

**EXAMINATION TIMELINE**

EXAM	EXAM	WINDOW TIME	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
TERM 1	Periodic Test - 1	24 to 31 July 2023	Syllabus covered from 1 <sup>st</sup> week of April to 3 <sup>rd</sup> week of July	40	1.30 Hours
	Half Yearly Examination	18 to 30 September 2023	Syllabus covered till Half Yearly	80	3 Hours
TERM 2	Periodic Test - 2	1 to 9 December 2023	Syllabus covered after Half Yearly till PT-2	40	1.30 Hours
	Annual Examination	2nd week of February 2024	Syllabus for Annual Examination	80	3 Hours

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

TERM 1 (50% SYLLABUS)		TERM 2 (50% + 20% SYLLABUS)	
PT 1	HALF-YEARLY EXAMINATION	PT- 2	ANNUAL EXAMINATION
MAX. MARK 40	MAX. MARK 80	MAX. MARK 40	MAX. MARK 80
Scaled down to 20	Scaled down to 50	Scaled down to 20	Scaled down to 50. <i>20% syllabus of Term 2 relevant topics for next class to be included.</i>

**The Sustainable Development Goals (SDGs),**

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, 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.





**COMPREHENSIVE PROGRESS REPORT: 2023-24**  
**DAV PUBLIC SCHOOL, ODISHA**  
**AFFILIATED TO CBSE, NEW DELHI,**  
**AFFILIATION NO: 1530065**  
**COMPREHENSIVE PROGRESS REPORT: 2023-24**  
**STD VI**



<b>Student's Name:</b>		<b>Section :</b>		PHOTO
<b>Mother's Name:</b>		<b>RollNo:</b>		
<b>Father's Name:</b>		<b>Attendance:</b>		

**SCHOLASTIC AREA**

**PENPAPER TESTS(P.P.T.)**

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

**DETAILS OF INTERNAL ASSESSMENTS**

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

SCIENCE & TECHNOLOGY			MATHEMATICS		
Skills/Competencies	TERM-1	TERM-2	Skills/Competencies	TERM-1	TERM-2
CriticalThinking&Evaluation(5)			Evaluation &Inference(5)		
Problem-solving &Inference(5)			CriticalThinking&ProblemSolving(5)		
Collaboration&CreativeThinking (5)			Collaboration&CreativeThinking (5)		
Value/EthicalApplicationof Concept(5)			Value/EthicalApplicationof Concepts(5)		
Project&Viva(5)			Project&Viva (5)		
Portfolio(Notebook &SEA) (5)			Portfolio(Notebook &SEA) (5)		
Total (30)			Total (30)		

**CUMULATIVE SCORECARD**

SUBJECT	TERM- 1 (100)		TERM-2 (100)		TOTAL MARKS (200Marks)	Percentage %	GRADE
	I.A.1 (30 Marks)	PP.T.-1 (70Marks)	I.A.2 (30 Marks)	PP.T.-2 (70 Marks)			
ENGLISH							
SL-ODIA							
TL-HINDI							
MATHS							
SCIENCE & TECHNOLOGY							
SOCIALSCIENCE							
TOTAL							

MINOR SUBJECTS	GRADE	
	TERM-1	TERM-2
GENERALKNOWLEDGE		
MORALSCIENCE		
COMPUTERSCIENCE		

**8-POINT GRADING SCALE FOR SCHOLASTIC AREAS**

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

**CO-SCHOLASTIC AREA**

SOCIAL HABITS & ATTITUDES	TERM-1	TERM-2
COLLABORATION & COOPERATION		
CARE OF SCHOOL PROPERTY		
RELATIONSHIP WITH PEERS		
RELATIONSHIP 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	<b>PARTICIPATION IN CO CURRICULAR ACTIVITIES</b> (e.g. sports, literary, scientific events, visual and performing arts, ICT etc.)			
	<b>NAME</b>	<b>LEVEL</b>	<b>ORGANISED</b>	<b>POSITION</b>
B	<b>21ST CENTURY SKILL</b> such as teamwork, keen observation, troubleshooting, negotiation, time management etc.			
C	<b>RESPONSIBLE BEHAVIOUR</b> towards people, environment and property '_____community welfare, environment protection etc			
D	<b>MORAL VALUES &amp; QUALITIES</b> such as honesty, courtesy, kindness, empathy, respect etc.			

TEACHER'S SUGGESTIVE REMARK

Date of Issue :  
Signature of :

Result :

<b>CLASSTEACHER</b>	<b>SUPERVISOR</b>	<b>PRINCIPAL</b>

ENGLISH

Prescribed Text Books:

1. MY ENGLISH READER-VI (DAV CMC)
2. ENGLISH LITERATURE -VI (DAVCMC)
3. ENGLISH PRACTICE BOOK- VI (DAV CMC)

HALF YEARLY & ANNUAL EXAMINATIONS

I. Weightage to learning objectives:

Objectives	Reading	Writing & Grammar	Literature	Total
% of Marks	25%	37.5%	37.5%	100
Marks	20	30	30	80

II. Weightage to form of questions:

Types of Questions	LA-I (8 Marks)	LA-II (6Marks)	SAI (2 marks)	SA-II (4Marks)	VSA (1 Marks)	Total
No of Question	1	1	6	2	46	15
Marks	8	6	12	8	46	80

III. Weightage to Content:

Sl.	Name of Unit	QuestionNo.	Marks	Weightage
1	Section-A(Reading)	1-3	20	80 ( 80 Marks of Half-Yearly/ Annual will be reduced to 50 marks)
2	Section-B(Writing& Grammar)	4-10	12+18	
3	Section-C(Literature)	11-15	30	
4	INTERNAL ASSESSMENT: TERM 1 AND TERM 2: Listening: (5) Speaking (5) Reading (5) Writing (5) Portfolio (5) (CW/HW) Project (5)	N.A.	5+5+5+5+5+5	30
	& 40 Marks of P.T will be reduced to 20 Marks			20
<b>TOTAL</b>				<b>100</b>

I. Scheme of options: Choice in Q.4,5,11,12 and 15.

II. Expected length of answers to different types of questions & time Management.

Sl.No	Types of Questions	Expected length of Answers	Expected time each questions/Type
1	Long Answers (LA)	100-120 words	60 minutes
2	Short Answers (SA-I)	30-40 words	30 minutes
3	Short Answers (SA-II)	70-80 words	20 minutes
4	Very Short Answers (VSA)	10-20 words	70 minutes

SYLLABUS FOR PEN AND PAPER TEST

Term -1				Term -2			
Periodic Test-1 (40 MARKS)	MARKS	Half Yearly Examination (80 MARKS)	MARKS	Periodic Test-2 (40 MARKS)	MARKS	Annual Examination (80 MARKS)	MARKS
<b>SectionA - [Reading Comprehension]</b> 1.Unseen passage. 2.Unseen poem	5+5=10	<b>SectionA - [Reading Comprehension]</b> 1.Unseen passages. 2.Unseen poem	20	<b>SectionA - [Reading Comprehension]</b> 1.Unseen passage. 2.Unseen poem	5+5=10	<b>SectionA - [Reading Comprehension]</b> 1.Unseen passages. 2.Unseen poem	20
<b>Section-B [Writing &amp; Grammar]</b>  <b>Writing:</b> 1. Notice 2. Article  <b>My English Reader-</b> 1.Celebrations  <b>Grammar: (English Practice Book)</b> 1. Putting it together 2. Regular & Irregular Verb	1X8=8	<b>Section-B [Writing &amp; Grammar]</b>  <b>Writing:</b> 1. Notice 2. Article 3. Story 4. E-mail(Informal) 5. Bio -Sketch <b>My English Reader</b> 1. Celebrations 2.Hobbies 3.Thrill in SchoolLife  <b>Grammar: (English Practice Book)</b> 1.Putting it together 2.Regular & Irregular verb 3.Determiners 4.Subject-Verbagreement 8.Modals	20	<b>Section-B [Writing &amp; Grammar]</b>  <b>Writing:</b> 1.Speech  <b>My English Reader</b> 4.Performing Arts  <b>Grammar: (English Practice Book)</b> 5.SimpleTense(PartI) 6.ContinuousTenses (Part-II) 7.PerfectTenses (Part-III)	1X8=8	<b>Section-B [Writing &amp; Grammar]</b>  <b>Writing:</b> 1.Speech 2.Formal Letter (Letter to the editor) 3.Advertisement <b>My English Reader:</b> 4.Performing Arts 5.VacationTime 6.Tinsel World  <b>Grammar: (English Practice Book)</b> 5.Simple Tense (Part I) 6.Continuous Tenses (Part-II) 7.Perfect Tenses (Part-III) 9.Conditionals 10.Passive Voice 11.Reading for Understanding	20
	3+4=7		18		3+4=7		18
<b>Section –C English Literature</b> 1.How Daddy Decided what He Wanted to Be 3.Leisure	15	<b>Section –C English Literature</b> 1.How Daddy Decided what He Wanted to Be 3. Leisure 2.TheWhite Elephant 4.My Experiments with Truth 5.Today andTomorrow	30	<b>Section –C English Literature</b> 6.TheHelpful YoungMan 7.BharatDesh 8.HanumanAndI	15	<b>Section –C English Literature</b> 6.The Helpful Young Man 7.Bharat Desh 8.Hanuman And I 9.OurTree 10.Attila 11.The Case of Copied Question Paper	30

						<p>The following chapters of Half Yearly (20%) is included in the Annual Examination.</p> <p>• <b>GRAMMAR:</b> 1. Modals &amp; Determiners (English Practice Book)</p> <p>• <b>WRITING:</b> 3.E-mail 4.Bio –Sketch</p>
	40		80		40	80
<p><b>Reading Bonus Section</b> Suggested books for Reading</p> <p>1. The Adventures of Huckleberry Finn(abridged version)-Mark Twain</p> <p>2. Robinson Crusoe- Daniel Defoe</p>	4			<p><b>Reading Bonus Section</b> Suggested books for Reading</p> <p>1. Oliver Twist by Charles Dickens</p> <p>2. Autobiography of Rabindra Nath Tagor</p>	4	
<b>TOTAL</b>	<b>40+4</b>				<b>40+4</b>	
<p><b>Note:</b>Periodic Test -1 and 2 will have a ‘Reading Bonus Section’at the end of the questionpaper. This will comprise comprehension-based questions from the recommended books.</p>						

**INTERNALASSESSMENTS**

SKILLS AND COMPETENCIES WITH RUBRICS	
Term-1 (30 Marks)	Term-2 (30 Marks)
<p><b>Listening (5 Marks)</b> Based on listening to recorded material sequence the Events.</p> <p><b>Rubrics:(1 mark Each)</b></p> <ul style="list-style-type: none"> <li>• Attentiveness</li> <li>• Listening for specific information</li> <li>• Understanding</li> <li>• Correct Response</li> <li>• Accuracy</li> </ul>	<p><b>Listening (5 Marks)</b> Audio for gist</p> <p><b>Rubrics:(1 mark Each)</b></p> <ul style="list-style-type: none"> <li>• Attentiveness</li> <li>• Listening for specific information</li> <li>• Understanding</li> <li>• CorrectResponse</li> <li>• Accuracy</li> </ul>
<p><b>Speaking (5 Marks)Story Telling</b></p> <p><b>Rubrics (1 mark each)</b></p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pronunciation and accent</li> <li>• Vocabulary</li> <li>• Accuracy</li> <li>• Presentation</li> </ul>	<p><b>Speaking (5 Marks)Role Play (in groups of four)</b></p> <p><b>Rubrics( 1 mark each)</b></p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pronunciation and accent</li> <li>• Vocabulary</li> <li>• Accuracy</li> <li>• Presentation</li> </ul>
<p><b>Reading (5 Marks)</b> Reading aloud a particular piece of prose/poem</p> <p><b>Rubrics(1 mark each)</b></p> <ul style="list-style-type: none"> <li>• Pronunciationandarticulation</li> </ul>	<p><b>Reading (5 Marks)</b> Reading aloud a particular piece of prose/poem</p> <p><b>Rubrics (1 mark each)</b></p> <ul style="list-style-type: none"> <li>• Pronunciationandarticulation</li> </ul>

SKILLS AND COMPETENCIES WITH RUBRICS	
Term-1 (30 Marks)	Term-2 (30 Marks)
<ul style="list-style-type: none"> <li>• Fluency and confidence</li> <li>• Expression</li> <li>• Posture</li> <li>• Comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Fluency and confidence</li> <li>• Expression</li> <li>• Posture</li> <li>• Comprehensibility</li> </ul>
<p><b>Writing Skill (5 Marks)</b> Describe an object / place / person / event.</p> <p><b>Rubrics (1 mark each)</b></p> <ul style="list-style-type: none"> <li>• Relevance to content</li> <li>• Creative presentation</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Accuracy</li> </ul>	<p><b>Writing Skill (5 Marks)</b> Concept Map (The Helpful Young Man)</p> <p><b>Rubrics (1 mark each)</b></p> <ul style="list-style-type: none"> <li>• Relevance to content</li> <li>• Creative presentation</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Accuracy</li> </ul>
<p><b>Portfolio (5 Marks)</b> CW &amp; HW Notebook Presentation and correction work</p> <p><b>Rubrics: (1 mark Each)</b></p> <ul style="list-style-type: none"> <li>• Regularity.</li> <li>• Task completion.</li> <li>• Follow Up Action</li> <li>• Maintenance of Index</li> <li>• Notebook upkeep.</li> </ul>	<p><b>Portfolio (5 Marks)</b> CW &amp; HW notebook Presentation and correction work</p> <p><b>Rubrics: (1 mark Each)</b></p> <ul style="list-style-type: none"> <li>• Regularity.</li> <li>• Task completion.</li> <li>• Follow Up Action</li> <li>• Maintenance of Index</li> <li>• Notebook upkeep.</li> </ul>
<p><b>Project (5 Marks)</b> Prepare a project file on leisure time activities. (Refer to Unit 2 : "Hobbies" of My English Reader)</p> <p><b>Rubrics: (1 mark Each)</b></p> <ul style="list-style-type: none"> <li>• Relevance of Content</li> <li>• Presentation</li> <li>• Fluency and Accuracy</li> <li>• Creativity</li> <li>• Integration of Art</li> </ul>	<p><b>Project (5 Marks)</b> Keeping all the elements of a good advertisement in mind, design an advertisement.</p> <p><b>Rubrics: (1 mark Each)</b></p> <ul style="list-style-type: none"> <li>• Relevance of Content</li> <li>• Presentation</li> <li>• Fluency and Accuracy</li> <li>• Creativity</li> <li>• Integration of Art</li> </ul>

\*Assessment of Various skills in English will be assessed through a continuous process.

**LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES**

Sl	Chapter Name	Learning Outcomes	Pedagogical Process	Activities for Assessment
1	<b>CHAPTER 1: How Daddy Decided What He Wanted To Be</b>	<p>The Learners will be able to</p> <ul style="list-style-type: none"> <li>• summarise the chapter in their own words.</li> <li>• realise that we should be good human beings first.</li> <li>• understand that every profession has its own importance.</li> </ul> <p><b>SDG 4 –Quality Education</b> <b>SDG 8- Decent Work &amp; Economic Growth.</b></p>	<ul style="list-style-type: none"> <li>• Attempts creative writing, like stories, poems, dialogues</li> <li>• Skits, dialogues from a story and story from dialogues.</li> <li>• Looks at pictures given in the chapter and speaks/writes few sentences about them.</li> <li>• Prepares a speech</li> <li>• On the importance of different professions.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Identifies the profession from the given clues and the picture.</li> <li>• Comic strip activity</li> <li>• Solves crossword puzzles</li> </ul>
2.	<b>CHAPTER 2: The White Elephant</b>	<ul style="list-style-type: none"> <li>• understand that animals too have feelings and emotions.</li> <li>• realise that good deeds will be always rewarded.</li> </ul>	<ul style="list-style-type: none"> <li>• Thinks critically about characters, events, ideas, themes and relates them to life in order to compare and contrast them.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-reading task</li> <li>• Face mask making: face mask of mother elephant,</li> </ul>



Sl	Chapter Name	Learning Outcomes	Pedagogical Process	Activites for Assessment
		<ul style="list-style-type: none"> <li>develop a positive attitude towards life.</li> </ul> <p><b>SDG 15-Life on land</b> <b>SDG 16-Peace, Justice &amp; Strong Institutions</b></p>	<ul style="list-style-type: none"> <li>Raises questions based on their reading</li> <li>Writes article on the cruelty of animals which was published in the newspaper</li> </ul>	<p>and baby elephant</p> <ul style="list-style-type: none"> <li>Arranges the jumbled sentences and writes the story sequence wise</li> </ul>
3	<p><b>CHAPTER 3:</b></p> <p><b>Leisure</b></p>	<ul style="list-style-type: none"> <li>list the leisure time activities they do/ they are unable to do due to lack of time.</li> <li>identify the poetic devices such as personification and alliteration in other poems.</li> <li>create a new poem on 'Nature'.</li> </ul> <p><b>SDG 13- Climate Action</b> <b>SDG 15-Life on land</b></p>	<ul style="list-style-type: none"> <li>Recite poems with appropriate expressions and intonation.</li> <li>Recitation of similar poem</li> <li>Sharing story on importance of leisure time activities</li> </ul>	<ul style="list-style-type: none"> <li>Contrasts between city life and nature using webchart.</li> <li>Uses crossword puzzles, word chain and quizzes to demonstrate efforts to enrich vocabulary through them.</li> <li>Quiz</li> </ul>
4	<p><b>CHAPTER 4:</b></p> <p><b>My Experiments With Truth</b></p>	<ul style="list-style-type: none"> <li>recall and connects with some life lessons which they experience in their day to day life.</li> <li>distinguish between the good deed and the bad.</li> <li>understand that social networks can be used in education as well.</li> </ul> <p><b>SDG 8 –Decent Work &amp; Economic Growth</b> <b>SDG 16-Peace, Justice &amp; Strong Institutions</b></p>	<ul style="list-style-type: none"> <li>Uses synonyms/antonyms, deduces word meanings from clues in context while reading a variety of texts.</li> <li>Video related to Gandhiji's life.</li> <li>Video on importance of handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>Charkha making: use ice cream sticks and make a charkha or spinning wheel and write an ideal of Gandhiji on each stick that you have learnt in this chapter.</li> <li>Virtual field trip</li> <li>Confession box activity (use prompts to write a chit of confession ex: Once when I was a kid.....)</li> </ul>
5	<p><b>CHAPTER 5:</b></p> <p><b>Today &amp; Tomorrow</b></p>	<ul style="list-style-type: none"> <li>learn about the importance of time.</li> <li>make themselves punctual</li> <li>avoid procrastination</li> </ul> <p><b>SDG 8 –Decent Work &amp; Economic Growth</b></p>	<ul style="list-style-type: none"> <li>Introduction through video aids</li> <li>Identifies and appreciates significant literary elements and order to demonstrate understanding of their significance in literature and narratives.</li> <li>Shares story on procrastination</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a 'To Do List' for one week.</li> <li>Art integrated activity draw pictures showing difference between today (punctuality) and tomorrow (procrastination)</li> <li>write creatively : stories, poems etc,</li> </ul>
6	<p><b>CHAPTER 6:</b></p> <p><b>The Helpful Youngman</b></p>	<ul style="list-style-type: none"> <li>acquire better LSRW skills.</li> <li>imbibe values like helpfulness, self-respect, compassion, sacrifice and dignity.</li> <li>use synonyms / antonyms, deduce word meanings from clues in context while reading a variety of texts.</li> </ul> <p><b>SDG 13 –Climate Action</b> <b>SDG 17- Partnerships For The Goals</b></p>	<ul style="list-style-type: none"> <li>Introduction through video aids</li> <li>Concept map</li> <li>Thinks critically about characters, events, ideas, themes and relates them to life in order to compare and contrast them.</li> <li>Sequence of events and central ideas of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Creates a thank you post box.</li> <li>Makes a collage of the sequence in the story.</li> <li>Role play (speaking skills)</li> <li>Prepares kindness journal</li> </ul>
7	<p><b>CHAPTER 7:</b></p>	<ul style="list-style-type: none"> <li>demonstrate the understanding of LSRW skills</li> </ul>	<ul style="list-style-type: none"> <li>Recite patriotic poem</li> <li>Shares videos on patriotism</li> </ul>	<ul style="list-style-type: none"> <li>Compose a short acrostic poem.</li> </ul>

Sl	Chapter Name	Learning Outcomes	Pedagogical Process	Activites for Assessment
	<b>Bharat Desh</b>	<ul style="list-style-type: none"> <li>understand the responsibilities towards their motherland.</li> <li>inculcate the values of patriotism ,recites poems with appropriate expressions and intonation.</li> </ul> <p><b>SDG 1-No Poverty</b>  <b>SDG 2-Zero Hunger</b>  <b>SDG.4 –Quality Education,</b>  <b>SDG 9- Industry,Innovation &amp; Infrastructure</b></p>	<ul style="list-style-type: none"> <li>Identify literary devices</li> <li>Concept map</li> </ul>	<ul style="list-style-type: none"> <li>Make a wind chime, paste your photo on it as shown in the picture.</li> <li>Make a list of all the action words in the poem.</li> </ul>
8	<b>CHAPTER 8: Hanuman &amp; I</b>	<ul style="list-style-type: none"> <li>define what drama is and what are the different skills of drama.</li> <li>demonstrate different roles and enact them by uttering the dialogues with proper pause and intonation.</li> <li>recognize different characters.</li> </ul> <p><b>SDG 17 -Partnerships for the goal</b></p>	<ul style="list-style-type: none"> <li>Introduction through video aids</li> <li>Concept map</li> <li>Reads a variety of texts for pleasure e.g. adventure stories and science fiction,fairytales, travelogue etc. in order to demonstrate extensive reading skills.</li> </ul>	<ul style="list-style-type: none"> <li>Role play</li> <li>Finger puppet making</li> <li>The teacher will speak out certain dialogues from the play,the students have to listen to the dialogues attentively and answer the questions.</li> </ul>
9	<b>CHAPTER 9: Our Tree</b>	<ul style="list-style-type: none"> <li>understand the importance of tree in human life.</li> <li>construct a positive attitude towards environmental sustainability.</li> <li>explain the difference between deforestation and afforestation.</li> </ul> <p><b>SDG 13-Climate Action</b>  <b>SDG 15-Life on land</b></p>	<ul style="list-style-type: none"> <li>Recitation of poem related to tree</li> <li>Sharing story on uses of tree</li> <li>Identification of literary devices</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a tree of kindness in A4 size paper.</li> <li>Write a short paragraph on ‘importance of trees’using the words written in the tree.</li> <li>Story composition: how animals in jungle convince human beings to stopdeforestation and save their habitats.</li> </ul>
10	<b>CHAPTER 10: Attila</b>	<ul style="list-style-type: none"> <li>identify words related to the qualities of a good watch dog.</li> <li>explain the value of dog’s intelligence in human life.</li> <li>write a diary entry impersonating as one of the characters.</li> <li>decide and judge if ‘attila’was a real hero.</li> </ul> <p><b>SDG 10 : Reduced in inequalities</b></p>	<ul style="list-style-type: none"> <li>Introduction through video aids</li> <li>Concept map</li> <li>Attempts creative writing like stories, poems, dialogues,skits etc.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a cut out of dog andwrite adjectives for the dog on its body.</li> <li>Describe the qualities that animals would want in the human beings who keep them as pets.</li> <li>Write a portion of the story in dialogue form.</li> </ul>
11	<b>CHAPTER 11: The CaseOf Copied Question Paper</b>	<ul style="list-style-type: none"> <li>discuss &amp; explain the importance of being honest and truthful.</li> <li>distinguish between the success earned through hardwork&amp;success earned through cheating.</li> <li>raise &amp; respond to questions based on texts in order to demonstrate curiosity andinquisitiveness skills.</li> </ul> <p><b>SDG 4 –QualityEducation</b>  <b>SDG 16-Peace, Justice &amp; Strong Institutions</b></p>	<ul style="list-style-type: none"> <li>Introduction through video aids.</li> <li>Sequence of events andcentral ideas of the play.analyse the character of soames, holmes,bannister and gilechrist.</li> <li>Reads a variety of texts for pleasure e.g.adventure storiesandsciencefiction,fairytales,biography,autobiography, travelogue etc.</li> </ul>	<ul style="list-style-type: none"> <li>Role play,</li> <li>Concept map</li> <li>Character sketch</li> <li>Draws the inside of Mr. soames’ room showing the positions of tables , chairs,proofs, pencil shreds and all the necessary details.</li> </ul>

ଉଚ୍ଚତର ଓଡ଼ିଆ (HIGHER ODIA)

Prescribed Text Book:

1. ଆମ ସାହିତ୍ୟ (ଷଷ୍ଠ ଶ୍ରେଣୀ)

ପ୍ରକାଶକ : ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଓଡ଼ିଶା ସରକାର, ଭୁବନେଶ୍ୱର (୨୦୨୨ ସଂସ୍କରଣ)

SYLLABUS FOR PEN AND PAPER TESTS							
TERM 1				TERM 2			
PERIODIC TEST-1 40 Marks	MARKS	Half-Yearly Examination 80 Marks	MARKS	PERIODIC TEST-2 40 Marks	MARKS	Annual Examination 80 Marks	MARKS
'କ' ବିଭାଗ (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	5	୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	10	୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	5	୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	10
'ଖ' ବିଭାଗ (ଲିଖନ) ୧. ଅନୁଚ୍ଛେଦ	5	୧. ରଚନା ୨. ପତ୍ରଲିଖନ	15	୧. ଦରଖାସ୍ତ	5	୧. ରଚନା ୨. ପତ୍ରଲିଖନ କିମ୍ବା ଦରଖାସ୍ତ	15
'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ୧. ଗଦ୍ୟରୂପ ୨. ଭିନ୍ନଜାତୀୟ ଶବ୍ଦଟିକୁ ଚିହ୍ନଟ କର ୩. ଶବ୍ଦାର୍ଥ	10	୧. ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ ୨. ବିପରୀତ ଶବ୍ଦ ୩. ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ ୪. ପ୍ରତିଶବ୍ଦ ୫. ବାକ୍ୟ ଗଠନ ୬. ଶବ୍ଦାର୍ଥ	20	୧. ଏକପଦରେ ପ୍ରକାଶ ୨. ରୂପ ପରିବର୍ତ୍ତନ ୩. ଶବ୍ଦାର୍ଥ	10	୧. ଗଦ୍ୟରୂପ ୨. ପ୍ରତିଶବ୍ଦ ୩. ବାକ୍ୟ ଗଠନ ୪. ଶବ୍ଦାର୍ଥ	20
ଘ' ବିଭାଗ (ସାହିତ୍ୟ) ୧. ବର୍ଷା (ପଦ୍ୟ) ୨. ବନବାଣୀ (ଗଦ୍ୟ) ୩. ନ୍ୟାୟବିଚାର (ଗଳ୍ପ)	20	ପଦ୍ୟ : ୧. ବର୍ଷା ୨. ପ୍ରଭାତ ଅବକାଶ ଗଦ୍ୟ : ୧. ବନବାଣୀ ୨. ମୋ ଜୀବନର ଅଭୁଲକଥା ୩. କ'ଣ ଶିଖିବା ୪. ସତ୍ତ୍ୱକ ସୁରକ୍ଷା ଜୀବନ ରକ୍ଷା ୫. ଦେଶପ୍ରେମୀ କବିତା ଗଳ୍ପ : ୧. ନ୍ୟାୟ ବିଚାର	35	୧. ଜନ୍ମଭୂମି (ପଦ୍ୟ) ୨. କିଏ ଭାସେ କିଏ ବୁଡ଼େ (ଗଦ୍ୟ) ୩. ରାଜୋଚିତ ବ୍ୟବହାର (ଏକାଙ୍କିକା)	20	ପଦ୍ୟ : ୧. ଜନ୍ମଭୂମି ୨. ଶରତ ନଈ କୂଳେ ୩. ଧୂଳି ଗଦ୍ୟ : ୧. କିଏ ଭାସେ କିଏ ବୁଡ଼େ ୨. ବିଶ୍ୱବିଜୟୀ ବିବେକାନନ୍ଦ ୩. ବୃକ୍ଷଲତା ଆମର ବନ୍ଧୁ ୪. ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା ୫. ଓଡ଼ିଶାର ସଂସ୍କୃତି ଏକାଙ୍କିକା : ୧. ରାଜୋଚିତ ବ୍ୟବହାର The following chapters of Half Yearly (20%) will be included in the Annual Examinations. ବ୍ୟାକରଣ : ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ , ବିପରୀତାର୍ଥବୋଧକଶବ୍ଦ	35

ଉତ୍ତମ ପାଠକ ବୋନସ୍ ପଠନ ପାଇଁ ପରାମର୍ଶିତ ପୁସ୍ତକ । ୧. ପୁସ୍ତକର ନାମ –ଦିବ୍ୟ ଧାମର ଦିବ୍ୟ କଥା (ବିଷୟ -ଧର୍ମ ପରୀକ୍ଷା) ପ୍ରକାଶକ – ଶକ୍ତି ପବ୍ଲିଶର୍ସ ୨. ପୁସ୍ତକର ନାମ – ଦେଶ ବିଦେଶର ବୁଢ଼ୀମା' କାହାଣୀ (ବିଷୟ -ଭାଗ୍ୟ ପରୀକ୍ଷା) ପ୍ରକାଶକ- ପ୍ରୀତୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ	4			ପଠନ ପାଇଁ ପରାମର୍ଶିତ ପୁସ୍ତକ । ୧. ପୁସ୍ତକର ନାମ -ସ୍ୱାମୀ ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀ ଓ ବାଣୀ ପ୍ରକାଶକ –ରାମକୃଷ୍ଣ ନଠ ଓ ମିଶନ ୨. ପୁସ୍ତକର ନାମ - ଫକୀର ମୋହନଙ୍କ କଥାମାଳା (ଗନ୍ଧ- ଧନ୍ୟ ଅନନ୍ତା) ପ୍ରକାଶକ- ରାଜ୍ୟ ଜନଶିକ୍ଷା ସାଧନ କେନ୍ଦ୍ର ଓଡ଼ିଶା , ଭୁବନେଶ୍ୱର	4		
Total	40+4		80		40+4		80

**Note:** Periodic Test -1 and 2 will have a ‘Reading Bonus Section’ at the end of the questionpaper. This will comprise comprehension-based questions from the recommended books.

