले के अनुभव को साझा करना</li> </ul>	<ul style="list-style-type: none"> <li>मेले से जुड़े लोगों का अभिनय करना</li> <li>कविता का सस्वर वचन</li> <li>मेले का दृश्य बनाइए।</li> </ul>
१४	<b>रोटी</b>	<ul style="list-style-type: none"> <li>स्वामी दयानंद सरस्वती के बारे में जानते हैं ।</li> <li>आधे अक्षर वाले शब्दों को जानते हैं ।</li> <li>वाक्य रचना करते हैं ।</li> </ul> <p>SDG-1(गरीबी की पूर्णतः समाप्ति)</p>	<ul style="list-style-type: none"> <li>स्वामी जी के जीवनी पर प्रकाश</li> <li>पढ़ने का कोना( ऑडियो वीडियो क्लिप)</li> </ul>	<ul style="list-style-type: none"> <li>सही मुहावरों की पहचान</li> <li>स्वामी जी का चित्र चिपकाकर उनके विषय में कुछ वाक्य लिखिए।</li> </ul>
१५	<b>राजू का सपना</b>	<ul style="list-style-type: none"> <li>अपने सपनों के बारे में बातचीत करते हैं ।</li> <li>पाठ को सही उच्चारण के</li> </ul>	<ul style="list-style-type: none"> <li>बातचीत करने की आज़ादी</li> <li>अनुशासन के महत्त्व</li> </ul>	<ul style="list-style-type: none"> <li>जादू की छड़ी बनाना</li> <li>गूंगा सारथी कहानी पढ़िए।</li> <li>वाक्यांशों के लिए एक शब्द</li> </ul>

		<p>साथ पढ़ते हैं ।</p> <ul style="list-style-type: none"> <li>भाषा का ज्ञान बढ़ता है</li> </ul> <p>SDG-4(गुणवत्तापूर्ण शिक्षा)</p>	को समझाना	
१६	<b>अभ्यास</b>	<ul style="list-style-type: none"> <li>अभ्यास के महत्व को जानते हैं ।</li> <li>पाठ से संबंधित प्रश्नों के उत्तर देते हैं ।</li> <li>वाक्य रचना करते हैं ।</li> </ul> <p>SDG-4(गुणवत्तापूर्ण शिक्षा)</p>	<ul style="list-style-type: none"> <li>कक्षा में अपनी भाषा में बातचीत का अवसर पाएं ।</li> <li>सरल और कठिन विषयों पर चर्चा हो ।</li> </ul>	<ul style="list-style-type: none"> <li>व्याकरण ज्ञान( गुण वाले शब्द)</li> <li>शब्दों का सही क्रम</li> <li>वरदराज की कहानी कक्षा में सुनाएँगे।</li> </ul>
१७	<b>रेल</b>	<ul style="list-style-type: none"> <li>रेल यात्रा के बारे में बातचीत करते हैं ।</li> <li>विभिन्न यातायात के साधनों के नाम जानते हैं ।</li> <li>चारों दिशाओं के नाम जानते हैं ।</li> </ul> <p>SDG-8(अच्छा काम और आर्थिक विकास)</p>	<ul style="list-style-type: none"> <li>कविता पाठ द्वारा समझाना</li> <li>रेल यात्रा का वर्णन</li> </ul>	<ul style="list-style-type: none"> <li>कविता का सस्वर वचन</li> <li>रेल यात्रा का अनुभव कक्षा में सुनाएँगे।</li> </ul>
१८	<b>रोबोट</b>	<ul style="list-style-type: none"> <li>रोबोट के बारे में जानने के साथ साथ अपनी जिज्ञासा व्यक्त करते हैं</li> <li>अलग अलग तरह की रचनाओं में आए नए शब्दों को जानते हैं ।</li> <li>भाषा का ज्ञान बढ़ता है</li> </ul> <p>SDG- 9(उद्योग, नवाचार और बुनियादी ढांचा का विकास)</p>	<ul style="list-style-type: none"> <li>कहानी को समझाना</li> <li>रोबोट के विषय में जानकारी</li> </ul>	<ul style="list-style-type: none"> <li>रोबोट का चित्र बनाइए।</li> <li>रोबोट के द्वारा किए जाने वाले कामों के बारे में चर्चा कीजिए।</li> </ul>
१९	<b>टेलीफोन की घंटी</b>	<ul style="list-style-type: none"> <li>टेलीफोन के बारे में जानते हैं ।</li> <li>बीमार माता पिता की सेवा</li> </ul>	<ul style="list-style-type: none"> <li>नाट्य रूपांतर</li> <li>संदर्भ और उद्देश्य के अनुसार प्रश्न पूछें</li> </ul>	<ul style="list-style-type: none"> <li>संवाद वाचन-दोस्तों में बातचीत(विषय आधारित)</li> <li>फोन में बातचीत की कला</li> </ul>

		करना सीखते हैं । SDG-9(उद्योग, नवाचार और बुनियादी ढांचा का विकास)		
२०	<b>यह दिल्ली है</b>	दिल्ली से जुड़े हुए नए नए स्थानों के नाम सीखते हैं । <ul style="list-style-type: none"> <li>• दिल्ली के बारे में जानते हैं ।</li> <li>• पाठ से संबंधित प्रश्नों के उत्तर देते हैं</li> </ul> SDG-9(उद्योग, नवाचार और बुनियादी ढांचा का विकास)	<ul style="list-style-type: none"> <li>• देश की राजधानी के विषय में जानकारी</li> <li>• चित्र देखकर पाठ का परिचय</li> <li>• पीपीटी</li> </ul>	<ul style="list-style-type: none"> <li>• आभासी यात्रा( दिल्ली)</li> <li>• दिल्ली के चार दर्शनीय स्थल का चित्र चिपकाइए।</li> </ul>

## SUBJECT- ODIA (HIGHER)

### PRESCRIBED BOOKS:

ପାଠ୍ୟ ପୁସ୍ତକ - ସାହିତ୍ୟ କୁସୁମ (ପଞ୍ଚମ ଶ୍ରେଣୀ)

ପ୍ରକାଶକ - ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

### SYLLABUS

	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, ଦରଖାସ୍ତ / ପତ୍ରଲିଖନ	10	ଅନୁଚ୍ଛେଦ	4	ଅନୁଚ୍ଛେଦ, ଦରଖାସ୍ତ / ପତ୍ରଲିଖନ	10
GRAMMAR	ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ନୂଆରୂପ ଲେଖ, ଯୋଡ଼ା ଶବ୍ଦ	5	ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ନୂଆରୂପ ଲେଖ, ଯୋଡ଼ା ଶବ୍ଦ	15	ଏକ ପଦରେ ପ୍ରକାଶ କର, ପ୍ରତିଶବ୍ଦ , ଯୋଡ଼ା ଶବ୍ଦ	5	ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ପ୍ରତିଶବ୍ଦ , ଏକ ପଦରେ ପ୍ରକାଶ କର, ସର୍ବନାମ ବାଛି ଲେଖ, ଗଦ୍ୟରୂପ	15
LITERATURE	ପାଠ 1 ରୁ 3	6	ପାଠ 1 ରୁ 9	20	ପାଠ 10 ରୁ 12	6	ପାଠ 10 ରୁ 16	20
GOOD READER BONUS		4				4		
ସର୍ବମୋଟ		20+4		50		20+4		50

## INTERNAL ASSESSMENT- 30 MARKS

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

କ୍ର. ସଂ	ବିଷୟ	ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ	ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା / ପ୍ରଣାଳୀ	କ୍ରିୟାକଳାପ
୧	ପାଠ-୧ ଜାତୀୟ ଧ୍ବଜା ଆମ ଉଡ଼ଇ ଫରଫର	<p>ବିଦ୍ୟାର୍ଥୀମାନେ</p> <ul style="list-style-type: none"> <li>❖ ସ୍ଵାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କ ଆଦର୍ଶରେ ଅନୁପ୍ରାଣିତ ହୋଇ ଦେଶ ସେବାକୁ ନିଜ ଜୀବନର ବ୍ରତ ରୂପେ ଗ୍ରହଣ କରିବେ ।</li> <li>❖ ଶିକ୍ଷାର୍ଥୀମାନେ ଶିଳ୍ପ, ବାଣିଜ୍ୟ, ବିଜ୍ଞାନ ଓ ପ୍ରଯୁକ୍ତିବିଦ୍ୟାରେ ଅଗ୍ରଣୀହୋଇ ଦେଶକୁ ବିକଶିତ ରାଷ୍ଟ୍ରରେ ପରିଣତ କରିବା ପାଇଁ ପିଲାଦିନୁ ପ୍ରସ୍ତୁତ ହେବେ ।</li> <li>❖ ଜାତି, ଧର୍ମ, ବର୍ଣ୍ଣ ନିର୍ବିଶେଷରେ ସଭିଏଁ ସମାନ ତାହା ଛାଡ଼ିଛାଡ଼ି ସ୍ଵଦୟଜନ କରିପାରିବେ ।</li> <li>❖ ଆମ ଜାତୀୟ ପତାକାକୁ ଚକ୍ରଧ୍ବଜ ଓ ତ୍ରିରଙ୍ଗା କୁହାଯାଏ ବୋଲି ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହେବା ସହ ତା'ର ଚିତ୍ରାଙ୍କନ କରି ତ୍ରିରଙ୍ଗାରେ ଥିବା ତିନୋଟି ରଙ୍ଗର ମହତ୍ତ୍ଵ ଜାଣିବେ ।</li> <li>❖ କବିତା ଆବୃତ୍ତି ପୂର୍ବକ ଆନନ୍ଦ ଲାଭ କରିବେ ।</li> <li>❖ ବ୍ୟାକରଣଗତ ଜ୍ଞାନ (ଯଥା - ପଦ୍ୟରୂପ ଗଦ୍ୟରୂପ, ବିପରୀତ ଅର୍ଥବୋଧକ ଶବ୍ଦ, ଶବ୍ଦର ରୂପ ପରିବର୍ତ୍ତନ, ପ୍ରତିଶବ୍ଦ)ର ଅଭିବୃଦ୍ଧି ହେବ ।</li> <li>❖ <b>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ କବିତା ଆବୃତ୍ତି ସହ ଭାବାର୍ଥ ବାଖ୍ୟା ଆଲୋଚନା।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଜାତୀୟ ପତାକାର ଚିତ୍ର ଅଙ୍କନ କରି ତିନୋଟି ରଙ୍ଗର ମହତ୍ତ୍ଵ ଲେଖିବେ</li> </ul>
9	ପାଠ-9 ଉପଯୁକ୍ତ ବେଶ ପକାଇ ଆସ	<ul style="list-style-type: none"> <li>❖ ମୂଲ୍ୟବାନ ପୋଷାକ ଓ ଅଳଙ୍କାର ଓ ଆଭୂଷଣ ଯେ ମନୁଷ୍ୟର ଉପଯୁକ୍ତ ବେଶ ନୁହେଁ, ନମ୍ରତାବୋଧ ହିଁ ସୁନ୍ଦର ବେଶ ଏହା ପିଲାମାନେ ଶିକ୍ଷାଲାଭ କରିପାରିବେ ।</li> <li>❖ ପରିବେଶର ପ୍ରଭାବରେ ମନୁଷ୍ୟର ଆଚରଣରେ କିପରି ପରିବର୍ତ୍ତନ ଘଟିଥାଏ, ସେ ବିଷୟରେ ଅବଗତ ହେବେ ।</li> <li>❖ ସତ୍ ସଙ୍ଗ, ସାଧୁସଙ୍ଗ, ନମ୍ରତା, ସାଧୁତା ଭଳି ମାନବୀୟ ଗୁଣର ବିକାଶ ଦ୍ଵାରା ଜୀବନରେ ଅନେକ ପରିବର୍ତ୍ତନ ଆସିଥାଏ ବୋଲି ସ୍ଵଦୟଜନ କରିପାରିବେ ।</li> <li>❖ ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଯଥା - ପ୍ରଥମ ପୁରୁଷ, ଦ୍ଵିତୀୟ ପୁରୁଷ ଓ ତୃତୀୟ ପୁରୁଷ ବିଷୟରେ ଜାଣି ଦୈନନ୍ଦିନ ଜୀବନରେ ପ୍ରୟୋଗ କରିବେ ।</li> <li>❖ ମାନବୀୟ ଗୁଣ ସମ୍ବନ୍ଧରେ ଅନୁଚ୍ଛେଦ ଲେଖିବେ ।</li> <li>❖ ନିଜ ଆଖପାଖରେ ଘଟୁଥିବା ବିଭିନ୍ନ ଘଟଣାବଳୀର ଗୁଣାତ୍ମକତା ପ୍ରତି ଦୃଷ୍ଟି ଦେଇ ମୌଖିକ ଭାବରେ ନିଜ ପ୍ରତିକ୍ରିୟା ପ୍ରକାଶ କରି ପ୍ରଶ୍ନ ପଚାରିବେ ।</li> <li>❖ ଭାଷାର ଗୁଣାତ୍ମକତା ପ୍ରତି ଦୃଷ୍ଟି ଦେଇ ନିଜ ଭାଷା</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଅଭିନୟ ମାଧ୍ୟମରେ ବିଷୟ ଉପସ୍ଥାପନ।</li> <li>❖ ଉଚ୍ଚପଠନ</li> </ul>	<ul style="list-style-type: none"> <li>❖ ମନୋଜ ଦାସଙ୍କ ଲିଖିତ ଗଳ୍ପ ପଠନ ଓ ନିଜ ଭାଷାରେ ଲିଖନ</li> </ul>

