

EXAMINATION TIMELINE

EXAM	EXAM	WINDOW TIME	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
TERM 1	Periodic Test - 1	24 July to 31 July 2023	Syllabus covered from 1 st week of April to 3 rd week of July	40	1.30 Hours
	Half Yearly Examination	18 September to 30 September 2023	Syllabus covered till Half Yearly	80	3 Hours
TERM 2	Periodic Test - 2	1 December 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 are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face , including poverty, inequality, climate change, environmental degradation, peace and justice. 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.



SUSTAINABLE DEVELOPMENT GOALS



PRESCRIBED TEXT BOOKS:

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

EXAMINATION SPECIFICATION

The Annual Examination will be conducted by DAVCAE comprising the entire syllabus.

ANNUAL EXAMINATION

Division of Syllabus	Marks	Total Marks
A-Reading	20	80
B-Writing & Grammar	30	
C-Literature	30	
Internal Assessment	(5+5+5+5)	20
Total	80+20	100

SECTION WISE WEIGHTAGE FOR PA-I, II, III & ANNUAL Examination

SECTION		PAI& PA III	PA II & Annual
A	Reading	8	20
B	Writing & Grammar	16	30
C	Literature	16	30
TOTAL		40	80

INTERNAL ASSESSMENT STRUCTURE

80 Marks	20 Marks Internal Assessment			
	Pen Paper Test 5 Marks	Multiple Assessment 5 Marks	Assessing the Portfolio 5 Marks	Subject Enrichment Activities 5 Marks
Whole Syllabus	Based on PA syllabus: Pen and paper test(Three periodic tests will be conducted and the average of the best two scores to 5 marks)	Oral test, individual /group work, field work, class discussion (Quiz, debates, role-play, bulletin board etc.)	Organization: - (neatness visual appeal), Completion of guided work focused on specific curriculum objective, evidence of students’ growth, inclusion of Art Integrated work.	(Assessment of Listening and Speaking Skills) Portfolio: Journal, Notebooks (to display exemplary work), Poster Designing

Multiple Assessments

- ❖ Periodic Assessment I : MCQ Written Quiz based on Three Questions(Literature Ch-1)
- ❖ Periodic Assessment II : Poem Recitation
- ❖ Periodic Assessment III : Reading Comprehension

PORTFOLIO (Class work and other assessments)

1. Regularity (1 Mark)
2. Maintenance of copy with index. (1 Mark)
3. Writing relevant answers. (1 Mark)
4. Follow up action (1 Mark)
5. Task completion (1 Mark)

Subject Enrichment Activities

- ❖ Periodic Assessment I Group Discussion (Changing Times)
- ❖ Periodic Assessment II Listening Skill

❖ Periodic Assessment III

Inter-disciplinary Project (Poster Designing based on the theme ‘Nature’)

Rubrics for Poem Recitation

- i. Clarity (1 Mark)
- ii. Tone and intonation (1Mark)
- iii. Posture (1Mark)
- iv. Voice modulation (1Mark)
- v. Content (1Mark)

Rubrics for Group Discussion

- i. Content (1Mark)
- ii. Clarity of argument (1Mark)
- iii. Body language (1Mark)
- iv. Group coordination (1Mark)
- v. Gesture (1Mark)

Rubrics for Listening Skills

- i. Attentiveness (1 Mark)
- ii. Listening for specific information (1 Mark)
- iii. Understanding (1 Mark)
- iv. Correct Response (1 Mark)
- v. Accuracy (1 Mark)

Rubrics for Interdisciplinary Project (Poster Designing)

- i. Content (2 Marks)
- ii. Visual Clarity (1Mark)
- iii. Creativity (1Mark)
- iv. Language (accuracy and vocabulary) (1Mark)

		PA- I (24th July to 31 st July2023) Time : 2hrs	PA-II (18 th Sept to 30 th Sept 2023) Time: 3 hrs	PA-III (1 st Dec to 9 th Dec 2023) Time: 2 hrs	ANNUAL As per DAVCAE schedule Time: 3 hrs
Sl No.	Chapter	40 Marks	80 Marks	40 Marks	80Marks
			LITERATURE		Whole Syllabus
1	THREE QUESTIONS	✓	✓		✓
2	GRANNY’S TREE CLIMBING	✓	✓		✓
3	THE FUN THEY HAD	✓	✓		✓
4	FATHER’S HELP		✓		✓
5	MY MOTHER		✓		✓
6	THE LUNCHEON		✓		✓
7	THE CHILDREN’S SONG			✓	✓
8	THE CASE OF THE SHARP-EYED JEWELLER			✓	✓
9	COUPLETS				✓
10	THE UNDESERVED REWARD			✓	✓
11	BANGLE SELLERS				✓
12	A BAD DREAM				✓

			MY ENGLISH READER		
1	CHANGING TIMES	✓	✓		✓
2	COMPASSIONATE SOULS		✓		✓
3	ENTERPRISE		✓		✓
4	NATURE			✓	✓
5	SPORTS			✓	✓
6	TOLERANCE				✓
			GRAMMAR		
1	TENSE	✓	✓		✓
2	NARRATION CHANGE	✓	✓		✓
3	MODALS		✓		✓
4	SUBJECT-VERB AGREEMENT		✓		✓
5	CLAUSE AND COMPLEX SENTENCES			✓	✓
6	LINKERS			✓	✓
7	ACTIVEPASSIVE VOICE			✓	✓
8	NON-FINITES				✓
9	PUNCTUATION		✓		✓
			WRITING(SHORT) 50 words		
1	NOTICE	✓	✓		✓
2	MESSAGE			✓	✓
3	DIALOGUE COMPLETION		✓		✓
4	E-MAIL	✓	✓		✓
			WRITING(LONG) 100 to 120words		
1	SPEECH	✓	✓		✓
2	ARTICLE			✓	✓
3	Formal letter (LETTER TO EDITOR)			✓	✓
4	INFORMAL LETTER	✓	✓		✓
5	DIARY ENTRY		✓		✓

Important Notes:

1. Value Based and HOTs questions will be asked in all the examinations.

Sections	Competencies	Total marks	Weight age%
Reading Comprehension	Conceptual understanding, decoding, analyzing, inferring, interpreting and vocabulary	20	25%
Writing Skill and Grammar	Creative expression of an opinion, reasoning, justifying, illustrating, appropriate style and tone, using appropriate format and fluency. Applying conventions, using integrated structures with accuracy and fluency	30	25%
Literature Reader	Recalling, reasoning, appreciating, applying literary conventions illustrating and justifying etc. Extract relevant information, identifying the central theme and sub-theme, understanding the writers’ message and writing fluently.	30	50%
Total		80	