**INTERNAL ASSESSMENTS**

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM – 1(30 marks)	TERM – 2(30 marks)
<b>ଶ୍ରବଣ ଦକ୍ଷତା (LISTENINGSKILL) (5 MARKS)</b> ରେକର୍ଡ ହୋଇଥିବା କୌଣସି ଏକ କ୍ଷୁଦ୍ରଗଳ୍ପ ଶୁଣିବା ଉପରେ ଆଧାରିତ । (Based on listening to any recorded short story.) Rubrics: (1 Mark Each) <ul style="list-style-type: none"> <li>• Attentiveness</li> <li>• Listening for specific information</li> <li>• Understanding</li> <li>• Correct Response</li> <li>• Accuracy</li> </ul>	<b>ଶ୍ରବଣ ଦକ୍ଷତା (LISTENINGSKILL) (5 MARKS)</b> ରେକର୍ଡ ହୋଇଥିବା କୌଣସି ଭାଷଣ ଶୁଣିବା ଉପରେ ଆଧାରିତ । (Based on listening to any recorded speech.) Rubrics: (1 Mark Each) <ul style="list-style-type: none"> <li>• Attentiveness</li> <li>• Listening for specific information</li> <li>• Understanding</li> <li>• Correct Response</li> <li>• Accuracy</li> </ul>
<b>କଥନ ଦକ୍ଷତା (SPEAKING SKILL) (5 MARKS)</b> <i>ବିଦ୍ୟାର୍ଥୀମାନେ ଯେକୌଣସି ଏକ ଛୋଟ କାହାଣୀ ଉପସ୍ଥାପନ କରିବେ ।</i> (Students will be able to present a short story.)  Rubrics ( 1 Mark each) <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pronunciation and accent</li> <li>• Vocabulary</li> <li>• Accuracy</li> <li>• Presentation</li> </ul>	<b>କଥନ ଦକ୍ଷତା(SPEAKING SKILL) (5 MARKS)</b> <i>ଅଭିନୟ ମଞ୍ଚ : (ଦଳଗତ :ବିଦ୍ୟାର୍ଥୀମାନେ ‘ରାଜୋଚିତ ବ୍ୟବହାର’ ଏକାଙ୍କିକାକୁ ଦଳଗତ ଭାବରେ ଅଭିନୟ ମାଧ୍ୟମରେ ଶ୍ରେଣୀ କକ୍ଷରେ ଉପସ୍ଥାପନ କରିବେ।)</i> Group: "RajochitaByabahara" will be presented in the classroom through group acting. <ul style="list-style-type: none"> <li>• Role Play</li> </ul> Rubrics (1 Mark each) <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pronunciation and accent</li> <li>• Vocabulary</li> <li>• Accuracy</li> <li>• Presentation</li> </ul>
<b>ପଠନ ଦକ୍ଷତା (READING SKILL) (5 MARKS)</b> ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଗଦ୍ୟକୁ ଉଚ୍ଚପଠନ କରିବେ କିମ୍ବା ଏକ ପଠିତ କବିତାକୁ ସ୍ପଷ୍ଟରେ ଆବୃତ୍ତି କରିବେ । (Students will read loudly a prose or recite a poem.) Rubrics (1 Mark each)	<b>ପଠନ ଦକ୍ଷତା(READING SKILL) (5 MARKS)</b> ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଗଦ୍ୟକୁ ଉଚ୍ଚପଠନ କରିବେ କିମ୍ବା ଏକ ପଠିତ କବିତାକୁ ସ୍ପଷ୍ଟରେ ଆବୃତ୍ତି କରିବେ । (Students will read loudly a prose or recite a poem.)Rubrics (1 Mark each)

<ul style="list-style-type: none"> <li>• Pronunciation and articulation</li> <li>• Fluency and confidence</li> <li>• Expression</li> <li>• Posture</li> <li>• Comprehensibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pronunciation and articulation</li> <li>• Fluency and confidence</li> <li>• Expression</li> <li>• Posture</li> <li>• Comprehensibility</li> </ul>
<p><b>ଲିଖନ ଦକ୍ଷତା (WRITING SKILL) (5 MARKS)</b></p> <p>ବିଦ୍ୟାର୍ଥୀ ଏକ ବସ୍ତୁ / ସ୍ଥାନ / ବ୍ୟକ୍ତି / ଘଟଣାକୁ ଆଧାର କରି ନିଜର ଭାବନାକୁ ଲିଖନ ମାଧ୍ୟମରେ ପରିପ୍ରକାଶ କରିବେ ।</p> <p>Students will express their feelings in writing based on an object / place / person / event.</p> <p><b>Rubrics (1 mark each)</b></p> <ul style="list-style-type: none"> <li>• Relevance to content</li> <li>• Creative presentation</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Accuracy</li> </ul>	<p><b>ଲିଖନ ଦକ୍ଷତା(WRITING SKILL) (5 MARKS)</b></p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ 'ସଡ଼କ ସୁରକ୍ଷା ଜୀବନ ରକ୍ଷା' ବିଷୟକୁ ଆଧାର କରି ସତେଜନତା ମୂଳକ ଉକ୍ତି ପ୍ରସ୍ତୁତ କରିବେ ।</p> <p>Students will make a statement based on the theme "SADAKA SURAKSHYA JIBANA RAKSHYA".</p> <p><b>Rubrics (1 mark each)</b></p> <ul style="list-style-type: none"> <li>• Relevance to content</li> <li>• Creative presentation</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Accuracy</li> </ul>
<p><b>ପୋର୍ଟଫୋଲିଓ (PORTFOLIO) (5 Marks)</b></p> <p>ଶ୍ରେଣୀ କାର୍ଯ୍ୟ ଓ ଗୃହକାର୍ଯ୍ୟ ଉପସ୍ଥାପନା ଏବଂ ସଂଶୋଧନ କାର୍ଯ୍ୟ । (CW &amp; HW notebook presentation and correction work)</p> <p>Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Regularity.</li> <li>• Task completion.</li> <li>• Follow Up Action</li> <li>• Maintenance of Index</li> <li>• Notebook up keep.</li> </ul>	<p><b>ପୋର୍ଟଫୋଲିଓ(PORTFOLIO) (5 Marks)</b></p> <p>ଶ୍ରେଣୀ କାର୍ଯ୍ୟ ଓ ଗୃହକାର୍ଯ୍ୟ ଉପସ୍ଥାପନା ଏବଂ ସଂଶୋଧନ କାର୍ଯ୍ୟ । (CW&amp; HW notebook presentation and correction work.)</p> <p>Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Regularity.</li> <li>• Task completion.</li> <li>• Follow Up Action</li> <li>• Maintenance of Index</li> <li>• Notebook up keep.</li> </ul>
<p><b>ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ(PROJECT)(5 marks)</b></p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ ବର୍ଷା ଉପରେ ଆଧାରିତ ସବିଭିନ୍ନ ସ୍ୱରଚିତ କବିତାକୁ ଆଧାରକରି ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିବେ ।</p> <p>(Make a project about BarsaRutu)</p> <p>ସହାୟକ ପୁସ୍ତକ : ଆମ ସାହିତ୍ୟ 'ଷଷ୍ଠ ଶ୍ରେଣୀ'</p> <p>ବିଷୟ : 'ବର୍ଷା'</p> <p>Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Relevance of Content</li> <li>• Presentation</li> <li>• Fluency and Accuracy</li> <li>• Creativity</li> <li>• Integration of Art</li> </ul>	<p><b>ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ (PROJECT) (5 marks)</b></p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ ଆନ୍ତର୍ଜାତିକ ଯେକୌଣସି ଷଟି କ୍ରୀଡ଼ା ସମ୍ପର୍କିତ ସବିଭିନ୍ନ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିବେ ।(Preparing a project based on the International Game with pictures.)</p> <p>ସହାୟକ ପୁସ୍ତକ : ଆମ ସାହିତ୍ୟ 'ଷଷ୍ଠ ଶ୍ରେଣୀ'</p> <p>ବିଷୟ : ବିଶ୍ୱବିଜୟୀ ବିବେକାନନ୍ଦ</p> <p>Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Relevance of Content</li> <li>• Presentation</li> <li>• Fluency and Accuracy</li> <li>• Creativity</li> <li>• Integration of Art</li> </ul>

**ଶିକ୍ଷଣ ଫଳାଫଳ (LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES)**

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟା କଳାପ/ ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
୧.	ବର୍ଷା- ପଦ୍ୟ	<ul style="list-style-type: none"> <li>• ବିଦ୍ୟାର୍ଥୀଙ୍କର କଳ୍ପନା ଓ ବୋଧଶକ୍ତିର ବିକାଶ ହେଲା ।</li> <li>• କବିତାର ନିର୍ଦ୍ଦିଷ୍ଟ ଶୈଳୀ ସହିତ ପରିଚିତ ହେଲେ ।</li> <li>• ବିଦ୍ୟାର୍ଥୀଙ୍କର ସୃଜନଶୀଳତାର ବିକାଶ ସାଧିତ ହେଲା ଓ କବିତା ଲିଖନ ନିମିତ୍ତ ଆଗ୍ରହ ବୃଦ୍ଧି ହେଲା ।</li> </ul> <p><b>SDG – 15 - ସ୍ଥଳଜୀବ ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା</b></p>	<ul style="list-style-type: none"> <li>• ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ରଚ୍ଚା ସମ୍ପର୍କିତ ଜ୍ଞାନ ଅର୍ଜନ କରିବେ।</li> <li>• ଭାଗବତକୁ ଦେଖିବେ ଏହାର ଆବୃତ୍ତିଗତ ସ୍ୱର ସହିତ ପରିଚିତ ହେବାରେ କ୍ଷମ ହେବେ ।</li> <li>• ' ବର୍ଷା ' କବିତାରେ ବିଷୟଭିତ୍ତିକ ବିଚାରଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ।</li> </ul>	<ul style="list-style-type: none"> <li>• ' ବର୍ଷା ' ସଂପର୍କିତ ଏକ କବିତା ପ୍ରସ୍ତୁତ କରି ଦେଖାଇବେ।</li> <li>• ନିଜ ବର୍ତ୍ତମାନ ଦୃଶ୍ୟ ଅଙ୍କନ କରିବେ।</li> <li>• ଜଳପଥ, ସ୍ଥଳପଥ , ଆକାଶ ପଥ ସମ୍ପର୍କିତ ଚିତ୍ର ସଂଗ୍ରହ କରିବେ।</li> </ul>

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟା କଳାପ/ ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
୨ .	ପ୍ରଭାତଅବକାଶ-ପଦ୍ୟ	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ପ୍ରଭାତ ସମୟର ସୂଚନା ଦେଉଥିବା ବିଭିନ୍ନ ପ୍ରକାର ପକ୍ଷୀମାନଙ୍କ ବିଷୟରେ ଏବଂ ଏହି ସମୟରେ କରାଯାଉଥିବା ନିତ୍ୟ କର୍ମ ତଥା ଅନ୍ୟାନ୍ୟ କାର୍ଯ୍ୟ ସମ୍ପର୍କରେ ଧାରଣା ପାଇଲେ ।</li> <li>ରୁଚିକର ଏବଂ ପୌଷ୍ଟିକ ଖାଦ୍ୟ ସମ୍ପର୍କରେ ଜ୍ଞାନ ଅର୍ଜନ କଲେ।</li> <li>ମାତା ଯଶୋଦାଙ୍କର ବାସଲ୍ୟ ମମତା ବିଷୟରେ ଅବଗତ ହେଲେ।</li> </ul> <p><b>SDG – 15</b> ଜଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ପ୍ରଭାତ ସମୟର ବିଭିନ୍ନ ଘଟଣା, ଦୃଶ୍ୟ, ପରିବେଶ ଇତ୍ୟାଦି ବିଷୟରେ ମନେପକାଇ ବର୍ଣ୍ଣନାକରିବେ।</li> <li>କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟବୋଧକୁ ହୃଦୟଙ୍ଗମ କରିବାରେ ସମର୍ଥ ହେବେ।</li> <li>କବିତା ମଧ୍ୟରେ ଅନ୍ତର୍ନିହିତ ନୀତି ଶିକ୍ଷାକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ କ୍ଷମ ହେବେ।</li> </ul>	<ul style="list-style-type: none"> <li>କାଞ୍ଚ, କୁକୁଡ଼ା, ଶୁଆ, ମୟୂର ଓ ଅନ୍ୟ ପକ୍ଷୀମାନଙ୍କର ପର ସଂଗ୍ରହ କରିବେ।</li> <li>ବିଭିନ୍ନ ପଶୁପକ୍ଷୀଙ୍କର ଧ୍ୱନି ବାହାର କରିବାକୁ ଚେଷ୍ଟାକରି ତା 'ର ଭିଡ଼ିଓ ସଂରକ୍ଷିତ କରି ଦେବେ।</li> </ul>
୩ .	ଜନ୍ମଭୂମି - ପଦ୍ୟ	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀମାନେ ଜନ୍ମଭୂମି ପ୍ରତି ଥିବା ଆମ କର୍ତ୍ତବ୍ୟବୋଧକୁ ହୃଦ୍‌ବୋଧ କଲେ ।</li> <li>ଜନ୍ମଭୂମି ହିଁ ଆମକୁ ଜଳ, ବାୟୁ ଓ ଖାଦ୍ୟ ଦେଇ ଆମ ଶରୀରକୁ ପରିପୁଷ୍ଟ କରିଛି। ଏହି ସତ୍ୟତାକୁ ସ୍ୱୀକାର କଲେ।</li> <li>ଜନ୍ମଭୂମି ସୁରକ୍ଷା ପାଇଁ ପ୍ରାଣବଳୀ ଦେବାକୁ ଶପଥ କଲେ ।</li> </ul> <p><b>SDG – 15</b> - ଜଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ଆମ ପୂର୍ବପୁରୁଷଙ୍କ ସ୍ମରଣୀୟ କାର୍ତ୍ତି ସଂପର୍କରେ ସ୍ମରଣ କରିବାରେ ସମର୍ଥ ହେବେ।</li> <li>ଉତ୍କଳର ଐତିହ୍ୟ ଓ ସଂସ୍କୃତିକୁ ଛାତ୍ରଛାତ୍ରୀ ହୃଦ୍‌ବୋଧ କରିବେ ।</li> <li>' ଜନ୍ମଭୂମି ' ବିଷୟ ଭିତ୍ତିକ ବିଚାରଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ।</li> </ul>	<ul style="list-style-type: none"> <li>' ଜନ୍ମଭୂମି ' କବିତାରେ ଯେଉଁ ମହାପୁରୁଷ ମାନଙ୍କର କଥା କୁହାଯାଇଛି , ସେମାନଙ୍କ ବିଷୟରେ ତଥ୍ୟ ସଂଗ୍ରହ କରି ନିଜ ଶ୍ରେଣୀ କକ୍ଷକୁ ସଜାଇବେ।</li> <li>ଛାତ୍ରଛାତ୍ରୀ ମାନେ ଓଡ଼ିଶାର ବୀର ପୁରୁଷ ମାନଙ୍କର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ।</li> </ul>
୪ .	ଶରତ ନଈ କୂଳେ - ପଦ୍ୟ	<ul style="list-style-type: none"> <li>ବିଷୟବସ୍ତୁର ପଠନ ପରେ ବିଦ୍ୟାର୍ଥୀଗଣ ଶରତ ଋତୁର ପ୍ରାକୃତିକ ସୌନ୍ଦର୍ଯ୍ୟ ସହିତ ଅବଗତ ହେଲେ ।</li> <li>ବିଭିନ୍ନ ଋତୁମାନଙ୍କ ମଧ୍ୟରୁ ଶରତ ଋତୁର ପ୍ରାକୃତିକ ଶୋଭା ସମ୍ପର୍କରେ ନିଜର ଜ୍ଞାନ ପରିବର୍ଦ୍ଧିତ କଲେ ।</li> <li>କବି ରାଧାମୋହନ ଗଡ଼ନାୟକଙ୍କ କାବ୍ୟିକ ଶୈଳୀ ସହ ପରିଚିତ ହେଲେ ।</li> </ul> <p><b>SDG – 15</b> - ଜଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ଋତୁ ସଂପର୍କରେ ସ୍ମରଣ କରିବାରେ ସମର୍ଥ ହେବେ।</li> <li>ଶରତ ଋତୁର ପ୍ରାକୃତିକ ସୌନ୍ଦର୍ଯ୍ୟକୁ ବିଦ୍ୟାର୍ଥୀ ହୃଦ୍‌ବୋଧ କରିବେ।</li> <li>ବିଦ୍ୟାର୍ଥୀ କବିତାରେ ବ୍ୟବହୃତ ନାନାବିଧ ଛନ୍ଦ ଓ ଆଳଙ୍କାରିକ ପ୍ରୟୋଗ ସହିତ ପରିଚିତ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ପଠିତ କବିତାକୁ ଆଧାର କରି ଶରତ ଋତୁର ଏକ ଚିତ୍ର ଅଙ୍କନ କରିବେ।</li> <li>ଗଙ୍ଗଶିଉଳି ଫୁଲର ଏକ ମାଳ ପ୍ରସ୍ତୁତ କରିବେ।</li> </ul>
୫ .	ଧୂଳି - ପଦ୍ୟ	<ul style="list-style-type: none"> <li>ଓଡ଼ିଆ ସାହିତ୍ୟକୁ ସମୃଦ୍ଧ କରିବାରେ କବୟିତ୍ରୀଙ୍କ ଅବଦାନ ବିଷୟରେ ଜାଣିଲେ।</li> <li>କ୍ଷୁଦ୍ର ଧୂଳିକଣାର ମହାନ୍ନୀବନା ଦର୍ଶକୁ ହୃଦୟଙ୍ଗମ କରି ପାରିଲେ ।</li> <li>ଧୂଳିର ଜୀବନାଦର୍ଶକୁ ଆପଣେଇ ନିଜ ଚରିତ୍ର ଗଠନରେ ବ୍ରତୀ ହେବେ ବୋଲି ଶପଥ ନେଲେ।</li> </ul> <p><b>SDG – 10</b> - ଅସମାନତା ହ୍ରାସ</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ କ୍ଷୁଦ୍ରକଣିକା ମଧ୍ୟରେ ଅନ୍ତର୍ନିହିତ ମହାନତାର ଭାବକୁ ସ୍ମରଣ କରିବାରେ ସମର୍ଥ ହେବେ।</li> <li>ମାନ ଅଭିମାନକୁ ପରିତ୍ୟାଗ କରି ସହ୍ୟ କରିବାର ଶକ୍ତି ହିଁ ଶ୍ରେଷ୍ଠଶକ୍ତି ଏହି ଭାବକୁ ଛାତ୍ରଛାତ୍ରୀ ହୃଦ୍‌ବୋଧ କରିବେ।</li> <li>କବିତାର ଅନ୍ତର୍ନିହିତ ଭାବବୋଧକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସମର୍ଥ ହେବେ।</li> </ul>	<ul style="list-style-type: none"> <li>ଧୂଳି, ସାନ , ପଥ ଶବ୍ଦଗୁଡ଼ିକର ସମାନତା ଥିବା ଶବ୍ଦ ଲେଖିବେ।</li> <li>କବିତାଟି କୁ ମନେରଖିବା ସହିତ ଏହାକୁ ସମ୍ବନ୍ଧ ଆବୃତ୍ତି କରିବେ ।</li> <li>' ଛାତ୍ରଛାତ୍ରୀ ମାନେ ସମାଜରେ ପ୍ରତିଷ୍ଠିତ ହୋଇଥିବା ବ୍ୟକ୍ତିତ୍ୱ ମାନଙ୍କ ସମ୍ପର୍କରେ ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ।</li> </ul>

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟା କଳାପ/ ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
୬.	ବନବାଣୀ - ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ପ୍ରାଚୀନ ଅରଣ୍ୟ ପ୍ରଦେଶର ଗୌରବ ବିଷୟରେ ଅବଗତ ହେଲେ।</li> <li>ବିଭିନ୍ନ କ୍ଷେତ୍ରରେ ପ୍ରାଚୀନ ଭାରତର ଯୋଗାଣ ଯାନାଣ ମାନଙ୍କର ମହାନ ଅବଦାନ ବିଷୟରେ ଜାଣି ଗର୍ବିତ ହେଲେ ।</li> <li>ପ୍ରାଚୀନଗୁରୁକୁଳ ଆଶ୍ରମ ଓ ଆଧୁନିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥା ମଧ୍ୟରେ ଥିବା ପାର୍ଥକ୍ୟ ବିଷୟରେ ନିଜର ମତାମତ ଦେବାରେ କ୍ଷମ ହେଲେ ।</li> </ul> <p><b>SDG- 12</b> - ଦାୟିତ୍ୱପୂର୍ଣ୍ଣ ବ୍ୟବହାର ଏବଂ ଉତ୍ପାଦନ ।</p> <p><b>SDG-07</b> - ସୁଲଭ ଏବଂ ସ୍ୱଚ୍ଛ ଶକ୍ତି ।</p>	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀମାନେ ବୃକ୍ଷ ସମୃଦ୍ଧି, ବୃକ୍ଷ ଶ୍ରାବ୍ୟ ଦେଖିବେ।</li> <li>ବନବାଣୀ ହିଁ ଏ ସଭ୍ୟତାର ବିଶେଷତ୍ୱ, ଏ ବିଚାରଧାରାକୁ ହୃଦ୍‌ବୋଧ କରିବେ।</li> <li>ଶୁଦ୍ଧଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀ ମାନେ ନିଜକୁ ସମର୍ଥ କରିବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀ ଗୁରୁଗୁଳ ଆଶ୍ରମର ସୁନ୍ଦର ରୂପଚିତ୍ରକୁ ଅଙ୍କନ କରି ଶ୍ରେଣୀ କକ୍ଷରେ ସୁସଜ୍ଜିତ କରିବେ ।</li> <li>' ବନବାଣୀ ହିଁ ଭାରତର ବାଣୀ ' ଶୀର୍ଷକ ବସ୍ତୁତା ପ୍ରତିଯୋଗିତାରେ ଅଂଶ ଗ୍ରହଣ କରି ନିଜର ଅଭିମତ ରଖିବେ ।</li> </ul>
୭.	ମୋ ଜୀବନ ର ଅଭୁଲ କଥା- ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀଙ୍କର କଳ୍ପନା ଓ ବୋଧଶକ୍ତିର ବିକାଶ ସାଧନ ହେଲା।</li> <li>ବିଦ୍ୟାର୍ଥୀ ନିଜ ମନମଧ୍ୟରେ ଦେଶ ପ୍ରେମର ଭାବ ଜାଗୃତ କରିବାରେ ସକ୍ଷମ ହେଲେ।</li> <li>ସମାଜରେ କାହାକୁ ହାନି ଦୃଷ୍ଟିରେ ନ ଦେଖିବା ପାଇଁ ପ୍ରତିଜ୍ଞା କଲେ।</li> </ul> <p><b>SDG- 10</b> - ଅସମାନତା ହ୍ରାସ ।</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀ ମାନେ ତୃତୀୟ ଶ୍ରେଣୀରେ ଘଟିଥିବା ସ୍ମରଣୀୟ ଘଟଣାକୁ ମନେପକାଇବାରେ ସମର୍ଥ ହେବେ।</li> <li>ନିଜ ଜୀବନର ଲକ୍ଷ୍ୟକୁ ସ୍ଥିର କରିବା ସହିତ ମାତୃଭୂମି ପ୍ରତି ନିଜର କର୍ତ୍ତବ୍ୟ ବୋଧତାକୁ ହୃଦ୍‌ବୋଧ କରିବେ।</li> <li>ଶୁଦ୍ଧଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ ନିଜକୁ ସମର୍ଥ କରିବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ଖବରକାଗଜରେ ପ୍ରକାଶିତ ହେଉଥିବା ଅଶିକ୍ଷିତଲୋକଙ୍କୁ ଶିକ୍ଷିତ କରିବା ସମ୍ପର୍କରେ ଅଧ୍ୟାୟକୁ ସଂଗ୍ରହ କରି ରଖିବେ।</li> <li>ଅନ୍ୟକୁ କେଉଁକେଉଁ ସାହାଯ୍ୟ କରିଛନ୍ତି ତାର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ ।</li> </ul>
୮.	କ 'ଶ ଶିଖିବା - ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ଭ୍ରମଣକାହାଣୀରୁ ଜ୍ଞାନ ଆହରଣ କରିବା ସହିତ ତଥ୍ୟାତ୍ମକ ପରିଶ୍ରମକୁ ସମ୍ମାନ ଦେବା କଥା ଶିଖିଲେ।</li> <li>ବୋଷକୁ ଛାଡ଼ି ଗୁଣକୁ ଗ୍ରହଣ କରିବା କଥା ଜାଣି ବାସ୍ତବିକ ଆମେରିକୀୟ ଲୋକପରିଚୟକୁ ଯେ କୌଣସି କାମ ପାଇଁ ପ୍ରଶଂସା କରିବା ଶିଖିଲେ।</li> <li>ବିଷୟଟିକୁ ଶୁଦ୍ଧ ପଠନ ନିମନ୍ତେ କ୍ଷମ ହେଲେ।</li> </ul> <p><b>SDG- 17</b> - ଲକ୍ଷ୍ୟ ପାଇଁ ସହଭାଗୀତା ।</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ସ୍ଥାନକୁ ବୁଲିଯାଇଥିବାର ଘଟଣାକୁ ମନେ ପକାଇବେ।</li> <li>ଶୁଦ୍ଧଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ ନିଜକୁ ସମର୍ଥ କରିବେ।</li> <li>ବିଦ୍ୟାର୍ଥୀ ଶବ୍ଦ ଭଣ୍ଡାର ଓ ଭାଷାଜ୍ଞାନର ଅଭିବୃଦ୍ଧି ନିମନ୍ତେ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ତଥା ବାକ୍ୟାତ୍ମକ ପ୍ରୟୋଗ ନିମନ୍ତେ ନିଜକୁ ସମର୍ଥ କରିବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ବିଭିନ୍ନ ଦର୍ଶନୀୟ ତଥା ପର୍ଯ୍ୟଟନ ସ୍ଥାନର ନାମଚିତ୍ର ଦେଖି କହିବେ।</li> <li>ବିପରୀତ ଶବ୍ଦ , ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ, ପ୍ରତିଶବ୍ଦ ଗୁଡ଼ିକୁ ନେଇ ଶବ୍ଦ ଖେଳ ଖେଳିବେ ।</li> <li>କୋଠରୀ ମଧ୍ୟରୁ ଆକ୍ଷର ବାଛି ଶବ୍ଦ ଗଠନ କରିବାର କୌଶଳ ଶିଖିବେ।</li> </ul>
୯.	ସତ୍ତ୍ୱକ ସୁରକ୍ଷା ଜୀବନରକ୍ଷା- ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ଜୀବନର ମୂଲ୍ୟ ବୁଝିବା ସହିତ ଦୁର୍ଘଟଣାକୁ କିପରି ଏଡ଼ାଇ ଦିଆ ଯାଇପାରିବ, ସେ ସମ୍ପର୍କରେ ଜ୍ଞାନ ଅର୍ଜନ କଲେ।</li> <li>ଇଂଜିନ୍ ଚାଳିତ ଗାଡ଼ି ଚଳାଇବା ନିମନ୍ତେ ବୟସ ସମ୍ପର୍କିତ ଏକ ସାଧାରଣ ଧାରଣା ଲାଭ କଲେ।</li> <li>ରାସ୍ତାରେ ଚାଲିବା ଓ ସାଇକେଲ୍, ଗାଡ଼ି ଚଳାଇବାର ନିୟମ ସମ୍ପର୍କରେ ଅବଗତ ହେଲେ ।</li> </ul> <p><b>SDG- 04</b> - ଗୁଣାତ୍ମକ ଶିକ୍ଷା ।</p>	<ul style="list-style-type: none"> <li>ଜୀବନର ମହତ୍ତ୍ୱକୁ ବୁଝିବାରେ ସକ୍ଷମ ହେବେ।</li> <li>ଦୁର୍ଘଟଣା ଦ୍ୱାରା କିପରି ନିଜର , ପରିବାରର , ଦେଶର କ୍ଷତି ହୁଏ ସେ କଥାକୁ ହୃଦ୍‌ବୋଧ କରିବେ।</li> <li>ରାସ୍ତାରେ ଚାଲିବା , ସାଇକେଲ୍, ଗାଡ଼ି ଚଳାଇବା ସମ୍ପର୍କିତ ନିୟମ କୁ ଜାଣିବେ।</li> </ul>	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀମାନେ ' ସତ୍ତ୍ୱକ ସୁରକ୍ଷା ଜୀବନ ରକ୍ଷା ' ବିଷୟକୁ ଆଧାର କରି ଏକ ପଥପ୍ରାକ୍ତ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରସ୍ତୁତ କରିବେ।</li> <li>ଟ୍ରାଫିକ୍ ଲାଇଟ୍‌ର ଓ ଜେବ୍ରା କ୍ରସିଂର ଏକ ଚିତ୍ର ଖାତାରେ ଅଙ୍କନ କରିବେ।</li> </ul>
୧୦.	ଦେଶ ପ୍ରେମୀ କବିତା - ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀ ପରାଧୀନତା ଓ ସ୍ୱାଧୀନତା ମଧ୍ୟରେ ଥିବା ବିଭେଦତା କୁ ହୃଦ୍‌ବୋଧ କଲେ।</li> <li>ବିଦ୍ୟାର୍ଥୀଙ୍କର କଳ୍ପନା ଓ ବୋଧଶକ୍ତିର ବିକାଶ ହେଲା।</li> </ul>	<ul style="list-style-type: none"> <li>ମାତୃଭୂମି, ମାତୃଭାଷା ଓ ସ୍ୱଦେଶ ପ୍ରୀତିର ଭାବକୁ ଜାଗ୍ରତ କରାଇବା ସହିତ କଷ୍ଟାକ୍ତିତ ସ୍ୱାଧୀନତାକୁ ଅସ୍ପୃଶ୍ୟ ରଖିବା ପାଇଁ ପ୍ରତିଜ୍ଞାବଦ୍ଧ ହେବେ।</li> <li>ଶୁଦ୍ଧଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ</li> </ul>	<ul style="list-style-type: none"> <li>ଦେଶାତ୍ମବୋଧକ ସ୍ତୋତ୍ରାଂଗ ଲେଖିବେ।</li> <li>ସ୍ୱାଧୀନତା ସଂଗ୍ରାମରେ ଯୋଗଦେଇଥିବା ମହାନ ବିପ୍ଳବୀଙ୍କର ଚିତ୍ର ସହିତ ଏକ</li> </ul>