		<p>(ମୌଖିକ) ଗଢ଼ିବେ ।</p> <ul style="list-style-type: none"> <li>❖ ଅପରିଚିତ ଶବ୍ଦଗୁଡ଼ିକର ଅର୍ଥ ଶବ୍ଦ କୋଷରୁ ଖୋଜିବେ ।</li> <li>❖ କ୍ରିୟା, କର୍ତ୍ତା, ପୁରୁଷ ଆଦି ଚିହ୍ନି ତାର ସଫଳ ପ୍ରୟୋଗ କରିବେ ।</li> <li>❖ ଅଭିନୟ ମାଧ୍ୟମରେ ବିଷୟର ଉପସ୍ଥାପନା କରିବେ ।</li> <li>❖ ଗନ୍ଧ ପଠନ ପୂର୍ବକ ଆନନ୍ଦ ଲାଭ କରିବେ ।</li> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>		
୩	ପାଠ-୩ ଶୁଖିଲା ପତ୍ରର କଥା	<ul style="list-style-type: none"> <li>❖ ଇଶ୍ଵରଙ୍କ ସୃଷ୍ଟିରେ କୌଣସି ଜିନିଷକୁ ଅଦରକାରୀ ନୁହେଁ, ତାହା ଜାଣିବେ ।</li> <li>❖ ଅନ୍ୟର ସୁଖଦୁଃଖ ପ୍ରତି କିପରି ସମ୍ବେଦନଶୀଳ ହେବେ, ତାହା ଶିକ୍ଷାଲାଭ କରିବେ ।</li> <li>❖ ପୂର୍ବକାଳରେ ଥିବା ଗୁରୁକୁଳ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ସମ୍ପର୍କରେ ଜାଣିବେ ।</li> <li>❖ ଗୁରୁଦକ୍ଷିଣା ପ୍ରଥା ସମ୍ପର୍କରେ ଜ୍ଞାନ ଆହରଣ କରିବେ ।</li> <li>❖ ବିଭିନ୍ନ ପ୍ରକାର ସାମଗ୍ରୀ (ଖବର କାଗଜ, ଶିଶୁ ସାହିତ୍ୟ, ପୋଷ୍ଟର ଆଦି)ରେ ଥିବା ସମ୍ବେଦନଶୀଳ ବିଷୟବସ୍ତୁକୁ ମୌଖିକ ବା ଲିଖିତ ଭାବରେ ଅଭିବ୍ୟକ୍ତ କରିବେ ।</li> <li>❖ ପରିବେଶ ପ୍ରଦୂଷଣ ରୋକିବାରେ ଗଛପତ୍ରର ଭୂମିକା ବିଷୟରେ ବକ୍ତୃତା ପ୍ରଦାନ କରିବେ ।</li> <li>❖ ଏକପଦରେ ପ୍ରକାଶ, ଅନୁଚ୍ଛେଦ ପଠନ ପୂର୍ବକ ପ୍ରଶ୍ନ ପ୍ରସ୍ତୁତି, ବାକ୍ୟଗଠନ ଓ ସରଳାର୍ଥ ଲିଖନ କୌଶଳ ଶିକ୍ଷା କରିବେ ।</li> <li>❖ <b>SDG NO- 17 PARTNERSHIPS FOR THE GOALS</b></li> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ ପଠନ, ବିଷୟ, ବାଖ୍ୟା, ଆଲୋଚନା ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଶୁଖିଲା ପତ୍ରକୁ ବ୍ୟବହାର କରି କେତୋଟି ଜିନିଷ ପ୍ରସ୍ତୁତ କରିବେ ।</li> <li>❖ ଅଦରକାରୀ ମନେ ହେଉଥିବା ଜିନିଷରୁ ନୂତନ ଜିନିଷର ପ୍ରସ୍ତୁତି ।</li> </ul>
୪	ପାଠ-୪ ନୁଆଖାଇ	<ul style="list-style-type: none"> <li>❖ ପର୍ବପର୍ବାଣି ପାଳନ କରିବା ଦ୍ଵାରା ପରସ୍ପର ମଧ୍ୟରେ ମଧୁର ସମ୍ପର୍କ ସୃଷ୍ଟି ହୋଇ ଜାତୀୟ</li> <li>❖ ସଂହିତ ଦୃଢ଼ କରିବାରେ କିପରି ସହାୟକ ହୋଇଥାଏ, ବିଦ୍ୟାର୍ଥୀମାନେ ସେହି ବିଷୟରେ ଅବଗତ ହେବେ ।</li> <li>❖ କ୍ରିୟା, ଅବ୍ୟୟ, ସର୍ବନାମ ପଦ, ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ, ବଚନ ଓ ଶବ୍ଦର ଶୁଦ୍ଧ ବନାନ ଚୟନ ସମ୍ବନ୍ଧୀୟ ଜ୍ଞାନ ଲାଭ କରିବେ ।</li> <li>❖ ଓଡ଼ିଶାରେ ପାଳିତ ହେଉଥିବା ବିଭିନ୍ନ ପର୍ବପର୍ବାଣିର ପାଳନ ବିଧି, ତିଥି ଓ ତାର</li> <li>❖ ବିଶେଷତ୍ଵ ସମ୍ପର୍କରେ ଜାଣିବେ ।</li> <li>❖ <b>SDG NO- 15 LIFE ON LAND</b></li> <li>❖ <b>SDG NO- 17 PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ ପଠନ ସହ ଅର୍ଥ ବାଖ୍ୟା ଓ ଦଳଗତ ଆଲୋଚନା ।</li> <li>❖ ଚିତ୍ର ବର୍ଣ୍ଣନା</li> </ul>	<ul style="list-style-type: none"> <li>❖ ନିଜର ପ୍ରିୟ ପର୍ବକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ଦର୍ଶାଇବା ସହିତ ଅନୁଚ୍ଛେଦ ଲିଖନ</li> </ul>
୫	ପାଠ-୫ ଫୁଲ	<ul style="list-style-type: none"> <li>❖ ସ୍ରଷ୍ଟାଙ୍କ ପ୍ରତିଷ୍ଠି ଯୁକ୍ତ ସୃଷ୍ଟି ଯେ କେତେ ମହତ୍ଵପୂର୍ଣ୍ଣ ତାହା ହୃଦୟଙ୍ଗମ କରିବେ ।</li> <li>❖ ଫୁଲ ପରି ସମସ୍ତଙ୍କର ପ୍ରିୟ ହେବାକୁ ଚେଷ୍ଟା କରିବେ ।</li> <li>❖ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ ହୃଦୟରେ ପ୍ରକୃତି ପ୍ରେମ ଓ ସୌନ୍ଦର୍ଯ୍ୟବୋଧ</li> </ul>	<ul style="list-style-type: none"> <li>❖ କବିତା ଆବୃତ୍ତି, ଭାବାର୍ଥ ଆଲୋଚନା ।</li> <li>❖ ବିଭିନ୍ନ ଫୁଲର ବ୍ୟବହାର ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଫୁଲର ବିବିଧ ବ୍ୟବହାରକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ଦର୍ଶାଇବେ ।</li> <li>❖ କବିତା ଆବୃତ୍ତି କରିବା</li> </ul>

		<p>ଉଦ୍ଦେଶ୍ୟ ହୋଇପାରିବ ।</p> <ul style="list-style-type: none"> <li>❖ ଶବ୍ଦ ଭଣ୍ଡାର ଓ ଭାଷା ଜ୍ଞାନର ଅଭିବୃଦ୍ଧି ପାଇଁ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ତଥା ପଦ୍ୟରୂପ ଗଦ୍ୟରୂପ, ପ୍ରତିଶବ୍ଦ, ଯୁକ୍ତ ଶବ୍ଦର ସାଫଳ୍ୟ ପ୍ରୟୋଗ ବିଧି ଜାଣିବେ ।</li> </ul> <p><b>SDG NO- 04 QUALITY EDUCATION</b></p>		<p>ସହିତ ଫୁଲକୁ ଆଧାର କରି ନିଜ ମନରୁ କବିତାଟିଏ ଲେଖିବେ ।</p>
୬	ପାଠ-୬ ମାନିଆରୁ ମାତାମ୍ କୁ୍ୟରୀ	<ul style="list-style-type: none"> <li>❖ ମାନିଆଙ୍କର ପାଠ ପଢ଼ା ନିମନ୍ତେ ବିଶେଷ ଆଗ୍ରହ ତଥା ଲକ୍ଷ୍ୟ ପଥରେ ପହଞ୍ଚିବାର ଦୃଢ଼ ଲକ୍ଷ୍ୟଶକ୍ତି ନିକଟରେ ପାରିପାର୍ଶ୍ୱିକ ବାଧାବିଘ୍ନ ଏବଂ ଦାରିଦ୍ର୍ୟ କିପରି ହାର ମାନିଯାଇଥିଲା ତା'ର ଯଥାର୍ଥତାକୁ ହୃଦୟଙ୍ଗମ କରିବେ ।</li> <li>❖ ମାନିଆଙ୍କ ଜୀବନୀରୁ ସହନଶୀଳତା, ନିଃସ୍ୱାର୍ଥପର ଏପରିକି ଉତ୍ସର୍ଗୀକୃତ ଭାବକୁ ଉପଲକ୍ଷି କରିବେ ।</li> <li>❖ ନୋବେଲ୍ ପୁରସ୍କାର ପ୍ରାପ୍ତ ବ୍ୟକ୍ତିଙ୍କ ସମ୍ପର୍କରେ ଜ୍ଞାନଲାଭ କରିପାରିବେ ।</li> <li>❖ ସମାଜ ସେବା, ସଙ୍ଗୀତ, ନୃତ୍ୟ, କ୍ରୀଡ଼ା, ବିଜ୍ଞାନ, ମହାକାଶ ଯାତ୍ରା ଇତ୍ୟାଦି କ୍ଷେତ୍ରରେ କୃତ୍ରିମ ଅର୍ଜନ କରିଥିବା ମହାତ୍ମାମାନଙ୍କ ସମ୍ପର୍କରେ ତଥ୍ୟ ସଂଗ୍ରହ କରିବେ ।</li> <li>❖ ମହାପୁରୁଷମାନଙ୍କ ଜୀବନୀ ପାଠ କରି ପ୍ରେରଣା ଲାଭ କରିବେ ।</li> <li>❖ ବିଭିନ୍ନ ଉଦ୍ଦେଶ୍ୟ ପାଇଁ ଲେଖୁଥିବା ନିଜ ଲେଖାରେ ବିରାମଚିହ୍ନ ଯେପରି ପୂର୍ଣ୍ଣଚ୍ଛେଦ, କମା, ପ୍ରଶ୍ନବାଚକ ଚିହ୍ନ, ଉଚ୍ଚତ ଚିହ୍ନକୁ ଠିକ୍ ଭାବରେ ବ୍ୟବହାର କରିବେ ।</li> <li>❖ ଶବ୍ଦର ରୂପ ପରିବର୍ତ୍ତନ, ଯଥାର୍ଥ ବାକ୍ୟଗଠନ ସହିତ ସରଳାର୍ଥ ଲିଖନରେ ଆଗ୍ରହ ପ୍ରକାଶ କରିବେ ।</li> </ul> <p><b>SDG NO- 04 QUALITY EDUCATION</b></p>	<ul style="list-style-type: none"> <li>❖ ବିଷୟପଠକ, ବାଖ୍ୟା, ଆଲୋଚନା।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ନୋବେଲ ପୁରସ୍କାର-ପ୍ରାପ୍ତ ଭାରତୀୟଙ୍କ ଚିତ୍ର ସହ ତଥ୍ୟ ସଂଗ୍ରହ</li> </ul>
୭	ପାଠ-୭ ଜାପାନ ଅନୁଭୂତି	<ul style="list-style-type: none"> <li>❖ ମାନଚିତ୍ରରେ ବିଭିନ୍ନ ମହାଦେଶ ଓ ଦେଶର ଅବସ୍ଥିତି ନିରୂପଣ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> <li>❖ ଜାପାନୀମାନଙ୍କ ଶୃଙ୍ଖଳିତ ଜୀବନଶୈଳୀ, ପରିଷ୍କାର ପରିଚ୍ଛନ୍ନତା, ସମୟାନୁବର୍ତ୍ତତା ଭଳି ଗୁଣଗୁଡ଼ିକୁ ଶିଖି ନିଜ ଜୀବନରେ ପ୍ରୟୋଗ କରିବେ ।</li> <li>❖ ସାମାଜିକ ଦାୟିତ୍ୱ ଓ ମୂଲ୍ୟବୋଧକୁ ହୃଦୟଙ୍ଗମ କରିବେ ।</li> <li>❖ ଭ୍ରମଣ କାହାଣୀ ପଠନ ସହିତ ଭ୍ରମଣ ଅନୁଭୂତି ଲିଖନରେ ମନ ବଳାଇବେ ।</li> <li>❖ ବଚନ, କ୍ରିୟା, ଅବ୍ୟୟ ପଦ, ସର୍ବନାମ, ବିଶେଷ୍ୟ ବିଶେଷଣର ଯଥାର୍ଥ ବ୍ୟବହାର କରି ଶିଖିବେ ।</li> </ul> <p><b>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></p> <p><b>SDG NO- 07 AFFORDABLE AND CLEAN ENERGY</b></p> <p><b>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</b></p>	<ul style="list-style-type: none"> <li>❖ ଭ୍ରମଣ ଅନୁଭୂତି ସହ ବିଷୟ ଉପସ୍ଥାପନ ଓ ଦଳଗତ ଆଲୋଚନା।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଭ୍ରମଣ କାହାଣୀ ସଂଗ୍ରହ କରି ପଢ଼ିବେ</li> <li>❖ କୌଣସି ଭ୍ରମଣ ସ୍ଥାନ ବିଷୟରେ ଅନୁଭୂତି ଲେଖିବେ</li> </ul>
୮	ପାଠ-୮ ଦୁଃଖୀଧନ ନୀଳମଣିରେ	<ul style="list-style-type: none"> <li>❖ ଜନନୀର ସନ୍ତାନ ପ୍ରତି ବାସ୍ତବ୍ୟ ମମତା ଭାବକୁ ହୃଦୟଙ୍ଗମ କରିବେ ।</li> <li>❖ ଭଗବାନ ଶ୍ରୀକୃଷ୍ଣଙ୍କ ବାଲ୍ୟଲୀଳା ବିଷୟରେ ଜାଣିବେ ।</li> <li>❖ ଓଡ଼ିଶାର ବିଶ୍ୱ ପ୍ରସିଦ୍ଧ ଲୋକ ନାଟକ ଧନୁଯାତ୍ରା ସମ୍ପର୍କରେ ତଥ୍ୟ ସଂଗ୍ରହ କରିବେ ।</li> <li>❖ ପଦ, ପାଦ, ସମୋଚ୍ଚାରିତ ଭିନ୍ନାର୍ଥବୋଧକ ଶବ୍ଦ ଆଦି</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଶ୍ରୀକୃଷ୍ଣ ଆଧାରିତ ପଦ୍ୟ ଆବୃତ୍ତି, କବିତା ଭାବାର୍ଥ, ବାଖ୍ୟା ଓ ଆଲୋଚନା।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଶ୍ରୀକୃଷ୍ଣ ଆଧାରିତ କବିତା ସଂଗ୍ରହ ଓ ଲିଖନ</li> </ul>