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

4. CHAPTER/UNITWISE LEARNING OUTCOMES –

Name of the Text Book: English Literature

CHAPTER/ LESSON	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
THREE QUESTIONS	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> • explore the meaning of words like-ambush, intently,threshold. • sketch the character of theking, the bearded man andthe Hermit. • narrate the story in their ownwords. • write a Diary Entry impersonating as one of thecharacters. • understand the Importance ofPresent Time, People & Action. <p>SDG -4 QUALITY EDUCATION</p>	<p><i>The learners will be provided opportunitiesindividually/ in groupsand encouraged to:</i></p> <ul style="list-style-type: none"> • read texts independently, comprehend, and respond to questions • /ask questions on thetext. • read the literarytexts with understanding for pleasure and enjoyment. • connect the issuesin the text to the worldoutside and think of possible solutions. 	<ul style="list-style-type: none"> • develop LSRW through role-play. • ask simple questions like names of characters from the story, incidents that he/she likes in the story, etc.
GRANNY'S TREE CLIMBING	<ul style="list-style-type: none"> • identify Ruskin Bond’s contribution to Children’s literature. • relate the theme of the poemwith their day-to-day life. • develop the value of caringfor elders. • recite poem with appropriatepause, intonation and pronunciation • think critically, compare and contrast events, ideas& themes. • know poetic devices, rhyming scheme, newwords and message of the poem <p>SDG-5 GENDER EQUALITY SDG-3 GOOD HEALTH AND WELLBEING</p>	<ul style="list-style-type: none"> • recite poems withproper stress and intonation. • use English poems, songs etc. on internet as a resource to develop listening comprehension and understanding the useof tone/ intonation/ stress etc. 	<ul style="list-style-type: none"> • group discussionon the topic ‘caring for elderly’ • prepare a collage on activities associated with your grandmother.
THE FUN THEY HAD	<ul style="list-style-type: none"> • identify a variety of genresfor pleasure reading, specifically science fiction. • use grammar items in context. • acquaint themselves with a scientific story. • write an autobiography impersonating as one of the characters. • Acknowledge the advantagesand disadvantages of Mechanical teachers. • transform imagination intoreality by designing a futuristic classroom using electronic tools and software (e.g. M.S Paint) <p>SDG -4 QUALITY EDUCATION SDG-9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> • participate in interactive tasks andactivities. • design a class in future based on theirunderstanding of the lesson or their own ideas. • will share their own experiences of havingvirtual classes during pandemic 	<ul style="list-style-type: none"> • debate on - realbooks cannot be replaced with e-books. • designing a poster showing different trends ofeducation in the ancient period, contemporary period and future years.

<p>FATHER'S HELP</p>	<ul style="list-style-type: none"> develop their LSRW skills through activities like role- plays and skit enactment. understand, analyze and interpret ideas, characters and situations. realise the importance of truth & honesty and apply these values in their life. judge situations and apply necessary life skills to escape challenging and unexpected situations. <p>SDG-16 PEACE AND JUSTICE STRONG INSTITUTION</p>	<ul style="list-style-type: none"> take part in discussions to share their own ideas regarding school as well as to get the ideas of their peers. comprehend and infer the text develop their skills of reading and narrating events 	<ul style="list-style-type: none"> rearrangement of words to make sentences. vocabulary drill concept Map
<p>MY MOTHER</p>	<ul style="list-style-type: none"> find out more information on other famous personalities and the role of their mothers in their success bio-Sketch Writing on Kalam relate APJ Abdul Kalam's character traits (such as compassion, selflessness and piety) to his mother's teachings. recite poem with appropriate pause, intonation and pronunciation think critically, compare and contrast characters, events, ideas, themes and relate them to life develop the values of hard work, sincerity and honesty. <p>Learn to adapt with harsh realities of life</p> <ul style="list-style-type: none"> know poetic devices, rhyming scheme, new words and message of the poem <p>SDG-1 NO POVERTY</p>	<ul style="list-style-type: none"> participate in interactive tasks and activities. read texts independently, comprehend, and respond to questions /ask questions on the text. read the literary texts with understanding for pleasure and enjoyment 	<ul style="list-style-type: none"> sequencing the events of text chronologically collection of celebrated quotations of apj abdul kalam and making paraphrase of it.
<p>THE LUNCHEON</p>	<ul style="list-style-type: none"> design a Menu card for a Posh restaurant give examples of etiquette of dining and table manners. illustrate a chart on Balanced Diet. explain the theme & the message of the chapter. draw character sketches of the narrator and the lady. point out the use of irony, humour & sarcasm in the chapter. appraise the decision taken by the writer that led to his bitter experience. dramatize the chapter in the form of a Role Play. <p>SDG-3 GOOD HEALTH AND WELLBEING SDG-17 PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> read stories and other literary texts with understanding for pleasure and enjoyment. share their own experiences of the real world situation and relate them with the literary fiction. follow a chart on balanced diet 	<ul style="list-style-type: none"> role play of the characters of the drama converting direct speech statements and questions into indirect speech. compare the position of a young struggling writer to a renowned writer.

<p>THE CHILDREN’S SONG</p>	<ul style="list-style-type: none"> recite a patriotic poem. understand their responsibilities towards their motherland. spread the message of brotherhood and fellow feeling. relate the poem to their own life and explain the values learnt in the poem. write a critical analysis of the poem. identify the figure of speech. write a self-composed patriotic poem. <p>SDG -4 QUALITY EDUCATION</p> <p>SDG-16 PEACE AND JUSTICE STRONG INSTITUTION</p>	<ul style="list-style-type: none"> participate in interactive tasks and activities. read texts independently, comprehend, and respond to questions /ask questions on the text. take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening. engage students in conversation and discussion on various themes. 	<ul style="list-style-type: none"> poster design / short poem compositions on the theme ‘patriotism’ slogan writing on your motherland.
<p>THE CASE OF A SHARP- EYED JEWELLER</p>	<ul style="list-style-type: none"> know the qualities of a good detective enlist names of some detective novel series and design a book cover learn the importance of keen observation. analyze and interpret different characters and make a story map. <p>SDG-8 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> read stories and other literary texts with understanding for pleasure and enjoyment. share their own experiences of the real world situation and relate them with the literary fiction. 	<ul style="list-style-type: none"> role play of the characters of the lesson converting direct speech statements and questions into indirect speech. character sketch create a graphic description based on the summary.
<p>COUPLETS</p>	<ul style="list-style-type: none"> understand the message implied in the couplets and implement it in real life situations. pick out the rhyming words and identify the rhyme scheme of the poem. Compose simple couplets Know poetic devices, rhyming scheme, new words and message of the poem <p>SDG-16 PEACE AND JUSTICE STRONG INSTITUTION</p>	<ul style="list-style-type: none"> Recite poems with proper stress and intonation. Learn about different types of government. Read the literary texts with understanding for pleasure and enjoyment 	<ul style="list-style-type: none"> compose, sing and recite collectively songs or poems or couplets. vocabulary drill article writing on communal Harmony
<p>THE UNDESERVED REWARD</p>	<ul style="list-style-type: none"> appreciate the characteristics of a true friendship examine the character and write summary learn values associated with some professions. think critically, compare and contrast characters, events, ideas, themes and relate them to life <p>SDG -4 QUALITY EDUCATION SDG-1 NO POVERTY</p>	<ul style="list-style-type: none"> take part in discussions to share their own ideas as well as to get the ideas of their peers. develop their skills of reading , narrating events and describing people, places and objects. 	<ul style="list-style-type: none"> rearrangement of words to make sentences. vocabulary drill prepare a friendship card and write a message

<p>THE BANGLE SELLERS</p>	<ul style="list-style-type: none"> • learn the significance of the bangles for Indian women • understand the various roles played by women in various stages of life. • understand the significance of various colours of the bangles and their association with nature. • identify the various poetic devices. <p>SDG-8 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • read and narrate stories related to Indian tradition. • read and appreciate poems of different genres • compose poems with different elements of nature. 	<ul style="list-style-type: none"> • doing a comparative study of different poems of sarojini naidu • paragraph writing – importance of bangles in Indian culture and tradition.
<p>A BAD DREAM</p>	<ul style="list-style-type: none"> • understand the theme of the play. • develop the skill of finding main idea and getting the relevant details. • develop LSRW skills through dramatization, using appropriate props. • appreciate the value of people who help us • understand the importance of loyalty and good manners. <p>SDG-8 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • read stories and other literary texts with understanding for pleasure and enjoyment. • share their own experiences of the real world situation and relate them with the literary fiction. • respect different professions. 	<ul style="list-style-type: none"> • role play of the characters of the play. • converting direct speech statements and questions into indirect speech. • compare and contrast the character of Mr. Hill with that of Mrs. Hill.