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟା କଳାପ/ ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
		<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀଗଣ ସଭରକରଙ୍କ ଜୀବନୀ ସମ୍ପର୍କିତ ବିଷୟ ସହିତ ପରିଚିତ ହେଲେ।</li> </ul> <p><b>SDG- 04</b> - ଗୁଣାତ୍ମକ ଶିକ୍ଷା ।</p>	<ul style="list-style-type: none"> <li>ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ ନିଜକୁ ସମର୍ଥ କରିବେ।</li> <li>ବିନାୟକ ଦାମୋଦର ସଭରକରଙ୍କ ଉପରେ ଆଧାରିତ ଦୃଶ୍ୟ -ଶ୍ରାବ୍ୟ ଦେଖିବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ।</li> <li>' ଦେଶପ୍ରେମ ' ଶୀର୍ଷକକୁ ଆଧାର କରି ବିଦ୍ୟାର୍ଥୀମାନେ ବକ୍ତୃତା ଦେବେ।</li> </ul>
୧୧ .	କିଏ ଭାସେ କିଏ ବୁଡେ - ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀମାନେ ଶ୍ରେଣୀ କକ୍ଷରେ ଓ ଘରେ ପାଣିରେ ଭାସୁଥିବା ଏବଂ ବୁଡୁଥିବା କେତେକ ଦ୍ରବ୍ୟର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବାରେ ସକ୍ଷମ ହେଲେ।</li> <li>ଡଙ୍ଗା , ଜାହାଜ ପାଣିରେ ଭାସୁଥିବା ବେଳେ ଛୋଟ ପିନ୍ଧକଣ୍ଠା ପାଣିରେ ବୁଡ଼ିଯିବାର କାରଣକୁ ବୁଝିବାରେ କ୍ଷମ ହେବା ସହ ଏହାକୁ ନିଜେ ପରୀକ୍ଷା କଲେ।</li> <li>ପ୍ରତିଭାବାନ ବ୍ୟକ୍ତି , ଶତ୍ରୁ ଦେଶର ହୋଇଥିଲେ ମଧ୍ୟ ସେମାନଙ୍କୁ ସମ୍ମାନ ଦେବା ର ଶିକ୍ଷା ଅର୍ଜନ କଲେ।</li> </ul> <p><b>SDG- 09</b> - ଶିଳ୍ପ, ନବସୃଜନ ଏବଂ ଭିତ୍ତିଭୂମି ।</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ପାଣିରେ କିଛି ଭାସୁଥିବା ଓ ବୁଡ଼ିଥିବା ଘଟଣାକୁ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>କାଗଜ ଡଙ୍ଗା କରି ତାକୁ ପାଣିରେ ଭସାଇବାରେ ସମର୍ଥ ହେବା ସହ ଭାସିବାର କାରଣ ଜାଣିବାରେ ସମର୍ଥ ହେବେ।</li> <li>ଶୁଭଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ ନିଜକୁ ସମର୍ଥ କରିବେ।</li> </ul>	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀମାନେ ଆର୍କିମିଡ଼ିସ୍ କ ଜୀବନୀ ଆଧାରିତ ଏକ କ୍ଷୁଦ୍ରନାଟକ ପ୍ରସ୍ତୁତ କରିବେ।</li> <li>ବିଦ୍ୟାଳୟରେ ଆୟୋଜିତ ବାର୍ଷିକ ପ୍ରଦର୍ଶନୀ ଉତ୍ସବରେ ଆର୍କିମିଡ଼ିସ୍ କ ସିଦ୍ଧାନ୍ତ କୁ ଆଧାର କରି ଏକ ପ୍ରକଳ୍ପ ଉପସ୍ଥାପନ କରିବେ।</li> </ul>
୧୨ .	ବିଶ୍ୱ ବିଜୟୀ ବିବେକାନନ୍ଦ- ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀମାନେ ରାମକୃଷ୍ଣ ପରମହଂସ, ଗୋପବନ୍ଧୁ , ବିବେକାନନ୍ଦ ଆଦି ମହାପୁରୁଷଙ୍କ ଜୀବନାଦର୍ଶ ସମ୍ପର୍କରେ ଅବଗତ ହେଲେ।</li> <li>ବିଦ୍ୟାର୍ଥୀ ମାନବ ସେବା ହିଁ ଈଶ୍ୱରସେବା ' ଏ ବିଚାରଧାରା କୁ ହୃଦ୍ ବୋଧକଲେ।</li> <li>ବିଦ୍ୟାର୍ଥୀ ଶବ୍ଦ ଭଣ୍ଡାର ଓ ଭାଷା ଜ୍ଞାନର ଅଭିବୃଦ୍ଧି ନିମନ୍ତେ ନୂତନ କୌଶଳସମ୍ପର୍କରେ ଜ୍ଞାନାର୍ଜନ କଲେ।</li> </ul> <p><b>SDG- 16</b> - ଶାନ୍ତି, ନ୍ୟାୟ ଏବଂ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ ।</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ମହାପୁରୁଷଙ୍କ ସମ୍ପର୍କରେ ପଢ଼ିଥିବା ବିଷୟକୁ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>' ମାନବ ସେବା ହିଁ ଈଶ୍ୱରସେବା ' ଏ ବିଚାରଧାରାକୁ ହୃଦ୍ ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ।</li> <li>ବିଦ୍ୟାର୍ଥୀ ଶବ୍ଦଭଣ୍ଡାର ଓ ଭାଷାଜ୍ଞାନର ଅଭିବୃଦ୍ଧି ନିମନ୍ତେ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ତଥା ବାକ୍ୟାତ୍ମକ ପ୍ରୟୋଗ ନିମନ୍ତେ ନିଜକୁ ସମର୍ଥ କରିବେ।</li> </ul>	<ul style="list-style-type: none"> <li>ଜାତୀୟ ଯୁବଦିବସରେ ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀ ଆଧାରିତ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରଦର୍ଶନ କରିବେ।</li> <li>ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀକୁ ଆଧାର କରି କୁଇଜ୍ ପ୍ରତିଯୋଗିତା କରିବେ।</li> <li>ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀକୁ ଆଧାର କରି ପ୍ରବନ୍ଧ ପ୍ରତିଯୋଗିତା କରିବେ।</li> </ul>
୧୩ .	ବୃକ୍ଷଲତା ଆମର ବନ୍ଧୁ - ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ପ୍ରକୃତିର ସୁରକ୍ଷାରେ ପ୍ରକୃତରେ ଜୀବନରକ୍ଷା ଏ ବିଚାରଧାରାକୁ ହୃଦ୍ ବୋଧ କରି ପାରିଲେ।</li> <li>ବୃକ୍ଷଲତାଙ୍କର ଆଲୋକ ସଂକ୍ଳେଷଣ ପ୍ରକ୍ରିୟାକୁ ଠିକ୍ ଭାବରେ ବୁଝିବା ସହିତ ପରିବେଶ ସୁରକ୍ଷା ନିମନ୍ତେ ଶପଥ ଗ୍ରହଣ କଲେ।</li> <li>ଜଙ୍ଗଲଜାତ ଦୁର୍ମୂଲ୍ୟ ପଦାର୍ଥ ଗୁଡ଼ିକର ସୁରକ୍ଷା ନିମନ୍ତେ ବୃକ୍ଷରୋପଣ ଭଳି ସଚେତନତା ମୂଳକ କାର୍ଯ୍ୟକ୍ରମରେ ଅଂଶ ଗ୍ରହଣ କଲେ।</li> </ul> <p><b>SDG- 13</b> : ଜଳବାୟୁ କାର୍ଯ୍ୟ ।</p> <p><b>SDG – 15</b> : ସ୍ଥଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା ।</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ପଞ୍ଚମଶ୍ରେଣୀରେ ଗଛ ସଂପର୍କରେ ପଢ଼ିଥିବା ବିଷୟକୁ ସ୍ମରଣ କରିବା ନିମନ୍ତେ ସମର୍ଥ ହେବେ।</li> <li>ବନବାଣୀ ହିଁ ଏ ସଭ୍ୟତାର ବିଶେଷତ୍ୱ, ଏ ବିଚାର ଧାରାକୁ ହୃଦ୍ ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> <li>ବୃକ୍ଷଲତା ଆମ ବନ୍ଧୁ ବିଷୟ ଭିତ୍ତିକ ବିଚାର ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ।</li> </ul>	<ul style="list-style-type: none"> <li>ବିଦ୍ୟାର୍ଥୀ ବିଦ୍ୟାଳୟର ' ବନମହୋତ୍ସବ ' ଦିବସରେ ବିଦ୍ୟାଳୟ ବାହାରେ ବୃକ୍ଷ ରୋପଣ କରି ସଚେତନତା ବୃଦ୍ଧି କରିବେ।</li> <li>ବୃକ୍ଷ ସୁରକ୍ଷାକୁ ଆଧାର କରି ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରସ୍ତୁତ କରିବେ।</li> </ul>



କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟା କଳାପ/ ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
୧୪ .	ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା - ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ଆନ୍ତର୍ଜାତିକ ଖେଳକୁ ମନେପକାଇବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା ଆରମ୍ଭ ସମ୍ପର୍କରେ ପ୍ରଚଳିତ ଜିଉସ୍କ କାହାଣୀ ପ୍ରତି ଅବଗତ ହେଲେ ।</li> <li>ମୈତ୍ରୀ ଓ ସଦ୍ଭାବ ପ୍ରତିଷ୍ଠା କ୍ଷେତ୍ରରେ କ୍ରୀଡ଼ାର ଭୂମିକାକୁ ବିଦ୍ୟାର୍ଥୀ ମାନେ ହୃଦବୋଧ କଲେ।</li> </ul> <p><b>SDG- 03 :</b> ଉତ୍ତମ ସ୍ୱାସ୍ଥ୍ୟ ଏବଂ ସୁସ୍ଥତା ।</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ଆନ୍ତର୍ଜାତିକ ଖେଳକୁ ମନେପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା ଆରମ୍ଭ ସମ୍ପର୍କରେ ପ୍ରଚଳିତ କାହାଣୀ ପ୍ରତି ଅବଗତ ହେବେ।</li> <li>ପରସ୍ପର ମଧ୍ୟରେ ଏକତା ଓ ବନ୍ଧୁତ୍ୱ ରକ୍ଷାକରିବାରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସମର୍ଥ ହେବେ ।</li> <li>ଉତ୍ତମ କ୍ରୀଡ଼ା ନୈପୁଣ୍ୟ ପ୍ରଦର୍ଶନ କରିବାରେ ବିଦ୍ୟାର୍ଥୀ ସମର୍ଥ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା ସମ୍ପର୍କରେ ଏକ ପ୍ରବନ୍ଧ ପ୍ରତିଯୋଗିତା କରିବେ ।</li> <li>ଭାରତର କେଉଁମାନେ ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ାରେ ବିଭିନ୍ନ ପଦକ ଅର୍ଜନ କରିଛନ୍ତି ସେମାନଙ୍କ ଫଟୋଚିତ୍ର ସଂଗ୍ରହ କରି ନିଜ ଶ୍ରେଣୀକକ୍ଷକୁ ସୁସଜ୍ଜିତ କରିବେ।</li> </ul>
୧୫ .	ଓଡ଼ିଶାର ସଂସ୍କୃତି- ଗଦ୍ୟ	<ul style="list-style-type: none"> <li>ଓଡ଼ିଶାରେ ବାରମାସରେ ତେର ପର୍ବର ତାଲିକା ପ୍ରସ୍ତୁତ କଲେ।</li> <li>ବିଦ୍ୟାର୍ଥୀମାନେ ନିଜ ନିଜ ଅଞ୍ଚଳରେ ପାଳିତ ହେଉଥିବା ପର୍ବ ପର୍ବାଣିର ଭିନ୍ନ ଭିନ୍ନ ତାଲିକା ପ୍ରସ୍ତୁତ କଲେ।</li> <li>ବିଭିନ୍ନ ପର୍ବପର୍ବାଣିରେ ଘରେ ତିଆରି କରାଯାଉଥିବା ପିଠା ପଣାର ନାମ ପ୍ରସ୍ତୁତ କଲେ।</li> </ul> <p><b>SDG- 11 :</b> ସ୍ଥାୟୀ ସହର ଏବଂ ସମ୍ପ୍ରଦାୟ ।</p>	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ପର୍ବ ପର୍ବାଣିକୁ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>ଓଡ଼ିଶାର ପରମ୍ପରା ଓ ସଂସ୍କୃତି ସହ ଅବଗତ ହେବାରେ ସମର୍ଥ ହେବେ ।</li> <li>ଓଡ଼ିଶାର ଚାଲି-ଚଳଣି ରୀତି-ନୀତି ସହିତ ପରିଚିତ ହେବାରେ କ୍ଷମ ହେବେ।</li> </ul>	<ul style="list-style-type: none"> <li>ଓଡ଼ିଶାରେ ସ୍ଥାପତ୍ୟ ଓ ଭାଷ୍ୟ ବହନ କରୁଥିବା ବିଭିନ୍ନ ମନ୍ଦିର ମାନଙ୍କର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ।</li> <li>ଓଡ଼ିଶାର କାରୁଣିକ ମାନଙ୍କର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ।</li> </ul>
୧୬ .	ନ୍ୟାୟ ବିଚାର- ଗଳ୍ପ	<ul style="list-style-type: none"> <li>ଆମ ରାଜ୍ୟ ଓ ଦେଶରେ ଥିବା ଉଚ୍ଚ ନ୍ୟାୟାଳୟ ଓ ସର୍ବୋଚ୍ଚ ନ୍ୟାୟାଳୟ ସମ୍ପର୍କରେ ଧାରଣା ପାଇବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>ଜଣେ ବିଚାରପତିଙ୍କ କର୍ତ୍ତବ୍ୟ ପରାୟଣତା ସମ୍ପର୍କରେ ସଚେତନ ହେବା ସହିତ ମୋଗଲ ଶାସନ କାଳରେ ବିଚାରପତିଙ୍କୁ କାଜି କୁହାଯାଉଥିଲା ଏକଥାକୁ ହୃଦବୋଧ କଲେ ।</li> </ul> <p><b>SDG- 16 :</b> ଶାନ୍ତି, ନ୍ୟାୟ ଏବଂ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ ।</p>	<ul style="list-style-type: none"> <li>ଆମ ରାଜ୍ୟ ଓ ଦେଶରେ ଥିବା ଉଚ୍ଚନ୍ୟାୟାଳୟ ଓ ସର୍ବୋଚ୍ଚ ନ୍ୟାୟାଳୟ ସମ୍ପର୍କରେ ଧାରଣା ପାଇବାରେ ସମର୍ଥ ହେବେ।</li> <li>ଜଣେ ବିଚାରପତିଙ୍କ କର୍ତ୍ତବ୍ୟ ପରାୟଣତା ସମ୍ପର୍କରେ ସଚେତନ ହେବେ।</li> <li>କଳ୍ପନା ଶକ୍ତିର ଅଭିବୃଦ୍ଧି ନିମନ୍ତେ ବିଦ୍ୟାର୍ଥୀ ମାନେ ନିଜକୁ ସମର୍ଥ କରିବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>' ନ୍ୟାୟବିଚାର ' କାହାଣୀକୁ ଆଧାର କରି ବିଦ୍ୟାର୍ଥୀ ମାନେ ଏକ କ୍ଷୁଦ୍ରନାଟକ ପ୍ରସ୍ତୁତ କରିବେ।</li> <li>ବିଦ୍ୟାର୍ଥୀମାନେ ବିଭିନ୍ନ ଚରିତ୍ରକୁ ଆଧାର କରି ନିଜେନିଜେ ସଂଳାପ ପ୍ରସ୍ତୁତ କରି କହିବେ।</li> <li>' ନ୍ୟାୟବିଚାର ' ପରି ବିଦ୍ୟାର୍ଥୀମାନେ ଏକ କ୍ଷୁଦ୍ର କାହାଣୀ ଲେଖିବେ ।</li> </ul>
୧୭ .	ରାଜୋଚିତ ବ୍ୟବହାର- ଏକାଙ୍କିକା	<ul style="list-style-type: none"> <li>ଛାତ୍ରଛାତ୍ରୀମାନେ ଦେଖୁଥିବା ବିଭିନ୍ନ କ୍ଷୁଦ୍ର ନାଟକ ଯଥା-ଧର୍ମପଦ , ପ୍ରହଲାଦ , ନଚିକେତା , ବାଜିରାଉତ ଆଦିକୁ ସ୍ମରଣ କରିବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>ରାଜାପୁରୁଙ୍କ ର ସାହସୀକତା ଓ ସମ୍ରାଟ୍ ଆଲୋକଜ୍ଞତାକୁ ଉଦାରତାକୁ ହୃଦବୋଧ କରିବାରେ ସକ୍ଷମ ହେଲେ ।</li> <li>ପରସ୍ପର ମଧ୍ୟରେ ଏକତା ଓ ବନ୍ଧୁତ୍ୱ ରକ୍ଷାକରିବା ରେ ଛାତ୍ରଛାତ୍ରୀ ମାନେ ସଂକଳ୍ପ ନେଲେ ।</li> </ul> <p><b>SDG- 16 :</b> ଶାନ୍ତି, ନ୍ୟାୟ ଏବଂ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ ।</p>	<ul style="list-style-type: none"> <li>ରାଜାପୁରୁଙ୍କର ସାହସୀକତା ଓ ସମ୍ରାଟ୍ ଆଲୋକଜ୍ଞତାକୁ ଉଦାରତାକୁ ହୃଦବୋଧ କରିବାରେ ସକ୍ଷମ ହେବେ।</li> <li>ପରସ୍ପର ମଧ୍ୟରେ ଏକତା ଓ ବନ୍ଧୁତ୍ୱ ରକ୍ଷା କରିବାରେ ଛାତ୍ରଛାତ୍ରୀ ମାନେ ସମର୍ଥ ହେବେ ।</li> <li>ଏକାଙ୍କିକାର ସଂଳାପ ଗୁଡ଼ିକ ସ୍ପଷ୍ଟ ରୂପେ ପରିପ୍ରକାଶ କରିବା ନିମନ୍ତେ ସମର୍ଥ କରିବେ।</li> </ul>	<ul style="list-style-type: none"> <li>ଏକାଙ୍କିକାରେ ଥିବା ରାଜାପୁରୁ , ସେନାପତି , ଆଲୋକଜ୍ଞତା , ସେଲ୍ୟୁକାସ୍ , ଦୂତ ଆଦି ବିଭିନ୍ନ ଚରିତ୍ରକୁ ଆଧାର କରି ସଂଳାପ ପ୍ରସ୍ତୁତ କରି ଉପସ୍ଥାପନ କରିବେ।</li> <li>ରାଜୋଚିତ ବ୍ୟବହାର ପରି କ୍ଷୁଦ୍ର ଏକାଙ୍କିକା ପଢ଼ି ତାହାକୁ ଶ୍ରେଣୀ କକ୍ଷରେ ଉପସ୍ଥାପନ କରିବେ।</li> </ul>

HIGHER LANGUAGE: HINDI

PRESCRIBED BOOKS:

1. ज्ञानसागर –6 (Published by DAV CMC)
2. अभ्याससागर-6(Published by DAV CMC)
3. सुरभिका-6

SYLLABUS FOR PEN AND PAPER TESTS

TERM -1				TERM-2			
Periodic Test-1 (F. M -40)	M A R K S	Half yearly Examination (80 marks)	M A R K S	Periodic Test-2 (F. M -40)	M A R K S	Annual Examination. (F. M -80)	M A R K S
पठनकौशल- अपठितगद्यांश	5	अपठितगद्यांश	10	अपठितगद्यांश	5	अपठितगद्यांश	10
लेखनकौशल- <b>लेखन</b> अनुच्छेद लेखन	5	<b>लेखन</b> अनुच्छेद लेखन पत्रलेखन संवादलेखन चित्रलेखन	20	<b>लेखन</b> पत्रलेखन	5	<b>लेखन</b> अनुच्छेदलेखन पत्रलेखन संवादलेखन चित्रलेखन	20
व्याकरण (अभ्यास सागरसे) पाठ - 1. साथी हाथ बढ़ाना 2. चिट्ठी के अक्षर 3. बरसते जल के रूप अनेक	10	पाठ्य पुस्तक (अभ्यास सागर) <b>व्याकरण</b> -विलोम, अनुस्वार-अनुनासिक, संज्ञावभेद, सर्वनाम, 'र' का उचित प्रयोग, विरामचिह्न, पर्यायवाची, वचन, अनेक शब्दों के लिए एक शब्द, अनेकार्थी शब्द	20	पाठ्यपुस्तक (अभ्याससागर) पाठ - 1. पोंगल 2. दस आमोंकीकीमत . . 3. . अनोखीदौड़	10	पाठ्य पुस्तक अभ्यास सागर) कारक, काल, समरूपी भिन्नार्थक शब्द, उपसर्ग, प्रत्यय, मुहावरे, विलोम शब्द, पर्यायवाची , वाक्यांशों के लिए एक शब्द , समानार्थी शब्द	20
पाठ्य-पुस्तक-(ज्ञान- सागर) विषय - 1. साथी हाथ बढ़ाना 2. चिट्ठी के अक्षर 3. बरसते जल के रूप अनेक	20	पाठ्यपुस्तक (ज्ञान- सागर) 1. साथी हाथ बढ़ाना 2. चिट्ठी के अक्षर 3. बरसते जल के रूप अनेक 4. पुरस्कार 5. सीखो (केवल पढ़ने के लिए) 6. अनोखा वरदान 7. सुंदर लाल 8. नजानूक विबना 9. दोहे	30	पाठ्यपुस्तक (ज्ञान- सागर) विषय - 1. पोंगल 2. दस आमों की कीमत . . 3. अनोखी दौड़	20	पाठ्य पुस्तक 10. पोंगल 11. तेनाली राम ने चोरोंको उल्लू बनाया (केवल पढ़ने के लिए) 12. दस आमों की कीमत 13. अनोखी दौड़ 14. एक रोमांचक यात्रा 15. परिश्रम 16. धान का महत्त्व (केवल पढ़ने के लिए) 17. यात्रा और यात्री 18. पंच परमेश्वर 19. सिकंदर और साधु (केवल पढ़ने के लिए) 20. आयावसंत Halfyearly (20%) will be included in the Annual Examination <b>व्याकरण</b> मुहावरे , विलोम पर्यायवाची <b>लेखन</b>	30

						औपचारिक पत्र	
Reading Bonus Section 1.प्रेमचंद की कहानियाँ 2.तेनालीरमन	4			Reading Bonus Section 1 1.अकबरऔर बीरबल 2. राजाविक्रमादित्य	4		
<b>TOTAL</b>	40 +4		80		40+4		80

**Note:** Periodic Test -1 and 2 will have a ‘Reading Bonus Section ‘at the end of the questionpaper. This will comprise Comprehension-based questions from the recommended books.

**INTERNAL ASSESSMENTS**

SKILLS AND COMPETENCIES WITH RUBRICS	
Term-1 ( 30 Marks)	Term-2 ( 30 Marks )
<p><b>श्रवणकौशल (5 अंक)</b> रिर्कॉर्ड कि एग ए सामग्री अनुक्रम को सुनने के आधार पर घटना ँँ। रूत्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>एकाग्रता</li> <li>विशिष्ट जानकारी के लिए सुनना</li> <li>समझ</li> <li>सही प्रतिक्रिया</li> <li>शुद्धता</li> </ol>	<p><b>श्रवणकौशल (5 अंक)</b> रिर्कॉर्ड कि एग ए सामग्री अनुक्रम को सुनने के आधार पर घटना ँँ। रूत्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>एकाग्रता</li> <li>विशिष्ट जानकारी के लिए सुनना</li> <li>समझ</li> <li>सही प्रतिक्रिया</li> <li>5. शुद्धता</li> </ol>
<p><b>वाचन(5अंक)</b> कहानी सुनाना/ पुस्तक समीक्षा रूत्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>प्रवाह</li> <li>उच्चारण</li> <li>शब्दावली</li> <li>शुद्धता</li> <li>प्रस्तुति</li> </ol>	<p><b>वाचन (5अंक)</b> समाचार वाचन रूत्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>प्रवाह</li> <li>उच्चारण</li> <li>शब्दावली</li> <li>शुद्धता</li> <li>प्रस्तुत</li> </ol>
<p><b>पठन (5 अंक)</b> गद्य / कविता के एक विशेष अंश को जोरसे पढ़ना रूत्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>उच्चारण</li> <li>प्रवाहऔरआत्मविश्वास</li> <li>अभिव्यक्ति</li> <li>आसन</li> <li>बोधगम्यत</li> </ol>	<p><b>पठन (5 अंक)</b> गद्य / कविता के एक विशेष अंश को जोरसे पढ़ना रूत्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>उच्चारण</li> <li>प्रवाहऔरआत्मविश्वास</li> <li>अभिव्यक्ति</li> <li>आसन</li> <li>बोधगम्यता</li> </ol>
<p><b>लेखनकौशल (5 अंक)</b> किसी वस्तु / व्यक्ति / घटनाका वर्णन करें। रूत्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>सामग्रीकी प्रासंगिकता</li> <li>रचनात्मक प्रस्तुति</li> <li>प्रवाह</li> <li>शब्दावली</li> <li>शुद्धता</li> </ol>	<p><b>लेखनकौशल (5 अंक)</b> लघुकथा रूत्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>सामग्रीकी प्रासंगिकता</li> <li>रचनात्मक प्रस्तुति</li> <li>प्रवाह</li> <li>शब्दावली</li> <li>शुद्धता</li> </ol>

<p style="text-align: center;"><b>पोर्टफोलियो (5 अंक)</b></p> <p>कक्षा कार्य व गृहकार्य रूब्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>1. समयानुसार</li> <li>2. क्रमानुसार</li> <li>3. सृजनात्म कता</li> <li>4. भाषाई शुद्धता</li> <li>5. कक्षा कार्य के प्रति जुड़ाव</li> </ol>	<p style="text-align: center;"><b>पोर्टफोलियो (5 अंक)</b></p> <p>कक्षा कार्य व गृह कार्य रूब्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>1. समयानुसार</li> <li>2. क्रमानुसार</li> <li>3. सृजनात्म कता</li> <li>4. भाषाई शुद्धता</li> <li>5. कक्षाकार्य के प्रति जुड़ाव</li> </ol>
<p style="text-align: center;"><b>परियोजना (5 अंक)</b></p> <p>पत्राचार(पोस्टकार्ड, लिफाफा, अन्तर्देशीय) के विभिन्न माध्यम का संकलन एवं उनकी जान कारी रूब्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>1. समयानुसार</li> <li>2. प्रस्तुतीकरण</li> <li>3. स्पष्टता</li> <li>4. सामग्रीचयन</li> <li>5. सृजनात्मकता</li> </ol>	<p style="text-align: center;"><b>परियोजना (5 अंक)</b></p> <p>संज्ञा का बगीचा रूब्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> <li>1. समयानुसार</li> <li>2. सृजनात्मकता</li> <li>3. व्यवहृत सामग्रियों का औचित्य</li> <li>4. प्रस्तुतीकरण</li> <li>5. स्वच्छता</li> </ol>