		<ul style="list-style-type: none"> <li>❖ ବ୍ୟାକରଣ ଗତ ଜ୍ଞାନଲାଭ କରିବେ ।</li> <li>❖ ଶ୍ରୀକୃଷ୍ଣଙ୍କ ଚିତ୍ରାଙ୍କନ କରିବେ ।</li> <li>❖ ଭାବାନୁସାରୀ କବିତା ଆବୃତ୍ତିରେ ସମର୍ଥ ହେବେ ।</li> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>		
୯	ପାଠ-୯ ଯେ ଥାଏ ପର ଉପକାରେ	<ul style="list-style-type: none"> <li>❖ 'ଜୀବେଦୟା ପରମ ଧର୍ମ', ଅହିଂସା ଆଚରଣ ଓ ସହାନୁଭୂତିଶୀଳ ଭାବର ମର୍ମ ଉପଲକ୍ଷି କରି ନିଜ ଜୀବନରେ ତାହାକୁ ପ୍ରତିଫଳିତ କରାଇବେ ।</li> <li>❖ ପରୋପକାର, ସେବା, ସ୍ୱାର୍ଥହୀନତା ଆଦି ଗୁଣ ମନୁଷ୍ୟର ଧ୍ୟୟ ହେବା ଉଚିତ ବୋଲି ଜାଣିବେ ।</li> <li>❖ ଅବ୍ୟୟ, କ୍ରିୟାପଦ, କାଳ ଓ ବିରାମ ଚିହ୍ନ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ ଓ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିବେ ।</li> <li>❖ ପ୍ରଦତ୍ତ ଶବ୍ଦ ସହିତ ନୂତନ ଶବ୍ଦ ସଂଯୋଗ କରି ବାକ୍ୟରେ ବ୍ୟବହାର କରିବେ ।</li> <li>❖ ବିଭିନ୍ନ ଲୋକ ଗନ୍ତ ସଂଗ୍ରହ କରି ଶ୍ରେଣୀଗୃହରେ ଉପସ୍ଥାପନ କରିବେ ।</li> <li>❖ ଜୀବେ ଦୟା, ଅରଣ୍ୟ ସୁରକ୍ଷା, ସେବା ଓ କର୍ତ୍ତବ୍ୟପରାୟଣତା ବିଷୟରେ ସ୍ନୋଗାନ, ଚିତ୍ରାଙ୍କନ ଆଦି ସୃଜନାତ୍ମକ କାର୍ଯ୍ୟ କରିପାରିବେ ।</li> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ ଲୋକଗନ୍ତ କଥନ</li> <li>❖ ଗଦ୍ୟ ପଠନ</li> <li>❖ ବାଖ୍ୟା ଓ ଦଳଗତ ଆଲୋଚନା।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଜୀବେ ଦୟା ପରମ ଧର୍ମ – ପୋଷ୍ଟର</li> </ul>
୧୦	ପାଠ-୧୦ ବିଶ୍ୱସ୍ତ ସାଥୀ ଯନ୍ତ୍ରମାନବ	<ul style="list-style-type: none"> <li>❖ ଯାନ୍ତ୍ରିକ ଉପକରଣ ଗୁଡ଼ିକ କିପରି ଆମକୁ ସାହାଯ୍ୟ କରୁଛି ସେ ବିଷୟରେ ଧାରଣା ପାଇବେ ।</li> <li>❖ ବିଦ୍ୟାର୍ଥୀଙ୍କର କଳ୍ପନା ଓ ବୋଧଶକ୍ତିର ବିକାଶ ସାଧିତ ହେବ ।</li> <li>❖ ରୋବୋଟର କାର୍ଯ୍ୟ ଦକ୍ଷତାକୁ ବିଶ୍ଳେଷଣ କରିପାରିବେ ।</li> <li>❖ ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଜ୍ଞାନ ମନସ୍କ ହେବା ସହିତ ନିଜର ମତକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହୋଇପାରିବେ ।</li> <li>❖ ବିଭିନ୍ନ ବୈଜ୍ଞାନିକ ଆବିଷ୍କାର, ଉଦାହରଣ କିପରି ମାନବ ସମାଜର ହିତ ସାଧନ କରୁଛି, ସେ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ ।</li> <li>❖ କଳ୍ପନା ଓ ବୋଧଶକ୍ତିର ବିକାଶ ସାଧିତ ହେବ ।</li> <li>❖ ରୋବୋଟର କାର୍ଯ୍ୟ ଦକ୍ଷତାକୁ ବିଶ୍ଳେଷଣ କରିପାରିବେ ।</li> <li>❖ ବିଜ୍ଞାନ ମନସ୍କ ହେବା ସହିତ ନିଜର ମତକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହୋଇପାରିବେ ।</li> <li>❖ ଏକ ପଦରେ ପ୍ରକାଶ, ରୂପ ପରିବର୍ତ୍ତନ, ଶବ୍ଦରେ 'ବାନ୍' ଓ 'କର' ଯୋଗ କରି ବାକ୍ୟ ଗଠନ କରି ଶିଖିବେ ।</li> <li>❖ ରୋବୋଟର ଉପକାରଣ ସମ୍ପର୍କରେ ବର୍ଣ୍ଣନା କରି ପତ୍ରଟିଏ ଲେଖିବେ ।</li> <li>❖ <b>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></li> <li>❖ <b>SDG NO- 08 DECENT WORK AND ECONOMIC</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ ଉଚ୍ଚପଠନ, ବିଷୟ ବାଖ୍ୟା ଓ ଆଲୋଚନା।</li> <li>❖ ଦୃଶ୍ୟ ଶ୍ରାବ୍ୟ ମାଧ୍ୟମରେ ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ରୋବୋଟର ଚିତ୍ରାଙ୍କନ, ମଡେଲ ପ୍ରସ୍ତୁତି କରିବେ ।</li> </ul>

		<b>GROWTH</b>		
୧୧	ପାଠ-୧୧ ନିର୍ଦ୍ଦେଶ ଆପେ ମଧ୍ୟ	<ul style="list-style-type: none"> <li>❖ ଗୋପବନ୍ଧୁଙ୍କ ତ୍ୟାଗ, ସେବା ଓ ନିଃସ୍ୱାର୍ଥପରର ମହତ୍ତ୍ୱ ବୁଝିବେ ।</li> <li>❖ ସତ୍ୟବାଦୀ ଯୁଗର ପଞ୍ଚସଖାଙ୍କ ବିଷୟରେ ଅବଗତ ହେବେ ।</li> <li>❖ ରସବୋଧ ଆବୃତ୍ତି, ଧାରଣାର ବୋଧଗମ୍ୟତା ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ସମର୍ଥ ହେବେ ।</li> <li>❖ 'ମାନବ ସେବା ହିଁ ମାଧବ ସେବା' - ଉଚ୍ଚଚିର ତାତ୍ପର୍ଯ୍ୟ ବୁଝି ନିଜ ଜୀବନରେ ପ୍ରୟୋଗ କରିବେ ।</li> <li>❖ ଗୋପବନ୍ଧୁଙ୍କର ଚିନ୍ତା ଆଙ୍କିବେ ।</li> <li>❖ ଅଭିନୟ ମାଧ୍ୟମରେ କବିତାର ଉପସ୍ଥାପନା କରିବେ ।</li> <li>❖ <b>SDG NO- 01 NO POVERTY</b></li> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ ଭାବାର୍ଥ ସହ ଅଭିନୟ ଓ ଆବୃତ୍ତି ମାଧ୍ୟମରେ ଉପସ୍ଥାପନା ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଗୋପବନ୍ଧୁଙ୍କ ବିଷୟରେ ତଥ୍ୟ ସଂଗ୍ରହ କରି ଚିତ୍ର ସହ ଅନୁଛେଦଟିଏ ଲେଖ</li> </ul>
୧୨	ପାଠ-୧୨ କାଳଭୈରୀଆ କାହାଣୀ	<ul style="list-style-type: none"> <li>❖ 'ପରିବେଶ ଓ ପ୍ରାଣୀ ପରମ୍ପରା ପରିପୁରକ' - ଏହି କଥା ବୁଝି ବୃକ୍ଷ ସୃଷ୍ଟି କରିବାରେ ପକ୍ଷୀର ଭୂମିକା ସମ୍ପର୍କରେ ଜାଣିବେ ।</li> <li>❖ ଅନ୍ୟର ସୁଖଦୁଃଖ, ହସକାନ୍ଦ ଓ କ୍ରୋଧ ଭଳି ଆବେଗକୁ ମନୁଷ୍ୟ କିପରି ପରିପ୍ରକାଶ କରେ, ତାହା ଶିକ୍ଷା କରିବେ ।</li> <li>❖ ମଣିଷ କିପରି ନିଜର କ୍ଷୁଧା ମେଣ୍ଟାଇବା ପାଇଁ ରକ୍ଷକ ପରିବର୍ତ୍ତେ ଭକ୍ଷକ ସାଜି ନିଜର ତଥା ପରିବେଶର କ୍ଷତି ସାଧନ କରୁଛି, ତାହା ବୁଝିବେ ।</li> <li>❖ ବିଭିନ୍ନ ଉଦ୍ଦେଶ୍ୟ ପାଇଁ ଲେଖୁଥିବା ନିଜ ଲେଖାରେ ବିରାମଚିହ୍ନ ଯେପରି ପୂର୍ଣ୍ଣଛେଦ, କମା, ପ୍ରଶ୍ନବାଚକ ଚିହ୍ନ, ଉଚ୍ଚତ ଚିହ୍ନକୁ ଠିକ୍ ଭାବରେ ବ୍ୟବହାର କରିବେ ।</li> <li>❖ ଜୀବେଦୟା ଓ ଅରଣ୍ୟ ସୁରକ୍ଷା ବିଷୟରେ ଗନ୍ଧ ଲିଖନରେ ସମର୍ଥ ହେବେ ।</li> <li>❖ <b>SDG NO- 15 LIFE ON LAND</b></li> <li>❖ <b>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ ଅଭିନୟ ସହ ଉପସ୍ଥାପନା ।</li> <li>❖ ପଠନ, ବାଖ୍ୟା ଓ ଦଳଗତ ଆଲୋଚନା ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଗୋଟିଏ ଉପକାରୀ ପକ୍ଷୀ ବିଷୟରେ ଚିତ୍ର ସହ ଅନୁଛେଦ ଲେଖ</li> </ul>
୧୩	ପାଠ-୧୩ ଉତ୍କଳପୁତ୍ର ପ୍ୟାରୀମୋହନ	<ul style="list-style-type: none"> <li>❖ ଉତ୍କଳପୁତ୍ର ପ୍ୟାରୀମୋହନଙ୍କ ଆଦର୍ଶ ଜୀବନ ଶୈଳୀ ସହିତ ପରିଚିତ ହେବା ସହିତ ଓଡ଼ିଆ ଭାଷା, ସାହିତ୍ୟ ଓ ସମ୍ବାଦପତ୍ର କ୍ଷେତ୍ରରେ ପ୍ୟାରୀମୋହନଙ୍କ ଅବଦାନ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ ।</li> <li>❖ ତତ୍କାଳୀନ ସମାଜର ଶିକ୍ଷା ତଥା ସାମାଜିକ ବ୍ୟବସ୍ଥା ବିଷୟରେ ଧାରଣା ପାଇବେ ।</li> <li>❖ ଉତ୍କଳର ଅନ୍ୟ ବରପୁତ୍ରମାନଙ୍କ ସମ୍ପର୍କରେ ଜ୍ଞାନଲାଭ କରିବେ ।</li> <li>❖ ତ୍ୟାଗ, ଦୃଢ଼ ମନୋଭାବ, ନିର୍ଭୀକତା ଆଦି ଆଦର୍ଶ ମାନବୀୟ ମୂଲ୍ୟବୋଧ ବିଷୟରେ ଶିକ୍ଷାଲାଭ କରିବେ ।</li> <li>❖ ଏକ ପଦରେ ପ୍ରକାଶ, ଦିଆଯାଇଥିବା ଶବ୍ଦଗୁଡ଼ିକର ପ୍ରୟୋଗରେ ଅନୁଛେଦ ଲିଖନ ।</li> <li>❖ ଉତ୍କଳର ବରପୁତ୍ରମାନଙ୍କ ଛବି ସହିତ ତଥ୍ୟ ସଂଗ୍ରହ କରିବେ</li> </ul>	<ul style="list-style-type: none"> <li>❖ ବିଷୟପଠନ ବାଖ୍ୟା, ଆଲୋଚନା ।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଉତ୍କଳର ବରପୁତ୍ରମାନଙ୍କର ତଥ୍ୟ ଓ ଛବି ସଂଗ୍ରହ</li> </ul>

		<p> </p> <ul style="list-style-type: none"> <li>❖ ଓଡ଼ିଆ ଖବର କାଗଜ ପଠନରେ ମନୋନିବେଶ କରିବେ ।</li> <li>❖ ବିଭିନ୍ନ ପ୍ରକାର ସାମଗ୍ରୀ ଖବର କାଗଜ), ଶିଶୁ ସାହିତ୍ୟ, ପୋଷ୍ଟର ଆଦିରେ ଥିବା ସମ୍ବେଦନ(ଶୀଳ ବିଷୟବସ୍ତୁକୁ ମୌଖିକ/ଲିଖିତ ଭାବରେ ଅଭିବ୍ୟକ୍ତି କରିବେ</li> </ul> <p> </p> <ul style="list-style-type: none"> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> <li>❖ <b>SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b></li> </ul>		
୧୪	ପାଠ-୧୪ ଦଳପତି ପଦ ତୁମକୁ ସାଜେ	<ul style="list-style-type: none"> <li>❖ ଏକତା, ବନ୍ଧୁତା, ଦଳପତିପଣିଆ ତଥା ରାଜଧର୍ମ ଭଳି ଗୁଣାବଳୀର ମହତ୍ତ୍ୱକୁ ଉପଲକ୍ଷି କରିବେ ।</li> <li>❖ ଅନେକ ସମୟରେ କଷ୍ଟକର ମନେହେଉଥିବା କାମକୁ ନିଷ୍ଠାର ସହିତ ମିଳିମିଶି କରିବା ଦ୍ୱାରା ତାହା କିପରି ସହଜରେ ସମ୍ପାଦିତ ହୋଇପାରିବ, ସେଥିପ୍ରତି ଧ୍ୟାନ ଦେବେ</li> <li>❖ ବିପଦରେ ପଡ଼ିଥିବା ଲୋକଙ୍କୁ ନିଜ ସାଧ୍ୟ ମତେ ସାହାଯ୍ୟ କରିବାର ମାର୍ଗ ନିର୍ଣ୍ଣୟ କରିବାର କ୍ଷମତା ରଖିବେ ।</li> <li>❖ ସର୍ବନାମ, ଗଦ୍ୟରୂପ ପଦ୍ୟରୂପ, ଏକାର୍ଥବୋଧକ ଶବ୍ଦ, କ୍ରିୟାର କାଳ ନିର୍ଣ୍ଣୟ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> <li>❖ ପଞ୍ଚତନ୍ତ୍ର ଅନ୍ୟ କାହାଣୀ ପଢ଼ି ଶ୍ରେଣୀ ଗୃହରେ ଶୁଣାଇବେ</li> <li>❖ <b>SDG NO- 17 PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ କବିତା ଅଭିନୟ ମାଧ୍ୟମରେ ଆବୃତ୍ତି ଓ ଉପସ୍ଥାପନା।</li> <li>❖ ଗଳ୍ପକଥନ</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଏକତା ହିଁ ବଳ – ଏହି ବାର୍ତ୍ତା ଆଧାରିତ ଗପଟିଏ ଲେଖ</li> </ul>
୧୫	ପାଠ-୧୫ ଦେଶଭକ୍ତ ଲକ୍ଷ୍ମଣ ନାୟକ	<ul style="list-style-type: none"> <li>❖ ସ୍ୱାଧୀନତା ସଂଗ୍ରାମରେ ଅଂଶ ଗ୍ରହଣ କରି ଦେଶ ପାଇଁ ଆତ୍ମବଳି ଦେଇଥିବା ଲକ୍ଷ୍ମଣ ନାୟକଙ୍କ ସମେତ ଅନ୍ୟ ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କ ବିଷୟରେ ଅବଗତ ହେବେ ।</li> <li>❖ ଓଡ଼ିଶାର କୋଣ ଅନୁକୋଣରେ ସ୍ୱାଧୀନତା ସଂଗ୍ରାମ କିପରି ସଂଘଠିତ ହୋଇଥିଲା ସେ ସମ୍ପର୍କରେ ଜାଣିବେ ।</li> <li>❖ ସ୍ୱାଧୀନତାର ମହତ୍ତ୍ୱ ବୁଝି ଦେଶର ସେବା ପାଇଁ ଜୀବନ ଉତ୍ସର୍ଗ କରିବାକୁ ପ୍ରେରିତ ହେବେ ।</li> <li>❖ ବିଷୟଲକ୍ଷ ବ୍ୟାକରଣ ଜ୍ଞାନକୁ ନିତିଦିନିଆ ଜୀବନରେ ପ୍ରୟୋଗ କରିବେ ।</li> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> <li>❖ <b>SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ ତତ୍ କାଳୀନ ଇଂରେଜ ଶାସନ ସମୟର ଆଲୋଚନା ।</li> <li>❖ ବିଷୟ ପଠନ ଓ ବାଖ୍ୟା</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କ ଫଟୋଟିତ୍ର ସଂଗ୍ରହ କରିବା ସହିତ ସେମାନଙ୍କ ଜୀବନୀ ପାଠ କରିବେ ।</li> </ul>
୧୬	ପାଠ-୧୬ ଆମେ ଭାରତର ଶିଶୁ	<ul style="list-style-type: none"> <li>❖ ମାତୃଭୂମି ପ୍ରତି କର୍ତ୍ତବ୍ୟ ଓ ଦେଶପ୍ରେମ ଭାବ ଜାଗ୍ରତ ହେବ ।</li> <li>❖ ଭାରତର ନଦୀ, ସମୁଦ୍ର, ତୀର୍ଥସ୍ଥାନ, ପର୍ଯ୍ୟଟନ ସ୍ଥଳ, ବିଭିନ୍ନ ପର୍ବତମାଳା ପ୍ରାଚୀନ ଐତିହ୍ୟ ଓ କୀର୍ତ୍ତି ତଥା ପ୍ରାକୃତିକ ସୌନ୍ଦର୍ଯ୍ୟ ପ୍ରଭୃତି ସମ୍ପର୍କରେ ଧାରଣା ପାଇବା ସହିତ ଭୌଗୋଳିକ ଜ୍ଞାନର ବିକାଶ ହେବ ।</li> <li>❖ ଆମ ଭାରତବର୍ଷର ବିଜ୍ଞାନ ଓ ପ୍ରଯୁକ୍ତିବିଦ୍ୟା ବିଷୟରେ ଅବଗତ ହେବେ ।</li> <li>❖ ସ୍ତରରେ ଭାବାନୁସାରୀ କବିତା ଆବୃତ୍ତିରେ ସମର୍ଥ ହେବେ ।</li> <li>❖ ନିଜ ମନରୁ ଦେଶାତ୍ମବୋଧକ କବିତାଟିଏ ଲେଖିବାରେ ଆଗ୍ରହୀ ହେବେ ।</li> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>❖ କବିତା ଆବୃତ୍ତି ସହ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନା।</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଦେଶାତ୍ମକ ବୋଧ ଗୀତ ଶୁଣିବେ ଓ ଲେଖିବେ</li> </ul>