NAME OF THE TEXT BOOK: MY ENGLISH

READER

CHAPTER/LESSON	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
<p>CHANGING TIMES</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> - understand the significance of generation gap. - relate the instance of their lives with the help of stories. - make a family tree. <p>SDG -4 QUALITY EDUCATION SDG-5 GENDER EQUALITY</p>	<p><i>The learners will be provided opportunities individually/ in groups and encouraged to:</i></p> <ul style="list-style-type: none"> • participate in interactive tasks and activities. • read stories and literary texts— both fiction and non-fiction for comprehension. • engage themselves in conversation in peer mode 	<ul style="list-style-type: none"> • listening to audio CD and comprehending the questions orally. • group discussion – window to grandpa’s wisdom • informal letter
<p>COMPASSIONATE SOULS</p>	<ul style="list-style-type: none"> - define Compassion. - value High thinking people and their compassion towards the society. - explain the role of compassion to build a progressive society. - compose a poem and recite it with appropriate pronunciation, intonation and rhythm. <p>SDG-1 NO POVERTY SDG-2 ZERO HUNGER</p>	<ul style="list-style-type: none"> • read about the life and work of great souls. • understand and identify values and ideals. 	<ul style="list-style-type: none"> • listening to audio CD and comprehending the questions orally. • compare and contrast between formal and informal letters. • collage and paintings on compassionate souls and their lives.

<p>ENTERPRISE</p>	<ul style="list-style-type: none"> define Enterprise value perseverance, Dedication and determination in life read aloud stories with appropriate pause, intonation and pronunciation participate in different activities in English such as role play, poetry recitation, skit, drama, debate, speech, elocution, quiz etc. organized by school and other such organizations. <p>SDG-8 DECENT WORK AND ECONOMIC GROWTH SDG-9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> read the stories of the world’s most successful companies. write articles based on given topic. 	<ul style="list-style-type: none"> listening to audio CD and comprehending the questions orally. article writing on ‘overcoming obstacles’. design a poster on young and successful entrepreneurs of India.
<p>NATURE</p>	<p>Describe that human are very part of nature.</p> <ul style="list-style-type: none"> Explain that beauty of nature is inspiration for all. Examine that change is permanent and constant. Value Nature and their necessity to save Environment. Compose a short poem on the topic Nature. <p>SDG-13 CLIMATE ACTION SDG-14 LIFE BELOW WATER SDG-15 LIFE ON LAND</p>	<ul style="list-style-type: none"> read the text independently, comprehend, and respond to questions /ask questions on the text. read the text with understanding for pleasure and enjoyment make use of their experiences and relate with their learning. 	<ul style="list-style-type: none"> listening to audio cd and comprehending the questions orally. design a placard in harmony with nature. reading unfamiliar words in context in order to infer their meaning.
<p>SPORTS</p>	<ul style="list-style-type: none"> identify different types of games and equipment used. value famous players and can understand the determination required for the sports. distinguish the significance of Olympics and Special Olympics. explain the origin of the Olympic in ancient Greece create a project in a group of four about sports that is not much popular. <p>SDG-3 GOOD HEALTH AND WELLBEING</p>	<ul style="list-style-type: none"> organise and participate in discussions and present viewpoints connect the issues in the texts they read to the world outside and think on possible solutions develop true sportsmanship. learn unfamiliar idioms and their usages. 	<ul style="list-style-type: none"> listening to audio cd and comprehending the questions orally. collect newspaper clippings on various sports and prepare a collage.
<p>TOLERANCE</p>	<ul style="list-style-type: none"> explain how tolerance binds the society. discuss the importance of Tolerance. think critically compare and contrast the given topic on tolerance and relate them to life. <p>SDG-16 PEACE AND JUSTICE STRONG INSTITUTION</p>	<ul style="list-style-type: none"> read the text independently, comprehend, and respond to questions /ask questions on the text. read the text with understanding for pleasure and enjoyment make use of their experiences and relate with their learning. celebrate tolerance week to spread awareness about necessity of tolerance. 	<ul style="list-style-type: none"> listening to audio cd and comprehending the questions orally. draft a speech on the topic ‘tolerance – the need of the Hour’.

**NAME OF THE TEXT BOOK: PRACTICE
BOOK**

CHAPTER/ LESSON	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
TENSES	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> highlight the verb and tense in a sentence. write a sentence using the past, present, and future tense differentiate between two tenses. change the verb forms. 	<ul style="list-style-type: none"> learn grammatical rules and sentence structures in order for them to apply these independently in different contexts. understand various forms of verbs and their usages according to time factor. practice tenses using worksheets and exercises. 	<ul style="list-style-type: none"> prepare a tense chart. present a talkshow about hobbies and interests.
NARRATION	<ul style="list-style-type: none"> define direct speech and indirect speech distinguish between direct and indirect speech derive rules from a reported dialogue. compose a dialogue using direct and indirect forms. 	<ul style="list-style-type: none"> use rules for converting direct to indirect speech in their day to day conversation. use direct speech with correct punctuations and reporting verbs. practise Narration using worksheets and exercises. 	<ul style="list-style-type: none"> arrange a virtual interview with grandparents and ask them about their education system. Mind map Quiz
MODALS	<ul style="list-style-type: none"> identify modal verbs in a context / sentence. use modal verbs in writing illustrate use of can/can't, may/mayn't, and should/shouldn't to express permission, prohibition, doubt, and obligation. 	<ul style="list-style-type: none"> learn the difference between primary and modal auxiliaries. use modal auxiliaries correctly in their conversation. practise Modals using worksheets and exercises. 	<ul style="list-style-type: none"> modal verb hunt conduct interview on skills, abilities and hobbies.
SUBJECT- VERB AGREEMENT	<ul style="list-style-type: none"> learn the most common rules for subject / verb agreement. learn to identify proper and improper subject / verb agreement in their own and peer writing. create their own sentences using proper subject / verb agreement. 	<ul style="list-style-type: none"> use subject and verb correctly in a supplied context. identify proper and improper subject / verb agreement in their own and peer writing. practise Subject-Verb Agreement using worksheets and exercises. 	<ul style="list-style-type: none"> find the partner. (write half of the sentence on cards and let the students find the missing half from their peers.)
CLAUSES AND COMPLEX SENTENCES	<ul style="list-style-type: none"> identify the components of a compound-complex sentence determine whether or not a sentence is compound-complex compose a compound-complex sentence 	<ul style="list-style-type: none"> identify grammatical features such as – phrases, clauses and sentences write, read, and discover different kinds of sentences. organise sentences coherently 	<ul style="list-style-type: none"> story telling using different kinds of sentences. paragraph writing using complete sentences.