**LEARNING OUT COMES & PEDAGOGICAL PROCESSES:**

Sl No	पाठका नाम	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गति विधियाँ
1	साथी हाथ बढ़ाना	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> <li>• अपने भावों और विचारों को व्यक्त करने में सक्षम हो पाते हैं।</li> <li>• सच्चाई के रास्ते के महत्व और एकता का महत्व से परिचित हो पाते हैं।</li> <li>• साथी ही मनुष्य के जीवन चक्र को आगे बढ़ाने में सहायक हो पाते हैं।</li> <li>• शुद्ध उच्चारण के साथ पठन क्षमता का विकास हो पाता है।</li> </ul> <p><b>SDG 17 – लक्ष्य हेतु भागीदारी</b></p>	<ul style="list-style-type: none"> <li>• पूर्व ज्ञानपरीक्षण</li> <li>• लेखक परिचय</li> <li>• शब्दार्थ</li> <li>• व्याख्यान</li> <li>• पीपीटी</li> <li>• दृश्य श्रव्य क्रिया कलाप</li> <li>• व्याकरणिक क्रियाकलाप</li> </ul>	<p>*कक्षा में इस गीत को मिलकर गायन</p> <p>* हाथ शब्द पर कोई तीन मुहावरे लिखेंगे।</p>
2	चिट्ठी के अक्षर	<ul style="list-style-type: none"> <li>• इस पाठके माध्यम से बच्चे अपने सुंदर अक्षर के प्रति प्रेरित होते हैं।</li> <li>• में कविता लेखन, कहानी लेखन जैसे अंतर्निहित गुणों का विकास होता है।</li> <li>• जीवनमें आए मुसीबतों का सामना करते हुए सफलता को प्राप्त करने के मूलमंत्रको समझ सकते हैं।</li> <li>• सच्ची मित्रता के गुणके बारे में अवगत हो पाए।</li> <li>• समाचार-पत्रकी विशेषताओं के बारेमें जान सकते हैं।</li> </ul> <p><b>SDG 4 – गुणवत्ता पूर्ण शिक्षा</b></p>	<ul style="list-style-type: none"> <li>• पूर्व ज्ञानपरीक्षण</li> <li>• लेखक परिचय</li> <li>• शब्दार्थ</li> <li>• व्याख्यान</li> <li>• पीपीटी</li> <li>• दृश्य श्रव्य क्रिया कलाप</li> <li>• व्याकरणिक क्रियाकलाप</li> </ul>	<p>*पुरानी हिन्दी अखबारों में से अपनी पसंद के विषय, जैसे – विज्ञापन, खेल-समाचार, मनोरंजन, कविता, सिनेमा आदि के बारेमें जानकारी इकट्ठा करके उन्हें स्कैपबुकमें चिपकाना।</p>
3	बरसते जल के रूप अनेक	<ul style="list-style-type: none"> <li>• पाठका सारांश अपने शब्दों में बता पाते हैं।</li> <li>• जल के विभिन्न रूपों के बारेमें जानकारियाँ संग्रह कर पाते हैं।</li> <li>• व्यक्ति वाचक और जाति वाचक संज्ञा को पहचान कर दोनों में अंतर बताते हैं।</li> <li>• अपनी समझ के अनुसार पूछे गए सवालों का जवाब देते हैं।</li> <li>• सामाजिक जीवन से जुड़े सवाल पूछते हैं।</li> <li>• ज़िम्मेदारी का महत्व समझते हुए जल का महत्व बता पाते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>• पूर्वज्ञानपरीक्षण</li> <li>• लेखक परिचय</li> <li>• शब्दार्थ</li> <li>• व्याख्यान</li> <li>• पीपीटी</li> <li>• दृश्य श्रव्य क्रिया कलाप</li> <li>• व्याकरणिक क्रिया कलाप</li> </ul>	<p>‘*जल संरक्षण’ पर स्लोगन या पोस्टर निर्माण</p> <p>*जल’ विषय पर स्वरचित कविता लेखन</p>

Sl No	पाठका नाम	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गति विधियाँ
		<ul style="list-style-type: none"> <li>अपने सामाजिक परिवेश से जुड़े सवाल पूछते हैं।</li> <li>अपने विचार व्यक्त करने की स्वतन्त्रता प्राप्त कर पाते हैं।</li> <li>वास्तविक जीवन का अनुभव कर पाते हैं।</li> </ul> <p><b>SDG 13 – जलवायु परिवर्तन</b></p>		
4	पुरस्कार	<ul style="list-style-type: none"> <li>पाठ का सारांश अपने शब्दों में बता पाते हैं।</li> <li>अपनी समझ के आधार पर पूछे गए प्रश्नोंके उत्तर देते हैं।</li> <li>विद्यार्थी सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं।</li> <li>सच्चाई और ईमानदारी का महत्व बता पाते हैं।</li> <li>कक्षा में होने वाली गतिविधियों में भागलेते हैं और दूसरों की मदद भी करते हैं।</li> <li>सर्वनाम तथा उसके भेदों को पहचान पाते हैं।</li> <li>लिंग, वचन, अनुस्वार तथा अनुनासिक जैसे व्याकरणिक तथ्यों की जानकारी प्राप्त करते हैं।</li> </ul> <p><b>SDG 1 –गरीबीमिटाने</b> <b>SDG 2- शून्यभूखमरी</b></p>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण,</li> <li>लेखक परिचय,</li> <li>शब्दार्थ,</li> <li>व्याख्यान,</li> <li>पीपीटी,</li> <li>दृश्य श्रव्य क्रिया कलाप,</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>*‘पुरस्कार’ विषय परनाट्य- मंचन</p> <p>भारतीय वीरता पुरस्कार * की जानकारी एकत्र करें।</p> <p>सर्वनाम के फल चित्र*द्वारा प्रदर्शित करें।</p>
5	अनोखा वरदान	<ul style="list-style-type: none"> <li>विपदा में पड़े व्यक्ति की सहायता कर सकते हैं।</li> <li>सहायता मिलने पर उसका धन्यवाद करते हैं।</li> <li>पाठ संबंधी व्याकरणिक तथ्य प्राप्त करपाते हैं।</li> <li>कला काए की करण प्रयोग करना ट्य-मंचन और भाषा कौशल में वृद्धि कर सकते हैं।</li> </ul> <p><b>SDG 16-शांति ,न्याय और सुदृढ़ जीवन</b></p>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> <li>व्याख्यान</li> <li>पीपीटी</li> <li>दृश्य श्रव्य क्रिया कलाप</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>*किन्ही पाँच राजाओं व उनके राज्य का नाम चित्र सहित कॉपी में चिपकाइए।</p> <p>*अनोखा वरदान पाठको अभिनय के माध्यम से परिप्रकाश।</p>
6	सुंदर लाल	<ul style="list-style-type: none"> <li>पाठ के पठनका उद्देश्य प्राप्त हुआ।</li> <li>उद्देश्य के अनुगामी हेतु प्रयास के विभिन्न मार्ग प्रशस्त होपा ए।</li> <li>पेड़-पौधों की सुरक्षा के प्रति आग्रह बढ़ा।</li> <li>रचनात्मक ,कल्पनात्मक तथा विचारात्मक शक्ति में बढ़ोत्तरी हुई।</li> <li>भाषाई ज्ञान तथा कौशलमें अभिवृद्धि कर पाते हैं।</li> </ul> <p><b>SDG 13-जलवायु परिवर्तन,</b> <b>SDG 15 –भूमि पर जीवन</b></p>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> <li>व्याख्यान</li> <li>पीपीटी</li> <li>दृश्य श्रव्य क्रिया कलाप</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>पेड़-पौधोंके महत्व पर निबंध लिखिए।</p> <p>*पेड़-पौधों की कटाई रोकने के लिए विज्ञापन बनाइए।</p>
7	नजानू कवि बना	<ul style="list-style-type: none"> <li>कविता लिखने और पढ़ने में अभिरुचि का विकास।</li> <li>तुकांत शब्दों के प्रयोग द्वारा सृजन क्षमता।</li> <li>व्यावहारिक ज्ञान की वृद्धि।</li> <li>लेखन और वाचन कौशलका विकास।</li> <li>समूह भावना का विकास कर पातेहैं।</li> </ul> <p><b>SDG 4 गुणवत्ता पूर्ण शिक्षा</b></p>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> <li>व्याख्यान</li> <li>पीपीटी</li> <li>दृश्य श्रव्य क्रिया कलाप</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>‘नजानू कवि बना’ विषय पर नाटक मंचन</p> <p>*बाल कविताओं का संकलन प्रस्तुत कीजिए।</p>
8	दोहे	<ul style="list-style-type: none"> <li>नैतिक मूल्यों को अपने जीवन में अपनाते हैं।</li> <li>पाठसे व्यावहारिक व्याकरण जैसे अनेकार्थी, पर्यायवाची शब्दों आदिका ज्ञान प्राप्त कर पाते हैं।</li> <li>कक्षा में होनेवाली गति विधियों में भागलेते हैं तथा दूसरों की सहायत करते हैं।</li> </ul> <p><b>SDG 4 – गुणवत्ता पूर्ण शिक्षा</b></p>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> <li>व्याख्यान</li> <li>पीपीटी</li> <li>दृश्य श्रव्य क्रिया कलाप</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>विद्यार्थियों के द्वारा दोहा गायन</p> <p>कबीरजी के दोहों का संकलन</p>
9	पोंगल	<ul style="list-style-type: none"> <li>पाठ के सारांश की मौखिक अभिव्यक्ति करपाए।</li> <li>भारतकी सभ्यता और संस्कृति को और करीब से</li> </ul>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> </ul>	<p>*भारत और विदेशों में मनाए जाने वाले किन्ही तीन त्योहारों के बारेमें</p>

Sl No	पाठका नाम	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गति विधियाँ
		<p>जान पाए।</p> <ul style="list-style-type: none"> <li>सभीधर्मों और उससे जुड़े त्योहारों से परिचित हुए।</li> <li>त्योहारों के महत्त्व एवं उनसे जुड़ी परम्पराओं और रीति-रिवाजों को समझ गए।</li> <li>‘काल’ और काल के प्रकारों को समझ गए।</li> <li>वाक्यों के काल परिवर्तित करके लिखने में समर्थ हुए।</li> <li>अपनी समझ के अनुरूप प्रश्नों के उत्तर दे पाते हैं।</li> </ul> <p><b>SDG 2 –शून्य भुखमरी</b> <b>SDG 15–भूमि पर जीवन</b></p>	<ul style="list-style-type: none"> <li>व्याख्यान</li> <li>पीपीटी</li> <li>दृश्य श्रव्य क्रिया कलाप</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>जानकारी प्राप्त कीजिए। ये त्योहार कहाँ, कब, क्यों और कैसे मनाए जाते हैं, इसकी एक सूची तैयार कीजिए।</p> <p>*पोंगल का त्योहार मनाना। समूहिक ) ( क्रियाकलाप</p>
10	दस आमों की कीमत	<ul style="list-style-type: none"> <li>पाठका सारांश अपने शब्दों में बोल और लिख पाते हैं।</li> <li>दैनिक जीवन में काल्पनिक तथा वास्तविकता में छिपे भावको समझ पाते हैं।</li> <li>गर्मियों की छुट्टियों में बच्चे क्या – क्या करेंगे उसकी सूची बनाने में सक्षम हो पाते हैं।</li> <li>दैनिक जीवन में गणित की उपयोगिता का मूल्यांकन कर पाते हैं।</li> <li>विभिन्न प्रकार के फल पर कविता लिखने तथा चित्रांकन करने के लिए समर्थ हो पाते हैं।</li> <li>व्याकरणिक संदर्भ तथा नए शब्दों के प्रयोग के बारे में जानकारी प्राप्त करते हैं।</li> </ul> <p><b>SDG 4–गुणवत्ता पूर्ण शिक्षा</b></p>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> <li>व्याख्यान</li> <li>पीपीटी</li> <li>दृश्य श्रव्य क्रिया कलाप</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>*आमकी विभिन्न प्रजातियों के नाम चित्र सहित लेखन।</p> <p>*गर्मियों की छुट्टियों में अपने गृहकार्य के साथ-साथ और क्या-क्या करेंगे? उन कामों की सूची बनाइए।</p> <p>* बगीचे का चित्र बनाकर संज्ञा शब्द छांटिए।</p>
11	अनोखी दौड़	<ul style="list-style-type: none"> <li>पाठका सारांश अपने शब्दों में बता पाते हैं।</li> <li>पैरालम्पिक के बारे में अन्य जानकारी एकत्र कर पाते हैं।</li> <li>विद्यार्थी सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं।</li> <li>दृढ़ संकल्प शक्ति और आत्मनिर्भरता की समझ हासिल करते हैं।</li> <li>शब्द संरचना के अंतर्गत उपसर्ग और मूल शब्द में अंतर कर पाते हैं।</li> <li>कक्षा में होने वाली गतिविधियों में भाग लेते हैं।</li> </ul> <p><b>SDG 10 –असमानता में कमी</b> <b>SDG 3 – स्वस्थ जीवन एवं आरोग्य</b></p>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> <li>व्याख्यान</li> <li>पीपीटी</li> <li>दृश्य श्रव्य क्रिया कलाप</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>*कक्षा में अनमोल वचन संग्रह करके सुनाना</p> <p>*हिन्दी फ़िल्में “इकबाल” और “तारे ज़मीन पर” देख कर कक्षा में चर्चा कीजिए।</p>
13	परिश्रम	<ul style="list-style-type: none"> <li>कविता का भावार्थ अपने शब्दों में बता पाते हैं।</li> <li>कविता के मूल भाव से श्रम करने को प्रेरित हुए।</li> <li>कविता के लेखन कौशल कावि का सकर पाते हैं।</li> <li>नए- नए शब्दों की जानकारी तथा वाक्य प्रयोग में सक्षम होते हैं।</li> <li>अपनी समझ के अनुसार पूछे प्रश्नों के उत्तर दे पाते हैं।</li> <li>व्याकरणिक नियमों को समझकर उसका सही प्रयोग कर पाते हैं।</li> </ul> <p><b>SDG 9–उद्योगन वाचार</b></p>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> <li>व्याख्यान</li> <li>पीपीटी</li> <li>दृश्य श्रव्य क्रिया कलाप</li> <li>व्याकरणिक क्रिया कलाप</li> </ul>	<p>“परिश्रम” कविता पर किसी अन्य कविता का गायन।</p> <p>*अपने आस पास लोगों – को आपने काम करते देखा होगा। किसी एक ऐसे ही व्यक्ति का साक्षात्कार करिए।</p>
14	यात्रा और यात्री	<ul style="list-style-type: none"> <li>पाठ का सारांश अपने शब्दों में बता पाते हैं।</li> <li>को अपने जीवन में निरंतर आगे बढ़ते रहने की प्रेरणा मिली।</li> <li>परिवर्तनशील प्रकृति के बारे में जानकारी प्राप्त की।</li> <li>अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर</li> </ul>	<ul style="list-style-type: none"> <li>पूर्वज्ञान परीक्षण</li> <li>लेखक परिचय</li> <li>शब्दार्थ</li> <li>व्याख्यान</li> <li>पीपीटी</li> </ul>	<p>*कोई एक प्रेरणा दायक स्वरचित कविता लिखिए।</p> <p>*कवि हरिवंश राय बच्चन की कोई एक कविता कक्षा में सुनाइए।</p>

Sl No	पाठका नाम	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गति विधियाँ
		देते हैं। • प्रत्यय, संज्ञा, वचनसे परिचित हो पाते हैं। • जीवन-यात्रा के बारेमें बता पाते हैं। <b>SDG 17 – लक्ष्य हेतु भागीदारी</b>	• दृश्य श्रव्य क्रिया कलाप • व्याकरणिक क्रिया कलाप	
15	पंच परमेश्वर	• छात्र अपने दैनिक जीवनमें मित्रता के महत्व को समझेगें तथा उनमें मित्रता की भावना का विकास होता है। • गाँव में पंचों की महत्वपूर्ण भूमिका एवं उनके महत्व और कार्यों के बारे में ज्ञान प्राप्त कर पाते हैं। • छात्र न्याय के महत्व को समझ सकेंगे तथा निष्पक्ष निर्णय लेने में सक्षम होते हैं। • छात्रों में पशुप्रेम की भावना जागृत करना तथा उनमें सामाजिक सौहार्द तथा तर्क शक्ति का विकास करते हैं। • गद्य की महत्व पूर्ण विधा कहानी और पाठ-संदर्भित व्याकरणिक बिन्दुओं से परिचित होते हैं। <b>SDG 16 शांति ,न्याय और सुदृढ संस्थान</b>	• पूर्वज्ञान परीक्षण • लेखक परिचय • शब्दार्थ • व्याख्यान • पीपीटी • दृश्य श्रव्य क्रिया कलाप • व्याकरणिक क्रिया कलाप	*प्रेम चंदकी “ईदगाह” कहानी का कक्षामें मंचन कीजिए। *आप अपने बड़े-बुजुर्गों की देख भाल कैसे करते हैं ? इस पर पाँच वाक्य लेखन।
16	आयावसंत	• पेड़ – पौधों के संरक्षण के प्रति लगाव। • पर्वत्योहार को मनाने के पीछे-छिपी हुई कल्याणकारी भावनाओं को जानने की जिज्ञासा जागृत करते हैं। • व्यावहारिक व्याकरण जैसे अनेकार्थी, पर्यायवाची शब्दों आदि का ज्ञान प्राप्त करते हैं। <b>SDG 13 – जलवायु परिवर्तन</b>	• पूर्वज्ञान परीक्षण • लेखक परिचय • शब्दार्थ • व्याख्यान • पीपीटी • दृश्य श्रव्य क्रिया कलाप • व्याकरणिक क्रिया कलाप	*छह ऋतुओं के ऊपर एक कैलेंडर निर्माण। * अगर वसंत न होता तो क्या होता ?इस पर अपने विचार प्रकट कीजिए।

**LOWER LANGUAGE- ODISIA (ନିମ୍ନତର ଓଡ଼ିଆ)**

Prescribed Text Book:

୧.ସାହିତ୍ୟକଳିକା (ତତ୍ପୂର୍ଣ୍ଣ ଶ୍ରେଣୀ)ପ୍ରକାଶକ :ବିଦ୍ୟାନନ୍ଦ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଓଡ଼ିଶା ସରକାର, ଭୁବନେଶ୍ୱର (୨୦୨୦ ସଂସ୍କରଣ)

**SYLLABUS FOR PEN AND PAPER TESTS**

TERM 1				TERM 2			
PERIODIC TEST-1 F.M-40	MARKS	Half-Yearly Examination F.M-80	MARKS	PERIODIC TEST-2 F.M-40	MARKS	Annual Examination F.M-80	MARKS
ବିଭାଗ (ପଠନ)୧.ଅପଠିତ ଗଦ୍ୟାଂଶ	5	୧.ଅପଠିତ ଗଦ୍ୟାଂଶ	10	୧.ଅପଠିତ ଗଦ୍ୟାଂଶ	5	୧.ଅପଠିତ ଗଦ୍ୟାଂଶ	10
ଖ' ବିଭାଗ (ଲିଖନ)୨. ଅନୁଛେଦ	5	୨. ଅନୁଛେଦ ୩. ପତ୍ରଲିଖନ	15	୨. ପତ୍ରଲିଖନ	5	୨. ଅନୁଛେଦ ୩. ପତ୍ରଲିଖନ	15
'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ)୩. (କ) ଶବ୍ଦାର୍ଥ (ଖ) ଯୋଡ଼ା ଶବ୍ଦ (ଗ) ପ୍ରତିଶବ୍ଦ (ଘ) ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ (ଙ) ଯୋଗ କର	14	୪.(କ) ଶବ୍ଦାର୍ଥ (ଖ) ବିପରୀତ ଶବ୍ଦ ୫. (କ) ପ୍ରତିଶବ୍ଦ (ଖ) ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ ୬. (କ) ଯୋଗକର (ଖ) ରୂପ ପରିବର୍ତ୍ତନ	25	୩. (କ) ଶବ୍ଦାର୍ଥ (ଖ) ବିପରୀତ ଶବ୍ଦ (ଗ) ଗଦ୍ୟରୂପ (ଘ) ଯୋଡ଼ା ଶବ୍ଦ (ଙ) ଶୂନ୍ୟସ୍ଥାନପୂରଣ	14	୪.(କ) ଶବ୍ଦାର୍ଥ (ଖ) ବିପରୀତ ଶବ୍ଦ ୫.(କ) ଗଦ୍ୟରୂପ (ଖ) ଯୋଗ କର (ଗ)ଏକ ପଦରେ ପ୍ରକାଶ କର	25

<p>‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)ପଦ୍ୟ :</p> <p>(୧) ଚିକିଟିକି</p> <p>ପ୍ରବନ୍ଧ :</p> <p>(୧) ହଜିଲା ଦିନର କଥା</p>	16	<p>ପଦ୍ୟ :</p> <p>(୧)ଚିକିଟିକି</p> <p>(୨)ସନ୍ଧ୍ୟା</p> <p>(୩) ଗଛଓକାଠୁରିଆ</p> <p>ପ୍ରବନ୍ଧ :</p> <p>(୧)ହଜିଲାଦିନରକଥା</p> <p>(୨)ରାଜାଙ୍କନୂତନପରିଚ୍ଛଦ</p> <p>(୩)ସେମାନେଆମଭାଇ</p> <p>ଭଉଣୀ</p>	30	<p>ପଦ୍ୟ :</p> <p>(୧)ଭଲକିକରିନିମୁହଁ?</p> <p>ପ୍ରବନ୍ଧ</p> <p>(୧)ସାଇତିରଖୁବାସଜାଇ</p> <p>ରଖୁବା</p>	16	<p>ପଦ୍ୟ :</p> <p>(୧)ଭଲ କି କରିନି ମୁହଁ ?</p> <p>(୨)କରିଦିଅ ମୋତେ</p> <p>ସାଇଁ</p> <p>(୩)ମାଟି</p> <p>ପ୍ରବନ୍ଧ :</p> <p>(୧)ସାଇତି ରଖୁବା ସଜାଇ</p> <p>ରଖୁବା</p> <p>(୨)କୁହୁକାବନ ଭିତର</p> <p>କନିକା</p> <p>ଏକାଙ୍କିକା :</p> <p>(୧)ପାହାଡ଼ର ଡାକ</p> <p>The following chapters of Half Yearly (20%) will be included in the Annual Examinations.</p> <p>ବ୍ୟାକରଣ : ପ୍ରତିଶବ୍ଦ , ରୂପପରିବର୍ତ୍ତନ</p>	30
<p>ଉତ୍ତମ ପାଠକ ପୁସ୍ତକର ନାମ –</p> <p>ତେନାଲିରାମଙ୍କ କାହାଣୀ</p> <p>(ବିଷୟ -ବିରଳ ପୁସ୍ତକ) ପ୍ରକାଶକ</p> <p>– ଓଡ଼ିଶା ବୁକ୍ ଏମ୍ପୋରିୟମ୍</p>	4		<p>ଉତ୍ତମ ପାଠକ ପୁସ୍ତକର ନାମ ଏମିତି ସିନା ସାଇଁ</p> <p>(ବିଷୟ- ପ୍ରକୃତ ଜ୍ଞାନ , ପ୍ରକୃତ ଉପହାର)</p> <p>ପ୍ରକାଶକ – ନବଦିଗତ</p>	4			
<b>Total</b>	<b>40+ 4</b>		<b>80</b>		<b>40+ 4</b>	<b>80</b>	

Note: PERIODIC TEST-1and PERIODIC TEST-2 will have a ‘Reading Bonus Section’ (4 marks) at the end of the questionpaper. This will comprise of comprehension-based question from therecommended books.

**INTERNAL ASSESSMENTS**

**SKILLS AND COMPETENCIES WITH RUBRICS**

<b>TERM- 1 (30 marks)</b>	<b>TERM - 2 (30 marks)</b>
<p><b>ଶ୍ରବଣ ଦକ୍ଷତା (LISTENINGSKILL) (5 MARKS)</b></p> <p>ରେକର୍ଡ ହୋଇଥିବା କୌଣସି ଏକ କ୍ଷୁଦ୍ରଗଳ୍ପ ଶୁଣିବା ଉପରେ ଆଧାରିତ। (Based on listening to any recorded short story.)</p> <ul style="list-style-type: none"> <li>• Rubrics: (1 Mark Each)</li> <li>• Attentiveness</li> <li>• Listening for specific information</li> <li>• Understanding</li> <li>• Correct Response</li> <li>• Accuracy</li> </ul>	<p><b>ଶ୍ରବଣ ଦକ୍ଷତା(LISTENINGSKILL) (5 MARKS)</b></p> <p>ରେକର୍ଡ ହୋଇଥିବା କୌଣସି ଭାଷଣ ଶୁଣିବା ଉପରେ ଆଧାରିତ ।(Based on listening to any recorded speech.)</p> <p>Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Attentiveness</li> <li>• Listening for specific information</li> <li>• Understanding</li> <li>• Correct Response</li> <li>• Accuracy</li> </ul>
<p><b>କଥନ ଦକ୍ଷତା (SPEAKING SKILL) (5 MARKS)</b></p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ ଯେକୌଣସି ଏକ ଛୋଟ କାହାଣୀ ଉପସ୍ଥାପନ କରିବେ । (Students will be able to present a short story.)</p> <p>Rubrics ( 1 Mark each)</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pronunciation and accent</li> <li>• Vocabulary</li> <li>• Accuracy</li> <li>• Presentation</li> </ul>	<p><b>କଥନ ଦକ୍ଷତା(SPEAKING SKILL) (5 MARKS)</b></p> <p>ଅଭିନୟ ମଞ୍ଚସ୍ଥ : (ଦଳଗତ : ଦଳଗତ ଭାବରେ ଅଭିନୟ ମାଧ୍ୟମରେ ଶ୍ରେଣୀ କକ୍ଷରେ ଉପସ୍ଥାପନ କରିବେ ।)</p> <p>(Group: presented in the classroom through group acting.)</p> <p><b>Role Play</b></p> <p>Rubrics (1 Mark each)</p> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Pronunciation and accent</li> </ul>



	<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Accuracy</li> <li>• Presentation</li> </ul>
<b>ପଠନ ଦକ୍ଷତା (READING SKILL) (5 MARKS)</b>	<b>ପଠନ ଦକ୍ଷତା(READING SKILL) (5 MARKS)</b>
<p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଗଦ୍ୟକୁ ଉଚ୍ଚପଠନ କରିବେ କିମ୍ବା ଏକ ପଠିତ କବିତାକୁ ସ୍ଵସ୍ଵରରେ ଆବୃତ୍ତି କରିବେ । (Students will read loudly a prose or recite a poem.) Rubrics (1 Mark each)</p> <ul style="list-style-type: none"> <li>• Pronunciation and articulation</li> <li>• Fluency and confidence</li> <li>• Expression</li> <li>• Posture</li> <li>• Comprehensibility</li> </ul>	<p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଗଦ୍ୟକୁ ଉଚ୍ଚପଠନ କରିବେ କିମ୍ବା ଏକ ପଠିତ କବିତାକୁ ସ୍ଵସ୍ଵରରେ ଆବୃତ୍ତି କରିବେ । (Students will read loudly a prose or recite a poem.)Rubrics (1 Mark each)</p> <ul style="list-style-type: none"> <li>• Pronunciation and articulation</li> <li>• Fluency and confidence</li> <li>• Expression</li> <li>• Posture</li> <li>• Comprehensibility</li> </ul>
<b>ଲିଖନ ଦକ୍ଷତା (WRITING SKILL) (5 MARKS)</b>	<b>ଲିଖନ ଦକ୍ଷତା(WRITING SKILL) (5 MARKS)</b>
<p>ବିଦ୍ୟାର୍ଥୀ ଏକ ବସ୍ତୁ / ସ୍ଥାନ / ବ୍ୟକ୍ତି / ଘଟଣାକୁ ଆଧାର କରି ନିଜର ଭାବନାକୁ ଲିଖନ ମାଧ୍ୟମରେ ପରିପ୍ରକାଶ କରିବେ । (Students will express their feelings in writing based on an object / place / person / event.) Rubrics (1 mark each)</p> <ul style="list-style-type: none"> <li>• Relevance to content</li> <li>• Creative presentation</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Accuracy</li> </ul>	<p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ 'ସାଇତି ରଖିବା ସଜାଇ ରଖିବା' ବିଷୟକୁ ଆଧାର କରି ନିଜେ କିପରି ସଜୁଜିନିଷ ସାଇତି ରଖୁଛନ୍ତି, ସେ ସମ୍ପର୍କରେ ଏକ ଅନୁକ୍ଳେଦ ଲେଖିବେ । (Students will write a Paragraph on how they are decorating their items base on the topic "SAITEE RAKHIBA SAJAI RAKHIBA".) Rubrics (1 mark each)</p> <ul style="list-style-type: none"> <li>• Relevance to content</li> <li>• Creative presentation</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Accuracy</li> </ul>
<b>ପୋର୍ଟଫୋଲିଓ (Portfolio) (5 Marks)</b>	<b>ପୋର୍ଟଫୋଲିଓ(Portfolio) (5 Marks)</b>
<p>ଶ୍ରେଣୀ କାର୍ଯ୍ୟ ଓ ଗୃହକାର୍ଯ୍ୟ ଉପସ୍ଥାପନା ଏବଂ ସଂଶୋଧନ କାର୍ଯ୍ୟ । (CW &amp; HW notebook presentation and correction work.) Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Regularity.</li> <li>• Task completion.</li> <li>• Follow Up Action</li> <li>• Maintenance of Index</li> <li>• Notebook up keep.</li> </ul>	<p>ଶ୍ରେଣୀ କାର୍ଯ୍ୟ ଓ ଗୃହକାର୍ଯ୍ୟ ଉପସ୍ଥାପନା ଏବଂ ସଂଶୋଧନ କାର୍ଯ୍ୟ । (CW&amp; HW notebook presentation and correction work. Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Regularity.</li> <li>• Task completion.</li> <li>• Follow Up Action</li> <li>• Maintenance of Index</li> <li>• Notebook up keep.</li> </ul>
<b>ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ(Project) (5 marks)</b>	<b>ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ(Project) (5 marks)</b>
<p>ବିଦ୍ୟାର୍ଥୀମାନେ ଛୋଟ ଜିନିଷକୁ ଏକାଠି କରି ବଡ଼ବଡ଼ ଜିନିଷ କିପରି ତିଆରି କରାଯାଇପାରିବ ତାହା ଉପରେ ଏକ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିବେ । (A project on how we can present big things using small things.) ସହାୟକ ପୁସ୍ତକ : ସାହିତ୍ୟ କଳିକା 'ଚତୁର୍ଥ ଶ୍ରେଣୀ' ବିଷୟ : ଚିକିତ୍ସିକି Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Relevance of Content</li> <li>• Presentation</li> <li>• Fluency and Accuracy</li> <li>• Creativity</li> <li>• Integration of Art</li> </ul>	<p>ବିଦ୍ୟାର୍ଥୀମାନେ ଓଡ଼ିଶାରେ ବାସକରୁଥିବା ଆଦିବାସୀମାନଙ୍କର ଜୀବନ ଶୈଳୀକୁ ଆଧାର କରି ଏକ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିବେ । (The students will create a project based on the lifestyle of the tribals living in Odisha.) ସହାୟକ ପୁସ୍ତକ : ସାହିତ୍ୟ କଳିକା 'ଚତୁର୍ଥ ଶ୍ରେଣୀ' ବିଷୟ : ସେମାନେ ଆମ ଭାଇ ଭଉଣୀ Rubrics: (1 Mark Each)</p> <ul style="list-style-type: none"> <li>• Relevance of Content</li> <li>• Presentation</li> <li>• Fluency and Accuracy</li> <li>• Creativity</li> <li>• Integration of Art</li> </ul>