		❖ <b>SDG NO- 03 GOOD HEALTH AND WELLBEING</b>		
୧୭	ପାଠ-୧୭ ଦୀପଶିଖା	<ul style="list-style-type: none"> <li>❖ ଶିଶୁ ଶ୍ରମିକ ଆଇନ ବିଷୟରେ ଜାଣିବା ସହିତ ଏହାର କାର୍ଯ୍ୟକାରୀତା ଦିଗରେ ଯତ୍ନବାନ୍ ହେବେ ।</li> <li>❖ 'ଶିକ୍ଷା ଶିଶୁର ମୌଳିକ ଅଧିକାର' ଏହି କଥାକୁ ହୃଦୟଙ୍ଗମ କରିବେ ।</li> <li>❖ ଶିଶୁ ଶ୍ରମିକ ପ୍ରଥାର ଉଚ୍ଛେଦ ଓ ସେମାନଙ୍କ ଥଇଥାନ ବିଷୟରେ ଚିନ୍ତା କରିବେ ।</li> <li>❖ କ୍ରିୟା, କର୍ତ୍ତା, ପୁରୁଷ ଓ ରୁଦ୍ଧି ସମ୍ପର୍କରେ ଧାରଣା ପାଇବେ ।</li> <li>❖ ସଂଳାପ ଲିଖନ, ପରିବେଷଣ ଓ ଅଭିନୟ କରିବାରେ ଆଗ୍ରହ ପ୍ରକାଶ କରିବେ</li> <li>❖ ଚାଇଲ୍ଡ ହେଲ୍ଡ ଲାଇନ୍ ନମ୍ବର – 1098 ବିଷୟରେ ଜାଣିବେ</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନା।</li> <li>❖ ସଂଳାପ ଉପସ୍ଥାପନ</li> </ul>	<ul style="list-style-type: none"> <li>❖ ଶିଶୁ ଅଧିକାର ସମ୍ପର୍କରେ ତଥ୍ୟ ସଂଗ୍ରହ</li> </ul>
		<ul style="list-style-type: none"> <li>❖ <b>SDG NO- 04 QUALITY EDUCATION</b></li> <li>❖ <b>SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b></li> </ul>		



**CLASS – V SUBJECT: ODIA (LOWER)**

**PRESCRIBED BOOKS:**

ପାଠ୍ୟ ପୁସ୍ତକ - ହସଖୁସି (ଦ୍ୱିତୀୟ ଶ୍ରେଣୀ)

ପ୍ରକାଶକ – ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

**SYLLABUS**

HALF YEARLY				ANNUAL				
	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	ଅନୁଚ୍ଛେଦ	5
GRAMMAR	ଅକ୍ଷରରେ ଲେଖ, ସଜାଡ଼ି ଲେଖ	5	ଠିକ ଉତ୍ତର ବାଛି ଲେଖ, ସଂଖ୍ୟାରେ ଲେଖ, ସଜାଡ଼ି ଲେଖ(ଶିଦ୍ଧ), ଦିଆଯାଇଥିବା ଯୁକ୍ତାକ୍ଷରଗୁଡ଼ିକୁ ଲଗାଇ ଶିଦ୍ଧ ଲେଖ , ଯୋଗ କର	15	ସଂଖ୍ୟାରେ ଲେଖ, ସଜାଡ଼ି ଲେଖ	5	ଠିକ ଉତ୍ତର ବାଛି ଲେଖ, ସଂଖ୍ୟାରେ ଲେଖ, ସଜାଡ଼ି ଲେଖ(ଶିଦ୍ଧ), ଦିଆଯାଇଥିବା ଯୁକ୍ତାକ୍ଷରଗୁଡ଼ିକୁ ଲଗାଇ ଶିଦ୍ଧ ଲେଖ , ଯୋଗ କର	15
LITERATURE	ପାଠ 2 ଓ 3	6	ପାଠ 2 ରୁ 8,10	25	ପାଠ 11 ରୁ 13	6	ପାଠ 11 ରୁ 14, 16 ରୁ 18	25
ସର୍ବମୋଟ		20		50		20		50

**INTERNAL ASSESSMENT- 30 MARKS**

TERM-1	TERM-2																								
<p><b>Listening (5 marks)</b></p> <p><b>Based on listening to recorded material/audio for gist</b></p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	<b>Total</b>	<b>5</b>	<p><b>Listening (5 marks)</b></p> <p><b>Based on listening to recorded material/audio for gist</b></p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	<b>Total</b>	<b>5</b>
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3. Understanding	1																								
4. Accuracy	1																								
<b>Total</b>	<b>5</b>																								
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<p><b>Writing Skill (5 Marks)</b></p> <p><b>Story Writing /Describing an object/place/person/event/grammar worksheet</b></p>	<p><b>Writing Skill (5 Marks)</b></p> <p><b>Paragraph Writing / grammar worksheet/Sentence formation</b></p>																								

<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Relevance of content	1	1. Relevance of content	1
2. Creativity/ Originality	1	2. Creativity/ Originality	1
3. Fluency	1	3. Fluency	1
4. Vocabulary	1	4. Vocabulary	1
5. Accuracy	1	5. Accuracy	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Portfolio (5 Marks)</b>		<b>Portfolio (5 Marks)</b>	
<b>Notebook Presentation and Correction work</b>		<b>Notebook Presentation and Correction work</b>	
<b>Subject enrichment activities: role play/ poster designing/ collage making</b>		<b>Subject enrichment activities: role play/ poster designing/ collage making</b>	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Regularity	1	1. Regularity	1
2. Task Completion	1	2. Task Completion	1
3. Follow up Action	1	3. Follow up Action	1
4. Maintenance of Index	1	4. Maintenance of Index	1
5. Notebook maintenance	1	5. Notebook maintenance	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Project (5 Marks)</b>		<b>Project (5 Marks)</b>	
<b>Project</b>		<b>Trans-Disciplinary Project</b>	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Originality / Creativity	1	1. Originality / Creativity	1
2. Presentation	2	2. Presentation	2
3. Accuracy	1	3. Accuracy	1
4. Integration of Art	1	4. Integration of Art	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>Good Reader Bonus Scheme</b>		<b>Good Reader Bonus Scheme</b>	
<b>Suggested books for Reading</b>		<b>Suggested books for Reading</b>	
<b>Std - V L. Odia</b>		<b>Std - V L. Odia</b>	
<b>NOTE:</b> PERIODIC TEST - 1 can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books.		<b>NOTE:</b> PERIODIC TEST – 2 can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books.	



## LEARNING OUTCOMES & PEDAGOGICAL PROCESS

କ୍ରମିକ ସଂଖ୍ୟା	ପାଠର ନାମ	ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ	ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା	କ୍ରିୟାକଳାପ
୧	ଚିତ୍ର ଦେଖି ନାମ କୁହ	<p>ବିଦ୍ୟାର୍ଥୀମାନେ</p> <ul style="list-style-type: none"> <li>ପିଲାମାନେ ଚିତ୍ର ଦେଖି ନିଜ ଅନୁଭୂତିରୁ ସକାଳର ଦୃଶ୍ୟ ବିଷୟରେ ବର୍ଣ୍ଣନା କରିବା ଶିଖିବେ।</li> <li>ଘର ଓ ବାହାର କାହିଁକି ପରିଷ୍କାର ରଖିବା ସେ ବିଷୟରେ ଜାଣିବେ।</li> <li>ଜଳ ଓ ସ୍ଥଳଭାଗରେ ବ୍ୟବହୃତ ଯାନବାହନ ବିଷୟରେ ଅବଗତ ହେବେ।</li> </ul>	<ul style="list-style-type: none"> <li>ଭାବନାର ପରିପ୍ରକାଶ।</li> <li>ଚିତ୍ର ବର୍ଣ୍ଣନା।</li> </ul>	<ul style="list-style-type: none"> <li>ଗାଁ ଦୃଶ୍ୟର ବର୍ଣ୍ଣନା</li> <li>ଯାନବାହନର ନାମ କଥନ</li> </ul>
୨	କହିଲ ଦେଖି	<ul style="list-style-type: none"> <li>ପିଲାମାନେ ପଶୁପକ୍ଷୀମାନଙ୍କର ବାସଗୃହ ବିଷୟରେ ଜାଣିବେ।</li> <li>ବିଭିନ୍ନ ପଶୁପକ୍ଷୀକୁ ଚିହ୍ନିବା ସହ ପଶୁପକ୍ଷୀଙ୍କ ସ୍ୱର ମଧ୍ୟ ଚିହ୍ନିବେ।</li> <li>ପିଲାମାନେ ନିଜ ମନରୁ ଧନା ଲେଖିବାକୁ ଉତ୍ସାହିତ ହେବେ।</li> </ul> <p><b>• SDG NO- 04 QUALITY EDUCATION</b> <b>• SDG NO- 15 LIFE ON LAND</b></p>	<ul style="list-style-type: none"> <li>ପଶୁପକ୍ଷୀଙ୍କର ସ୍ୱର ଚିହ୍ନଟା।</li> <li>ଧନା ସମାଧାନ</li> </ul>	<ul style="list-style-type: none"> <li>ମୁଖା ତିଆରି (ବିଭିନ୍ନ ପଶୁପକ୍ଷୀ)</li> <li>କବିତା ଆବୃତ୍ତି</li> </ul>
୩	ଚାଳ, ଘର କରିବା	<ul style="list-style-type: none"> <li>ଘର କିପରି ପଶୁପକ୍ଷୀମାନଙ୍କ ଲାଗି ମଧ୍ୟ ନିହାତି ଆବଶ୍ୟକ ସେ ବିଷୟରେ ଅବଗତ ହେବେ।</li> <li>ଗଛର ଉପାଦେୟତା ବିଷୟରେ ଜାଣିବେ।</li> <li>'ଲ' ଫଳା ଓ 'ଲ' ଫଳା ଲଗାଇ ଶବ୍ଦ ଗଠନ ଶିଖିବେ।</li> </ul> <p><b>• SDG NO- 15 LIFE ON LAND</b></p>	<ul style="list-style-type: none"> <li>ଅଭିନୟ</li> <li>'ଲ' ଫଳା ଓ 'ଲ' ଫଳାର ଚିହ୍ନଟା।</li> </ul>	<ul style="list-style-type: none"> <li>ନାଟ୍ୟ ରୂପାନ୍ତର</li> <li>ଘରର ଚିତ୍ର ଅଙ୍କନ</li> </ul>
୪	ହଲ୍ଲଓ ସମୁଦି	<ul style="list-style-type: none"> <li>ବାସି ଖାଦ୍ୟର ଅପକାରିତା ବିଷୟରେ ଜାଣିବେ।</li> <li>ମାଛି ବସା ଖାଦ୍ୟ ଖାଇଲେ କ'ଣ ଅସୁବିଧା ହୁଏ ସେ ବିଷୟରେ ଜାଣିବେ।</li> <li>ପରିଷ୍କାର ଓ ଅପରିଷ୍କାର ଖାଦ୍ୟର ପାର୍ଥକ୍ୟ ବିଷୟରେ ଅବଗତ ହେବେ।</li> <li>'ଝ' ଫଳା ଲଗାଇ ଶବ୍ଦ ଗଠନ ଶିଖିବେ।</li> </ul> <p><b>• SDG NO- 03 GOOD HEALTH AND WELLBEING</b></p>	<ul style="list-style-type: none"> <li>ଅଭିନୟ</li> <li>'ଝ' ଫଳାର ଚିହ୍ନଟା</li> <li>ଦଳଗତ ଆଲୋଚନା ।</li> </ul>	<ul style="list-style-type: none"> <li>ହିତକର ଓ ଅହିତକର ଖାଦ୍ୟର ଚିତ୍ର ଅଙ୍କନ</li> </ul>
୫	କ୍ରିକେଟ ଖେଳ	<ul style="list-style-type: none"> <li>ବିଭିନ୍ନ ଖେଳ ବିଷୟରେ ଧାରଣା ପାଇବେ, ଯଥା - କ୍ରିକେଟ , ଟେନିସ, ଟେସ ଓ ଲୁଡ଼ୋ।</li> <li>ଖେଳର ଉପକାରିତା ବିଷୟରେ ଜାଣିବେ।</li> <li>ପଶୁପକ୍ଷୀଙ୍କ ବାସସ୍ଥାନ ବିଷୟରେ ଜାଣିବେ।</li> <li>'ଯ' ଫଳା, (ରେଫ) ଓ 'ସ୍' ଯୁକ୍ତାକ୍ଷର ଶିଖିବେ।</li> </ul> <p><b>• SDG NO- 03 GOOD HEALTH AND WELLBEING</b> <b>• SDG NO- 14 LIFE BELOW WATER</b></p>	<ul style="list-style-type: none"> <li>'ଯ' ଫଳା, (ରେଫ) ଓ 'ସ୍' ଯୁକ୍ତାକ୍ଷର ଚିହ୍ନଟା</li> <li>ଗନ୍ଧ ପଠନ</li> <li>ଆଲୋଚନା</li> <li>ଚିତ୍ର ବର୍ଣ୍ଣନା</li> <li>ଶବ୍ଦ ଖେଳ</li> </ul>	<ul style="list-style-type: none"> <li>କ୍ରିକେଟଖେଳରେ ବ୍ୟବହୃତ ହେଉଥିବା ଜିନିଷର ଚିତ୍ର କରି ନାମ ଲିଖନ</li> <li>ଯୋଗ କର (ପଶୁପକ୍ଷୀଙ୍କ ନାମ ସହିତ ବାସସ୍ଥାନର ଚିତ୍ର ସଂଯୋଗ)</li> </ul>
୬	ହାତୀ ମାନିଲା ଏଣୁଅ କଥା	<ul style="list-style-type: none"> <li>ଅପରିଷ୍କାର ଜଳ ପିଇଲେ କି କି ରୋଗ ହୁଏ ସେ ବିଷୟରେ ଅବଗତ ହେବେ।</li> <li>ଜଳ କିପରି ଦୂଷିତ ହୁଏ ସେ ବିଷୟରେ ଜାଣିବେ।</li> </ul>	<ul style="list-style-type: none"> <li>'ଷ୍ଟ' ଓ 'ଷ୍ଟ' ଯୁକ୍ତାକ୍ଷର ଚିହ୍ନଟା ।</li> <li>ଅଜ୍ଞାତୀ ସହ କବିତା ଆବୃତ୍ତି।</li> <li>ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> </ul>	<ul style="list-style-type: none"> <li>ମୁଖା ପିନ୍ଧି କବିତା ଆବୃତ୍ତି</li> </ul>