LINKERS	<ul style="list-style-type: none"> students will be able to identify words that function as conjunctions students will be able to differentiate between subordinating and coordinating conjunctions students will be able to correctly use conjunctions to link simple sentences together 	<ul style="list-style-type: none"> organize the thoughts and use them to create something new. practice Linkers using worksheets and exercises. organise sentences coherently 	<ul style="list-style-type: none"> prepare a check list of likes and dislikes of your friend using different linkers.
ACTIVE AND PASSIVE VOICE	<ul style="list-style-type: none"> distinguish between active and passive voice in sentences understand why active or passive voice is appropriate to use in certain contexts create sentences in the active and passive voice 	<ul style="list-style-type: none"> implement passive voice in daily interaction. practice process writing using worksheets and exercises. organise sentences coherently 	<ul style="list-style-type: none"> recipe writing compose a speech / dialogue / small play using passive voice. prepare a news report.
NON-FINITES	<ul style="list-style-type: none"> match the terms associated with verbals with their meanings. use finite verbs for the given actions and change them to non-finite verbs (verbals) – gerund, participle and infinitive. use verbals to convey specific meanings and add variety to writing. 	<ul style="list-style-type: none"> analyse infinitives, gerunds and participles remember the rule of non-finites practise non-finites using worksheets and exercises. 	<ul style="list-style-type: none"> quiz mind map
PUNCTUATION	<ul style="list-style-type: none"> differentiate between commonly used punctuation marks and rarely used punctuation marks. understand punctuation through correct usage in contexts. justify punctuation marks in a randomly selected text. 	<ul style="list-style-type: none"> explore how punctuation imparts meaning. use real world examples for editing practice. practise punctuation using worksheets and exercises. 	<ul style="list-style-type: none"> prepare a chart of punctuation rules. find out the missing punctuation in a given text.

MATHEMATICS

PRESCRIBED BOOKS:

SECONDARY MATHEMATICS CLASS- VIII (DAV, CMC)

REFERENCE BOOKS:

1. MATHEMATICS TEXT BOOK FOR CLASS-VIII (NCERT)
2. EXEMPLAR MATHEMATICS CLASS -VIII (NCERT)

ASSESSMENT STRUCTURE

Board Exam (80 Marks)		Internal Assessment (20 Marks)			
70 Marks	10 Marks	05 marks	05 marks	05 marks	05 marks
Very short/Short / Long Answers and case study questions	Objective type /one word answer	Pen and Paper Test	Multiple Assessment	Portfolio	Subject Enrichment Activity
		PA-1 PA-2 PA-3	PA-1: Quiz PA-2: Model making/Art integrated project/multi-disciplinary project PA-3: Oral Test	CW & HW of Term - 1 & Term - 2	Maths Lab Activities/Experiments NB: Suggested Activities (3 Numbers) & Mandatory Activities (2 Numbers)

N.B:

3 periodic test to be conducted and average of best 2 scores will be reduced to 5.

SYLLABUS

Periodic Assessment-I (40 marks) Time: 1 hr 30 minutes	Periodic Assessment-II (80marks) Time :3 hrs	Periodic Assessment-III (40 marks) Time :1 hr 30 minutes	Annual Examination (80 marks) Time:3 hrs
Unit-1: Squares and Square Roots Unit-2: Cubes and Cube Roots Unit-10: Parallel Lines Unit-4: Direct and Inverse variation	Unit-1: Squares and Square Roots Unit-2: Cubes and Cube Roots Unit-10: Parallel Lines Unit-4: Direct and Inverse variation Unit-7: Algebraic Identities Unit-13: Introduction to Graphs Unit-5: Profit, Loss and Discount Unit-14: Mensuration	Unit-6: Compound Interest Unit-8: Polynomials Unit-3: Exponents and Radicals Unit-9: Linear Equations in One Variable	Unit-11: Understanding Quadrilaterals Unit-12: Construction of Quadrilaterals Unit-15: Statistics and Probability Unit-16: Rotational Symmetry N.B: All the chapters of Term – I and Term - II

RUBRICS

LAB ACTIVITY:(5 Marks)	CW/HW: (5 Marks)	ORAL/QUIZZ: (5 marks)	MODEL MAKING/Art integration project: (5 marks)
<ul style="list-style-type: none"> Timely submission (1 mark) Originality (1 mark) Neatness (1 mark) Presentation skill (1 mark) Creativity (1 mark) 	<ul style="list-style-type: none"> Regularity (1 mark) Maintenance of copy with index and neatness (1 mark) Writing relevant answers (1 mark) Follow up action (1 mark) Task completion (1 mark) 	<ul style="list-style-type: none"> Content knowledge (1) Answers confidently (1) Thinks logically (1) Correct approach (1) Time management (1) 	<ul style="list-style-type: none"> Content accuracy (1) Creativity (1) Presentation (1) Craftsman ship (1) Time and effort (1)

TERM-I (PA – I + PA – II)

Suggested Lab Activities :5marks

- To observe some given number patterns on squares of numbers and write their next three steps/rows.
- To verify a pair of alternate interior angles and corresponding angles are equal when a transversal intersects two parallel lines.
- To verify the following algebraic identity by paper cutting and pasting method.
 $(a+b)^2 = a^2 + 2ab + b^2$ or $(x+a)(x+b) = x^2 + (a+b)x + ab$
- Construction of Distance-Time graph to represent a given data.

Mandatory Activity: Making 3-D models of prisms and pyramids using their nets and verifying Euler's formula for these solids.

ANNUAL EXAMINATION

Multidisciplinary Project: 5 marks

Topic should be decided as per the concerned schools with the collaboration of other subjects and involvement of subject teachers.

Suggested Lab Activities:

- To verify that the sum of the exterior angles drawn in any order of any polygon is 360° by paper cutting and pasting method.
- To verify that
 - The diagonals of a rectangle are equal
 - The diagonals of a rhombus bisect each other at right angle.
- Write how much time you spent during a day in the following headings
(a) School (b) homework (c) play (d) sleep (e) others.
Represent the above data in a pie-chart.

Mandatory Activity: To find the angle of rotation and order of rotation of

- Square
- Equilateral triangle
- Isosceles triangle
- Rectangle

Art Integrated Activities (At Least One)

1. To make a cylindrical pen stand and find its total surface area.
2. Exploring Triangular numbers using dot patterns.
3. Find the side of a square sheet of given area 462.25 sq.cm and create a beautiful greeting card using tessellations with a mathematical quotation.

Project work/ Experiential Learning Activities (Any One):

1. Life history of any Indian Mathematician and his/her contribution in the field of Mathematics (Project/PPT)
2. Value of Maths in your life and its relationship with other subjects.

Recreational Activities (Any One):

1. Create a crossword puzzle.
2. To make a mathematical clock using the concept of square and square root/cube and cube root of a number.