ଶିକ୍ଷଣ ଫଳାଫଳ

LEARNING OUT COMES & PEDAGOGICAL PROCESSES:

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ/ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
୧.	ଚିକିତ୍ସା (ପଦ୍ୟ)	<p>ବିଦ୍ୟାର୍ଥୀମାନେ</p> <ul style="list-style-type: none"> <li>• ବିଭିନ୍ନ ଫୁଲ,ଫଳ,ପାହାଡ଼, ପତ୍ରିଆ,ନଗର ସମ୍ପର୍କିତ ଜ୍ଞାନ ଅର୍ଜନ କଲେ ।</li> <li>• ଜୀବନରେ କୌଣସି ଜିନିଷ ଯେତେ ଛୋଟ ହେଲେ ମଧ୍ୟ ତାହା ଅଲୋଡ଼ା ନୁହେଁ । ଏହି ବିଚାରଧାରାକୁ ସ୍ମୃତ୍ତବୋଧ କଲେ ।</li> <li>• କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟବୋଧକୁ ସ୍ମୃତ୍ତବୋଧ ଜାମକରିବାରେ ସମର୍ଥ ହେଲେ ।</li> </ul> <p><b>SDG –04 :</b> ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> <li>• ବିଭିନ୍ନ ଫୁଲ,ଫଳ,ପାହାଡ଼, ପତ୍ରିଆ,ନଗର ସମ୍ପର୍କିତ ଜ୍ଞାନ ଅର୍ଜନ କରିବେ ।</li> <li>• ଜୀବନରେ କୌଣସି ଜିନିଷ ଯେତେ ଛୋଟ ହେଲେ ମଧ୍ୟ ତାହା ଅଲୋଡ଼ା ନୁହେଁ । ଏହି ବିଚାରଧାରାକୁ ସ୍ମୃତ୍ତବୋଧ କରିବେ ।</li> <li>• କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟବୋଧକୁ ସ୍ମୃତ୍ତବୋଧ ଜାମକରିବାରେ ସମର୍ଥ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>• ଚିକିତ୍ସା ଜିନିଷକୁ ନେଇ କିପରି ବଡ଼ବଡ଼ ଜିନିଷ ତିଆରି ହୋଇଛି, ତାହା ଚିତ୍ର ମାଧ୍ୟମରେ ପ୍ରଦର୍ଶନ କରିବେ ।</li> <li>• ଛୋଟ ଛୋଟ ଫୁଲ ଗୁଚ୍ଛି ମାଳ କରିବେ ।</li> <li>• କବି ଗୋଦାବରୀଶ ମିଶ୍ରଙ୍କ ଶିଶୁମାନଙ୍କ ପାଇଁ ଲେଖିଥିବା ଅନ୍ୟାନ୍ୟ କବିତାଗୁଡ଼ିକ ସଂଗ୍ରହ କରି ପଢ଼ିବେ ।</li> </ul>
୨.	ସନ୍ଧ୍ୟା (ପଦ୍ୟ)	<ul style="list-style-type: none"> <li>• ଦିନ ଓ ରାତିର ବିଭିନ୍ନ ସମୟ ଘଟଣା , ଦୃଶ୍ୟ, ପରିବେଶ ଇତ୍ୟାଦି ବିଷୟରେ ମନେପକାଇବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>• 'ସନ୍ଧ୍ୟା' ସମୟରେ ଦୀପଜାଳିବା , ରାସ୍ତାରେ ଆଲୁଅ ଜଳିବା , ମନ୍ଦିରରେ ଆଳତି ହେବା ଆଦି କଥାକୁ ନିଜ ଭାଷାରେ ଅଭିବ୍ୟକ୍ତ କଲେ ।</li> <li>• ବିଦ୍ୟାର୍ଥୀମାନେ 'ସନ୍ଧ୍ୟା' ବିଷୟଭିତ୍ତିକ ବିଚାରଧାରାକୁ ମୌଖିକ ଏବଂ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେଲେ ।</li> </ul> <p><b>SDG – 12 :</b> ଦାୟିତ୍ୱପୂର୍ଣ୍ଣ ବ୍ୟବହାର ଏବଂ ଉତ୍ପାଦନ</p>	<ul style="list-style-type: none"> <li>• ଦିନ ଓ ରାତିର ବିଭିନ୍ନ ସମୟଘଟଣା, ଦୃଶ୍ୟ,ପରିବେଶଇତ୍ୟାଦି ବିଷୟରେ ମନେପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>• 'ସନ୍ଧ୍ୟା' ସମୟରେ ଦୀପଜାଳିବା , ରାସ୍ତାରେ ଆଲୁଅ ଜଳିବା , ମନ୍ଦିରରେ ଆଳତି ହେବା ଆଦି କଥାକୁ ସ୍ମୃତ୍ତବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> <li>• 'ସନ୍ଧ୍ୟା' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟବୋଧକୁ ସ୍ମୃତ୍ତବୋଧ ଜାମକରିବାରେ ସମର୍ଥ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>• ସନ୍ଧ୍ୟା ସମୟରେ ସହର ଓ ଗ୍ରାମ୍ୟ ଜୀବନ ମଧ୍ୟରେ ଥିବା ପାର୍ଥକ୍ୟକୁ ବଜ୍ରତା ମାଧ୍ୟମରେ ପ୍ରକାଶ କରିବେ ।</li> <li>• ପୂର୍ବାହ୍ନ , ମଧ୍ୟାହ୍ନ , ଅପରାହ୍ନ , ରାତ୍ରି ସମୟକୁ</li> <li>• ଚିତ୍ରମାଧ୍ୟମରେ ଉପସ୍ଥାପନ କରିବେ ।</li> <li>• ସନ୍ଧ୍ୟା ସମୟରେ ଯେଉଁ ପ୍ରାର୍ଥନା କରନ୍ତି ତାହାକୁ ନିଜ ଖାତାରେ ଲେଖିବେ ।</li> </ul>
୩.	ଗଛ ଓ କାରୁରିଆ (ପଦ୍ୟ)	<ul style="list-style-type: none"> <li>• ନିଜ ବିଦ୍ୟାଳୟ କିମ୍ବା ଘର ନିକଟରେ ଥିବା ପୁରୁଣା ଗଛକୁ ମନେ ପକାଇବା ସହିତ ସେ ଗଛ ସମ୍ପର୍କରେ ନିଜର ବିଚାରଧାରା ଉପସ୍ଥାପନ କଲେ ।</li> <li>• ଗଛର ଉପକାରୀତାକୁ ବିଦ୍ୟାର୍ଥୀମାନେ ସ୍ମୃତ୍ତବୋଧ କରିବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>• 'ଗଛ ଓ କାରୁରିଆ' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟ ବୋଧକୁ ସ୍ମୃତ୍ତବୋଧ ଜାମକରିବାରେ ସମର୍ଥ ହେଲେ ।</li> </ul> <p><b>SDG – 15 :</b> ସ୍ଥଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା</p>	<ul style="list-style-type: none"> <li>• ନିଜ ବିଦ୍ୟାଳୟ କିମ୍ବା ଘର ନିକଟରେ ଥିବା ପୁରୁଣା ଗଛକୁ ମନେପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>• ଗଛର ଉପକାରୀତାକୁ ବିଦ୍ୟାର୍ଥୀମାନେ ସ୍ମୃତ୍ତବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> <li>• 'ଗଛ ଓ କାରୁରିଆ' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟବୋଧକୁ ସ୍ମୃତ୍ତବୋଧ ଜାମକରିବାରେ ସମର୍ଥ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>• ଗଛର ଉପକାରୀତା ସମ୍ପର୍କରେ ଏକ ଅନୁଲେଖ ଲେଖିବେ ।</li> <li>• ଗଛକୁ ନେଇ ନିଜେ ଏକ ସୁନ୍ଦର କବିତା ଲେଖିବାକୁ ଚେଷ୍ଟା କରିବେ ।</li> <li>• ବିଭିନ୍ନ ଗଛର ଔଷଧୀୟଗୁଣ ସମ୍ପର୍କରେ ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ ।</li> <li>• ନିଜ ଜନ୍ମଦିନରେ ଗଛଟିଏ ଲଗାଇବା ସହିତ ତା'ର ସୁରକ୍ଷା ଦାୟିତ୍ୱ ନେବେ ।</li> </ul>

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ/ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
୪.	ଭଲ କି କରିନି ମୁହଁ (ପଦ୍ୟ)	<ul style="list-style-type: none"> <li>ନିଜ ଘରେ ପାଲୁଥିବା ବିଭିନ୍ନ ଗୃହପାଳିତ ପଶୁ ତଥା ପୋଷାକୁକୁର ଜୀବଜନ୍ତୁ ସମ୍ପର୍କରେ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>ଜୀବଜନ୍ତୁଙ୍କ ସ୍ୱାଧୀନତା ସମ୍ପର୍କରେ ହୃଦ୍‌ବୋଧ କରିବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>'ଭଲ କି କରିନି ମୁହଁ?' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟ ବୋଧକୁ ହୃଦୟଙ୍ଗମ କରିବାରେ କ୍ଷମ ହେଲେ ।</li> </ul> <p><b>SDG – 15 : ସ୍ଥଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା</b></p>	<ul style="list-style-type: none"> <li>ନିଜ ଘରେ ପାଲୁଥିବା ବିଭିନ୍ନ ଜୀବଜନ୍ତୁ ସମ୍ପର୍କରେ ମନେପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>ଜୀବଜନ୍ତୁଙ୍କ ସ୍ୱାଧୀନତା ସମ୍ପର୍କରେ ହୃଦ୍‌ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> <li>'ଭଲ କି କରିନି ମୁହଁ?' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟବୋଧକୁ ହୃଦୟଙ୍ଗମ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ପ୍ରତିଦିନ କରୁଥିବା ଭଲକାମର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ ।</li> <li>ଓଡ଼ିଶାରେ ଥିବା ବିଭିନ୍ନ ଅଭୟାରଣ୍ୟ ସମ୍ପର୍କରେ ଏକ ଅନୁଛେଦ ଲେଖିବେ ।</li> <li>ସ୍ୱାଧୀନତା ଓ ପରାଧୀନତା ମଧ୍ୟରେ ଥିବା ବିଭେଦତାକୁ ନିଜ ବଚ୍ଚତା ମାଧ୍ୟମରେ ପରିପ୍ରକାଶ କରିବେ ।</li> </ul>
୫.	କରିଦିଅ ମୋତେ ସାଇଁ (ପଦ୍ୟ)	<ul style="list-style-type: none"> <li>ଗୋପବନ୍ଧୁ, ମଧୁସୂଦନ ଦାସ, ମହାତ୍ମାଗାନ୍ଧି ଆଦି ଆଦର୍ଶ ବ୍ୟକ୍ତିତ୍ୱମାନଙ୍କୁ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>ମଣିଷ ଜୀବନର ପ୍ରକୃତ ଉଦ୍ଦେଶ୍ୟକୁ ହୃଦ୍‌ବୋଧ କଲେ ।</li> <li>'କରିଦିଅ ମୋତେ ସାଇଁ' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟ ବୋଧକୁ ହୃଦୟଙ୍ଗମ କରିବାରେ ସକ୍ଷମ ହେଲେ ।</li> </ul> <p><b>SDG – 04 : ଗୁଣାତ୍ମକ ଶିକ୍ଷା</b></p>	<ul style="list-style-type: none"> <li>ଆମ ସମାଜରେ ଆଦର୍ଶ ବ୍ୟକ୍ତିତ୍ୱମାନଙ୍କୁ ମନେ ପକାଇବାରେ କ୍ଷମ ହେବେ ।</li> <li>ମାନବିକ ମୂଲ୍ୟବୋଧକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ କ୍ଷମ ହେବେ ।</li> <li>'କରିଦିଅ ମୋତେ ସାଇଁ' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟବୋଧକୁ ହୃଦୟଙ୍ଗମ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ଭବିଷ୍ୟତରେ କିଏ କ'ଣ ହେବାକୁ ଚାହୁଁଛନ୍ତି ସେ ସମ୍ପର୍କରେ ନିଜର ଅଭିମତ ପ୍ରକାଶ କରିବେ ।</li> <li>'କରିଦିଅ ମୋତେ ସାଇଁ' କବିତାଟିକୁ ପଢ଼ିବା ସହିତ ଛୋଟ ମଧ୍ୟରେ ମହାନତାର ଗୁଣକୁ ହୃଦ୍‌ବୋଧ କରିବେ ।</li> <li>ନିଜେ ବଡ଼ ହୋଇ ଯାହା ହେବାକୁ ଚାହୁଁଛନ୍ତି ସେ ସମ୍ପର୍କରେ କିଛି ଚିତ୍ର ଅଙ୍କନ କରିବେ ।</li> </ul>
୬.	ମାଟି (ପଦ୍ୟ)	<ul style="list-style-type: none"> <li>ମାଟିରୁ ମିଳୁଥିବା ବିଭିନ୍ନ ପ୍ରକାର ଖଣିଜ ପଦାର୍ଥକୁ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>ମାଟିକୁ କାହିଁକି ମାଆ ସହିତ ତୁଳନା କରାଯାଏ, ତାହାକୁ ବୁଝିଲେ ।</li> <li>'ମାଟି' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟ ବୋଧକୁ ଛାତ୍ରଛାତ୍ରୀମାନେ ହୃଦୟଙ୍ଗମ କଲେ ।</li> </ul> <p><b>SDG – 15 : ସ୍ଥଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା</b></p>	<ul style="list-style-type: none"> <li>ମାଟିରୁ ମିଳୁଥିବା ବିଭିନ୍ନ ପ୍ରକାର ଖଣିଜ ପଦାର୍ଥକୁ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>ମାଟି କିପରି ଆମ ମାଆ ତାହା ଯଥାଯଥ ଭାବରେ ହୃଦ୍‌ବୋଧକରିବେ ।</li> <li>'ମାଟି' କବିତାର ଅନ୍ତର୍ନିହିତ ସୌନ୍ଦର୍ଯ୍ୟବୋଧକୁ ହୃଦୟଙ୍ଗମ କରିବାରେ ସମର୍ଥହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ଭିନ୍ନ ରଙ୍ଗର ମାଟିକୁ ସଂଗ୍ରହ କରି ରଖିବେ ।</li> <li>ମାଟିତଳୁ କିଭଳି ଆମ ପ୍ରାଚୀନ ସଭ୍ୟତାର ଇତିହାସ ମିଳୁଛି ସେ ସମ୍ପର୍କରେ ଏକ ଅନୁଛେଦ ଲେଖିବେ ।</li> <li>ମହେଞ୍ଜୋଦାର ଓ ହରପ୍ପା, ଶିଣ୍ଡୁପାଳଗଡ଼, ଲଳିତଗିରି, ଉଦୟଗିରି, ବାରବାଟୀ ଦୁର୍ଗର ଫଟୋଚିତ୍ର ସଂଗ୍ରହ କରିବେ ।</li> </ul>
୭.	ହଜିଲା ଦିନର କଥା (ଗଦ୍ୟ)	<ul style="list-style-type: none"> <li>ନିଜ ଅତୀତ ଯତଣକୁ ମନେ ପକାଇବା ସହିତ ଓଡ଼ିଶାର କେତେକ ଜାତୀୟ ବୀରଙ୍କର ନାମକୁ ପରିପ୍ରକାଶ କଲେ ।</li> <li>ମଧୁବାବୁଙ୍କ ମାନବିକ ମୂଲ୍ୟବୋଧକୁ ହୃଦ୍‌ବୋଧ କଲେ</li> <li>'ହଜିଲା ଦିନର କଥା' ବିଷୟଟିକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ କ୍ଷମ ହେଲେ ।</li> </ul> <p><b>SDG – 10 : ଅସମାନତା ହ୍ରାସ</b></p>	<ul style="list-style-type: none"> <li>ଓଡ଼ିଶାର ଜାତୀୟ ବୀରଙ୍କର ନାମକୁ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେବେ ।</li> <li>ମଧୁବାବୁଙ୍କ ମାନବିକ ମୂଲ୍ୟବୋଧକୁ ହୃଦ୍‌ବୋଧକରିବେ ।</li> <li>'ହଜିଲା ଦିନର କଥା' ବିଷୟଟିକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ କ୍ଷମ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>ଉତ୍କଳ ପ୍ରଦେଶ ଗଠନ କ୍ଷେତ୍ରରେ ମଧୁବାବୁଙ୍କର ଭୂମିକା ସମ୍ପର୍କରେ ଏକ ଅନୁଛେଦ ଲେଖିବେ ।</li> <li>ଉତ୍କଳ ଗୌରବ ମଧୁବାବୁଙ୍କର ଏକ ଫଟୋଚିତ୍ର ଅଙ୍କନ କରିବେ ।</li> <li>'ହଜିଲା ଦିନର କଥା' ବିଷୟକୁ ଆଧାର କରି ବିଦ୍ୟାର୍ଥୀମାନେ ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରସ୍ତୁତ କରିବେ ।</li> </ul>
୮.	ରାଜାଙ୍କ ନୂତନ ପରିଚ୍ଛଦ (ଗଦ୍ୟ)	<ul style="list-style-type: none"> <li>ନିଜ ନିଜ ସଉକକୁ ପରିପ୍ରକାଶ କଲେ ।</li> <li>ପୋଷାକର ପରିଷ୍କାର ପରିଚ୍ଛନ୍ନତା ପ୍ରତି ସର୍ବଦା ଗୁରୁତ୍ୱ ଦେବେ ବୋଲି ସଂକଳ୍ପ କଲେ ।</li> <li>ସୌଖୀନ ପୋଷାକ ପ୍ରତି ମୋହଗ୍ରସ୍ତ</li> </ul>	<ul style="list-style-type: none"> <li>ନିଜ ନିଜ ସଉକକୁ ମନେପକାଇବା ସହିତ କହିବାରେ କ୍ଷମ ହେବେ ।</li> <li>ପୋଷାକର ପରିଷ୍କାର ପରିଚ୍ଛନ୍ନତା ପ୍ରତି ସର୍ବଦା ଗୁରୁତ୍ୱ ଦେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>'ରାଜାଙ୍କ ନୂତନ ପରିଚ୍ଛଦ' ବିଷୟଟିକୁ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନ କରିବେ ।</li> <li>'ପରିଷ୍କାର ହିଁ ପୁରସ୍କାର' ଏହି ଶୀର୍ଷକକୁ ଆଧାର କରି ଏକ ବକ୍ତୃତା</li> </ul>

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ/ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
		<p>ନହୋଇ ନିଜ କର୍ତ୍ତବ୍ୟ ଉପରେ ଗୁରୁତ୍ୱ ଦେଲେ ।</p> <p><b>SDG – 04 :</b> ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> <li>• 'ରାଜାଙ୍କ ନୂତନ ପରିଚ୍ଛଦ' ବିଷୟକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ କ୍ଷମ ହେବେ ।</li> </ul>	<p>ପ୍ରତିଯୋଗିତାରେ ସକ୍ରିୟ ଅଂଶ ଗ୍ରହଣ କରିବେ ।</p> <ul style="list-style-type: none"> <li>• 'ରାଜାଙ୍କ ନୂତନ ପରିଚ୍ଛଦ' ବିଷୟଟିକୁ ଆଧାରକରି ଏକ ଗଳ୍ପ ଲେଖିବେ ।</li> </ul>
୯.	ସେମାନେ ଆମ ଭାଇ ଭଉଣୀ (ଗଦ୍ୟ)	<ul style="list-style-type: none"> <li>• ଓଡ଼ିଶାରେ ଥିବା ବିଭିନ୍ନ ସମତଳ ଓ ପାର୍ବତ୍ୟ ଅଞ୍ଚଳର ନାମ ମନେରଖିବା ସହିତ କହିବାକୁ ସକ୍ଷମ ହେଲେ ।</li> <li>• ଆଦିବାସୀ ଲୋକଙ୍କର ସରଳ ଜୀବନ ପ୍ରଣାଳୀ , ସ୍ୱାଧୀନ ମନୋଭାବ , ସ୍ୱାବଲମ୍ବନଶୀଳତା ଆଦି ଗୁଣ ପ୍ରତି ପରିଚିତ ହେଲେ ।</li> <li>• 'ସେମାନେ ଆମ ଭାଇଭଉଣୀ' ବିଷୟକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ କ୍ଷମ ହେଲେ ।</li> </ul> <p><b>SDG – 01 :</b> ଦାରିଦ୍ର୍ୟ ଶୂନ୍ୟତା</p>	<ul style="list-style-type: none"> <li>• ଓଡ଼ିଶାରେ ଥିବା ବିଭିନ୍ନ ସମତଳ ଓ ପାର୍ବତ୍ୟ ଅଞ୍ଚଳର ସମ୍ୟକ୍ ଧାରଣା ଦେବାରେ ସମର୍ଥ ହେବେ ।</li> <li>• ଆଦିବାସୀ ଲୋକଙ୍କର ସରଳତା, ସ୍ୱାଧୀନ ମନୋଭାବ, ସ୍ୱାବଲମ୍ବନଶୀଳତା ଆଦି ଗୁଣକୁ ହୃଦବୋଧ କରିବାରେ ସକ୍ଷମ ହେବେ ।</li> <li>• 'ସେମାନେ ଆମ ଭାଇଭଉଣୀ' ବିଷୟକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ କ୍ଷମ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>• ଓଡ଼ିଶାରେ ଥିବା ପାର୍ବତ୍ୟ ଅଞ୍ଚଳଗୁଡ଼ିକର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ ।</li> <li>• ଓଡ଼ିଶାରେ ବାସ କରୁଥିବା ବିଭିନ୍ନ ଆଦିବାସୀ ଜନଜାତିଙ୍କର ନାମ କହିବେ ।</li> <li>• ଓଡ଼ିଶା ରାଜ୍ୟ ଜନଜାତି ସଂଗ୍ରହାଳୟକୁ ପରିଦ୍ରମଣରେ ଯାଇ ସେଠି ଯାହା ଦେଖିଲେ ସେ ସମ୍ପର୍କରେ ଏକ ଅନୁଚ୍ଛେଦ ଲେଖିବେ ।</li> </ul>
୧୦.	ସାଇତି ରଖିବା , ସଜାଇ ରଖିବା (ଗଦ୍ୟ)	<ul style="list-style-type: none"> <li>• ଆବଶ୍ୟକୀୟ ଜିନିଷକୁ ଠିକ୍ ସମୟରେ ନପାଇଲେ ମନରେ ଆସୁଥିବା ଭାବକୁ ପରିପ୍ରକାଶ କଲେ ।</li> <li>• ସାଇତି ରଖିବାର ଅଭ୍ୟାସ ମଣିଷକୁ କିପରି ଶୁଖିଳିତ କରିଥାଏ ଏବଂ ସେ ଜୀବନରେ କେବେ ହାରିଯାଏ ନାହିଁ ଏ ବିଚାରଧାରାକୁ ହୃଦବୋଧ କଲେ ।</li> <li>• 'ସାଇତି ରଖିବା ସଜାଇ ରଖିବା' ବିଷୟକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ କ୍ଷମ ହେଲେ ।</li> </ul> <p><b>SDG – 04 :</b> ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> <li>• ଆବଶ୍ୟକୀୟ ଜିନିଷକୁ ଠିକ୍ ସମୟରେ ନପାଇଲେ ମନରେ ଆସୁଥିବା ଭାବକୁ ପରିପ୍ରକାଶ କରିବାରେ ସମର୍ଥ ହେବେ ।</li> <li>• ସାଇତି ରଖିବାର ଅଭ୍ୟାସ ମଣିଷକୁ କିପରି ଶୁଖିଳିତ କରିଥାଏ ଏ ବିଚାରଧାରାକୁ ହୃଦବୋଧ କରିବେ ।</li> <li>• 'ସାଇତି ରଖିବା ସଜାଇ ରଖିବା' ବିଷୟକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ କ୍ଷମ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>• ନିଜ ଶ୍ରେଣୀ କକ୍ଷକୁ ସୁନ୍ଦର ଭାବରେ ସଜାଇବେ ।</li> <li>• ନିଜ ବହିପତ୍ର , ସ୍କୁଲବ୍ୟାଗ, ପାଠପଢ଼ା ସ୍ଥାନକୁ ନିଜେ ସଜାଇ ରଖିବା ସହିତ ନିଜ ଲୁଗାପିନ୍ଧାକୁ ଯଥାସ୍ଥାନରେ ସାଇତି ରଖିବେ ।</li> <li>• ଖବର କାଗଜରୁ ସୁନ୍ଦର ଲେଖା ଓ ବିଭିନ୍ନ ଜାଣିବା ଜିନିଷ ସଂଗ୍ରହ କରି ରଖିବେ ।</li> </ul>
୧୧.	କୁହୁକୀବନ ଭିତର କନିକା (ଗଦ୍ୟ)	<ul style="list-style-type: none"> <li>• ଓଡ଼ିଶାରେ ଥିବା ବିଭିନ୍ନ ଅଭୟାରଣ୍ୟ ସମ୍ପର୍କରେ କହିଲେ ।</li> <li>• ଜୀବଜନ୍ତୁଙ୍କ ସୁରକ୍ଷା ନିମନ୍ତେ ଅଭୟାରଣ୍ୟର ଭୂମିକାକୁ ଛାତ୍ରଛାତ୍ରୀ ହୃଦବୋଧ କଲେ ।</li> <li>• 'କୁହୁକୀବନ ଭିତର କନିକା' ବିଷୟକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ ବିଦ୍ୟାର୍ଥୀମାନେ କ୍ଷମ ହେଲେ ।</li> </ul> <p><b>SDG –14 :</b> ଜଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା, <b>SDG – 15 :</b> ସ୍ଥଳଚର ପ୍ରାଣୀଙ୍କ ସୁରକ୍ଷା</p>	<ul style="list-style-type: none"> <li>• ଅଭୟାରଣ୍ୟ ସମ୍ପର୍କରେ ସ୍ମରଣ କରିବା ନିମନ୍ତେ ସମର୍ଥ ହେବେ ।</li> <li>• ଜୀବଜନ୍ତୁଙ୍କ ସୁରକ୍ଷା ନିମନ୍ତେ ଅଭୟାରଣ୍ୟର ଭୂମିକାକୁ ହୃଦବୋଧ କରିବେ ।</li> <li>• 'କୁହୁକୀବନ ଭିତର କନିକା' ବିଷୟକୁ ଶୁଦ୍ଧ ଲିଖନ ଦ୍ରୁତ ପଠନ ଓ ସହଜ ଅଭିବ୍ୟକ୍ତି ପାଇଁ କ୍ଷମ ହେବେ ।</li> </ul>	<ul style="list-style-type: none"> <li>• ଓଡ଼ିଶାରେ ଥିବା ବିଭିନ୍ନ ଅଭୟାରଣ୍ୟ ସମ୍ପର୍କରେ ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ ।</li> <li>• ଅଭୟାରଣ୍ୟରେ ବାସକରୁଥିବା ବିଭିନ୍ନ ଜୀବଜନ୍ତୁଙ୍କର ଫଟୋଗ୍ରାଫ ସଂଗ୍ରହ କରି ଏକ ଆଲବମ୍ ପ୍ରସ୍ତୁତ କରିବେ ।</li> </ul>
୧୨.	ପାହାଡ଼ର ଡାକ(ଏକାଙ୍କିକା)	<ul style="list-style-type: none"> <li>• ଦେଖୁଥିବା ବିଭିନ୍ନ କ୍ଷୁଦ୍ର ନାଟକ ଯଥା – ଧର୍ମପଦ , ପ୍ରହଲାଦ , ନଚିକେତା , ଆଦିକୁ ସ୍ମରଣକରିବାରେ ସମର୍ଥ ହେଲେ ।</li> <li>• ପିଲାମାନେ ଲକ୍ଷ୍ମଣ ନାୟକ ,ଚକରା ବିଶୋଇ ,ଦୋରା ବିଶୋଇ ଭଳି ଆଦିବାସୀଙ୍କ ଲୋକଙ୍କ କଲ୍ୟାଣ ପାଇଁ ସଂଗ୍ରାମ କରିଥିବା ନେତାଙ୍କ ବୀରତ୍ୱର ଗାଥା ସହିତ ପରିଚିତ ହେଲେ ।</li> <li>• ହାରିଯାଇଥିବା ଲଢ଼େଇ ଶେଷ ହୁଏନା ଏ</li> </ul>	<ul style="list-style-type: none"> <li>• ଦେଖୁଥିବା ବିଭିନ୍ନ କ୍ଷୁଦ୍ର ନାଟକକୁ ସ୍ମରଣକରିବାରେ ସମର୍ଥ ହେବେ ।</li> <li>• ପିଲାମାନେ ଲକ୍ଷ୍ମଣ ନାୟକ ,ଚକରା ବିଶୋଇ ,ଦୋରା ବିଶୋଇ ଭଳି ଆଦିବାସୀଙ୍କ ଲୋକଙ୍କ କଲ୍ୟାଣ ପାଇଁ ସଂଗ୍ରାମ କରିଥିବା ନେତାଙ୍କ ବୀରତ୍ୱର ଗାଥା ସହିତ ପରିଚିତ ହେବେ ।</li> <li>• ହାରିଯାଇଥିବା ଲଢ଼େଇ ଶେଷ</li> </ul>	<ul style="list-style-type: none"> <li>• 'ପାହାଡ଼ର ଡାକ' ଏକାଙ୍କିକାଟିକୁ ନିଜ ବିଦ୍ୟାଳୟରେ ଏକ ବିଶେଷ ଦିନରେ ଅଭିନୟ କରିବେ ।</li> <li>• ଏକାଙ୍କିକାରେ ଥିବା ବିର୍ସା ,କରମୀ,ଅମୂଲ୍ୟ ,ତୋନ୍ଦକା,ଧାନୀ,ସାଲୀ ଆଦି ବିଭିନ୍ନ ଚରିତ୍ରକୁ ଆଧାର କରି ସଂଳାପ ପ୍ରସ୍ତୁତ କରି ଉପସ୍ଥାପନ କରିବେ ।</li> <li>• 'ପାହାଡ଼ର ଡାକ' ପରି କ୍ଷୁଦ୍ର ଏକାଙ୍କିକା</li> </ul>