		<ul style="list-style-type: none"> <li>• 'ଶ', 'ଶ' ମୁଦ୍ରାକ୍ଷର ଶିଖିବେ।</li> <li>• <b>SDG NO- 06 CLEAN WATER AND SANITATION</b></li> </ul>		
୭	ଆସ ବୁଲିଯିବା ଭଙ୍ଗାରିକା	<ul style="list-style-type: none"> <li>• ପିଲାମାନେ ଘର ତିଆରି ଖାଦ୍ୟର ଉପଯୋଗିତା ବିଷୟରେ ଜାଣିବେ।</li> <li>• 'ଜ', 'ଜ', 'ଜ' ମୁଦ୍ରାକ୍ଷର ଶିଖିବେ।</li> <li>• <b>SDG NO- 15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>• 'ଜ', 'ଜ' ଓ 'ଜ' ମୁଦ୍ରାକ୍ଷର ଚିହ୍ନଟ</li> <li>• ଶବ୍ଦ ଲିଖନ</li> <li>• ସୃଜନାତ୍ମକ ଲିଖନ</li> </ul>	<ul style="list-style-type: none"> <li>• ମୋ ପ୍ରିୟ ଦର୍ଶନୀୟ ସ୍ଥାନର ଚିତ୍ର ଲଗାଇ ନାମ ଲିଖନ</li> </ul>
୮	ସୁନ୍ଦର ଆମ ଘର	<ul style="list-style-type: none"> <li>• ପରିଷ୍କାର ଓ ଅପରିଷ୍କାର ଘର ବିଷୟରେ ଜାଣିବେ।</li> <li>• ଘର ତଥା ଘର ଚାରିପାଖ ସଫାସୁନ୍ଦର ରଖିବାର ଆବଶ୍ୟକତା ବୁଝିବେ।</li> <li>• 'ନ' ଓ 'ନ' ମୁଦ୍ରାକ୍ଷର ଶିଖିବେ।</li> <li>• <b>SDG NO- 15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>• 'ନ' ଓ 'ନ' ମୁଦ୍ରାକ୍ଷର ଚିହ୍ନଟ</li> <li>• କବିତା ଆବୃତ୍ତି</li> <li>• ତଥ୍ୟ ସଂଗ୍ରହ</li> </ul>	<ul style="list-style-type: none"> <li>• ସ୍ଵରରେ କବିତା ଆବୃତ୍ତି</li> <li>• ଫୁଲ ରଙ୍ଗୋଲି</li> </ul>
୯	ଗାଁ ବୁଲି	<ul style="list-style-type: none"> <li>• ବିଭିନ୍ନ ଧର୍ମ ଅନୁଷ୍ଠାନ ବିଷୟରେ ଧାରଣା ପାଇବେ।</li> <li>• ଆମ ଅଞ୍ଚଳର ଗୁରୁତ୍ଵପୂର୍ଣ୍ଣ ସ୍ଥାନ ଯଥା- ହାଟବଜାର, ପ୍ରାର୍ଥନାସ୍ଥଳୀ, ପୋଷ୍ଟ ଅଫିସ ଆଦି ବିଷୟରେ ଜାଣିବେ।</li> <li>• 'ସ', 'ଷ', 'ଷ', 'ଉ' ମୁଦ୍ରାକ୍ଷର ଶିଖିବେ।</li> <li>• <b>SDG NO- 15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>• 'ସ', 'ଷ', 'ଷ' ଓ 'ଉ' ମୁଦ୍ରାକ୍ଷର ଚିହ୍ନଟ</li> <li>• ବିଷୟ ସହିତ ସମ୍ପର୍କ</li> <li>• ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> <li>• ତଥ୍ୟ ସଂଗ୍ରହ</li> </ul>	<ul style="list-style-type: none"> <li>• ଡାକଚିକଟ ସଂଗ୍ରହ</li> <li>• ବିଭିନ୍ନ ଧର୍ମପୀଠର ଚିତ୍ର ଲଗାଇ ନାମ ଲିଖନ</li> </ul>
୧୦	ଏକତାର ବଳ	<ul style="list-style-type: none"> <li>• ଠିକ୍ ଭାବ ସହିତ କବିତା ଆବୃତ୍ତି କରିବା ଶିଖିବେ।</li> <li>• ଏକତାର ବଳ ଓ ଛୋଟ ଜୀବମାନଙ୍କର ଏକତାର ପରିଣାମ ବିଷୟରେ ଜାଣିବେ।</li> <li>• <b>SDG NO- 17 PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>• କବିତା ଆବୃତ୍ତି</li> <li>• ଗନ୍ଧ କଥନ</li> </ul>	<ul style="list-style-type: none"> <li>• ଗନ୍ଧ କଥନ</li> </ul>
୧୧	ଆମ ଗାଁ	<ul style="list-style-type: none"> <li>• ଗାଁ ଓ ପଡ଼ାର ବୃତ୍ତିଗୁଡ଼ିକୁ ଚିହ୍ନିବେ।</li> <li>• ଜୀବନଧାରଣ ଲାଗି ବିଭିନ୍ନ ବୃତ୍ତି/କାର୍ଯ୍ୟର ଆବଶ୍ୟକତା ବିଷୟରେ ଜାଣିବେ।</li> <li>• 'ସ', 'ଷ', 'ଷ', 'ଷ', 'ଷ' ମୁଦ୍ରାକ୍ଷର ଶିଖିବେ।</li> <li>• <b>SDG NO- 15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>• 'ସ', 'ଷ', 'ଷ', 'ଷ' ଓ 'ଷ' ମୁଦ୍ରାକ୍ଷର ଚିହ୍ନଟ</li> <li>• ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> <li>• ଅଭିନୟ</li> </ul>	<ul style="list-style-type: none"> <li>• ମୁଦ୍ରାକ୍ଷର ଶବ୍ଦ ଚକ୍ର</li> <li>• ମାଟିରେ ତିଆରି ତିନୋଟି ଜିନିଷର ଚିତ୍ର କରି ନାମ ଲିଖନ</li> </ul>
୧୨	ବେଙ୍ଗୁଲି କରୁଛି କେଁ କଟର	<ul style="list-style-type: none"> <li>• ପାଗ ଓ ପ୍ରକୃତି ସହିତ ରତୁର କିପରି ସମ୍ପର୍କ ଅଛି, ସେ ବିଷୟରେ ଜାଣିବେ।</li> <li>• ସୂର୍ଯ୍ୟୋଦୟ ଓ ସୂର୍ଯ୍ୟାସ୍ତ ସାହାଯ୍ୟରେ ଦିଗ ନିର୍ଣ୍ଣୟ ଶିଖିବେ।</li> <li>• 'ଦ', 'ଦ', 'ଷ', 'ଭ' ମୁଦ୍ରାକ୍ଷର ଶିଖିବେ।</li> <li>• <b>SDG NO- 13 CLIMATE ACTION</b></li> <li>• <b>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>• 'ଦ', 'ଦ', 'ଷ', ଓ 'ଭ' ମୁଦ୍ରାକ୍ଷର ଚିହ୍ନଟ</li> </ul>	<ul style="list-style-type: none"> <li>• ମୁଦ୍ରାକ୍ଷର ଫୁଲ</li> <li>• ଦିଗ ନିରୂପଣ</li> </ul>
୧୩	ଖରା, ବର୍ଷା, ଶୀତ	<ul style="list-style-type: none"> <li>• ଛଅଟି ରତୁ ଓ ବାର ମାସର ନାମ ଶିଖିବେ।</li> <li>• ଖରା ବର୍ଷା ଓ ଶୀତ ଆଦି ବିଭିନ୍ନ ରତୁରେ ଫୁଟୁଥିବା ଫୁଲ, ଫଳ, ପରିବା ଓ ପର୍ବପର୍ବାଣି ବିଷୟରେ ଜାଣିବେ।</li> <li>• 'ଭ', 'ପ୍ର', 'ସ୍ତ' ମୁଦ୍ରାକ୍ଷର ଶିଖିବେ।</li> <li>• <b>SDG NO- 13 CLIMATE ACTION</b></li> </ul>	<ul style="list-style-type: none"> <li>• 'ଭ', 'ପ୍ର' ଓ 'ସ୍ତ' ମୁଦ୍ରାକ୍ଷର ଚିହ୍ନଟ</li> <li>• ନାଟ୍ୟ ରୂପାଙ୍କନ</li> </ul>	<ul style="list-style-type: none"> <li>• ରତୁ ଚକ୍ର</li> </ul>

୧୪	ଆମର ପର୍ବପର୍ବାଣି	<ul style="list-style-type: none"> <li>• ଜାତୀୟ ପର୍ବ କାହାକୁ କୁହାଯାଏ ଓ ଏହା କେବେ ପାଳନ କରାଯାଏ ସେ ବିଷୟରେ ଜାଣିବେ।</li> <li>• ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କ ନାମ ଓ ସେମାନଙ୍କ ବିଷୟରେ ଜାଣିବେ।</li> <li>• ଜାତୀୟ ପର୍ବ ଓ ଧର୍ମଭିତ୍ତିକ ପର୍ବ ଭିତରେ ଥିବା ପାର୍ଥକ୍ୟ ସମ୍ବନ୍ଧରେ ଅବଗତ ହେବେ।</li> <li>• 'ସ୍ତ' ଓ 'ଷ୍ଟ' ଯୁକ୍ତାକ୍ଷର ଶିଖିବେ।</li> <li>• <b>SDG NO- 3 GOOD HEALTH AND WELLBEING</b></li> <li>• <b>SDG NO- 10 REDUCED INEQUALITIES</b></li> <li>• <b>SDG NO- 16 PEACE, JUSTICE AND INEQUALITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>• 'ସ୍ତ' ଓ 'ଷ୍ଟ' ଯୁକ୍ତାକ୍ଷର ଚିହ୍ନଟ</li> <li>• ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> <li>• ଜାତୀୟ ପର୍ବ ଓ ଧର୍ମଭିତ୍ତିକ ପର୍ବ ସମ୍ବନ୍ଧରେ ଆଲୋଚନା।</li> </ul>	<ul style="list-style-type: none"> <li>• ତିଥି ଓ ତାରିଖ ନିରୂପଣ (Calendar Activity)</li> <li>• ସ୍ୱାଧୀନତାସଂଗ୍ରାମୀଙ୍କର ଫଟୋ ସଂଗ୍ରହ କରି ଆଲବମ୍ ପ୍ରସ୍ତୁତି</li> </ul>
୧୫	ସ୍ୱାଧୀନତା ଦିବସ	<ul style="list-style-type: none"> <li>• ଜାତୀୟ ପତାକାରେ ଥିବା ତିନୋଟି ରଙ୍ଗର ବିଶେଷତ୍ୱ ବିଷୟରେ ଅବଗତ ହେବେ।</li> <li>• ଅଗଷ୍ଟ ପନ୍ଦର ଓ ଜାନୁୟାରୀ ଛବିଶ ତାରିଖ ଆଦି ଜାତୀୟ ପର୍ବର ଗୁରୁତ୍ୱ ବିଷୟରେ ଜାଣିବେ।</li> <li>• ଓଡ଼ିଆ ମାସରେ ଥିବା ତିଥି ସମ୍ବନ୍ଧରେ ଧାରଣା ପାଇବେ</li> <li>• <b>SDG NO- 10 REDUCED INEQUALITIES</b></li> <li>• <b>SDG NO- 17 PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>• ଦଳଗତ ଆଲୋଚନା</li> <li>• ପ୍ରଶ୍ନ ଉତ୍ତର ଆଲୋଚନା</li> <li>• ସୂଚନାମୂଳକ ଲିଖନ</li> </ul>	<ul style="list-style-type: none"> <li>• ଚିତ୍ର ଅଙ୍କନ ଓ ଅନୁଲେଖନ ଲିଖନ (ଜାତୀୟ ପତାକା)</li> </ul>
୧୬	ମା' ପରି ମୋର କିଏ ସେ ହେବ	<ul style="list-style-type: none"> <li>• ପିଲାମାନେ ତାଙ୍କ ଜୀବନରେ ମାଆଙ୍କର ଗୁରୁତ୍ୱ କେତେ ଅଛି, ତାହା ଉପଲକ୍ଷି କରିବେ।</li> <li>• କବିତାଟିକୁ ଠିକ୍ ସ୍ୱର ଓ ତାଳରେ ଆବୃତ୍ତି କରିବେ।</li> <li>• <b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• କବିତା ଆବୃତ୍ତି</li> <li>• ଅନୁଭୂତି ବର୍ଣ୍ଣନା</li> </ul>	<ul style="list-style-type: none"> <li>• ଅନୁଲେଖନ ଲିଖନ</li> <li>• କବିତା ଆବୃତ୍ତି</li> </ul>
୧୭	ଚିତ୍ର ଦେଖ ଓ କୁହ	<ul style="list-style-type: none"> <li>• ଚିତ୍ର ଦେଖି ତାର ଯଥାର୍ଥ ବର୍ଣ୍ଣନା କରି ଶିଖିବେ ।</li> <li>• ଗପ ଗଢ଼ିବା ଶିଖିବେ।</li> <li>• ପରିବେଶରେ ରହୁଥିବା ପଶୁପକ୍ଷୀ, ଗଛପତ୍ର ଆଦିକୁ ଚିହ୍ନିବେ ଓ ସେମାନଙ୍କ ପ୍ରତି ଯତ୍ନଶୀଳ ହେବା ଶିଖିବେ।</li> </ul>	<ul style="list-style-type: none"> <li>• ବିଷୟ ସହ ସମ୍ପର୍କ</li> <li>• ଗଳ୍ପ କଥନ</li> </ul>	<ul style="list-style-type: none"> <li>• ପାର୍ଥକ୍ୟ ଦର୍ଶାଅ</li> </ul>