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
<p>SQUARES AND SQUARE ROOTS</p>	<p>The learners will be able to</p> <ul style="list-style-type: none"> • define square numbers. • know the squares of even numbers are even and squares of odd numbers are odd • identify the perfect square numbers. • understand the concept of Pythagorean triplet. • verify the given number is a perfect square number or not. • recall the facts about perfect squares. • calculate the square roots of perfect squares by using prime factorisation and long division method. • evaluate the square root by estimation method. • solve the word problems related to square and square roots. • develop some patterns of square numbers. <p>SDG 9 - INDUSTRY INNOVATION AND INFRASTRUCTURE (THROUGH PATTERN TRIES TO LEARN DIFFERENT SHAPES AND STRUCTURES)</p>	<ul style="list-style-type: none"> • Peer discussion on perfect square numbers. • quiz on properties of perfect square numbers. • Use of colour paper to demonstrate Pythagoras theorem. • provide contexts for exploring the various methods of finding square root of perfect squares and non-perfect squares 	<ul style="list-style-type: none"> • to observe some given number patterns on squares of numbers and write their next three steps/rows.
<p>CUBES AND CUBE ROOTS</p>	<ul style="list-style-type: none"> • recognize cube of an even natural number is even. • understand cube of an odd natural number is odd. • identify cube and cube root of negative numbers is negative • define the cube of a number and cube root of a number. • identify the perfect cubes. • explain the properties of cubes of numbers. • express the prime factorization of perfect cube numbers in triplets. • apply prime factorization for finding the cube root of a number. • solve the word problems related to the cubes and cube roots. • extend their understanding by solving different questions. • relate the cubes and cube roots to the solid cubes. • design different patterns related to cubes of numbers. <p>SDG 9 -INDUSTRY INNOVATION AND INFRASTRUCTURE (THROUGH PATTERN TRIES TO LEARN DIFFERENT SHAPES AND STRUCTURES)</p>	<ul style="list-style-type: none"> • evolve the understanding of the concepts of different properties of cubes of numbers. 	<ul style="list-style-type: none"> • to observe some given number patterns on cubes of numbers and write their next three steps/rows.

<p>EXPONENTS AND RADICALS</p>	<ul style="list-style-type: none"> • understand the symbolism and role of an exponent and base to find values. • understand the rules of exponents and apply them in simplifying simple expressions • demonstrate how to use the radical sign in multiplying, dividing and simplifying expressions. • simplify complex fractions having exponents in both numerator and denominator using the rules and quick simplifying methods. <p>SDG 8 - DECENT WORK AND ECONOMIC GROWTH (TO PROMOTE SUSTAIN INCLUSIVE AND SUSTAINABLE GROWTH EXPONENTIALLY)</p>	<ul style="list-style-type: none"> • use different contexts in Mathematics to appreciate the necessity of representing numbers in exponential form. 	<ul style="list-style-type: none"> • finding powers of different bases e.g 2 & 3 by paper folding.
<p>DIRECT AND INVERSE VARIATION</p>	<ul style="list-style-type: none"> • define variation, direct variation and inverse variation. • give example of direct variation and inverse variation. • classify the type of variation from the given question. • differentiate the types of variation and solve the questions accordingly. • compare the types of variation and solve the questions to get unknown variable. • solve the problems on time and work as well as time and distance using the concepts of direct and inverse variations. • create and formulate questions based on direct and inverse variation. <p>SDG 1- NO, POVERTY SDG 2 -GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • provide daily life situations based on direct and inverse variations 	<p>List out the situations form the day-today life from the following situations.</p> <ul style="list-style-type: none"> • amount of work done and time taken. • number of persons and time taken to complete a work. • speed of a moving body and distance travelled by keeping time as constant. • speed of a moving body and time taken by keeping distance as constant.
<p>PROFIT, LOSS AND DISCOUNT</p>	<ul style="list-style-type: none"> • understand the concept of profit and loss. • calculate S.P/C.P. • apply the concept of discount. • understand the concept of GST and its calculation. <p>SDG 8 - DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • explore different examples from daily life situation based on profit/loss and discount that show the use of percentage 	<ul style="list-style-type: none"> • collect a bill/cash memo for your recent shopping and calculate discount and GST from it
<p>COMPOUND INTEREST</p>	<ul style="list-style-type: none"> • distinguish between simple interest and compound interest. • calculate the compound interest from amount, using the formula or otherwise. • calculate compound interest when compounded annually, half-yearly and quarterly. • analyse and calculate growth and depreciation applicable in various situations. <p>SDG 8. DECENT WORK AND ECONOMIC GROWTH 9. INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> • create and discuss daily life situations involving the use of compound interest 	<ul style="list-style-type: none"> • comparison of interest when it is compounded annually, semi-annually and quarterly for the same sum at the same rate and for the same time period and make a decision which option is better in different situation.
<p>ALGEBRAIC IDENTITIES</p>	<ul style="list-style-type: none"> • distinguish between identity and equation. • learn the application of identities. • factorise the algebraic expressions using the identities. • apply identities in different practical situations. 	<ul style="list-style-type: none"> • verify the various algebraic identities by taking rectangular and square cardboard 	<p>To verify the following algebraic identity by paper cutting and pasting method. $(a+b)^2 = a^2 + 2ab + b^2$</p> <p>SDG: 10.Reduced</p>

			Inequalities (Reduce inequalities among students) Eg: Behaviour learning gaps
POLYNOMIALS	<ul style="list-style-type: none"> identify coefficients and degree of polynomials. divide a polynomial in one variable by a monomial or a binomial. verify the dividend by using divisor× quotient + remainder. understand and appreciate the factor of a polynomial when remainder is zero. SDG 16- PEACE AND JUSTICE, STRONG INSTITUTIONS (PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT AND PROVIDE ACCESS TO JUSTICE BY DIVIDING OPPORTUNITIES EQUALLY AMONG THE STUDENTS)	<ul style="list-style-type: none"> explore division of polynomials using different methods. 	division of polynomials using square grid and colour beads.
LINEAR EQUATIONS IN ONE VARIABLE	<ul style="list-style-type: none"> solve linear equation in one variable. convert the language problem into a linear equation based on different life situations. SDG 5 - GENDER EQUALITY	<ul style="list-style-type: none"> create and calculate the value of unknown quantity in a linear equation using different methods. 	<ul style="list-style-type: none"> finding the solution of an equation using paper cutting and pasting method.
PARALLEL LINES	<ul style="list-style-type: none"> comprehend lines are parallel divide a line segment equally into desired number of parts. analyze how the concept of copying of an angle is used in dividing a line segment. SDG 4- QUALITY EDUCATION (PROMOTE QUALITY EDUCATION FOR PARALLEL DEVELOPMENT)	<ul style="list-style-type: none"> identify the transversal and the angles formed by a transversal with two lines. Students can be asked to give some examples from the surroundings 	<ul style="list-style-type: none"> to verify a pair of alternate interior angles and corresponding angles are equal when a transversal intersects two parallel lines.
UNDERSTANDING QUADRILATERALS	<ul style="list-style-type: none"> Solve problems related to angles of quadrilaterals in angle sum property. verify properties of parallelogram and establishes their relationship between them through reasoning. generalize properties of different types of quadrilaterals. SDG 9- INDUSTRY INNOVATION AND INFRASTRUCTURE (BUILT RESILIENT INSTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION USING DIFFERENT GEOMETRICAL SHAPES)	<ul style="list-style-type: none"> draw different types of quadrilaterals, ask them to measure angles of all quadrilaterals, and verify that sum of four angles of a quadrilateral is 360° 	<ul style="list-style-type: none"> to verify that the sum of the exterior angles drawn in any order of any polygon is 360° by paper cutting and pasting method.
CONSTRUCTION OF QUADRILATERALS	<ul style="list-style-type: none"> construct a quadrilateral with given conditions. comprehend whether construction of a quadrilateral with given data is possible or not. SDG 9-INDUSTRY INNOVATION AND INFRASTRUCTURE	<ul style="list-style-type: none"> construct the quadrilaterals by using ruler and compasses. 	to verify that <ul style="list-style-type: none"> the diagonals of a rectangle are equal. the diagonals of a rhombus bisect each other at right angle.
INTRODUCTION TO GRAPHS	The learners will be able to <ul style="list-style-type: none"> correlate its application in different places in real life. locate the position of an object or place with reference to other location. SDG 3 - GOOD HEALTH AND WELL BEING	<ul style="list-style-type: none"> plotting of points on cartesian plane. Also provide daily life situations based on graph 	<ul style="list-style-type: none"> construction of distance-time graph to represent a given data.