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ପଦ୍ଧତି	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ/ରଣନୀତି ଏବଂ ସହାୟକ ସାମଗ୍ରୀ
		ବିତାରଣାରାଜ୍ୟ ବିଦ୍ୟାର୍ଥୀ ହୃଦ୍‌ବୋଧ କଲେ । <b>SDG – 04 : ଗୁଣାତ୍ମକ ଶିକ୍ଷା</b>	ହୁଏନା ଏ ବିତାରଣାରାଜ୍ୟ ବିଦ୍ୟାର୍ଥୀ ହୃଦ୍‌ବୋଧ କରିବେ ।	ପଢ଼ି ତାହାକୁ ଶ୍ରେଣୀ କକ୍ଷରେ ଉପସ୍ଥାପନ କରିବେ ।

**LOWER LANGUAGE-(HINDI)**

**PRESCRIBED BOOKS:**

- i. भाषामाधुरी 3– (Published by DAV CMC)
- ii.भाषाअभ्यास-3(Published by DAV CMC)

**SYLLABUS FOR PEN AND PAPER TESTS**

TERM -1				TERM-2			
Periodic Test-1 (F. M -40)	M A R K S	Half Yearly Examination (80 Marks)	M A R K S	Periodic Test-2 (F. M -40)	M A R K S	Annual Examination (80 Marks)	M A R K S
पठन कौशल- अपठित गद्यांश	5	अपठित गद्यांश	10	अपठित गद्यांश	5	अपठित गद्यांश	10
लेखन कौशल- अनुच्छेद लेखन	5	<ul style="list-style-type: none"> <li>• अनुच्छेद</li> <li>• पत्रलेखन</li> <li>• चित्रवर्णन</li> <li>• संवादलेखन</li> </ul>	20	पत्रलेखन	5	<ul style="list-style-type: none"> <li>• अनुच्छेद</li> <li>• पत्रलेखन</li> <li>• चित्रवर्णन</li> <li>• संवादलेखन</li> </ul>	20
व्याकरण-भाषाअभ्यास • चतुर कौवा • हाथी और चिड़िया • बहादुर दोस्त	10	भाषा अभ्यास (पाठ-1से8) वचन, लिंग, विलोमशब्द, बिन्दु,चंद्रबिंदु, संयुक्त व्यंजन समानार्थी शब्द, मुहावरे	20	भाषाअभ्यास • गीत का कमाल • चूँ- चूँ की टोपी • सुबह	10	भाषाअभ्यास (पाठ-9से16) वचन, लिंग, विलोम, वाक्यांशों के लिए एक शब्द, समानार्थी शब्द, विरामचिह्न, 'र'काप्रयोग 20 % from Half Yearly लिंग ,वचन, विलोम और औपचारिक पत्र	20
पाठ्यपुस्तक-भाषामाधुरी • चतुर कौवा • हाथी और चिड़िया • बहादुर दोस्त	20	भाषा माधुरी (पाठ- 1से8) पाठ्य पुस्तक – 1. भोलू भुलक्कड़- केवल पढ़ने के लिए 2. चतुर कौवा 3. हाथी और चिड़िया 4. चींटी ने पाठ पढ़ाया – केवल पढ़ने के लिए 5. बहादुर दोस्त 6. घमंडी मक्खी 7. दादाजी 8. अगर पेड़ भी चलते	30	भाषा माधुरी • गीत का कमाल • चूँ- चूँ की टोपी • सुबह	20	भाषा माधुरी (पाठ-9से16) पाठ्यपुस्तक 9.गीत का कमाल 10.बूझो तो जाने - केवल पढ़ने के लिए 11.चूँ-चूँ की टोपी 12.सुबह 13.ऐसे थेलाब बहादुर शास्त्री 14.सबसे बड़ा मूर्ख 15.बुआ का पत्र 16.सबाली राम	30

		होते				
Reading Bonus Section शिक्षा प्रदक हानियाँ(1,2,3,4)	4				4	शिक्षा प्रदक हानियाँ(5,6,7,8)
<b>Total</b>	<b>40+4</b>		<b>80</b>		<b>40+4</b>	<b>80</b>

Note: PT -1 and PT -2 will have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books.

### INTERNAL ASSESSMENTS

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM – 2 (30 marks)	TERM – 2 (30 marks)
<p><b>श्रवणकौशल 5 अंक</b> रिक्ॉर्डकि एगए सामग्री अनुक्रम को सुनने के आधार पर घटनाएँ। रूब्रिक) प्रत्येकपर 1 अंक (</p> <p>.1 एकाग्रता .2 विशिष्ट जानकारी के लिए सुनना .3 समझ .4 सही प्रतिक्रिया .5 शुद्धता</p>	<p><b>श्रवणकौशल 5 अंक</b> रिक्ॉर्डकि एगए सामग्री अनुक्रम को सुनने के आधार पर घटनाएँ। रूब्रिक) प्रत्येकपर 1 अंक (</p> <p>.1 एकाग्रता .2 विशिष्ट जानकारी के लिए सुनना .3 समझ .4 सही प्रतिक्रिया .5 शुद्धता</p>
<p><b>वाचन- 5अंक</b> कहानीसुनाना रूब्रिकप्रत्येकपर 1 अंक</p> <p>.1 प्रवाह .2 उच्चारण .3 शब्दावली .4 शुद्धता .5 प्रस्तुति</p>	<p><b>वाचन- 5अंक</b> कहानीसुनाना (रूब्रिकप्रत्येकपर 1 अंक (</p> <p>.1 प्रवाह .2 उच्चारण .3 शब्दावली .4 शुद्धता .5 प्रस्तुति</p>
<p><b>पठन - 5अंक</b> गद्य/कविता के एक विशेष अंश को जोरसे पढ़ना रूब्रिक) प्रत्येकपर 1 अंक उच्चारण . प्रवाह और आत्म विश्वास अभिव्यक्ति लय-गति, उतार-चढ़ाव . बोधगम्यता</p>	<p><b>पठन - 5अंक</b> गद्य/कविता के एक विशेष अंशको जोरसे पढ़ना रूब्रिक) प्रत्येकपर 1 अंक उच्चारण . प्रवाह और आत्म विश्वास . अभिव्यक्ति . लय-गति, उतार-चढ़ाव . बोधगम्यता</p>
<p><b>लेखन कौशल 5 अंक</b> किसीवस्तु/व्यक्ति/घटनाका वर्णन करें। रूब्रिक) प्रत्येक1 अंक विषयवस्तु रचनात्मक प्रस्तुति प्रवाह शब्दावली शुद्धता</p>	<p><b>लेखनकौशल) 5 अंक(</b> लघुकथा रूब्रिक प्रत्येक1 अंक विषयवस्तु रचनात्मक प्रस्तुति प्रवाह शब्दावली शुद्धता</p>

<b>पोर्टफोलियो 5) अंक</b>	<b>पोर्टफोलियो 5) अंक</b>
<p>कक्षा कार्य और गृह कार्य                      रूब्रिक) प्रत्येक 1 अंक                      समयानुसार                      क्रमानुसार                      सृजनात्मकता                      भाषाईशुद्धता                      कक्षा कार्य के प्रति जुड़ाव</p>	<p>कक्षा कार्य और गृह कार्य                      रूब्रिक) प्रत्येक 1 अंक                      समयानुसार                      क्रमानुसार                      सृजनात्मकता                      भाषाईशुद्धता                      कक्षा कार्य के प्रति जुड़ाव</p>
<b>परियोजना 5 अंक</b>	<b>परियोजना 5 अंक</b>
<p>छिलकों) अखरोट , मूंगफली और पेंसिल का इस्तेमाल करके विभिन्न कलाकृति निर्माण                      रूब्रिक) प्रत्येकपर 1 अंक                      व्यवहृत सामाग्रीका औचित्य                      स्वच्छता                      सृजनात्मकता                      प्रस्तुतीकरण                      मौलिकता</p>	<p>ओडिशा और महाराष्ट्र में मनाए जाने वाला गणेशोत्सव त्योहार पर एल्बम प्रस्तुति                      रूब्रिक) प्रत्येकपर 1 अंक                      समयानुसार                      सृजनात्मकता                      व्यवहृत सामग्रियों का औचित्य                      प्रस्तुतीकरण                      स्वच्छता</p>

**LEARNING OUT COMES AND PEDAGOGICAL PROCESSES:**

क्र.सं.	पाठ/विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गति विधियाँ
1.	चतुर कौवा	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> <li>● कविता का सारांश अपने शब्दों में बता पाते हैं।</li> <li>● संज्ञा, सर्वनाम, विशेषण शब्दों को पहचान पाते हैं।</li> <li>● जल के विभिन्न स्रोतों को पहचान पाते हैं।</li> <li>● कविता को उचित लय-ताल के साथ सुना पाते हैं।</li> </ul> <p><b>SDG 15भूमि पर जीवन</b></p>	<p>*सुनी गई बात, कविता आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने तथा प्रतिक्रिया देने के अवसर उपलब्ध हो।</p> <p>*व्याकरणिक क्रिया कलाप</p>	<p>*अनुभवात्मक क्रिया कलाप-शीतल पेय बनाएँ।</p> <p>*समान लय वाले तारे।</p> <p>*जलके स्रोतों के चित्र चिपका कर या बनाकर उनके नाम लिखिए।</p>
2.	हाथी और चिड़िया	<ul style="list-style-type: none"> <li>● कामवाले शब्द और नामवाले शब्द को पहचान कर दोनों में अंतर बता सकते हैं।</li> <li>● अपनी समझ के आधार पर पूछे गए प्रश्नोंके उत्तर देते हैं।</li> <li>● कक्षा में होने वाली गति विधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं।</li> </ul> <p><b>SDG -10असमानता में कमी</b></p>	<p>*व्यक्तिगत और सामूहिक रूपसे कार्य करने के अवसर और प्रोत्साहन दिए जाते हैं ताकि भाषा विकास के उचित अवसर प्राप्त हों।</p> <p>*खेल-खेलमें व्याकरण - संज्ञा, क्रिया, अनुनासिक और विलोम शब्द का ज्ञान।</p>	<p>*अनुभवात्मक क्रिया कलाप आओ गीत बनाएँ। (जीव जंतुओं की आवाज़ पहचानें)</p> <p>*कलासमेकित क्रिया कलाप-मुखौटे बनाइए। संज्ञा का बगीचा।</p>
3.	बहादुर दोस्त	<ul style="list-style-type: none"> <li>● दोस्ती और बहादुरी का महत्त्व समझ पाते हैं।</li> <li>● सामाजिक परिवेश से जुड़े सामूहिक गति विधियों में हिस्सा लेते हैं।</li> <li>● अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं।</li> <li>● कक्षा में होने वाली गति विधियों में भागलेते हैं।</li> </ul> <p><b>SDG04गुणवत्ता पूर्ण शिक्षा</b></p>	<p>शब्द-भंडार तथा अभिव्यक्ति का विकास।</p> <p>*विद्यार्थियोंद्वाराअनुकरणवाचन</p>	<p>*अपनी दोस्त या सहेली के लिए जन्मदिन सुंदर कार्ड बनाएँ।</p> <p>*कक्षा में बहादुरी के किस्से सुनाइए।</p>
4.	घमंडी मकड़ी	<ul style="list-style-type: none"> <li>● अपनी बुद्धि और समझके आधार पर दूसरों के साथ उचित प्रतिक्रिया करते हैं।</li> <li>● मुहावरों के अर्थ समझकर वाक्यमें उचित प्रयोग करते हैं।</li> <li>● संयुक्त व्यंजन वाले शब्दों की पहचान कर उनका सही प्रयोग करते हैं।</li> <li>● अपनी कक्षामें दोस्तों को परेशान न करके उनकी मदद करते हैं।</li> </ul> <p><b>SDG 04 – गुणवत्ता पूर्ण शिक्षा</b></p>	<p>*तरह-तरह की कहानियों, कविताओं, पोस्टर आदि के चित्रों और संदर्भ के आधार पर पाठका विस्तार।</p> <p>*नए शब्द और उसके अर्थ।</p> <p>*व्याकरण चर्चा।</p> <p>*कार्य प्रपत्र।</p>	<p>*उनसे मकड़ी का जाला बनाइए।</p> <p>*संयुक्त अक्षर वाले 10 शब्द की सूची बनाइए।</p>

क्र.सं.	पाठ/विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गति विधियाँ
5.	दादाजी	<ul style="list-style-type: none"> <li>बड़े बुजुर्गों के प्रति आदर की भावना रखते हैं और उनकी बातों को समझ पाते हैं।</li> <li>अपने सामाजिक परिवेश से जुड़े सवाल पूछने में सक्षम होते हैं।</li> <li>वास्तविक जीवन का अनुभव साझा करते हैं।</li> </ul> <b>SDG03 - स्वास्थ्य जीवन एवं आरोग्य</b>	<ul style="list-style-type: none"> <li>*सभी विद्यार्थियों को अपने परिवार, विद्यालय, मोहल्ले, खेलकेमैदान, गाँव की और शहरके जीवन पर अपने अनुभव और विचार एक-दूसरे सेसाझा करने के अवसर प्राप्त हों।</li> </ul>	<ul style="list-style-type: none"> <li>*शब्द लड़ी बना एँगे।</li> <li>*बादाम के छिलके से चिड़िया, कछुआ बनाकर उसे अलग-अलग रंगों से सजाइए।</li> <li>*अपने दादा-दादी, नाना-नानीजी के साथ बिताए हुए समयको लेकर एक फोटो एल्बम बनाइए।</li> </ul>
6.	अगर पेड़ भी चलते होते	<ul style="list-style-type: none"> <li>कविता के भावको समझ कर अपने शब्दोंमें बता पातेहैं।</li> <li>क्रिया शब्दों की पहचान कर पाते हैं।</li> <li>पेड़ से प्रत्यक्ष और परोक्ष रूप से प्राप्त होनेवाले वस्तुओं और उनकी उपयोगिता के बारेमें जान पाते हैं।</li> </ul> <b>SDG15 भूमिपर जीवन</b>	<ul style="list-style-type: none"> <li>*विद्यार्थियों द्वारा अभिनय वगायन नए शब्दों का रेखांकन और उनके अर्थ का स्पष्टीकरण</li> <li>*व्याकरण चर्चा -वचन, पर्यायवाची</li> </ul>	<ul style="list-style-type: none"> <li>*औषधीय वृक्षों के बारे में जान पाते हैं।</li> <li>*सूखी पत्तियों से तरह-तरह की आकृतियाँ बनाएँगे।</li> </ul>
7.	गीत का कमाल	<ul style="list-style-type: none"> <li>गीत गायन के द्वारा अपनी नकारात्मक भावनाओं को नियंत्रण कर पाते हैं।</li> <li>कक्षा में होनेवाली गति विधियों में भागलेते हैं और दूसरों की मदद भी करते हैं।</li> </ul> <b>SDG 04 गुणवत्ता पूर्ण शिक्षा</b>	<ul style="list-style-type: none"> <li>*अनुभवात्मक क्रियाकलाप</li> <li>*खेल-खेल में व्याकरण अभ्यास।</li> <li>*अपनी समझके आधार पूछे गए प्रश्नोंके उत्तर देते हैं।</li> </ul>	<ul style="list-style-type: none"> <li>*बिल में रहने वाले वाले चार-चार जीवों के चित्र चिपका कर नाम लिखिए।</li> <li>*पाठ में आए युग्म शब्दों की सूची बनाइए।</li> </ul>
8.	चूँ-चूँ की टोपी	<ul style="list-style-type: none"> <li>विशेष्य-विशेषणको पहचानकर दोनों में अंतर बताने में सक्षम होते हैं I</li> <li>अपनी समझ के आधार पर पूछेगए प्रश्नों के उत्तर देनेमें सक्षम होते हैं I</li> <li>कक्षा में होनेवाली गति विधियों में भाग ले पाते हैं और दूसरों की मदद करने में सक्षम होते हैं I</li> </ul> <b>SDG 12- सतत् उपयोग एवं उत्पादन</b>	<ul style="list-style-type: none"> <li>*पाठके संदर्भ में और उद्देश्य के अनुसार उपयुक्त शब्दों और वाक्यों का चयन करने, उनकी संरचना करने के अवसर उपलब्ध हों।</li> <li>*नाट्य मंचन</li> </ul>	<ul style="list-style-type: none"> <li>बढ़ई, मोची, कुम्हार, धोबी आदि से आप अपने कौन-कौन से काम करवा सकते हैं कक्षा में चर्चा कीजिए।</li> <li>*कहानी लेखन (चित्रों के आधार पर)</li> </ul>
9.	सुबह	<ul style="list-style-type: none"> <li>स्वर ,लय तथा हाव-भाव के साथ कविता कास स्वर वाचन करते हैं।</li> <li>आलसजैसे दुर्गुण को त्याग करमे हन तीबन ते हैं।</li> <li>परिश्रम, परोपकार, मीठीवाणी, दूसरों के साथ अच्छा व्यवहार, गुणों का समावेश होता है।</li> </ul> <b>SDG 13 – जलवायु परिवर्तन</b>	<ul style="list-style-type: none"> <li>*विद्यार्थियों द्वारा अनुकरण, अभिनय वगायन</li> <li>*पाठ का विस्तार एवं भावार्थ स्पष्टीकरण</li> <li>सारे कार्य समय पर करने के लिए मनमें न याजोश और उत्साह के साथ करते है।</li> </ul>	<ul style="list-style-type: none"> <li>*कविता का सस्वर वाचन</li> <li>*सुबह का दृश्य बना कर रंग भरिए।</li> <li>*उडीसा एवं महाराष्ट्र के पकवान</li> </ul>
10.	ऐसे थेलाल बहादुर शास्त्री	<ul style="list-style-type: none"> <li>बच्चे शास्त्रीजी के जीवन से प्रभावित होते हैं।</li> <li>परोपकार की भावना कावि का सहोता है।</li> <li>देश-प्रेम, सहयोग, ईमानदारी की भावना का विकास होता है।</li> <li>वे अपनी ज़िम्मेदारी को ठीक से समझते हैं।</li> </ul> <b>SDG 16शांति, न्याय और सुदृढ संस्थान</b>	<ul style="list-style-type: none"> <li>*किसी केडॉट ने पर मनमें आए विचारों को अपने शब्दों में व्यक्त करने का अवसर प्राप्त हो।</li> <li>शास्त्रीजी का संक्षिप्त जीवन परिचय।</li> <li>*कार्यप्रपत्र, मूल्यांकन</li> </ul>	<ul style="list-style-type: none"> <li>*पाँच महा पुरुषों के चित्र चिपकाए और उनके बारे में पाँच वाक्य लिखेंगे।</li> </ul>
11.	सबसे बड़ा मूर्ख	<ul style="list-style-type: none"> <li>अनजान व्यक्तियों के साथ उचित व्यवहारकी समझ प्राप्त करते हैं।</li> <li>वचन,संज्ञा ,मुहावरे तथा संयुक्त व्यंजन लिखने के दोनों तरीकों से अवगत होते हैं।</li> <li>अकबर-बीरबल के मजेदार सम्बन्धों से परिचित होते हैं</li> </ul> <b>SDG04 - गुणवत्ता पूर्ण शिक्षा</b>	<ul style="list-style-type: none"> <li>*भाषा के चारों कौशलों को विकसित करने के लिए विभिन्न तरह के क्रियाकलापों का आयोजन।</li> <li>*नाटक मंचन (अकबर और बीरबल की कहानी)</li> </ul>	<ul style="list-style-type: none"> <li>*भारतीय मुद्रा के चित्र इकट्ठे करके अपनी कॉपीमें चिपकाएँगे।</li> <li>*मुहावरों वाला पेड़-चित्र सहि तमुहावरों की प्रस्तुति।</li> </ul>



क्र.सं.	पाठ/विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गति विधियाँ
12.	बुआ का पत्र	<ul style="list-style-type: none"> <li>पाठ का सारांश अपने शब्दों में बता पाते हैं।</li> <li>कक्षा में होने वाली गतिविधियों में भागलेते हैं और दूसरों की मदद भी करते हैं।</li> <li>हस्तकला और पत्र लेखन का महत्त्व व जानते हैं।</li> <li>सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं।</li> </ul> <b>SDG08 – सम्मान जनक कार्य और आर्थिक विकास</b>	*पत्रों के प्रकार और प्रारूप पर चर्चा। *कक्षा पुस्तकालय, जिस में रोचक सामग्री, जैसे- बाल साहित्य, बाल पत्रिकाएँ, *पोस्टर, ऑडियो-वीडियो आदि सामग्री से पठन-पाठन प्रक्रिया।	*अपने राज्य में मनाए जाने वाले किन्ही पाँच त्योहारों के नाम लिखेंगे। *बाल भवन में होने वाली किन्ही दो क्रियाकलापों को चित्र सहित प्रदर्शित करेंगे। *अपने मित्र को जन्मदिन पर बुलाने के लिए पत्र लिखिए।
13.	सवाली राम	<ul style="list-style-type: none"> <li>संज्ञा के रूपों से व्यक्ति, प्राणी, वस्तु, स्थान, भावके नाम को जान पाते हैं।</li> <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 एक-दूसरे की मदद करते हैं।</li> </ul> <b>SDG 17 – लक्ष्य के लिए भागी दारियाँ</b>	*सुनी गई बात, कविता, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने, प्रश्न पूछने, अपनी बात जोड़ने एवं प्रतिक्रिया देने के अवसर उपलब्ध हों। *पाठका विस्तार *कार्य प्रपत्र एवं मूल्यांकन	*दीपावली के लिए ग्रीटिंग कार्ड तथा बधाई संदेश बनाइए। *संज्ञा का बगीचा बनाइए।

### MATHEMATICS

#### PRESCRIBED BOOKS:

- Secondary Mathematics Class- VI (DAV, CMC)

#### SYLLABUS FOR PEN AND PAPER TESTS

TERM-1		TERM-2	
Periodic Test – 1 (40 marks)	Half Yearly (80 marks)	Periodic Test – 2 (40 marks)	Annual (80 marks)
Chapter-1 Natural numbers and Whole numbers	Chapter-1 : Natural numbers and Whole numbers	Chapter -5 : Percentage and Its Applications	*Chapter -4 Ratio, Proportion and Unitary method
Chapter -8 Basic Geometrical Concepts	Chapter -8 : Basic Geometrical Concepts	Chapter-6 : Introduction to Algebra	* Chapter -3 : Integers
Chapter -3 Integers	Chapter -3 : Integers	Chapter -13 : Circles	*Chapter -10 : Angles
Chapter -9 Line segments	Chapter -9 : Line segments	Chapter -14 : Constructions	Chapter -5 : Percentage and Its Applications
	Chapter -10 : Angles		Chapter -6 : Introduction to Algebra
	Chapter -2 : Factors and Multiples		Chapter -7 : Linear Equations
	Chapter -4 : Ratio, Proportion and Unitary method		Chapter -12 : Triangles
	Chapter -11 : Transversal and pairs of lines		Chapter -13 : Circles
			Chapter -14 : Constructions
			Chapter -15 : Perimeter and Area
			Chapter -16 : Statistics

\* The following chapters of Term-1 (20%) is included in the Annual Examination.  
 Chapter-3 Integers, Chapter-4 Ratio, Proportion and Unitary method and Chapter -10 Angles

INTERNAL ASSESSMENTS

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM-1(30 MARKS)	TERM-2 (30 MARKS)
<p><b>Evaluation &amp; Inference (5 Marks)</b>  <b>Based on Case-based questions</b>                      Ratio, Proportion and Unitary Method: To read the information given in the form of a case and solve the questions related to it.</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Conceptual clarity (2)</li> <li>• Relevance of questions and answers (2)</li> <li>• Originality (1)</li> </ul>	<p><b>Evaluation &amp; Inference (5 Marks)</b>  <b>Based on Case-based questions</b>                      Introduction to Algebra : To read the information given in the form of a case and solve the questions related to it.</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Conceptual clarity (2)</li> <li>• Relevance of questions and answers (2)</li> <li>• Originality (1)</li> </ul>
<p><b>Critical Thinking &amp; Problem Solving (5 Marks)</b>  <b>Based on Puzzles/Mental Ability</b>                      Natural Numbers and Whole Numbers:To solve puzzles and mental ability questions using different tricks</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Conceptual clarity (2)</li> <li>• Relevance of questions and answers (2)</li> <li>• Creative Presentation (1)</li> </ul>	<p><b>Critical Thinking &amp; Problem Solving (5 Marks)</b>  <b>Based on Puzzles/Mental Ability</b>                      Percentage and its application:To solve puzzles and mental ability questions using different tricks</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Conceptual clarity (2)</li> <li>• Relevance of questions and answers (2)</li> <li>• Creative Presentation (1)</li> </ul>
<p><b>Collaboration and Creative Thinking (5 Marks)</b>  <b>PPT Presentation</b> on Basic Geometrical Concepts</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Relevance of content (2)</li> <li>• Creative Presentation (2)</li> <li>• Extent of research (1)</li> </ul>	<p><b>Collaboration and Creative Thinking (5 Marks)</b>  <b>PPT Presentation</b> on Triangles</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Relevance of content (2)</li> <li>• Creative Presentation (2)</li> <li>• Extent of research (1)</li> </ul>
<p><b>Value/Ethical Application of concepts (5 Marks)</b>  <b>Application of concepts of Maths (Integers) in real life</b></p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Awareness of purpose(2)</li> <li>• Value acquisition (2)</li> <li>• Outreach /Impact (1)</li> </ul>	<p><b>Value/Ethical Application of concepts (5 Marks)</b>  <b>Application of concepts of Maths ( Perimeter and area) in real life</b></p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Awareness of purpose (2)</li> <li>• Value acquisition (2)</li> <li>• Outreach /Impact (1)</li> </ul>
<p><b>Portfolio (5 Marks)</b>  <b>Maths Lab/Art Integrated Subject Enrichment Activities and Notebooks</b> from chapters -Integers, Factors and Multiples</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Originality (2)</li> <li>• Neatness (2)</li> <li>• Timely submission (1)</li> </ul>	<p><b>Portfolio (5 Marks)</b>  <b>Maths Lab/Art Integrated Subject Enrichment Activities and Notebooks</b> from chapters - Perimeter and Area ,Triangles</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Originality (2)</li> <li>• Neatness (2)</li> <li>• Timely submission (1)</li> </ul>
<p><b>Project &amp; Viva (5 Marks)</b>  <b>Based on Viva Voce</b> on chapter - Factors and Multiples,Angles</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Conceptual clarity (2)</li> <li>• Relevance of questions and answers (2)</li> <li>• Confidence (1)</li> </ul>	<p><b>Project &amp; Viva (5 Marks)</b>  <b>Based on Research project</b> on Statistics</p> <p><b>RUBRICS</b></p> <ul style="list-style-type: none"> <li>• Conceptual clarity (2)</li> <li>• Relevance of questions and answers (2)</li> <li>• Confidence (1)</li> </ul>

## LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

Sl.	Name of the Chapter	Learning Outcomes	Pedagogical Process	Activities for Assessment
1	<b>CHAPTER 1: Natural Numbers &amp; Whole Numbers</b>	<p>The learner will be able to</p> <ul style="list-style-type: none"> <li>understand indian and international numeration system.</li> <li>express the given numbers in rounding off to their nearest place value.</li> <li>recognize roman numerals and adhere to the rules of writing hinduarabic numerals in roman numerals and vice-versa.</li> </ul>	<ul style="list-style-type: none"> <li>Provide contexts for exploring the various properties of addition, subtraction, multiplication and division of whole numbers.</li> <li>This can be done through number line or number patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare Indian and International place value chart to write number names.</li> <li>Paper cutting and pasting activity to understand different properties</li> <li>Puzzles/quizzes based on Whole numbers.</li> <li>PPT presentation</li> </ul>
2	<b>CHAPTER 2: Factors &amp; Multiples</b>	<ul style="list-style-type: none"> <li>recollect factors and multiples of a number.</li> <li>investigate the factors and multiples of a number and define its properties.</li> <li>apply the concept of h.c.f and l.c.m to solve real life problems.</li> </ul>	<ul style="list-style-type: none"> <li>Create number patterns through which hcf and lcm can be discussed.</li> <li>Observe patterns that lead to divisibility by 2, 3, 4, 5, 6, 8, 10 and 11.</li> <li>Explore daily life situations to involve the use of hcf and lcm.</li> </ul>	<ul style="list-style-type: none"> <li>Sieve of Eratosthenes to find prime numbers.</li> <li>Preparing number grid to find L.C.M</li> <li>Division method to understand H.C.F</li> <li>Puzzles/quizzes</li> <li>Model</li> <li>PPT presentation</li> </ul>
3	<b>CHAPTER 3: Integers</b>	<ul style="list-style-type: none"> <li>create and discuss daily life situations involving the use of negative numbers.</li> <li>understand addition, subtraction, multiplication and division of integers</li> </ul>	<ul style="list-style-type: none"> <li>Visualize the requirement of negative numbers in view of real world.</li> <li>Compare two integers and arrange them in ascending or descending order.</li> <li>Learn to add, subtract, multiply integers on the number line and verify different properties of operations.</li> </ul>	<ul style="list-style-type: none"> <li>Writing opposites of a statements to understand negative integers.</li> <li>Drawing of number line to represent integers.</li> <li>Cancellation activity to understand addition of integer.</li> <li>Puzzles/quizzes.</li> <li>Peer group discussion</li> </ul>
4	<b>CHAPTER 4: Ratio, Proportion &amp;Unitary Method</b>	<ul style="list-style-type: none"> <li>describe situations involving the need for comparing quantities by taking ratio.</li> <li>discuss and solve word problems that use ratio and unitary method.</li> <li>evolve the understanding of the concepts of ratio and percentage.</li> <li>learn methods to compare ratios (using ideas from fractions)</li> </ul>	<ul style="list-style-type: none"> <li>Recall fractions and correlate with ratios.</li> <li>Reduce fractions to simplest form and learn to write them as ratios.</li> <li>Convert a given ratio to its equivalent form.</li> <li>Learn to divide a given whole number in the given ratio.</li> </ul>	<ul style="list-style-type: none"> <li>Puzzles/quizzes</li> <li>PPT presentation</li> <li>Peer group discussion.</li> <li>Finding proportions from different real-life situation.</li> </ul>
5	<b>CHAPTER 5: Percentage &amp;Its Application</b>	<ul style="list-style-type: none"> <li>convert ratios, fractions and decimals into percentage and vice-versa.</li> <li>calculate increase and decrease w.r.t the given percentage.</li> <li>apply algorithm to calculate percentages in order to calculate profits, loss and rate of interest in simple interest calculation.</li> </ul>	<ul style="list-style-type: none"> <li>Evolve the understanding of the concepts of percentage.</li> <li>Collect information about the use of percentage.</li> <li>Provide daily life situations based on profit / loss and simple interest that show the use of percentage.</li> </ul>	<ul style="list-style-type: none"> <li>To find percentage of different colours from a 10 X 10 square grid.</li> <li>To calculate the percentage of marks secured in last examination.</li> </ul>

6	<b>CHAPTER 6: Introduction To Algebra</b>	<ul style="list-style-type: none"> <li>• use letters and operations to form terms in algebra.</li> <li>• identify the patterns and write the rule that follows the pattern.</li> <li>• differentiate between variables and constants.</li> <li>• add and subtract algebraic expressions in both horizontal and vertical method.</li> </ul>	<ul style="list-style-type: none"> <li>• Use different contexts in mathematics to appreciate the necessity of representing unknowns by variables (alphabet).</li> <li>• Conduct activity of adding /subtracting number of objects of same category from daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• To create different patterns using match sticks.</li> <li>• To add two algebraic expressions using strips of cardboard</li> <li>• To subtract two algebraic expressions using strips of cardboard</li> </ul>
7	<b>CHAPTER 7: Linear Equations</b>	<ul style="list-style-type: none"> <li>• understand the concept of linear equations by balancing method.</li> <li>• use hit and trial method to solve linear equations.</li> <li>• find a unique solution using transpose method and also check the solution.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the possible combinations of variables and constants using different operations to form algebraic expressions in various contexts.</li> <li>• Discussion on problems based on real life.</li> </ul>	<ul style="list-style-type: none"> <li>• Find the value of unknown quantity by using colour buttons.</li> <li>• Build linear equation for a given situation using packets of similar kind.</li> </ul>
8	<b>CHAPTER 8: Basic Geometrical Concepts</b>	<ul style="list-style-type: none"> <li>• recall the concepts of point, line, ray and line segment.</li> <li>• understand the facts of collinear points, concurrent lines, intersecting lines.</li> <li>• differentiate between parallel lines and intersecting lines.</li> </ul>	<ul style="list-style-type: none"> <li>• Share examples from surround in order to describes geometrical ideas like line, line segment, point, etc</li> <li>• Students can be asked to give more such examples from the surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding max. and min. number of points of intersection using straw/paper strips.</li> <li>• To show the intersecting lines, concurrent lines and parallel lines using coloured wool.</li> <li>• Collect the examples of parallel lines from their daily life</li> </ul>
9	<b>CHAPTER 9: Line Segments</b>	<ul style="list-style-type: none"> <li>• construct line segment using compasses.</li> <li>• add/cut line segments of desired measure using compass.</li> <li>• provide examples from surroundings in order to describe geometrical ideas of line segment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of compasses to construct line segments(sum/difference)</li> <li>• Audio visual aids to explain construction</li> </ul>	<ul style="list-style-type: none"> <li>• To construct a line segment whose length is the sum /difference of the lengths of given segments</li> <li>• Finding the number of line segments in given figures</li> <li>• Create a design using construction of line segments</li> </ul>
10	<b>CHAPTER 10: Angles</b>	<ul style="list-style-type: none"> <li>• identify and classify angles according to their measure.</li> <li>• correlate the concept of angles with rotation and direction.</li> <li>• find complement and supplement of an angle.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of different objects in surrounding to explain angles</li> <li>• Hands on activity to explain different types of angles</li> <li>• Use of audio-visual aids to explain different angles</li> </ul>	<ul style="list-style-type: none"> <li>• To obtain angle bisector of an angle by paper folding method.</li> <li>• Finding types of angles in capital English alphabets and from surroundings</li> </ul>
11	<b>CHAPTER 11: Pairs of Lines&amp; Transversal</b>	<ul style="list-style-type: none"> <li>• analyse different kind of angles formed by the transversal.</li> <li>• compare the types of angles and relation between them in case of formation of angles by transversal with two or more lines.</li> <li>• identify perpendicular lines and their properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activities to explain angles made by transversal; parallel and perpendicular lines</li> <li>• Audio visual aids to discuss angles made by transversal</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate various angles formed by a transversal with a pair of lines.</li> <li>• To show parallel and perpendicular lines using straws.</li> </ul>

12	<b>CHAPTER 12: Triangle</b>	<ul style="list-style-type: none"> <li>• classify triangles into different groups/types on the basis of their angles and sides.</li> <li>• identify the side opposite to a vertex and vertex opposite to a side of a triangle.</li> <li>• verify angle sum property, exterior angle property and triangle inequality property.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on activity to discuss different types of triangles, its interior and exterior; exterior angles of triangle</li> <li>• Audio visual aids to explain side opposite to vertex and vice-versa.</li> </ul>	<ul style="list-style-type: none"> <li>• To classify the triangles on the basis of sides and angles from the given set of triangles.</li> <li>• Cutting and pasting of different types of triangles.</li> <li>• To identify exterior angle, interior adjacent angles for a particular angle, interior opposite angles of an exterior angle.</li> </ul>
13	<b>CHAPTER 13: Circles</b>	<ul style="list-style-type: none"> <li>• identify different parts of circle i.e radius, diameter and chord etc. and describe the relation between them.</li> <li>• envisage the circumference of circle.</li> <li>• use appropriate tools to construct circles.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring various parts of a circle by model demonstration.</li> <li>• Establishing the relation between radius and diameter.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of various parts of a circle by paper folding method.</li> <li>• Making various designs by constructing circles.</li> </ul>
14	<b>CHAPTER 14: Constructions</b>	<ul style="list-style-type: none"> <li>• copy a given angle with a high degree of accuracy using compasses.</li> <li>• construct angles and their bisector using compasses.</li> <li>• construct line segment and their perpendicular bisector.</li> <li>• construct perpendicular and parallel line to a given line.</li> </ul>	<ul style="list-style-type: none"> <li>• Construct the perpendicular bisector, angle bisector and special angles using ruler and compasses.</li> <li>• Demonstrate the construction of a line perpendicular to the given line from a point lie on it as well as lying outside of it.</li> </ul>	<ul style="list-style-type: none"> <li>• Construction of perpendicular bisector, angle bisector and special angles using ruler and compasses.</li> <li>• Construction of a line perpendicular to the given line from a point lie on it as well as lying outside of it.</li> <li>• Construction of a line parallel to the given line from a point outside it.</li> </ul>
15	<b>CHAPTER 15: Perimeter &amp; Area</b>	<ul style="list-style-type: none"> <li>• recall perimeter by calculating the boundaries of any closed figure.</li> <li>• find out the perimeter and area of rectangular/square objects in the surrounding like floor of the class room, surface of a chalk box etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Counting the exact number of square units occupied by the traced figure (complete, half, etc). and find out the approximate area of these figures.</li> <li>• Derivation of formula for perimeter and area of a rectangle/square.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding the area of the palm/leaf on a grid by counting the squares.</li> <li>• Perimeter of any closed figure with the help of straw model.</li> </ul>
16	<b>CHAPTER 16: Statistics</b>	<ul style="list-style-type: none"> <li>• collect information and put it in a tabular form, sort and categorize the data given so that it is easier to comprehend interpret and comprehend the pictograph.</li> <li>• arrange given/collected information in the form of table and represent them using bar graphs and interpret them.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting the data from a bar graph.</li> <li>• Drawing of a bar graph(vertical/horizontal) to represent a given data.</li> </ul>	<ul style="list-style-type: none"> <li>• Collection of blood group of all the students of a class and represent it by Bar graph.</li> </ul>

**SCIENCE AND TECHNOLOGY**

**Prescribed Text Book:**

- The Living World (A Book of Science and Technology)-VI – DAV College Managing Committee Publication.

**SYLLABUS FOR PEN AND PAPER TESTS**

TERM-1		TERM-2	
Periodic Test -1 (40 Marks)	Half Yearly Examination (80 Marks)	Periodic Test - 2 (40 Marks)	Annual Examination (80 Marks)
Ch 1- Our Environment	Ch 1- Our Environment	Ch 11- Electric current and circuits	Ch 11- Electric current and circuits
Ch 2-Food	Ch 2- Food	Ch 8- Structure and function of living organisms – Plants	Ch 8- Structure and function of living organisms - Plants
Ch 3- Nature of matter	Ch 3- Nature of matter	Ch 10- Work and Energy	Ch 10- Work and Energy
	Ch 4- Separation of substances		Ch 6- Measurement and motion
	Ch 5- Changes Around us		Ch 14- Fabric from fibre
	Ch 7- The world of Living		Ch 9- Structure and function of living organisms - Animals
	Ch 12- Light and shadows		Ch 13- Magnet
			<b>Chapters of Term-I ( Ch-5,7 &amp;12)</b>
			*Ch 5- Changes Around us
			*Ch 7- The world of Living.
			*Ch 12- Light and shadows

**INTERNAL ASSESSMENTS**

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM 1 (30 MARKS)	TERM 2 (30 MARKS)
<b>1. Critical Thinking &amp; Evaluation (Group Discussion)</b> <b>TOPIC-Importance Of Balanced Diet</b> <b>RUBRICS-</b> <ul style="list-style-type: none"> <li>▪ Presentation (1)</li> <li>▪ Content knowledge(1)</li> <li>▪ Team work(1)</li> <li>▪ Time management(1)</li> <li>▪ Creativity(1)</li> </ul>	<b>1. Critical Thinking &amp; Evaluation (Group Discussion)</b> <b>TOPIC- Conservation Of Energy</b> <b>RUBRICS-</b> <ul style="list-style-type: none"> <li>▪ Presentation (1)</li> <li>▪ Content knowledge(1)</li> <li>▪ Team work(1)</li> <li>▪ Time management(1)</li> <li>▪ Creativity(1)</li> </ul>
<b>2. Problem Solving &amp; Inferences (Practical Demo/Labactivity)</b> <b>TOPIC-Separation of components from a mixture</b> <b>RUBRICS-</b> <ul style="list-style-type: none"> <li>▪ Strategy (1)</li> <li>▪ Material collection (1)</li> <li>▪ Presentation skills (1)</li> <li>▪ Interpretation (1)</li> <li>▪ Application to real life (1)</li> </ul>	<b>2. Problem Solving &amp; Inferences(Quiz )</b> <b>TOPIC-Fun with Magnets</b> <b>RUBRICS-</b> <ul style="list-style-type: none"> <li>▪ Content knowledge(1)</li> <li>▪ Time management(1)</li> <li>▪ Quick response(1)</li> <li>▪ Accuracy(1)</li> <li>▪ Teamwork(1)</li> </ul>
<b>3. Collaboration &amp; Creative Thinking (Model Making)</b> <b>TOPIC-Making of pinhole camera/periscope / any optical device</b> <b>RUBRICS-</b> <ul style="list-style-type: none"> <li>▪ Relevance of content (1)</li> <li>▪ Creative presentation (1)</li> <li>▪ Extent of research (1)</li> <li>▪ Demonstration or viva (1)</li> <li>▪ Originality (1)</li> </ul>	<b>3.Collaboration &amp; Creative Thinking(Model Making)</b> <b>TOPIC- Designing of different types of circuits</b> <b>RUBRICS-</b> <ul style="list-style-type: none"> <li>▪ Relevance of content (1)</li> <li>▪ Creative presentation (1)</li> <li>▪ Extent of research (1)</li> <li>▪ Demonstration or viva (1)</li> <li>▪ Originality (1)</li> </ul>
<b>4. Value/Ethical application of concepts (Poster Making) Art Integration</b> <b>TOPIC-Save Environment</b> <b>RUBRICS-</b>	<b>5. Value/Ethical Application Of Concepts(Role Play)Art Integration</b> <b>TOPIC-Functions of different organ systems</b> <b>RUBRICS-</b>

<ul style="list-style-type: none"> <li>▪ Relevance of content(1)</li> <li>▪ Creative presentation(1)</li> <li>▪ Outreach/impact(1)</li> <li>▪ Slogan/message(1)</li> <li>▪ Aesthetic sense(1)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relevance of content(1)</li> <li>▪ Creative presentation(1)</li> <li>▪ Content knowledge(1)</li> <li>▪ Social message(1)</li> <li>▪ costumes &amp;props(1)</li> </ul>
<p><b>6. Project &amp; Viva(Collage Making)</b>  <b>TOPIC-Classification of plants and animals</b>  <b>RUBRICS-</b></p> <ul style="list-style-type: none"> <li>▪ Collection of data(1)</li> <li>▪ Conceptual clarity(1)</li> <li>▪ Creative presentation(1)</li> <li>▪ Extent of research(1)</li> <li>▪ Viva(1)</li> </ul>	<p><b>7. Project &amp; Viva(Collage Making)</b>  <b>TOPIC-Fibres&amp; Fabrics in our daily life</b>  <b>RUBRICS-</b></p> <ul style="list-style-type: none"> <li>▪ Collection of data(1)</li> <li>▪ Conceptual clarity(1)</li> <li>▪ Creative presentation(1)</li> <li>▪ Extent of research(1)</li> <li>▪ Viva(1)</li> </ul>
<p><b>8. Portfolio (Notebooks Presentation)</b>  <b>RUBRICS-</b></p> <ul style="list-style-type: none"> <li>▪ Regularity (1)</li> <li>▪ Maintenance of index (1)</li> <li>▪ Task completion (1)</li> <li>▪ Neatness (1)</li> <li>▪ Note book keep up(1)</li> </ul>	<p><b>6.Portfolio (Notebooks Presentation)</b>  <b>RUBRICS-</b></p> <ul style="list-style-type: none"> <li>▪ Regularity (1)</li> <li>▪ Maintenance of index (1)</li> <li>▪ Task completion (1)</li> <li>▪ Neatness (1)</li> <li>▪ Note book keep up(1)</li> </ul>

**LEARNING OUTCOMES AND PEDAGOGICAL PROCESS**

SL. No.	Chapter Name/ Topic	Learning Outcomes	Suggested Pedagogical Processes	Activites for Assessment
1	<b>CHAPTER 1 : Our Environment</b>	<p>The learners will be able to</p> <ul style="list-style-type: none"> <li>• distinguish between biodegradable &amp; non-biodegradable materials.</li> <li>• compare between food chain &amp; food web.</li> <li>• categorize herbivores, carnivores, carnivores, scavengers &amp; decomposers.</li> </ul> <p><b>SDG 11 - Sustainable Cities &amp; Communities)</b>  <b>SDG 12-Responsible Consumption &amp; Production</b></p>	<ul style="list-style-type: none"> <li>• Exploring the immediate environment.</li> <li>• Creates reservoir from best out of waste.</li> <li>• Acquires value towards protecting, conserving and judicious use of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Model of rain water harvesting.</li> <li>• Creating art reservoir using waste material</li> <li>• Draw flow chart to show inter-relationships among different components of the environment.</li> </ul>
2	<b>CHAPTER-2 Food</b>	<ul style="list-style-type: none"> <li>• state the components of food.</li> <li>• differentiate between the nutrients.</li> <li>• acquire the skill of testing the main food components in a given food sample.</li> <li>• apply new knowledge into their healthy eating lifestyle.</li> <li>• create awareness to follow healthy food habits in daily life.</li> </ul> <p><b>SDG 3-Good Wealth &amp; Wellbeing</b>  <b>SDG 6- Clean Water &amp; Sanitation</b></p>	<ul style="list-style-type: none"> <li>• Develops culinary skills.</li> <li>• Experiments and observations and drawing conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Culinary art</li> <li>• Group discussion on importance of balance diet.</li> <li>• Talks/lectures on different types of deficiency diseases.</li> <li>• Flipbook/ brochures on types of nutrients.</li> </ul>
3	<b>CHAPTER-3 Nature of Matter</b>	<ul style="list-style-type: none"> <li>• define matter.</li> <li>• compare the properties of solids, liquids and gases.</li> <li>• explain the reason for diffusion of gases, diffusion of liquids and diffusion of solid in liquid.</li> <li>• sketch the structure of solids, liquids and gases, relating their property to the space between particles.</li> </ul> <p><b>SDG 12-Responsible Consumption &amp; Production</b></p>	<ul style="list-style-type: none"> <li>• Experiments, demonstration Hands on activity with experiential learning to develop experimental skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of diffusion, Diffusion Art with help of filter paper.</li> <li>• Model showing molecular arrangement of three states of matter using beads/grains etc.</li> </ul>
4	<b>CHAPTER-4: Separation of substances.</b>	<ul style="list-style-type: none"> <li>• identify the different types of a mixture.</li> <li>• determine and analyse the appropriate separating techniques for the given</li> </ul>	<ul style="list-style-type: none"> <li>• Experiments, demonstration .</li> <li>• Exploration of</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of separation of components of a</li> </ul>

SL. No.	Chapter Name/ Topic	Learning Outcomes	Suggested Pedagogical Processes	Activities for Assessment
		mixture. • describe the methods for separation of substances. • apply different methods for separation of substances in their day-to-day life. <b>SDG 3-Good Wealth &amp; Wellbeing</b> <b>SDG 6-Clean Water &amp; Sanitation</b> <b>SDG 12-Responsible Consumption &amp; Production</b>	kitchen to show the various separation methods commonly used in house.	given mixture. • Sketching/brochures for different methods of separation of substances.
5	<b>CHAPTER-5</b> <b>Changes Around Us</b>	• recall and relates the various types of changes occurring . • conduct simple investigations to seek answers to know can all physical changes be reversed or not. • analyse the various changes occurring in nature. • appreciate the need and importance of these changes in our daily life. <b>SDG 9-Industry, Innovation&amp; Infrastructure</b> <b>SDG 12-Responsible Consumption &amp; Production</b>	• Experiments, demonstration and observations to show the various types of changes. • Exploration of kitchen ingredients to show various categories of changes. • Hands on activity with experiential learning • Use of Venn diagram foldable to represent the various changes which can be differentiated.	• Venn diagrams to show the differentiation of changes. • Demonstration of changes like changing of paper to ash, rusting of iron, grinding of sugar into powder, burning of sugar. • To show the formation of curd from milk.
6	<b>CHAPTER-6</b> <b>Measurement &amp; Motion</b>	• recognise the various types of clocks used in our daily life and the various measuring tools . • apply the measuring techniques and measures physical quantities and expresses them in si units, e.g., length. • analyzes the importance of time in our life. • describes different types of motion. • applies different effects of force in our day to day life . <b>SDG 9-Industry, Innovation&amp;Infrastructure</b> <b>SDG 12-Responsible Consumption &amp; Production</b>	• Demonstration and observations of how to carry out correct measurement, demonstration of various motions. • Hands on activities. • Use ICT (power points and videos to show the various types of motions).	• Measuring the study table in the classroom with the hand span of different students and analyse the recorded data. • Measurement of curved line. • Techniques to carry out the correct measurement.
7	<b>CHAPTER- 7</b> <b>The World Of Living</b>	• identify the various types of plants and animals in the nature. • recognise the various plants and animals found in his or her immediate surroundings. • classify plants and animals into their respective categories. • evaluate the human’s activities towards mother nature and its inhabitants. • illustrate the need of protecting plants and animals. <b>SDG 14-Life below water</b> <b>SDG 15- Life on land</b>	• Exploration and observation of the natural world. • Use of videos, power point presentation (ICT). • Live specimens to show the diverse forms of living organisms in this planet earth. • Transdisciplinary approach ( Use of Origami, posters , storytelling methodologies .	• Collage making on different types of plants or animals that they observe in different habitats or in their surroundings. • Classifying the given objects into living and non-living. • Observation of onion peel under a microscope.



SL. No.	Chapter Name/ Topic	Learning Outcomes	Suggested Pedagogical Processes	Activities for Assessment
8	<b>CHAPTER- 8 Structure &amp; Function Of Living Organisms- Plants.</b>	<ul style="list-style-type: none"> <li>identify the structures of roots, stems, leaves, &amp; flowers.</li> <li>learn different types of modifications of roots, stems, leaves.</li> <li>understand the differences between tap roots &amp; fibrous roots and realize the functions of prop roots &amp; parasitic roots.</li> <li>explain about different parts of a flower and its functions.</li> <li>describe the life cycle of a seed into a plant.</li> </ul> <p><b>SDG 15- Life on land</b></p>	<ul style="list-style-type: none"> <li>Experiments, demonstration on Germination of seed.</li> <li>Exploring the dissection of parts of flower.</li> <li>Identify the parts of the plant.</li> <li>Differentiate the types of roots and leaf venation.</li> <li>Discuss on different modifications of leaf and stem.</li> </ul>	<ul style="list-style-type: none"> <li>Making a flow chart to draw conclusion on the steps of germination of seeds.</li> <li>Drawing of level diagram or making of clay model to show parts of a flower.</li> <li>Identifying the types of root and leaf venation from the samples provided by the teacher.</li> </ul>
9	<b>CHAPTER- 9: Structure &amp; Function Of Living Organisms - Animals</b>	<ul style="list-style-type: none"> <li>explain the process of digestion and the digestive system.</li> <li>identify two sets of teeth in our lifetime.</li> <li>describe the process of respiratory system and its role in breathing ,the circulatory system.</li> <li>distinguishes the blood vessels and blood cells.</li> <li>analyse the role of nervous system in controlling and co-ordinating all the activities of our body.</li> <li>construct and draws human excretory system.</li> </ul> <p><b>SDG 3 - Good Health And Wellbeing SDG 14- Life below water</b></p>	<ul style="list-style-type: none"> <li>PPT and videos to show working of various systems of human body.</li> <li>Concept map to analyse on the parts, functioning and working of different system of human being.</li> <li>Develop models, charts to explore the effective working of the system .</li> <li>Compose questions through peer discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Students can make concept map on various organ systems.</li> <li>Make models with clay ,thread, cotton, beads or materials available around them to explain the structure of various system.</li> <li>Role play on functioning of various systems.</li> </ul>
10	<b>CHAPTER-10: Work &amp; Energy</b>	<ul style="list-style-type: none"> <li>define work done and the essential conditions under which work is said to have been done.</li> <li>explain various forms of energy with examples.</li> <li>identify and categorise various appliances or items that utilize different forms of energy.</li> <li>apply the different forms of energy conversion with suitable examples.</li> <li>create concept map for a particular concept and its related facts.</li> </ul> <p><b>SDG 7-Affordable &amp; Clean Energy SDG 11-Sustainable Cities &amp; Communities</b></p>	<ul style="list-style-type: none"> <li>Explore various forms of energy and designing and performing of appropriate activities.</li> <li>Engage learners to identify various items/ appliances which utilises various forms of energy.</li> <li>Discuss and debate on conservation of energy.</li> </ul>	<ul style="list-style-type: none"> <li>Collect &amp; paste pictures of different electrical appliances from newspaper, magazines or catalogues mentioning the use of electricity to produce various other effects of energy.</li> <li>Debate on conservation of energy.</li> <li>Poster making on conservation of energy.</li> </ul>
11	<b>CHAPTER- 11 Electric Current &amp; Circuits</b>	<ul style="list-style-type: none"> <li>know about electricity and its importance.</li> <li>identify open and closed circuits.</li> <li>compare the led lamps with CFLs and also the different types of electric cells.</li> <li>design an electric circuit using the symbols.</li> </ul> <p><b>SDG 7-Affordable &amp; Clean Energy SDG 11-Sustainable Cities &amp; Communities SDG 12-Responsible Consumption &amp; Production</b></p>	<ul style="list-style-type: none"> <li>Exploring the parts of electric cell, torch and electric bulb.</li> <li>Making of circuits to analyse the concept of closed and open electric circuit.</li> <li>Performing activities to explain the concept of conductors and insulators.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on devices with or without switches through charts .</li> <li>Making of circuit model to show and differentiate the types of electric circuits.</li> <li>Draw diagrams on various components of an electric circuit.</li> </ul>

SL. No.	Chapter Name/ Topic	Learning Outcomes	Suggested Pedagogical Processes	Activities for Assessment
12	<b>CHAPTER- 12 Light &amp; Shadows</b>	<ul style="list-style-type: none"> <li>state the properties of light.</li> <li>differentiate between natural and artificial source of light and also between objects like transparent, translucent and opaque.</li> <li>compare the characteristics of image formed by a plane mirror and shadow.</li> <li>make a diagram of solar eclipse and lunar eclipse.</li> <li>construct a pinhole camera.</li> </ul> <p><b>SDG 7-Affordable &amp; Clean Energy</b> <b>SDG 11-Sustainable Cities &amp; Communities</b></p>	<ul style="list-style-type: none"> <li>Performing of activities.</li> <li>To show light travels in straight path</li> <li>The formation of shadows.</li> <li>To show reflection of light.</li> <li>Debate and discuss the difference between shadow and image.</li> </ul>	<ul style="list-style-type: none"> <li>Puppet act to show the concept of shadow formation.</li> <li>Model making on pin hole camera.</li> <li>Drawing of diagrams or clay model or cotton model to show the concept of lunar and solar eclipse.</li> </ul>
13	<b>CHAPTER- 13 Magnet</b>	<ul style="list-style-type: none"> <li>recall what a magnet is and its properties.</li> <li>identify different types of magnet.</li> <li>differentiate between natural and artificial magnets.</li> <li>explain the uses of permanent and temporary magnets.</li> <li>classify magnetic and non magnetic substances.</li> <li>justify earth as a magnet.</li> <li>describe properties of bar magnet.</li> <li>design and construct a simple magnetic compass.</li> <li>apply the knowledge to preserve magnets.</li> </ul> <p><b>SDG 9-Industry, Innovation &amp; Infrastructure</b></p>	<ul style="list-style-type: none"> <li>Performing of activities to show.</li> <li>The poles of magnet.</li> <li>Strength of bar magnet.</li> <li>Making of a magnet.</li> <li>Making of magnetic compass.</li> </ul>	<ul style="list-style-type: none"> <li>Can show activities on attractive and repulsive property of magnet and can draw conclusion.</li> <li>Make model of magnetic compass and explain its working.</li> </ul>
14	<b>CHAPTER-14 Fabric From Fibre</b>	<ul style="list-style-type: none"> <li>identify different types of fibres.</li> <li>determine the usefulness of different types of fabric and their sources.</li> <li>analyse the importance of fibres and the process of collection.</li> <li>explain the advantages of synthetic fibres over natural fibres.</li> <li>describe the various process of preparing fabric.</li> </ul> <p><b>SDG 12-Responsible Consumption &amp; Production</b></p>	<ul style="list-style-type: none"> <li>analyse factors needed for growth of cotton and jute plant.</li> <li>activities to show spinning and weaving.</li> <li>identify the various types of natural fibres and predict their uses.</li> </ul>	<ul style="list-style-type: none"> <li>pasting of various types of natural fibres mentioning their uses.</li> <li>group discussion on the importance of fibres.</li> </ul>

**SUGGESTED ART INTEGRATED ACTIVITIES**

CHAPTER	SUGGESTED ACTIVITIES
<b>Chapter-1 Our environment</b>	<ul style="list-style-type: none"> <li><b>Model</b> of rain water harvesting</li> <li><b>Creating art reservoir using waste materials.</b></li> </ul>
<b>Chapter-2 Food</b>	<ul style="list-style-type: none"> <li><b>Culinary art</b></li> <li>Balanced diet chart</li> <li><b>Talks/lectures</b> on different types of deficiency diseases.</li> <li><b>Flip book/brochures</b> on types of nutrients.</li> </ul>
<b>Chapter-3 Nature of matter</b>	<ul style="list-style-type: none"> <li><b>Model</b> showing molecular arrangement of three states of matter using <b>beads/grains</b> etc.</li> </ul>
<b>Chapter-4 Separation of substances.</b>	<ul style="list-style-type: none"> <li><b>Sketching/brochures</b> for different methods of separation of substances.</li> </ul>
<b>Chapter-5 Changes Around Us</b>	<ul style="list-style-type: none"> <li><b>Slide show /PPT</b> on types of changes.</li> </ul>
<b>Chapter-6</b>	<ul style="list-style-type: none"> <li><b>Role play/choreography/ dance performance</b> on different types of motions.</li> </ul>