**SUBJECT- MATHEMATICS**

**PRESCRIBED BOOKS:**

1. Primary Mathematics-5 Published by D.A.V. College Managing Committee
2. Sum More Book -5 Published by Bharati Bhawan

**SYLLABUS**

	<b>TERM-1</b>				<b>TERM-2</b>			
	<b>PERIODIC TEST-1</b>	<b>MARKS</b>	<b>Half-Yearly Examination</b>	<b>MARKS</b>	<b>PERIODIC TEST-2</b>	<b>MARKS</b>	<b>Annual Examination</b>	<b>MARKS</b>
<b>PRIMARY MATHEMATICS</b>	Unit-1- Numbers upto 999999999  Unit-2- Operation on Large numbers  Unit-3- Multiples and factors	18	Unit-1- Numbers upto 999999999  Unit-2- Operation on Large numbers  Unit-3- Multiples and factors  Unit-4- Fractional Number  Unit-5- Decimals  Unit-6- Addition & subtraction of Decimals  Unit-15- Temperature  Unit-17- Data Handling	45	Unit-7- Multiplication and Division of Decimals  Unit-8- Simplification of Numerical Expressions, Unit-10- Averages	18	Unit-7- Multiplication and Division of Decimals  Unit-8- Simplification of Numerical Expressions, Unit-9- Rounding of Numbers, Unit-10- Averages, Unit-11- Profit & Loss, Unit-12-Percentage  Unit-13- Simple Interest ,Unit-14-Bill, Unit-16- Triangles	45
<b>SUM MORE</b>	Ex-1(q-3,4,5),2(q-2 & 3) ex-3,4(q-2,3), 5,6,7,15 to 25,28 to 35,38,39 60(q-1&3)	2	Ex-1(q-3,4,5),2(q-2 & 3) ex-3,4(q-2,3),  Ex-5 to 10, 15 to 25,28 to 35,38,39  Ex-42 to 50, 52 to 59,60(q-1&3)  Ex-62 to 65, 118 to 120,121 (Excluding 1b) ,91	5	Ex-2 (q-1),4 (q-1),51,66 to 78	2	Ex-4 (q-1),51,66 to 78,  Ex-79 to 89 (excluding Ex-88), 102,103,124,  126(excluding- 1(o))	5
<b>TOTAL</b>		<b>20</b>		<b>50</b>		<b>20</b>		<b>50</b>



**INTERNAL ASSESSMENT-30 MARKS**

TERM-1		TERM-2	
<b>Skill and Competencies with Rubrics</b>		<b>Skill and Competencies with Rubrics</b>	
<b>1.Evaluation &amp; Inference (5 marks)</b> <b>Assessment Parameter : Word problems/HOTS</b>		<b>1.Evaluation &amp; Inference (5 marks)</b> <b>Assessment Parameter : Word problems/HOTS</b>	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Conceptual clarity	1	1. Conceptual clarity	1
2. Reasoning	1	2. Reasoning	1
3. Computation	2	3. Computation	2
4. Correctness	1	4. Correctness	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>2.Critical Thinking &amp; Problem Solving (5 Marks)</b> <b>Assessment Parameter : Mental Ability/ Graphic Based</b>		<b>2.Critical Thinking &amp; Problem Solving (5 Marks)</b> <b>Assessment Parameter : Quizzes based on Coding-Decoding / Graphic Based</b>	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Analysis	2	1. Analysis	2
2. Computation	2	2. Computation	2
3. Accuracy	1	3. Accuracy	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>3.Collaboration and Creative Thinking (5 Marks)</b> <b>Assessment Parameter : Model / Chart</b>		<b>3.Collaboration and Creative Thinking (5 Marks)</b> <b>Assessment Parameter : Model/Chart</b>	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
1. Relevance of content	1	1. Relevance of content	1
2. Creativity	2	2. Creativity	2
3. Organization of ideas	1	3. Organization of ideas	1
4. Neatness	1	4. Neatness	1
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>
<b>4.Value/Ethical Application of concepts (5 Marks)</b> <b>Assessment Parameter : Application of concepts of Maths in real life</b>		<b>4.Value/Ethical Application of concepts (5 Marks)</b> <b>Assessment Parameter: Application of concepts of Maths in real life</b>	
<b>Rubrics:</b>	<b>Marks</b>	<b>Rubrics:</b>	<b>Marks</b>
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
<b>Total</b>	<b>5</b>	<b>Total</b>	<b>5</b>

<p><b>5.Portfolio (5 Marks)</b></p> <p><b>Assessment Parameter: Notebook presentation, Assignments and worksheets/ Maths lab Art Integrated Subject Enrichment Activities</b></p> <table border="1" data-bbox="124 237 692 510"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Originality</td> <td>1</td> </tr> <tr> <td>2. Creativity</td> <td>1</td> </tr> <tr> <td>3. Completion</td> <td>1</td> </tr> <tr> <td>4. Neatness</td> <td>1</td> </tr> <tr> <td>5. Timely submission</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> </tr> </tbody> </table>	Rubrics:	Marks	1. Originality	1	2. Creativity	1	3. Completion	1	4. Neatness	1	5. Timely submission	1	<b>Total</b>	<b>5</b>	<p><b>5.Portfolio (5 Marks)</b></p> <p><b>Assessment Parameter : Notebook presentation, Assignments and worksheets/ Maths lab Art Integrated Subject Enrichment Activities</b></p> <table border="1" data-bbox="724 237 1372 510"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Originality</td> <td>1</td> </tr> <tr> <td>2. Creativity</td> <td>1</td> </tr> <tr> <td>3. Completion</td> <td>1</td> </tr> <tr> <td>4. Neatness</td> <td>1</td> </tr> <tr> <td>5. Timely submission</td> <td>1</td> </tr> <tr> <td><b>Total</b></td> <td><b>5</b></td> </tr> </tbody> </table>	Rubrics:	Marks	1. Originality	1	2. Creativity	1	3. Completion	1	4. Neatness	1	5. Timely submission	1	<b>Total</b>	<b>5</b>
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**LEARNING OUTCOMES & PEDAGOGICAL PROCESS**

SL. NO.	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	NUMBERS UPTO 999999999	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• read and writes numbers bigger than 1000000 being used in her/his surroundings and express in Indian as well as international number system.</li> <li>• expresses the numbers in expanded form.</li> <li>• arranges 9-digit numbers in ascending and descending order.</li> <li>• <b>SDG-4: QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• discuss on contexts/situations in which a need arises to go beyond the number 999999 so that extension of number system occurs naturally.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare Indian and international place value chart</li> </ul>
2	OPERATIONS ON LARGE NUMBERS	<ul style="list-style-type: none"> <li>• perform four basic arithmetic operations on numbers beyond 1000000 by understanding the place value of numbers.</li> <li>• divide a given number by another number using standard algorithms.</li> <li>• solve real life problems involving large numbers.</li> <li>• <b>SDG-8: DECENT WORK AND ECONOMIC GROWTH</b></li> </ul>	<ul style="list-style-type: none"> <li>• operate (addition and subtractions, multiplication and division) of large numbers using standard algorithm.</li> <li>• discuss and use contexts/ situations from daily life in activities to develop understanding about operations on large numbers and appreciate the importance of values in life.</li> </ul>	
3	MULTIPLES AND FACTORS	<ul style="list-style-type: none"> <li>• find the multiples and factors of a given number.</li> <li>• identify prime and composite numbers.</li> <li>• find Prime factorisation of a number using the factor tree and division method.</li> <li>• find HCF and LCM of numbers.</li> <li>• <b>SDG-4: QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• develop the idea of multiples of a number through its multiplication facts, skip counting on a number line and number grid.</li> <li>• develop the concept of factors through division of numbers and multiples.</li> <li>• develop the idea of multiples through its multiplication facts and skip counting.</li> <li>• develop the concept of factors through division of numbers and multiples.</li> <li>• list the multiples and factors to calculate HCF and LCM of given numbers.</li> <li>• classify numbers on the basis of their properties as odd or even.</li> </ul>	<ul style="list-style-type: none"> <li>• Factor tree/flower</li> </ul>
4	FRACTIONAL NUMBERS	<ul style="list-style-type: none"> <li>• simplify the fractions into lowest form by using HCF.</li> <li>• compare unlike fractions.</li> <li>• perform four basic arithmetic operations on fractional numbers.</li> <li>• solve real life problems using</li> </ul>	<ul style="list-style-type: none"> <li>• develop concrete understanding on comparison of fraction using butterfly activity.</li> <li>• discuss and use contexts/ situations</li> </ul>	<ul style="list-style-type: none"> <li>• Butterfly Activity (Comparisons of fractions)</li> </ul>

		<p>fractional numbers</p> <ul style="list-style-type: none"> <li>• <b>SDG-1: NO POVERTY</b></li> <li>• <b>SDG-2: ZERO HUNGER</b></li> </ul>	<p>from daily life in activities to develop understanding about fractional part for example, finding part of given quantity.</p>	
5	DECIMALS	<ul style="list-style-type: none"> <li>• explain the concept of decimals and place value chart.</li> <li>• identify decimal part and whole number part.</li> <li>• write number name.</li> <li>• convert fraction into decimal and vice versa</li> <li>• write the expanded form of a decimal.</li> <li>• differentiate like and unlike decimals.</li> <li>• convert unlike decimals into like decimals.</li> <li>• compare and arranges the decimals.</li> <li>• <b>SDG-10: REDUCE INEQUALITIES</b></li> <li>• <b>SDG-4: QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• Understand the idea of decimal fractions.</li> <li>• Classify like and unlike decimals and convert unlike to like decimals.</li> </ul>	<ul style="list-style-type: none"> <li>• Representation of decimal numbers using graph/ square paper</li> </ul>
6	ADDITION AND SUBTRACTION OF DECIMAL NUMBERS	<ul style="list-style-type: none"> <li>• add and subtract decimal numbers (like and unlike)</li> <li>• know the properties of addition and subtraction of decimal numbers.</li> <li>• use the concepts of decimal to solve word problems and uses in day-to-day life.</li> <li>• <b>SDG-17: PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Operate addition and subtraction of decimal numbers.</li> <li>• solve and create daily life problems using addition, subtraction of decimal numbers.</li> </ul>	
7	MULTIPLICATION AND DIVISION OF DECIMAL NUMBERS	<ul style="list-style-type: none"> <li>• know the multiplication of decimal numbers.</li> <li>• multiply a decimal number by 10,100,1000 orally.</li> <li>• state the properties of multiplication of decimal numbers.</li> <li>• solve day to day problems (word problems).</li> <li>• know the division of decimal numbers.</li> <li>• divide a decimal number by 10,100,1000 orally.</li> <li>• know the properties of division of decimal numbers.</li> <li>• solve day to day problems based on decimal division (word problems).</li> <li>• <b>SDG-1: NO POVERTY</b></li> <li>• <b>SDG-11: SUSTAINABLE CITIES AND COMMUNITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>• Operate multiplication and division of decimal numbers.</li> <li>• Apply properties of multiplication and division of decimals.</li> <li>• solve and create daily life problems using multiplication and division of decimal numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication/ Division of decimals using graph/ square paper.</li> </ul>
8	SIMPLIFICATION OF NUMERICAL EXPRESSIONS	<ul style="list-style-type: none"> <li>• understand the DMAS rule.</li> <li>• apply the rule in solving problems.</li> <li>• evaluate numerical expressions involving Whole Numbers,</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways to simplify numerical expressions.</li> </ul>	

		<p>Fractional Numbers and Decimal Numbers.</p> <ul style="list-style-type: none"> <li>● <b>SDG-4: QUALITY EDUCATION</b></li> </ul>		
9	ROUNDING OFF NUMBERS	<ul style="list-style-type: none"> <li>● round off a given whole number to the nearest 10, 100, 1000 and so on.</li> <li>● round off a decimal number to a given number of decimal places or significant figures.</li> <li>● use rounded numbers to find rough estimates for calculations.</li> <li>● check the answers to ensure that the correct calculation has been done, in the correct order</li> <li>● <b>SDG-4: QUALITY EDUCATION</b></li> <li>● <b>SDG-15: LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>● Explore rounding off numbers using number line</li> <li>● Making the rules easy by giving examples for whole numbers and decimals.</li> </ul>	
10	AVERAGES	<ul style="list-style-type: none"> <li>● find the average of whole numbers.</li> <li>● find the average of fractional numbers and decimals.</li> <li>● find the relationship between no. of addends, sum total and average.</li> <li>● relate the concept of average in day-to-day life.</li> <li>● <b>SDG-8: DECENT WORK AND ECONOMIC GROWTH</b></li> <li>● <b>SDG-3: GOOD HEALTH AND WELL BEING</b></li> </ul>	<ul style="list-style-type: none"> <li>● develop curiosity among children by making them find the average of the data collected by them from their immediate environment for example height, weight and age of the students in the class.</li> </ul>	<ul style="list-style-type: none"> <li>● To find the average mark of PT 1/ Half Yearly marks.</li> </ul>
11	PROFIT AND LOSS	<ul style="list-style-type: none"> <li>● define cost price and selling price.</li> <li>● relate profit with cost price and selling price.</li> <li>● calculate profit and loss.</li> <li>● calculate cost price and selling price.</li> <li>● applies formula related to SP and CP to solve daily life problems.</li> <li>● <b>SDG-16: PEACE, JUSTICE AND STRONG INSTITUTION</b></li> <li>● <b>SDG-12: RESPONSIBLE, CONSUMPTION AND PRODUCTION</b></li> </ul>	<ul style="list-style-type: none"> <li>● Organize Meena Bazar(Miniature market) in class to give the ideas of transactions in daily life like profit and loss.</li> </ul>	<ul style="list-style-type: none"> <li>● Role play on profit and loss.</li> </ul>
12	PERCENTAGE	<ul style="list-style-type: none"> <li>● relate decimal fractions with percentage.</li> <li>● articulate the links between decimals and percentages.</li> <li>● demonstrate common fraction equivalents for percentages.</li> <li>● calculate percentage of a given quantity.</li> <li>● convert whole number, fraction and decimals into</li> </ul>	<ul style="list-style-type: none"> <li>● Evolve the understanding of the concept of percentage.</li> <li>● Relate percentage with fractions and decimals.</li> </ul>	<ul style="list-style-type: none"> <li>● Representation of percentage using 10 x 10 grid paper</li> </ul>