<p>MENSURATION</p>	<ul style="list-style-type: none"> • solve the problems involving surface area& volume of different solid shapes • compare the surface area& volume of different solid shapes. • verify Euler’s formulae for regular polyhedrons • visualize different solid shapes. <p>SDG 14 - LIFE ON LAND (FINDING AREA AND VOLUME OF DIFFERENT SHAPES WHICH EXIST IN THE NATURE)</p>	<ul style="list-style-type: none"> • through discussion motivate them to arrive at the formula for perimeter, area and volume of a rectangle, square, trapezium, parallelogram and rhombus 	<ul style="list-style-type: none"> • to derive the formula for the total surface area of a right circular cylinder.
<p>STATISTICS AND PROBABILITY</p>	<ul style="list-style-type: none"> • differentiate between terms observation, raw data, range, classmarks, frequency, frequency table. • differentiate between raw data, ungrouped & grouped data. • represent the given data through pictorial representations viz. histogram and pie chart and can interpret the same. • determine the probability under different given situations. <p>SDG 3 - GOOD HEALTH AND WELL-BEING 8.DECENT WORK AND ECONOMIC GROWTH 13.CLIMATE ACTION</p>	<ul style="list-style-type: none"> • interpret the data from a histogram. Also draw a histogram to represent a given data 	<ul style="list-style-type: none"> • write how much time you spent during a day in the following headings (a) school (b) homework (c) play (d) sleep (e) others. Represent the above data in a pie-chart.
<p>ROTATIONAL SYMMETRY</p>	<ul style="list-style-type: none"> • distinguish between line symmetry and rotational symmetry. • calculate the angle of rotation about a fixed point of different objects. <p>SDG 11-SUSTAINABLE CITIES AND COMMUNITIES</p> <ul style="list-style-type: none"> • (MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE SHAPE,RESILIENT AND SUSTAINABLE USING SYMMETRICAL PATTERNS AND DESIGN) 	<ul style="list-style-type: none"> • identify symmetrical figures from their environment and which shows rotational symmetry. 	<ul style="list-style-type: none"> • to find the angle of rotation and order of rotational of square, equilateral triangle and Isosceles triangle.

SCIENCE AND TECHNOLOGY

PRESCRIBED TEXT BOOK:

1. THE LIVING WORLD (A BOOK OF SCIENCE AND TECHNOLOGY)- VIII
DAV COLLEGE MANAGING COMMITTEE PUBLICATION.

REFERENCE BOOKS:

2. NCERT SCIENCE EXEMPLAR (CLASS VIII)

ASSESSMENT STRUCTURE

80 Marks Annual Exam	20 Marks Internal Assessment			
Written test Prescribed Annual Syllabus as per DAVCAE 80 Marks	Periodic Assessment (Pen Paper Test) (5 Marks)	Subject enrichment Activity (5 Marks)	Multiple Assessment Activity (5 Marks)	Portfolio (5 Marks)
	Three Periodic Assessments will be conducted at school level. Average of the best two scores will be reduced to 5 marks.	1st Activity Art integration Activity. 2nd Activity Mobile Lab Kit Making.	Multiple Assessment includes observations such as Quizzes, Oral tests, Debates, Role play, Bulletin board, Group discussion, Field work, Puzzles, Interdisciplinary project.	Includes journals, notebook work, assignment /worksheets.

Weightage to form of questions:

INTERNAL ASSESSMENT

PERIODIC ASSESSMENT - 2	ANNUAL
<p>SUBJECT ENRICHMENT ACTIVITY: (5 marks)</p> <p>Art Integrated Activity</p> <p>Activities can be given from the following chapters:</p> <p>Ch-8 Conservation of plants and animals</p> <p>Ch-9 Crop production and its management</p> <p>Ch-17 Stars and solar system</p> <p>Ch-19 Pollution of Air</p> <p>Rubrics:</p> <ul style="list-style-type: none"> ○ Creativity (1) ○ Presentation (1) ○ Relevancy (1) ○ Aesthetic sense (1) ○ Team work (1) <p>MULTIPLE ASSESSMENT (5 marks)</p> <p>(Group activity)</p> <ol style="list-style-type: none"> 1. Role play – Stars and Solar System. 2. Case study on Pollution of air. 3. Graphical Representation on increase in cost of Petrol/diesel in last 5 years. <p>Rubrics :(Role Play)</p> <ul style="list-style-type: none"> ● Content knowledge (1mark) ● Perfection (1mark) ● Relevancy (1mark) ● Presentation(1mark) ● Co-ordination (1 mark) <p>Rubrics :(Case study)</p> <ul style="list-style-type: none"> ● Collection of data (1mark) ● Interpretation of data (1mark) ● Relevancy (1mark) ● Presentation(1mark) ● Social context (1 mark) <p>Rubrics :(Bulletin Board)</p> <ul style="list-style-type: none"> ● Collection of data (1mark) 	<p>SUBJECT ENRICHMENT ACTIVITY: (5 marks)</p> <p>Mobile Lab Kit Making</p> <ol style="list-style-type: none"> 1. Prepare a temporary mount of onion peel. 2. Physical and chemical properties of metals and non-metals. 3. Refraction of light through a glass slab, glass prism and spherical lenses. 4. Demonstration showing properties of liquid pressure. <p>Rubrics:</p> <ul style="list-style-type: none"> ➤ Understanding the concept. (1 Mark) ➤ Experimental setup and proper technique. (1 Mark) ➤ Collection of data and observation correctly (1 Mark) ➤ Work with precision, neatness and accuracy (1 Mark) ➤ Relating with theoretical knowledge through viva (1 mark) <p>MULTIPLE ASSESSMENT (5 marks)</p> <p>(Group activity)</p> <ol style="list-style-type: none"> 1. Role play – Do’s and Don’ts during an earthquake. 2. Case study on Pollution of water 3. Bulletin board on Conservation of water. <p>Rubrics :(Role Play)</p> <ul style="list-style-type: none"> ● Content knowledge (1mark) ● Perfection (1mark) ● Relevancy (1mark) ● Presentation(1mark) ● Co-ordination (1 mark) <p>Rubrics :(Case study)</p> <ul style="list-style-type: none"> ● Collection of data (1mark) ● Interpretation of data (1mark) ● Relevancy (1mark) ● Presentation(1mark) ● Social context (1 mark) <p>Rubrics :(Bulletin Board)</p> <ul style="list-style-type: none"> ● Collection of data (1mark) ● Content knowledge (1mark) ● Creativity (1mark) ● Relevancy (1mark) ● Presentation(1mark)