Measurement and motion	
Chapter-7 The World of Living	<ul style="list-style-type: none"> <li>• <u>Field trip/ visit to nearby biodiversity rich area.</u></li> <li>• <u>Collage/photography</u></li> <li>• <u>Paper quilling.</u></li> </ul>
Chapter-8 Structure and function of living organisms-plants	<ul style="list-style-type: none"> <li>• <u>Poster making &amp; sketching</u></li> <li>• <u>Clay modelling</u> showing parts of plants/ flower parts.</li> </ul>
Chapter-9 Structure and function of living organisms-animals	<ul style="list-style-type: none"> <li>• <u>Clay modelling</u> on types of teeth/ organ systems.</li> <li>• <u>Sketching</u></li> <li>• <u>Role play</u></li> <li>• <u>Cartooning</u></li> </ul>
Chapter-10 Work and energy.	<ul style="list-style-type: none"> <li>• <u>Drama/nukkadnatak/poster making</u> on conservation of energy.</li> </ul>
Chapter-11 Electric current and circuits.	<ul style="list-style-type: none"> <li>• <u>Designing</u> an electric circuit.</li> <li>• <u>Talks</u> on components of circuit.</li> </ul>
Chapter-12 Light And Shadows	<ul style="list-style-type: none"> <li>• <u>Shadow puppetry.</u></li> <li>• <u>Model</u> of pinhole camera.</li> <li>• <u>Sketching /video making/documentation on formation of eclipses</u></li> </ul>
Chapter-13 Magnets	<ul style="list-style-type: none"> <li>• Magnetic <u>painting.</u></li> <li>• <u>Model making</u> of magnetic compass.</li> </ul>
Chapter-14 Fabric from Fibre	<ul style="list-style-type: none"> <li>• <u>Jewellery making</u> using fbres</li> <li>• <u>Textile designing</u> using different fibres.</li> </ul>

**SOCIAL SCIENCE**

**PRESCRIBEDBOOK:**

- “We and our World”CLASS VI (Publication Division, DAV CMC, New Delhi)

**SYLLABUS FOR PEN AND PAPER TESTS**

TERM-1		Term-2	
Periodic Test -I (40 Marks)	Half- Yearly Examination (80 Marks)	Periodic Test- 2 (40 Marks)	Annual Examination (80 Marks)
<b>GEOGRAPHY</b>			
Ch.1- The Planet Earth and the Solar System	Ch.1- The Planet Earth and the Solar System	Ch.5- The Realms of the Earth	Ch.5- The Realms of the Earth
Ch. 2-Representation of the Earth	Ch. 2-Representation of the Earth	Ch. 6-India- My Motherland	Ch. 6-India- My Motherland
	Ch- 3 Locating Places on the Earth		Ch- 7India- The Land of Monsoon Climate (Natural Vegetation and wildlife)
	Ch- 4 The Motions of the Earth (Day-Night and Seasons)		
<b>HISTORY</b>			
Ch. 8- Studying the Past	Ch. 8- Studying the Past	Ch-14 Early History of Deccan and South India.	Ch-14 Early History of Deccan and South India
Ch. 9- Life of Early Man	Ch. 9- Life of Early Man	Ch. 15- North India After Mauryas and Sungas.(First centuryBCE to Third century CE)	Ch. 15- North India After Mauryas and Sungas. (First centuryBCE to Third century CE)
	Ch-10 Development of Civilisation		<b>Ch.16 The Gupta Empire</b>
	Ch -11 The Iron Age Civilisation		<b>Ch.17 The Era of Harsha</b>
	Ch- 12 Janapadas and the Mahajanapadas (600-100 BCE)		<b>Ch.18 Deccan and South India (Fourth Century CE to Seventh Century CE)</b>
	Ch- 13 The Mauryan Dynasty		<b>Ch-19 India and the</b>

			<b>Outside World</b>
			<b>Ch.20 The Indian Religions</b>
<b>CIVICS</b>			
Ch.21- Our Community life: Unity in Diversity	Ch.21- Our Community life: Unity in Diversity	Ch-23-Our Rural Governance	Ch-23-Our Rural Governance
	Ch- 22Democracy and Government		<b>Ch-24 Our Urban Government</b>
	<b>MAP SKILLS: (Outline Map of India)</b> <b>GEOGRAPHY:</b> <ul style="list-style-type: none"> <li>• New Delhi</li> <li>• Neighboring States of Odisha and their Capitals.</li> <li>• Rivers (Mahanadi, Ganga, Godavari, Krishna, Kaveri, Brahmaputra, Indus, Tapi and Narmada)</li> </ul> <b>HISTORY:</b> <ul style="list-style-type: none"> <li>• Bhimbetka</li> <li>• Kurnool Caves</li> <li>• Brahmagiri</li> <li>• Adichanallur</li> <li>• Burzahom</li> <li>• Mehargarh</li> </ul>		<b>MAP SKILLS: (Outline Map of India)</b> <b>GEOGRAPHY:</b> <ul style="list-style-type: none"> <li>• Standard Meridian of India</li> <li>• Neighbouring Countries of India</li> <li>• Physical Division of India.</li> </ul> <b>HISTORY:</b> <b>CITIES-</b> <ul style="list-style-type: none"> <li>• Nasik</li> <li>• Madurai</li> <li>• Thanjavur</li> <li>• Amravati</li> <li>• Sanchi</li> <li>• Pataliputra</li> </ul> <b>KINGDOMS-</b> <ul style="list-style-type: none"> <li>• Chola</li> <li>• Chera</li> <li>• Pandya</li> <li>• Satavahanas</li> </ul>
			<b>N.B.:</b> 20% of First term covering significant topics: <b>Ch-2:</b> Representation of the Earth. <b>Ch-8:</b> Studying the past. <b>Ch -22:</b> Democracy and Government.

**INTERNAL ASSESSMENTS**

<b>SKILL AND COMPETENCIES WITH RUBRICS</b>	
<b>TERM-1 (30 MARKS)</b>	<b>TERM 2 (30 MARKS)</b>
<b>1.Critical Thinking &amp; Evaluation (5)</b> <b>Elocution</b> TOPIC- ASHOKA AND KALINGA WAR <b>RUBRICS- 5</b> <ul style="list-style-type: none"> <li>• Relevance (1)</li> <li>• Conceptual Clarity (1)</li> <li>• Body Language (1)</li> <li>• Presentation (2)</li> </ul>	<b>1.Critical Thinking &amp; Evaluation (5)</b> <b>Group Discussion</b> TOPIC- FUNCTIONS OF GRAM PANCHAYAT <b>RUBRICS- 5</b> <ul style="list-style-type: none"> <li>• Relevance of Content(1)</li> <li>• Turn Taking(1)</li> <li>• Collaboration(1)</li> <li>• Presentation(2)</li> </ul>
<b>2.Problem Solving &amp; Inference (5)</b> <b>Case Based Study</b> TOPIC- RURAL LIFE V/S URBAN LIFE <b>RUBRICS- 5</b> <ul style="list-style-type: none"> <li>• Concept(1)</li> <li>• Understanding(1)</li> <li>• Questionaire(1)</li> <li>• Presentation(2)</li> </ul>	<b>2.Problem Solving &amp; Inference (5)</b> <b>Interview</b> TOPIC-HUMAN BEINGS AND ENVIRONMENT <b>RUBRICS- 5</b> <ul style="list-style-type: none"> <li>• Relevance of Q &amp;A(1)</li> <li>• Conceptual Clarity(1)</li> <li>• Turn Taking(1)</li> <li>• Confidence(2)</li> </ul>
<b>3.Collaboration &amp; Creative Thinking (5)</b>	<b>3. Collaboration &amp; Creative Thinking (5)</b>

<p><b>POSTER:</b>                  TOPIC- EARTH- A UNIQUE PLANET  <b>RUBRICS- 5</b></p> <ul style="list-style-type: none"> <li>• Relevance of Content(1)</li> <li>• Creativity(1)</li> <li>• Outreach/Impact(1)</li> <li>• Message(2)</li> </ul>	<p><b>FLOW CHART:</b>                  TOPIC- URBAN GOVERNANCE  <b>RUBRICS- 5</b></p> <ul style="list-style-type: none"> <li>• Relevance of Content (1)</li> <li>• Organization of Ideas (1)</li> <li>• Topics and Subtopics (1)</li> <li>• Relationship between Ideas(2)</li> </ul>
<p><b>4.Value/Ethical Application Of Concepts (5)</b>  <b>Save Monument Drive:</b>                  TOPIC- VISIT ANY MONUMENT NEARBY AND SUGGEST WAYS TO PRESERVE IT.  <b>RUBRICS- 5</b></p> <ul style="list-style-type: none"> <li>• Understanding of Purpose(1)</li> <li>• Extent of Participation(1)</li> <li>• Impact of the Drive(1)</li> <li>• Creativity (2)</li> </ul>	<p><b>4.Value/Ethical Application Of Concepts (5)</b>  <b>Community Service:</b>                  TOPIC- VISITING ANY COMMUNITY CENTER AND SHARING EXPERIENCES  <b>RUBRICS- 5</b></p> <ul style="list-style-type: none"> <li>• Value Life Acquisition(1)</li> <li>• Awareness of Purpose(1)</li> <li>• Creativity and Originality(1)</li> <li>• Outreach(2)</li> </ul>
<p><b>5.Project &amp; Viva (5)</b>  <b>Subject Enrichment: (5)</b>                  TOPIC- COMPARATIVE ANALYSIS OF STONE TOOLS PREVAILING IN STONE AGE.  <b>RUBRICS- 5</b></p> <ul style="list-style-type: none"> <li>• Collection of Information(1)</li> <li>• Photos and Sketches (1)</li> <li>• Creative and Aesthetics (1)</li> <li>• Viva (2)</li> </ul>	<p><b>5.Project &amp; Viva (5)</b>  <b>Research Project: (5)</b>                  TOPIC- PPT-HARSHA AS A BENEVOLENT RULER  <b>RUBRICS- 5</b></p> <ul style="list-style-type: none"> <li>• Relevance of Content(1)</li> <li>• Creative Presentation(1)</li> <li>• Extent of Research(1)</li> <li>• Confidence and Clarity(2)</li> </ul>
<p><b>6.Portfolio (5)</b>                  TOPIC- NOTE BOOK: (5)  <b>RUBRICS- 5</b></p> <ul style="list-style-type: none"> <li>• Regularity(1)</li> <li>• Maintenance of Copy with Index(1)</li> <li>• Writing Relevant Answers(1)</li> <li>• Task Completion(2)</li> </ul>	<p><b>6.Portfolio (5)</b>                  TOPIC- NOTE BOOK: (5)  <b>RUBRICS- 5</b></p> <ul style="list-style-type: none"> <li>• Regularity(1)</li> <li>• Maintenance of Copy with Index(1)</li> <li>• Writing Relevant Answers(1)</li> <li>• Task Completion(2)</li> </ul>

**LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES**

Name of the Chapter	Learning Outcomes	Pedagogical Process	Activities for Assessment
<p><b>CHAPTER 1:</b>  <b>The Planet Earth</b>  <b>&amp;CHAPTER 1 :</b>  <b>Our Solar System</b></p>	<p>The learners will be able to:</p> <ul style="list-style-type: none"> <li>• identify different celestial bodies.</li> <li>• distinguish between stars, planets and satellite.</li> <li>• understand the evolution of solar system.</li> <li>• recognise that the earth is a unique celestial body.</li> <li>• observe and appraise the phases of moon</li> </ul> <p><b>SDG4 -Quality Education</b></p>	<ul style="list-style-type: none"> <li>• Presentation through multi media.</li> <li>• Demonstrate the model of solar system.</li> <li>• Video on evolution of solar system.</li> </ul>	<ul style="list-style-type: none"> <li>• Diagram of Solar System, with distinctive feature of each planet.</li> <li>• Diagram of a constellation.</li> </ul>
<p><b>CHAPTER 2</b>  <b>Representation Of</b>  <b>The Earth</b></p>	<ul style="list-style-type: none"> <li>• compare between globe and map.</li> <li>• outline the development of map making.</li> <li>• identify the components of map.</li> <li>• explain the types of map.</li> </ul> <p><b>SDG 15- Life on land</b></p>	<ul style="list-style-type: none"> <li>• Use of Globe and types of Map.</li> <li>• Study of Atlas .</li> </ul>	<ul style="list-style-type: none"> <li>• Chart of Conventional symbols.</li> <li>• Flow Chart on Types of Map.</li> <li>• Sketch of a route from home to school.</li> </ul>
<p><b>CHAPTER 3</b>  <b>Locating Places</b>  <b>On The Earth</b></p>	<ul style="list-style-type: none"> <li>• define latitude and longitude.</li> <li>• identify latitude and longitudes from globe and their use.</li> <li>• draw the picture of heat zones and important lines of latitude and demonstrate in class.</li> <li>• relate longitude with time calculation and calculate the time.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of globe.</li> <li>• Diagram of heat zones.</li> <li>• Demonstration of heat zones.</li> </ul>	<ul style="list-style-type: none"> <li>• Making of grid.</li> <li>• Draw Heat Zones with Pictures</li> </ul>

Name of the Chapter	Learning Outcomes	Pedagogical Process	Activities for Assessment
	<ul style="list-style-type: none"> <li>realize the importance of grid and standard meridian.</li> </ul> <p><b>SDG13-Climate Action</b> <b>SDG 15 -Life on land</b></p>		
<p><b>CHAPTER 4</b> <b>The Motions Of The Earth</b></p>	<ul style="list-style-type: none"> <li>understand the concept of rotation and revolution.</li> <li>develop understanding the occurrence of day and night and how season changes in respect to rotation and revolution.</li> <li>distinguish between solstice and equinox and their occurrence.</li> <li>demonstrate the occurrence of day and night in classroom.</li> </ul> <p><b>SDG13 -Climate Action</b> <b>SDG 15-Life on land</b></p>	<ul style="list-style-type: none"> <li>Experiment showing formation of day and night.</li> <li>Diagram of revolution and occurrence of seasons.</li> </ul>	<ul style="list-style-type: none"> <li>Diagram showing formation of day and night.</li> <li>Collect information about sunrise and sunset from daily newspaper.</li> <li>Diagram showing revolution with features of four distinctive positions.</li> </ul>
<p><b>CHAPTER 5</b> <b>The Realms Of The Earth</b></p>	<ul style="list-style-type: none"> <li>understand the four realms and their importance.</li> <li>discuss the continents and oceans .</li> <li>summerize the importance of biosphere.</li> <li>debate on unwise human activities and its impact.</li> </ul> <p><b>SDG15- Life on land</b></p>	<ul style="list-style-type: none"> <li>Use of world map for showing oceans and continents.</li> <li>Role play presenting different land forms.</li> </ul>	<ul style="list-style-type: none"> <li>Pie-chart showing composition of atmosphere.</li> <li>Collage making on effects of urbanisation.</li> </ul>
<p><b>CHAPTER 6</b> <b>India-My Motherland</b></p>	<ul style="list-style-type: none"> <li>develop patriotism .</li> <li>understand the physical features of india and distinguish them .</li> <li>show the importance of himalayas and northern plains.</li> <li>realize the unity in diversity concept of india.</li> <li>draw the india map or make a collage of it.</li> </ul> <p><b>SDG17-Partnerships for the goals</b></p>	<ul style="list-style-type: none"> <li>Use of India map.</li> <li>Identifying the physical divisions of India.</li> </ul>	<ul style="list-style-type: none"> <li>Locate physical features using colour scheme.</li> <li>Locate neighbouring countries of India.</li> </ul>
<p><b>CHAPTER 7</b> <b>India -The Land Of Monsoon Climate</b></p>	<ul style="list-style-type: none"> <li>understand the climatic conditions of india with regional variations.</li> <li>explain the role of himalaya in controlling our india's climate.</li> <li>illustrate different seasons of india with its occurrence.</li> <li>describe the wildlife and vegetation type.</li> <li>compare between tropical evergreen and deciduous forest.</li> <li>construct a knowledge of illegal trade on wildlife affects our environment.</li> </ul> <p><b>SDG15- Life on land</b></p>	<ul style="list-style-type: none"> <li>Explanation of cycle of seasons through multi media.</li> <li>Understand Natural vegetation through map.</li> </ul>	<ul style="list-style-type: none"> <li>Collage making on different season with features.</li> <li>Prepare a table on various natural vegetation of India.</li> <li>Case Study on Endangered Species-Tiger.</li> </ul>
<p><b>CHAPTER 8</b> <b>Studying The Past</b></p>	<ul style="list-style-type: none"> <li>understand and appreciate the need of studying our past.</li> <li>distinguish between history and prehistory.</li> <li>comprehend the sources of information about our past.</li> <li>explain the literary, archaeological sources.</li> <li>prepare a collage on sources of information.</li> </ul> <p><b>SDG17- Partnerships for the goals</b></p>	<ul style="list-style-type: none"> <li>Interaction with personal experience.</li> <li>Aware about various archaeological sources through multi-media.</li> </ul>	<ul style="list-style-type: none"> <li>Location and Identification of archaeological sites with distinctive features.</li> <li>Making of manuscript using peepal tree.</li> </ul>
<p><b>CHAPTER 9</b> <b>Life Of Early Man</b></p>	<ul style="list-style-type: none"> <li>build knowledge about early man.</li> <li>paraphrase how important inventions changed life of early man</li> <li>compare different stone age.</li> <li>construct model on tools of early man.</li> </ul>	<ul style="list-style-type: none"> <li>Evolution of mankind through multi-media.</li> <li>Picture showing the developments of early man in stone age.</li> </ul>	<ul style="list-style-type: none"> <li>Timeline showing Development of stone Tools during Stone Age.</li> <li>Compare cave</li> </ul>

Name of the Chapter	Learning Outcomes	Pedagogical Process	Activites for Assessment
	<ul style="list-style-type: none"> <li>evaluate the progress of man towards modernity.</li> </ul> <p><b>SDG15- Life on land</b></p>		<ul style="list-style-type: none"> <li>paintings with that of present tribal art.</li> </ul>
<b>CHAPTER 10 Development Of Civilization</b>	<ul style="list-style-type: none"> <li>construct knowledge about important changes that took place in early man’s life.</li> <li>explain the origin of civilization.</li> <li>compare different civilization in different parts of the world.</li> <li>enlist how indus valley civilization, different from others.</li> </ul> <p><b>SDG 8 -Decent Work &amp; Economic Growth</b></p>	<ul style="list-style-type: none"> <li>Identify ancient civilizations in a world map.</li> <li>Understand Indus Valley Civilization through Multi-media.</li> </ul>	<ul style="list-style-type: none"> <li>Compare ancient township with that of present.</li> <li>On an outline map of India ,locate sites of Harappan Civilization.</li> <li>Preparation of Seals using Soap</li> </ul>
<b>CHAPTER 11 The Iron Age Civilization</b>	<ul style="list-style-type: none"> <li>interpret the idea how iron age brought revolution in man’s life.</li> <li>compare the civilizations of different parts of world during this period.</li> <li>prioritise the vedic civilization.</li> <li>explain the lifestyle and living of people of vedic culture.</li> </ul> <p><b>SDG 4 - Quality Education</b> <b>SDG 16-Peace Justice &amp; Strong Institution.</b></p>	<ul style="list-style-type: none"> <li>Presentation of vedic civilization through multi-media.</li> <li>Comparative study of early vedic period with later vedic period.</li> <li>Group discussion on Hindu social customs of today with that of vedic period.</li> </ul>	<ul style="list-style-type: none"> <li>Collect two stories from Ramayan and Mahabharat.</li> <li>Present varna system with relation to body part.</li> </ul>
<b>CHAPTER12: Janapadaa&amp;Maha janapadas</b>	<ul style="list-style-type: none"> <li>trace the improved journey of human civilization.</li> <li>appreciate the distinctive feature and development of new settlement area as janapadas and mahajanapadas.</li> <li>able to locate and plot the janapadas and mahajanapadas.</li> <li>understand the concept and rise of janapadas and mahajanapadas and their impact on people’s life.</li> </ul> <p><b>SDG11 -Sustainable cities &amp; communities.</b></p>	<ul style="list-style-type: none"> <li>Use of map to show Janapadas and Mahajanapadas</li> <li>Magadha-A successful empire through map.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and identify Janapadas and Mahajanapadas on Map</li> <li>Pencil Sketch Showing Punch Mark</li> </ul>
<b>CHAPTER 13 Mauryan Dynasty</b>	<ul style="list-style-type: none"> <li>devise the origin of great mauryan empire.</li> <li>propose the role of chanakya to help for development of mauryan empire.</li> <li>assesse the power of different rulers.</li> <li>explain the religious, social, economic and administrative life of people.</li> </ul> <p><b>SDG16-Peace Justice &amp; Strong institutions</b></p>	<ul style="list-style-type: none"> <li>Through story -Life of Ahoka</li> <li>Use of Map showing extent of Ashoka’s empire with rock edicts.</li> </ul>	<ul style="list-style-type: none"> <li>Ashoka and Kalinga war through flow chart.</li> <li>Prepare a file related to Ashoka’s Dhamma.</li> </ul>
<b>CHAPTER14: Early History Of Deccan &amp; South India</b>	<ul style="list-style-type: none"> <li>interpret the progress of megalith culture.</li> <li>develop the knowledge of rise of satavahana culture in india.</li> <li>examine the power of cholas ,pandyas , cheras in south india and their administration.</li> </ul> <p><b>SDG11 -Sustainable Cities &amp;Communities</b> <b>SDG 17-Partnerships for the goals</b></p>	<ul style="list-style-type: none"> <li>Understand Megalithic culture through PPT.</li> <li>Use of maps to show kingdoms of Carnatic region.</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of timeline showing kingdoms of South India.</li> <li>Prepare a comparative table of kingdoms of South India</li> </ul>
<b>CHAPTER 15 North India After Mauryas&amp;Sungas</b>	<ul style="list-style-type: none"> <li>understand the context and process of rise of new kingdoms after mauryas and sungas.</li> <li>analyse the effects of saka, kushan and greeks in indian kingdom.</li> <li>compose the knowledge of exchange of ideas and knowledge of foreign empire in india.</li> </ul> <p><b>SDG08- Decent work &amp; economic growth.</b></p>	<ul style="list-style-type: none"> <li>Introduction of Indo-Greek rulers through story-telling.</li> <li>Role of Kanishka in Indian history , through his achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a table on the impact of Indo-Greeks in Indian Society.</li> <li>Making a Word Wall on Kanishka.</li> </ul>
<b>CHAPTER 16 The Gupta Empire</b>	<ul style="list-style-type: none"> <li>discusse the rise of another large empire after century.</li> </ul>	<ul style="list-style-type: none"> <li>Identify of Gupta rulers through storytelling and</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of contributions of</li> </ul>

Name of the Chapter	Learning Outcomes	Pedagogical Process	Activities for Assessment
	<ul style="list-style-type: none"> <li>understand the plant and strategies to make it one of the important dynasty.</li> <li>prepare a chart of chromoly.</li> <li>evaluate why is it called as a golden age.</li> </ul> <p><b>SDG 08-Decent work &amp; economic growth.</b></p>	<p>videos.</p> <ul style="list-style-type: none"> <li>Chronological study of Gupta Period through Mind Map.</li> </ul>	<p>Gupta Empire in various fields.</p> <ul style="list-style-type: none"> <li>Collage on Gupta art and architecture.</li> </ul>
<p><b>CHAPTER 17</b> <b>The Era Of Harsha</b></p>	<ul style="list-style-type: none"> <li>analyse the fall of gupta empire and rise of small kingdoms.</li> <li>appreciate harsha’s effort to make a vast empire.</li> <li>verifie the administration of harsha and compare it with gupta.</li> <li>inculcate the values of benevolence from harsha.</li> </ul> <p><b>SDG16-Peace, Justice &amp; Strong Institutions</b></p>	<ul style="list-style-type: none"> <li>Use of map showing the extent of Harsha’s empire with the advantages of its location.</li> <li>Harsha’s achievement through interactive method.</li> </ul>	<ul style="list-style-type: none"> <li>PPT on Harsha as a Benevolent Ruler.</li> <li>Mind map on Harsha’s achievement.</li> </ul>
<p><b>CHAPTER 18</b> <b>Deccan &amp; South India</b></p>	<ul style="list-style-type: none"> <li>develop the knowledge of rise of kingdoms of pallavas and chalukyas .</li> <li>compare their administration and contribution.</li> <li>prioritise the art and architecture of them.</li> <li>locate and plot their extent of empire.</li> </ul> <p><b>SDG 17-Partnerships for the goals</b></p>	<ul style="list-style-type: none"> <li>Presentation of small kingdoms of South India through narration.</li> <li>Using multi-media aware Pallava Art and Architecture.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a comparative study showing the relation between Pallava and Chalukya rulers.</li> </ul>
<p><b>CHAPTER 19</b> <b>India &amp; The Outside World</b></p>	<ul style="list-style-type: none"> <li>realize the importance of indian culture that were borrowed by different countries.</li> <li>connect the knowledge of india’s relation with west, greeks, kuchi, south-east asian countries.</li> <li>examine the importance of buddhisim and trade to spread the culture.</li> </ul> <p><b>SDG 16 - Peace, Justice &amp; Strong Institutions</b> <b>SDG 17-Partnerships for the goals</b></p>	<ul style="list-style-type: none"> <li>Trade route through Asia map.</li> <li>Discussion and debate on benfits of Globalisation.</li> </ul>	<ul style="list-style-type: none"> <li>On an outline map of India locate the countries having trade relation with India, and give-take relation.</li> <li>Newspaper Clipping on India’s present relation with outside world</li> </ul>
<p><b>CHAPTER 20</b> <b>The Indian Religion</b></p>	<ul style="list-style-type: none"> <li>appreciate the development of different religions in the world.</li> <li>understand the values and ideologies.</li> <li>assimilate the ideologies and show them as united.</li> <li>devise the knowledge of their origin and spreads.</li> <li>find out the countries it is practise by categorizing them.</li> </ul> <p><b>SDG 10 - Reduced Inequalities</b></p>	<ul style="list-style-type: none"> <li>Introduction through story and a video.</li> <li>Role Play or drama on different religion.</li> </ul>	<ul style="list-style-type: none"> <li>Prepare a table on various religious practice in India with their principles and impact.</li> </ul>
<p><b>CHAPTER 21</b> <b>Our Community Life -Unity In Diversity</b></p>	<ul style="list-style-type: none"> <li>describe various forms of human diversity around us.</li> <li>develop a healthy attitude towards various kinds of diversity.</li> <li>understand the importance of diversity.</li> <li>realize the importance of community life.</li> <li>analyse the dependence factor of community life.</li> </ul> <p><b>SDG02-Zero Hunger</b> <b>SDG 04- Quality Education</b> <b>SDG 06-Clean Water &amp; Sanitation.</b></p>	<ul style="list-style-type: none"> <li>Introduction of community life through interaction.</li> <li>Identify contribution of social reformer through role play.</li> </ul>	<ul style="list-style-type: none"> <li>Cleanliness drive in community.</li> <li>Poster making on Unity in Diversity.</li> <li>Venn diagram on similarity and differences between Rural and Urban community.</li> </ul>
<p><b>CHAPTER 22</b> <b>Democracy And Government</b></p>	<ul style="list-style-type: none"> <li>develop understanding of government.</li> <li>devise the goals of government.</li> <li>corelate democracy with government.</li> <li>formulate the stages of government andtheir work.</li> <li>evaluatethe importance of UAF.</li> </ul>	<ul style="list-style-type: none"> <li>Picture study on work of government.</li> <li>Peoples participation through interaction.</li> </ul>	<ul style="list-style-type: none"> <li>Collection of newspaper clippings with word Government from both English and odia paper.</li> </ul>



Name of the Chapter	Learning Outcomes	Pedagogical Process	Activites for Assessment
	<p><b>SDG10-Reduced Inequalities</b>  <b>SDG 12-Responsible consumption &amp; production</b></p>		
<p><b>CHAPTER23</b>  <b>Our Rural Governance</b></p>	<ul style="list-style-type: none"> <li>• able to identify different level of panchayati raj system.</li> <li>• appreciate the work.</li> <li>• realize the importance.</li> <li>• comprehend the functioning of three tier system.</li> <li>• describe the compositions.</li> </ul> <p><b>SDG 01-No Poverty</b>  <b>SDG 06-Clean water &amp; sanitation</b>  <b>SDG 08-Decent work &amp; economic growth</b></p>	<ul style="list-style-type: none"> <li>• Presentation through a story.</li> <li>• Dramatization on Nyaya Panchayat.</li> </ul>	<ul style="list-style-type: none"> <li>• Flow chart of Three tier system with composition.</li> <li>• Role play on the work of Gram Panchayat.</li> <li>• Bubble Map on Composition of Three Tier System.</li> </ul>
<p><b>CHAPTER 24</b>  <b>Our Urban Government</b></p>	<ul style="list-style-type: none"> <li>• develop understanding how rural government is different from urban government.</li> <li>• able to identify different urban government and their function.</li> <li>• understand and explain their composition.</li> <li>• suggest the ways for improvement.</li> <li>• Perform role play to get clear ideas.</li> </ul> <p><b>SDG 06-Clean Water &amp; Sanitation</b>  <b>SDG 08- Decent work and economic growth</b>  <b>SDG 11-Sustainable Cities &amp;Communities.</b></p>	<ul style="list-style-type: none"> <li>• Presentation through a story.</li> <li>• Interaction with present scenario.</li> <li>• Demonstration of local government.</li> </ul>	<ul style="list-style-type: none"> <li>• Flow chart of urban administrative structure.</li> <li>• Mock Election (Class Representatives).</li> </ul>