		<ul style="list-style-type: none"> <li>percentage and vice versa.</li> <li>● apply the knowledge of percentage to solve real life situations</li> <li>● <b>SDG-11: SUSTAINABLE CITIZEN AND COMMUNITIES</b></li> <li>● <b>SDG-15: LIFE ON LAND</b></li> </ul>		
13	SIMPLE INTEREST	<ul style="list-style-type: none"> <li>● identify different terms used in simple interest.</li> <li>● differentiate between loan and deposit.</li> <li>● calculate simple interest and amount when principal, rate of interest and time (given in months or year) is given.</li> <li>● apply the knowledge of simple interest in our daily life situations (bank, borrowing, and depositing).</li> <li>● <b>SDG-4: QUALITY EDUCATION</b></li> <li>● <b>SDG-7: AFFORDABLE AND CLEAN ENERGY</b></li> </ul>	<ul style="list-style-type: none"> <li>● organise Meena Bazar(Miniature market) in class to give the ideas of transactions in daily life like simple interest</li> </ul>	
14	BILLS	<ul style="list-style-type: none"> <li>● collect and observes different bills used in day-to-day life and compares them.</li> <li>● list the uses of a bill.</li> <li>● prepare a bill independently.</li> <li>● find the error in a bill.</li> <li>● find rate, quantity and amount of a given bill.</li> <li>● acquire the complete understanding of making a bill.</li> <li>● <b>SDG-4: QUALITY EDUCATION</b></li> <li>● <b>SDG-8: DECENT WORK AND ECONOMIC GROWTH</b></li> </ul>	<ul style="list-style-type: none"> <li>●organise Meena Bazar(Miniature market) in class to give the ideas of transactions in daily life bills.</li> </ul>	<ul style="list-style-type: none"> <li>● Collect and paste different types of bills.</li> </ul>
15	TEMPERATURE	<ul style="list-style-type: none"> <li>● define the term 'temperature'.</li> <li>● list the instrument used for measuring temperature.</li> <li>● recognise the unit used to measure the temperature.</li> <li>● compare and converts Celsius scale to Fahrenheit scale and vice-versa.</li> <li>● <b>SDG-3: GOOD HEALTH AND WELLBEING</b></li> <li>● <b>SDG-13: CLIMATE ACTION</b></li> </ul>	<ul style="list-style-type: none"> <li>●explore thermometers to distinguish between two scales of measuring temperature.</li> </ul>	<ul style="list-style-type: none"> <li>● Collect the last 5 days temperature of your city and change it into °F.</li> </ul>
16	TRIANGLES	<ul style="list-style-type: none"> <li>● observe and compares the shapes in the surroundings with triangular objects.</li> <li>● identify the</li> </ul>	<ul style="list-style-type: none"> <li>●verify the two properties of triangles by taking various types of triangles (according to side and angles) in the tabular form.</li> </ul>	<ul style="list-style-type: none"> <li>● Angle sum property by cutting/ folding/tabulation method</li> </ul>

		<p>vertices. Sides and angles of the triangle.</p> <ul style="list-style-type: none"> <li>● explain the two properties of triangles and verify if the triangle is possible or not.</li> <li>● classify the triangles based on sides and angles.</li> <li>● <b>SDG-11: SUSTAINABLE CITIZEN AND COMMUNITIES</b></li> <li>● <b>SDG-3: GOOD HEALTH AND WELLBEING</b></li> </ul>		
17	DATA HANDLING	<ul style="list-style-type: none"> <li>● collect data related to various daily life situations, represents it in tabular form and interprets it.</li> <li>● represent data using pictograph and tally mark.</li> <li>● <b>SDG-13: CLIMATE ACTION</b></li> <li>● <b>SDG-15: LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>● collect data of the class (height and weight of students) and arrange them in tabular form then representing the data using tally mark and pictograph.</li> </ul>	

**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- Forests Ch-4- Animals – our Friends Ch-5- Food & Health Ch-6- Spoilage & Wastage of Food & Food Preservation	50	Ch-7- Importance of Water Ch-8- Properties of Water	20	Ch-7- Importance of Water Ch-8- Properties of Water Ch-9- Fuels Ch-10- Air Ch-11- Our Solar System Ch-12- Observing the Sky	50
<b>TOTAL</b>	<b>20</b>		<b>50</b>		<b>20</b>		<b>50</b>

**INTERNAL ASSESSMENT – 30 MARKS**

Term 1		Term 2																							
<b>Critical Thinking and Evaluation (5 marks)</b> <b>Activity- Group Discussion</b>		<b>Critical Thinking and Evaluation (5 marks)</b> <b>Activity- Debate/Elocution/Extempore</b>																							
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**LEARNING OUTCOMES & PEDAGOGICAL PROCESS**

SL	NAME OF THE CHAPTER/ TOPIC	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	<b>Ch:1 MY BODY</b>	<p>The learners will be able to-</p> <ul style="list-style-type: none"> <li>• explain the unique super senses and unusual features (sight, smell, hear, sleep, sound, etc.) of animals and their responses to light, sound, food etc.</li> <li>• describe the interdependence among animals, plants and humans.</li> <li>• Draw labelled diagram/flowcharts e.g., structure of breathing system, eye and human skeletal system.</li> <li>• <b>SDG GOAL-3: GOOD HEALTH AND WELL BEING</b></li> </ul>	<ul style="list-style-type: none"> <li>• observe and explore the animals for the unique and unusual sense of sight, smell, hear, and their response to light, heat, sound etc.</li> <li>• collect information from pictures / elders/ books/ newspapers/ magazines/web resources / museums etc. about animals which have very sharp sense of hearing, smell and vision.</li> <li>• prepare lungs and eye model using low cost/ no cost materials.</li> <li>• identify different joints in the human skeleton model.</li> <li>• watch skeletal dance/song and note down the function explained in the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play: demonstration of joints.</li> <li>• Modelling: human breathing system human eye</li> </ul>
2	<b>Ch: 2 PLANTS</b>	<ul style="list-style-type: none"> <li>• observe and share experiences for different phenomena, conducts simple experiments and activities to find out more about the same.</li> <li>• describe the interdependence among animals, plants and humans.</li> <li>• Draw labelled diagram of seeds.</li> <li>• <b>SDG GOAL-15: LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>• make sprouts from gram and observe the changes occurring in seeds.</li> <li>• observe and share experiences for different phenomena such as how seeds germinate and the direction in which roots, shoot grow and conduct simple experiments and activities to find out the same.</li> <li>• to grow plant from bryophyllum leaf/rose stem/drumstick stem /roots of asparagus / dahlia.</li> <li>•conduct activities and simple experiments to check the properties of different seeds and process of germination.</li> <li>•observe, explore surroundings and critically think how seeds reach from one place to another, how the plants and trees grow at places where no one plants them e.g., forests, who waters them and who owns them.</li> </ul>	<ul style="list-style-type: none"> <li>• germination of seeds</li> <li>• structure of seed.</li> <li>Sketching -stages of seed germination</li> </ul>

3	<b>Ch:3 FOREST</b>	<ul style="list-style-type: none"> <li>• describe the interdependence among plants, animals and humans.</li> <li>• differentiate between National Park &amp; Sanctuary</li> <li>• list the uses of forest products.</li> <li>• explain the importance of forest in maintaining ecological balance</li> <li>• <b>SDG GOAL-15: LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>• discuss issues of deforestation and its consequences.</li> <li>• share experiences of people who work selflessly for forest protection and soil conservation.</li> <li>• visit museum of natural history, science centers, science parks, science museum., wildlife sanctuaries to observe and interact with people living there and share experiences in different ways.</li> <li>• collect different forest products and display in exhibitions explaining the uses and values of the forest products.</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibition forest products exhibition</li> <li>• Painting - poster on conservation of forest</li> </ul>
4	<b>Ch:4 ANIMALS-OUR FRIENDS</b>	<ul style="list-style-type: none"> <li>• classify animals as endangered or extinct in nature.</li> <li>• describe the disadvantages of animal trading.</li> <li>• describe the interdependence among animals, plants and humans.</li> <li>• <b>SDG GOAL-3: GOOD HEALTH AND WELL BEING</b></li> </ul>	<ul style="list-style-type: none"> <li>• visit museum of natural history, science centers, science parks, science museum., wildlife sanctuaries to observe and interact with people living there and share experiences in different ways.</li> <li>• collect different forest products and display in exhibitions explaining the uses and values of the forest products.</li> <li>• watch videos on behaviours of animals followed by meaningful discussions and debates on animal behaviours, habitat, wildlife trade and animal trafficking of different regions.</li> <li>• discuss issues of animals as rightful inhabitants of earth, animal rights and ethical treatment to animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching</li> <li>• schematic diagram of food chain</li> <li>• food web</li> <li>• Painting</li> <li>• poster on save animals</li> <li>• Collage making pasting pictures of endangered and extinct animals</li> </ul>
5	<b>Ch:5 FOOD AND HEALTH</b>	<ul style="list-style-type: none"> <li>• conduct simple investigations to seek answers to queries, e.g., what are the food nutrients present in animal fodder? Can all physical changes be reversed</li> <li>• relate processes and phenomenon with causes, e.g. - deficiency diseases with diet adaptations of animals and plants with their habitats; quality of air with pollutants, etc.</li> <li>• apply learning of scientific concepts in day-today life, e.g., selecting food items for a balanced diet.</li> <li>• <b>SDG GOAL-2: ZERO HUNGER</b></li> </ul>	<ul style="list-style-type: none"> <li>• organize a fruit salad party and observe the taste of food and note down the sources and types of food.</li> <li>• prepare a healthy eating pyramid.</li> <li>• enquire from parents and elders about healthy eating habits.</li> <li>• collect articles related to different diseases from books, magazines, newspapers etc.</li> <li>• discuss the preventive measures of communicable and deficiency diseases with the elderly people.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching:</li> <li>• chart on deficiency diseases and its symptoms.</li> <li>• food pyramid</li> </ul>

6	<b>Ch:6 SPOILAGE AND WASTAGE OF FOOD AND FOOD PRESERVATION</b>	<ul style="list-style-type: none"> <li>• explain the use of technology and the process of accessing basic needs (food, watered.) In our daily life.</li> <li>• develop a habit of checking manufacture &amp; expire date of packaged foods.</li> <li>• record and explain the effects of temperature. Enzymes and pests on food in different conditions.</li> <li>• <b>SDG GOAL-3: GOOD HEALTH AND WELL BEING</b></li> </ul>	<ul style="list-style-type: none"> <li>• observe and share experiences of different phenomena such as how water evaporates, condenses, and dissolves different substances under different conditions and conduct simple experiments and activities to find out the same.</li> <li>• explore the sources of water in their neighbourhood.</li> <li>• visit departments/ bodies in the surroundings e.g., Jal Board, and Irrigation Department and interact with related people and interpret different documents related to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on Activity:</li> <li>• making bread mold</li> <li>• Creating Art Reservoir using waste Materials:</li> <li>• paste the wrapper of any packaged food item and write the information (manufacturing date and expiry dates, ingredients present, preservatives used, nutritional value etc.)</li> </ul>
7	<b>Ch:7 IMPORTANCE OF WATER</b>	<ul style="list-style-type: none"> <li>• trace the changes in practices, customs, and techniques of drawing water during past and present (step well, well Rehat, Pulley etc.) Interacting with elders.</li> <li>• <b>SDG GOAL-14: LIFE BELOW WATER</b></li> </ul>	<ul style="list-style-type: none"> <li>• do a survey on uses of water for different purposes at your home daily and prepare a report on it.</li> <li>• conduct activities and simple experiments to check the properties of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Pasting pictures of different sources of water, aquatic, amphibious animals &amp; plants.</li> <li>• model making of Rehat (Water Wheel)</li> </ul>
8	<b>Ch:8 PROPERTIES OF WATER</b>	<ul style="list-style-type: none"> <li>• guess (properties, conditions of phenomena), estimates spatial quantities (, volume, weight etc.) And verifies using simple tools/setups.</li> <li>• observe and shares experiences for different phenomena and conducts simple experiments and activities to find out the same.</li> <li>• draw labelled diagram water cycle.</li> <li>• <b>SDG GOAL-6: CLEAN WATER AND SANITATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• do a survey on uses of water for different purposes at your home daily and prepare a report on it.</li> <li>• conduct activities and simple experiments to check the properties of water.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching</li> <li>• labelled diagram of water cycle</li> <li>• Hands on Activity:</li> <li>• soluble and insoluble</li> <li>• sinking and floating</li> <li>• preparation of lemonade</li> </ul>
9	<b>Ch:9 FUELS</b>	<ul style="list-style-type: none"> <li>• visit nearby petrol pumps and interact with employees and customers to know the price and demand of different fuels.</li> <li>• list some household materials that are working with solar energy, wind energy, or other than electricity.</li> <li>• <b>SDG GOAL-7: AFFORDABLE AND CLEAN ENERGY</b></li> </ul>	<ul style="list-style-type: none"> <li>• visit nearby petrol pumps and interact with employees and customers to know the price and demand of different fuels.</li> <li>• list some household materials that are working with solar energy, wind energy, or other than electricity.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching</li> <li>• flow chart of thermal electricity production</li> <li>• poster on save energy.Exhibition:</li> <li>• fossil fuels (solid, liquid, gaseous)Slides show /Video/Film making</li> <li>• renewable and non-renewablesources of energy,save fuels.Group Discussion:Save Fuel</li> </ul>

10	<b>Ch:10 AIR</b>	<ul style="list-style-type: none"> <li>• use tables to record and interpret observations, experiences and information in an organized manner and predicts patterns in activities to establish relation between cause and effect. The learner-</li> <li>• relate processes and phenomenon with causes,e.g.- smog formation with the presence of pollutants in air;deterioration of monuments. With acid rain,etc.</li> <li>• draw labelled diagram of greenhouse effect/layers of atmosphere.</li> <li>• make efforts to protect environment,e.g.,using resources judiciously; making controlled use of fertilizers and pesticides; Suggesting ways to cope with environmental hazards,etc.</li> <li>• <b>SDG GOAL-10: CLIMATE ACTION</b></li> <li>• <b>SDG GOAL-11: SUSTAINABLE CITIES AND COMMUNITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>• visit any nearby factories and find out the problems faced by the employees due to pollution and measures taken to minimize pollution.</li> <li>• do a survey on the activities that are causing air pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching</li> <li>• Topic-Go green to Breathe Clean</li> <li>• flow chart of nitrogen fixation</li> <li>• collage making</li> <li>• Slides show /Video/Film making</li> <li>• Green House effects</li> <li>• Global Warming</li> </ul>
11	<b>Ch:11 OUR SOLAR SYSTEM</b>	<ul style="list-style-type: none"> <li>• Classify celestial objects luminous &amp; non-luminous, stars, planets and satellites.</li> <li>• draw labelled diagram of solar system, phases of moon, season change, day and night</li> <li>• explain the uses of artificial satellites</li> <li>• differentiate between inner planets and outer planets, rotation and revolution of earth.</li> <li>• <b>SDG GOAL-7: AFFORDABLE AND CLEAN ENERGY</b></li> </ul>	<ul style="list-style-type: none"> <li>• visit a planetarium for different science shows, center/observatory for telescopic view of planets, moon/eclipse and other celestial bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Sketching</li> <li>• Draw the labelled diagrams of- <ol style="list-style-type: none"> <li>1. solar system</li> <li>2. season change</li> <li>3. phases of moon</li> </ol> </li> <li>• Role Play: Solar system</li> <li>• Hands on Activity: Phases of Moon</li> <li>• Field trip</li> <li>• Visit to planetarium</li> </ul>
12	<b>Ch:12 OBSERVING THE SKY</b>	<ul style="list-style-type: none"> <li>• draw labelled diagram of constellations</li> <li>• prepare different patterns to show constellations using beads/star/match sticks.</li> <li>• differentiate between stars and planets.</li> <li>• list the celestial objects visible during day time and night time</li> <li>• <b>SDG GOAL-4: QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>• observe the planets /moon through naked eye as well as using a stellarium app and note the observation.</li> <li>• will observe the sky for fifteen days with the naked eye/binocular/telescope or with the help of star tracking android app and note in the observation sheet.</li> </ul>	<ul style="list-style-type: none"> <li>• Design/Use of mobile apps to observe sky &amp; celestial bodies. Example: Stellarium, Sky Map</li> <li>• Hands On Activity: Designing the patterns of any two constellations using aluminium foil,beads,grains, match sticks.</li> <li>• Sketching:Draw and label any two constellations.</li> </ul>