<ul style="list-style-type: none"> • Content knowledge (1mark) • Creativity (1mark) • Relevancy (1mark) • Presentation(1mark) <p>Rubrics :(Graphical Representation)</p> <ul style="list-style-type: none"> • Collection of data (1mark) • Content knowledge (1mark) • Interpretation of data (1mark) • Relevancy (1mark) • Presentation (1mark) <p>PORT FOLIO:(5marks)</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Collection of data (1mark) • Content (1mark) • Use of time and effort(1mark) • creativity(1mark) • Presentation (1mark) 	<ul style="list-style-type: none"> • Content knowledge (1mark) • Creativity (1mark) • Relevancy (1mark) • Presentation(1mark) <p>Rubrics :(Graphical Representation)</p> <ul style="list-style-type: none"> • Collection of data (1mark) • Content knowledge (1mark) • Interpretation of data (1mark) • Relevancy (1mark) • Presentation (1mark) <p>PORT FOLIO:(5marks)</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Collection of data (1mark) • Content (1mark) • Use of time and effort(1mark) • creativity(1mark) • Presentation (1mark)
---	---

SYLLABUS FOR PEN AND PAPER TEST

Sl. No.	Name of the Chapters	Periodic Assessment- I (40 Marks) Time:1hr 30mins (24 th July to 31 st July 2023)	Periodic Assessment- II/Half yearly (80 Marks) Time : 3 hrs (18 th September to 30 th September 2023)	Periodic Assessment- III (40 Marks) Time :1hr 30 mins (1 st December to 9 th December 2023)	Annual Examination (80 Marks) Time : 3 Hours As per the DAV Board Schedule
1	Ch-1 The Cell: Its Structure and Function			✓	✓
2	Ch-2. Microorganisms: Friends or Foes		✓		✓
3	Ch- 3 Metals and Non-metals			✓	✓
4	Ch- 4 Force and Pressure	✓	✓		✓
5	Ch -5 Friction		✓		✓
6	Ch- 6. Sources of energy		✓		✓
7	Ch- 7. Combustion	✓	✓		✓
8	Ch -8. Conservation of Plants and Animals		✓		
9	Ch- 9. Crop Production & its Management	✓	✓		
10	Ch-10 Refraction and Dispersion of Light			✓	✓
11	Ch 11- The Human Eye				✓
12	Ch12- Sound				✓
13	Ch 13- Synthetic Fibres and Plastics				✓

14	Ch 14- Reproduction in Animals				✓
15	Ch 15- Reaching the Age of Adolescence				✓
16	Ch16. Electric Current and its Chemical Effects		✓		✓
17	Ch 17 -Stars and Solar System	✓			
18	Ch 18. Earthquakes			✓	
19	Ch- 19. Pollution of Air		✓		
20	Ch 20- Pollution of Water			✓	
	TOTAL MARK	40	80	40	80

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER/ TOPIC	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
CH: 1 THE CELL – ITS STRUCTURE AND FUNCTIONS	The students will be able to: <ul style="list-style-type: none"> comprehend and understand the basic unit of life. differentiate between plant cell and animal cell. describe various cell-organelles & their functions in the cell. construct models of plant cell & animal cell by using eco-friendly materials. SDG 15- LIFE ON LAND	<ul style="list-style-type: none"> analyse the concept of functioning of cell- organelles. designing appropriate activities like preparation of temporary mount of onion peel and chick cell. 	<ul style="list-style-type: none"> make model on structure of plant cell and animal cell by using materials available nearby. make concept map and chat of various cell organelles. perform role play on functioning of cell organelles.
CH-2 MICRO-ORGANISMS: “FRIENDS AND FOES”.	<ul style="list-style-type: none"> know about the different types of micro-organisms and their habitats. compare the role of micro-organisms as friends and foes. understand the concept of food preservation and apply its technique. SDG 15- LIFE ON LAND	<ul style="list-style-type: none"> Visit to a sewage treatment plant and to find out the working principle of it. Conduct an activity at home - to study the role of yeast in making cake. Role of lactobacillus in making curd. Study the root nodules in leguminous plants. Include a photo copy of their “vaccination chart”. prepare a “survey report” on diseases for which vaccination is done in India. 	<ul style="list-style-type: none"> Identify different micro-organisms – amoeba, spirogyra, yeast, paramecium either from slide or photocopy. Prepare collage/picture gallery of different types of diseases plants/human/animals caused by micro-organisms.
CH:3-METALS AND NON METALS	<ul style="list-style-type: none"> classify elements and learn about their occurrence in nature. understand the different physical properties of metals and non metals and 	<ul style="list-style-type: none"> demonstration method: reaction of metal with oxygen (burning of mg-ribbon) reaction of metal with water (mg with water) 	<ul style="list-style-type: none"> quiz representation of reactions of metals and non-metals through chemical equations.

	<p>their applications (based on these properties).</p> <ul style="list-style-type: none"> differentiate between chemical behaviour of metals and non metals towards air, water and acids. relate displacement reaction of metals with reactivity series. comment upon noble metals and uses of metals, nonmetals and alloys. <p>SDG9- INDUSTRIES INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> reaction of zinc metal with dilute sulphuric acid to show the formation of hydrogen gas. reflective thinking with real life examples study of periodic table and making charts picture display (periodic table) 	<ul style="list-style-type: none"> identification of alloys used in our day-to-day life.
CH. 4 FORCE AND PRESSURE	<ul style="list-style-type: none"> define, identify and classify force and its types. understand the concept of pressure and its applications <p>SDG4. -QUALITY EDUCATION</p>	<ul style="list-style-type: none"> effects of force various properties of liquid pressure applications of atmospheric pressure <p>(demonstration)</p>	<ul style="list-style-type: none"> lab activity to show the relation between force and pressure. properties of liquid pressure existence of atmospheric pressure
CH.5 FRICTION	<ul style="list-style-type: none"> identify various types of friction. appreciate that friction is a necessity as well as nuisance. understand the methods of increasing and decreasing friction. <p>SDG 4- QUALITY EDUCATION</p>	<ul style="list-style-type: none"> different types of friction static friction is a self adjusting friction factors affecting fluid friction (demonstration) 	<p>lab activity to show</p> <ul style="list-style-type: none"> factors affecting friction comparison between static, sliding and rolling friction
CH:6-SOURCES OF ENERGY	<ul style="list-style-type: none"> classify the sources of energy on the basis of their occurrence, physical state and availability. understand what are fossil fuels, their occurrence in nature and their processing. know about different types of fuels. understand the importance of cleaner fuels and alternative sources of energy. <p>SDG 7 -AFFORDABLE AND CLEAN ENERGY</p>	<ul style="list-style-type: none"> exploration: (torch with and without battery – to show the sources of energy) interactive / participative method: petroleum and its products. 	<ul style="list-style-type: none"> exit card (to identify different types of sources of energy) preparation of chart: (coal and its types depending on composition) group discussion on importance of cleaner fuel.
CH:7- COMBUSTION	<ul style="list-style-type: none"> understand the term combustion and the conditions required for combustion. differentiate between the types of combustion and understand the 	<ul style="list-style-type: none"> reflective thinking with real life examples demonstration method: candle and jar activity [to show air(oxygen) is necessary for combustion] 	<ul style="list-style-type: none"> identification of combustible and non-combustible substances. group discussion on types of combustion. drawing of different zones of a candle flame.