**SUBJECT- SOCIAL SCIENCE**

**PRESCRIBED BOOK:**

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

**SYLLABUS**

<b>TERM 1</b>				<b>TERM 2</b>			
<b>PERIODIC TEST-1</b>	<b>MARKS</b>	<b>HALF YEARLY EXAM</b>	<b>MARKS</b>	<b>PERIODIC TEST-2</b>	<b>MARKS</b>	<b>ANNUAL EXAM</b>	<b>MARKS</b>
<b>Ch-1</b> Importance Of Family <b>Ch-2</b> Human Migration <b>Ch-3</b> Variation In Shelters	<b>20</b>	<b>Ch-1</b> Importance Of Family <b>Ch-2</b> Human Migration <b>Ch-3</b> Variation In Shelters <b>Ch-4</b> Sensitivity Towards Others <b>Ch-5</b> Community Services <b>Ch-6</b> Leisure Time <b>Ch-7</b> Changing Trends In Occupation <b>Map Work-</b>  (Practice Map Skill Given In The Text Book)	<b>50</b>	<b>Ch-8</b> Respecting Regional Differences <b>Ch-9</b> Exploring India <b>Ch-10</b> Mapping India	<b>20</b>	<b>Ch-8</b> Respecting Regional Differences <b>Ch-9</b> Exploring India <b>Ch-10</b> Mapping India <b>Ch-11</b> Transport In Modern Times <b>Ch-12</b> Communication In Modern Times <b>Ch-13</b> India's Neighbours <b>Map Work:-</b>  (Practice Map Skill Given In The Text Book)	<b>50</b>
<b>TOTAL</b>	<b>20</b>		<b>50</b>		<b>20</b>		<b>50</b>

**INTERNAL ASSESSMENT 30 MARKS**

<b>TERM 1</b>		<b>TERM 2</b>	
<b>SKILL AND COMPETENCIES</b>		<b>SKILL AND COMPETENCIES</b>	
<b>I. CRITICAL THINKING AND EVALUATION</b> Chapter- Sensitivity towards others Activity: Debate / Elocution		<b>I. CRITICAL THINKING AND EVALUATION</b> Chapter- Respecting Regional Differences 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
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>5</b>
<b>II. PROBLEM SOLVING AND INFERENCE</b> Chapter- Leisure Time Activity : Field study		<b>II. PROBLEM SOLVING AND INFERENCE</b> Chapter- Transport in Modern Times & Communication in Modern Times Activity : Quiz	
Rubrics	Marks	Rubrics	Marks
1. Conceptual Clarity	1	1. Conceptual Clarity	2
2. Originality & Creativity	1	2. Time Management	1
3. Presentation /Layout	2	3. Analyzing	1
4. Interpretation	1	4. Understanding	1
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>5</b>
<b>III. COLLABORATION AND CREATIVE THINKING</b> Chapter- Changing Trends in Occupation Activity : Poster making		<b>III. COLLABORATION AND CREATIVE THINKING</b> Chapter-Mapping India 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
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>5</b>
<b>IV. VALUE/ETHICAL APPLICATION OF CONCEPTS</b> Chapter-Community Services Activity : Plantation Drive		<b>IV. VALUE/ETHICAL APPLICATION OF CONCEPTS</b> Chapter-Exploring India Activity : Story Telling / Role Play	
Rubrics	Marks	Rubrics	Marks
1.Understanding of purpose	2	1.Relevance of Content	1
2.Collaboration	1	2.Creative Presentation	2
3.Outreach/Impact	1	3.Outreach/Impact	1
4.Message	1	4.Fluency	1
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>5</b>
<b>V. PORTFOLIO</b> TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) /WORKSHEETS.		<b>V. PORTFOLIO</b> TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) /WORKSHEETS.	
Rubrics	Marks	Rubrics	Marks
1. Regularity	1	1. Regularity	1
2. Maintenance of Index	1	2. Maintenance of Index	1
3. Task Completion	1	3. Task Completion	1
4. Neatness	1	4. Neatness	1
5.Follow Up Action	1	5.Follow Up Action	1
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>5</b>

VI. PROJECT & VIVA Chapter- Changing Trends in Occupation – Achievement of Women in Various Fields Activity – Project File		VI. PROJECT & VIVA Chapter- Transdisciplinary project 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
<b>TOTAL</b>	<b>5</b>	<b>TOTAL</b>	<b>5</b>

### LEARNING OUTCOMES & PEDAGOGICAL PROCESS

NAME OF THE CHAPTER/ TOPIC	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
CH-1 Importance of Family	<p>The learners will be able to-</p> <ul style="list-style-type: none"> <li>describe about family, family systems and family traditions.</li> <li>develop belongingness for different family traditions and values through sharing &amp; caring.</li> <li>Justify family support and the worth of a role model in the family.</li> <li>create a family album showing all the members.</li> <li>show sharing of responsibility by doing household chores.</li> <li><b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Discuss with elders, the situations about changes in family with time, roles of different family members,</li> </ul>	<ul style="list-style-type: none"> <li>Make an appreciation card for any one member of your family whom you like the most.</li> </ul>
CH-2 Human Migration	<ul style="list-style-type: none"> <li>define migration.</li> <li>classify different types of migration.</li> <li>explain the impact of migration on migrants and families.</li> <li>develop empathy and caring attitude towards the migrants.</li> <li>distinguish between man-made and natural disaster.</li> <li>explain shifting agriculture.</li> <li><b>SDG NO- 15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>Observe the people migrating to cities and inference the reasons.</li> <li>Collect information about different types of migration.</li> </ul>	<ul style="list-style-type: none"> <li>Paste the picture of two migratory birds migrating to Chilika every year and name them.</li> </ul>
CH-3 Variation in Shelters	<ul style="list-style-type: none"> <li>identify different types of houses as per various climates.</li> <li>analyze the factors that affect designing of a house.</li> <li>describe the qualities of a good neighbor.</li> <li>design models of various kinds of houses.</li> <li><b>SDG NO- 15 LIFE ON LAND</b></li> </ul>	<ul style="list-style-type: none"> <li>Observe different types of houses in their locality.</li> <li>Know the reason of variety of houses in India.</li> </ul>	



	<ul style="list-style-type: none"> <li>• <b>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</b></li> </ul>		
CH-4 Sensitivity towards Others	<ul style="list-style-type: none"> <li>• understand that some children are born with physical disabilities.</li> <li>• list the difficulties faced by physically challenged and their needs.</li> <li>• interpret the values of inclusive education and the role of facilitators.</li> <li>• classify the difference between privileged and socially deprived children.</li> <li>• analyze the special provisions by the Govt. for socially deprived.</li> <li>• create a feeling of empathy in themselves for special children.</li> <li>• <b>SDG NO- 04 QUALITY EDUCATION</b></li> <li>• <b>SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Share their experiences and views on stereotypes/ discrimination /unfair treatment to people/ animals/birds/plants in their home/school /neighborhood.</li> <li>• Interact with differently abled children.</li> <li>• Observe the Braille script.</li> </ul>	<ul style="list-style-type: none"> <li>• Paste the picture of any one famous differently-abled person and write few lines about him/her.</li> </ul>
CH-5 Community Services	<ul style="list-style-type: none"> <li>• list various community services provided by govt., NGO and voluntary organizations.</li> <li>• describe the concept of community services and its benefits.</li> <li>• compare the community services in ancient times with modern times.</li> <li>• describe role of govt. for the country's people.</li> <li>• discuss how transport services connect people in different places.</li> <li>• develop the skill of community development.</li> <li>• create awareness about nature's importance and how to protect it.</li> <li>• <b>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH</b></li> <li>• <b>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></li> <li>• <b>SDG NO- 17 PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Share their views on various services provided by NGOs, Army, etc. during flood or cyclone.</li> </ul>	
CH-6 Leisure Time	<ul style="list-style-type: none"> <li>• discuss the importance of leisure time activities, both indoor and outdoor.</li> <li>• identify some famous sports personalities of India.</li> <li>• classify different types of traditional and modern leisure time activities.</li> <li>• assess the skill involved in</li> </ul>	<ul style="list-style-type: none"> <li>• Interact with the people of a locality and observe their leisure time activities.</li> <li>• Participate actively and undertake initiatives for care, share, empathy, leadership by working</li> </ul>	<ul style="list-style-type: none"> <li>• Paste the picture of your favourite sports person of any field and write few lines about him/her</li> </ul>

	<p>games and sports by playing various games.</p> <ul style="list-style-type: none"> <li>• develop team spirit, sportsmanship, and tolerance.</li> <li>• <b>SDG NO- 03 GOOD HEALTH AND WELL BEING</b></li> <li>• <b>SDG NO- 04 QUALITY EDUCATION</b></li> </ul>	<p>together in groups e.g. in different indoor/outdoor/local/con temporary activities and games.</p> <ul style="list-style-type: none"> <li>• Visit to art room/sports room/library etc.</li> </ul>	
<p>CH-7 Changing Trends in Occupation</p>	<ul style="list-style-type: none"> <li>• define the term occupation and classifies its types.</li> <li>• identify different types of livelihoods in rural areas.</li> <li>• describe the recent trends in farming and their effects on farmer's life.</li> <li>• explain the factors influencing the decision to migrate.</li> <li>• understand the concept and importance of white revolution.</li> <li>• create a sense of gender equality and dignity of labour in occupations.</li> <li>• <b>SDG NO- 05 GENDER EQUALITY</b></li> <li>• <b>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></li> <li>• <b>SDG NO- 10 REDUCED INEQUALITIES</b></li> </ul>	<ul style="list-style-type: none"> <li>• Interact with people (vegetable sellers, florist, gardeners, farmers, drivers, health and defense personnel, etc.) and share experiences about their work, their skills and tools used by them.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a project file on achievements of women in various fields.</li> </ul>
<p>CH-8 Respecting Regional Differences</p>	<ul style="list-style-type: none"> <li>• describe the art, architecture, food habit, religion and languages that make India a unique place.</li> <li>• list the reasons which makes India the favorite tourist destination.</li> <li>• illustrate why it's important to respect regional diversity in daily life.</li> <li>• develop interest in doing block printing designs, tie-and-dye, embroidery work etc.</li> <li>• <b>SDG NO- 15 LIFE ON LAND</b></li> <li>• <b>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></li> </ul>	<ul style="list-style-type: none"> <li>• Interact with the people of a locality and observe their leisure time activities.</li> <li>• Participate actively and undertake initiatives of care, share, empathy, leadership by working together in groups e.g. in different indoor/outdoor/local/con temporary activities and games.</li> </ul>	<ul style="list-style-type: none"> <li>• Tie and dye work.</li> </ul>
<p>CH-9 Exploring India</p>	<ul style="list-style-type: none"> <li>• recognize the different places of India.</li> <li>• interpret about the past history of India.</li> <li>• develop a respect for India's past and its great heritage.</li> <li>• discusses various ways to preserve our heritage.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit community/museum/ wildlife sanctuaries/natural sources of water/mountains/forests/ monuments/tourist</li> </ul>	<ul style="list-style-type: none"> <li>• Story telling / role play on monuments.</li> </ul>

	<ul style="list-style-type: none"> <li>• explain why one should preserve the heritage sites &amp; monuments of India.</li> <li>• justify the concept of unity in diversity and its importance in daily life.</li> <li>• <b>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></li> <li>• <b>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</b></li> </ul>	<p>places.</p> <ul style="list-style-type: none"> <li>• Present photos from their travel diary.</li> </ul>	
CH-10 Mapping India	<ul style="list-style-type: none"> <li>• compare early and present day understanding of the shape of earth.</li> <li>• explain the position of the special lines of latitude and formation of two hemispheres.</li> <li>• distinguish between latitudes and longitudes.</li> <li>• explain the importance globe, map, sketch etc.</li> <li>• explain and differentiate between rotation and revolution of earth.</li> <li>• describe different types of maps.</li> <li>• recognize standard map symbols used in daily life and interprets their features.</li> <li>• explain the concept of a scale.</li> <li>• <b>SDG NO- 04 QUALITY EDUCATION</b></li> <li>• <b>SDG NO- 13 CLIMATE ACTION</b></li> </ul>	<ul style="list-style-type: none"> <li>• Observe the structure of globe and compare earth with globe.</li> <li>• Know different components of map.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a model of a globe.</li> </ul>
CH-11 Transport in Modern Times	<ul style="list-style-type: none"> <li>• identify the different modes of transport and their importance in daily life.</li> <li>• classify the various means of transport.</li> <li>• name and discuss the different types of roads in India &amp; their significance.</li> <li>• discuss the development of road and rail transport in India over the years.</li> <li>• describe the importance of pipeline transportation in India.</li> <li>• discuss the development and importance of air transport in modern times.</li> <li>• <b>SDG NO- 07 AFFORDABLE AND CLEAN ENERGY</b></li> <li>• <b>SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION</b></li> </ul>	<ul style="list-style-type: none"> <li>• Classroom exhibition on different vehicles.</li> <li>• Interact with the elders and differentiate between olden and modern means of transport.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a poster on save energy with a slogan.</li> </ul>

<p>CH-12</p> <p>Communication in Modern Times</p>	<ul style="list-style-type: none"> <li>• discuss the various types and modes of communication.</li> <li>• compare the present modes of communication with the earlier ones.</li> <li>• discuss the various types of communication available to connect person to person.</li> <li>• identify the advantages and disadvantages of social networking.</li> <li>• explain the importance of communication and electronic media in our daily lives.</li> <li>• <b>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH</b></li> <li>• <b>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</b></li> </ul>	<ul style="list-style-type: none"> <li>• Observe and identify different means of communication from their locality.</li> <li>• Explore/read books, newspaper clippings, audio, stories/poems, pictures/videos/ tactile /raised material/web resources/library and other resources beside textbooks.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a collage of newspaper headlines of different languages.</li> </ul>
<p>CH-13</p> <p>India's Neighbours</p>	<ul style="list-style-type: none"> <li>• discuss the location and extent and physical features of India.</li> <li>• recognize India's neighboring countries and learn a few facts about them.</li> <li>• realize the value of patriotism and brotherhood.</li> <li>• explains the importance of good relation between India and its neighbors.</li> <li>• explain why our country is a unique country.</li> <li>• compare the food habit &amp; dresses of India with its neighboring countries.</li> <li>• identify the position of India in the world map, along with its neighboring countries.</li> <li>• <b>SDG NO- 10 REDUCED INEQUALITIES</b></li> <li>• <b>SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</b></li> <li>• <b>SDG NO- 17 PARTNERSHIPS FOR THE GOALS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Observe Indian territory and know its neighboring countries.</li> <li>• Share their experiences about the diversity of India.</li> <li>• Observe map/globe/videos/ppt .</li> </ul>	<ul style="list-style-type: none"> <li>• On an outline map of India, locate and colour the different neighboring countries of India.</li> </ul>