	<p>consequences of incomplete combustion.</p> <ul style="list-style-type: none"> • know about various methods used to control fire. • understand different zones of flame. appreciate the properties of a good fuel <p>SDG 11-SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> • paper cup activity (to show ignition temperature is needed for combustion) • candle activity (to show the different zones of a candle) 	
<p>CH-8 CONSERVATION OF PLANTS AND ANIMALS</p>	<ul style="list-style-type: none"> • know deforestation and its consequences. • understand the importance of migration and biodiversity. • know about ways to conserve biodiversity. <p>SDG 13 –CLIMATE ACTION</p>	<ul style="list-style-type: none"> • design a Brochure on national park / bio-diversity park / wild life sanctuary. • take out a rally to create awareness about “importance of tree” 	<ul style="list-style-type: none"> • prepare ppt on: <ul style="list-style-type: none"> - endangered species. - vulnerable species. - endemic species. • oral presentation on domestic & global consequences of deforestation. • locate biosphere reserves in india in the political map of india.
<p>CH:9 - CROP PRODUCTION AND ITS MANAGEMENT</p>	<ul style="list-style-type: none"> • understand the various agricultural practices. • appreciate and analyse the methods of crop improvement & their protection. <p>SDG 2- ZERO HUNGER</p> <p>SDG 3- GOOD HEALTH AND WELLBEING</p>	<ul style="list-style-type: none"> • collect the names and photocopy of various agricultural implements. • encourage learners to visit the crop field near their locality. • encourage learners to visit various agricultural exhibitions. design different agricultural implements using clay /dough. 	<ul style="list-style-type: none"> • make collage of various tools used in agricultural practices. • perform experimental activity to show the effect of manure and fertilizer in plant growth. • prepare documentation on the knowledge of hybridization.
<p>CH. 10 REFRACTION AND DISPERSION OF LIGHT</p>	<ul style="list-style-type: none"> • understand the concept of refraction using various types of optical devices and its causes. • draw and identify images formed by concave and convex lens for different positions of the object. <p>SDG 9- INDUSTRIES INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> • bending of pencil, apparent raising of a coin in water etc • refraction through glass slab • image formation by spherical lenses • dispersion through prism (demonstration) 	<p>lab activity to show</p> <ul style="list-style-type: none"> • refraction of light in day today activities • refraction of light through glass slab. • dispersion of light in a prism. • ray diagrams to show the image formation by concave and convex lenses for different positions of the object.

<p>CH. 11 THE HUMAN EYE</p>	<ul style="list-style-type: none"> • draw the structure and appreciate the function of human eye. • understand the various defects of vision and ways to take care of eyes. • be sensitised towards the resources available for visually challenged. <p>SDG 3- GOOD HEALTH AND WELLBEING</p>	<p>collaborative approach</p> <ul style="list-style-type: none"> • structure of human eye • function of different parts of an eye inquiry based approach • various defects of eye • optical and non-optical aids • braille system 	<ul style="list-style-type: none"> • draw a well labelled diagram of human eye. • make a model of human eye using waste materials available at home. • make a chart of different eye care tips. • survey on defects of vision among the students of the class and their family members.
<p>CH. 12 SOUND</p>	<ul style="list-style-type: none"> • know the mechanism of production of sound by humans and various animals. • understand the mechanism of propagation of sound. • identify the causes and effects of noise pollution and ways to limit noise pollution. <p>SDG 3 - GOOD HEALTH AND WELLBEING</p>	<ul style="list-style-type: none"> • production of sound • .sound needs a medium to propagate • speed of light in different media inquiry learning • sound pollution • characteristics of sound (demonstration) 	<ul style="list-style-type: none"> • lab activity to show the propagation of sound waves through different mediums. • in a scrap file, paste the pictures of various musical instruments and identify the vibrating part in each of them. • make a poster to create awareness to minimise sound pollution.
<p>CH: 13- SYNTHETIC FIBERS AND PLASTICS</p>	<ul style="list-style-type: none"> • understand what synthetic fibres are. • know about different types of synthetic fibres and plastics and their properties, advantages and disadvantages. • differentiate between thermoplastics and thermosetting plastics. • know and get sensitised towards the damage caused by plastic waste and measures to control their damage. <p>SDG 11 -SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> • perform activity to show different stuffs of clothes (talk about natural and synthetic fibre) • process of polymerization can be explained by showing a necklace of beads • perform an activity to show the action of water on different types of fibres. • discussion cum interaction method (merits and demerits of synthetic fibres) (demonstration method:)) 	<ul style="list-style-type: none"> • collection of samples of various types of clothes made from synthetic and natural fibres. • paste it on a chart paper and label them. • ppt presentation on types of fibre. • group discussion.

<p>CH -14: REPRODUCTION IN ANIMALS</p>	<ul style="list-style-type: none"> • know the various modes of reproduction in animals. • differentiate between oviparous and viviparous animals. • differentiate between male and female reproductive system <p>SDG 15 - LIFE ON LAND</p>	<ul style="list-style-type: none"> • experiment to show budding in yeast in sugar solution. • observation of binary fission in amoeba and budding in hydra through permanent slides. • collect information, if there have been any twins in the school. • collection of information about some egg laying mammals and share the same with their classmates. 	<ul style="list-style-type: none"> • to prepare a model of life-cycle of frog. • to identify different parts of male and female reproductive system from the chart and to explain the function of each. • identify oviparous /viviparous animals from an animal chart.
<p>CH- 15 REACHING THE AGE OF ADOLESCENCE</p>	<ul style="list-style-type: none"> • understand and analyse the problems of adolescence. • understand the emotional and physiological changes that takes place during adolescence. • know the importance of hormones in life cycle of different organisms. <p>SDG 10- GENDER INEQUALITIES</p>	<ul style="list-style-type: none"> • graphical representation on growth velocity over childhood and adolescence. • four phases of growth in humans. • short film/skit/street play / video on ‘gender sensitization’ • presentation on nutritional needs of adolescence /personal hygiene / physical exercise/ myth related to menstruation. 	<ul style="list-style-type: none"> • draw the flow chat to show sex determination in human being . • make poster / display board on “ say no to drugs” • identify different endocrine gland from a chart mention the secretion and function of each.
<p>CH.16 ELECTRIC CURRENT AND ITS CHEMICAL EFFECTS</p>	<ul style="list-style-type: none"> • understand the concept of electrolyte , cause of conductivity • know the chemical effects of electric current and its application • know about electromagnetic induction <p>SDG 11- SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> • continuity tester • strong and weak electrolytes • voltaic cell • chemical effects of electric current (demonstration) 	<ul style="list-style-type: none"> • make a continuity tester and identify electrolytes and non-electrolytes using it. • lab activity to show the electrolysis of water using pencils. • lab activity to show electromagnetic induction.
<p>CH. 17 SATRS AND SOLAR SYSTEM</p>	<ul style="list-style-type: none"> • understand various heavenly bodies like stars, planets etc. and their characteristics • appreciate the concept of artificial satellites and their application. <p>SDG17 - PARTENERSHIP FOR THE GOALS</p>	<p>interactive and participation method</p> <ul style="list-style-type: none"> • explanation about the structure of planets, stars and planetoids. • classification of planets on the basis of their distance from the sun and their structure. <p>constructivism</p> <ul style="list-style-type: none"> • prepare a chart to show the various information about all the planets of the solar system. 	<ul style="list-style-type: none"> • collect information about indian satellites and achievements of isro till date. • make a collage of various types of constellations found in the night sky.

CH. 18 EARTHQUAKES	<ul style="list-style-type: none"> • understand earthquakes, their causes and effects. • relate Richter scale readings with intensity of earthquakes. • acquire skills of disaster management. <p>SDG 8-DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • case study • cause and effects of earthquake • intensity of various earthquakes and the destruction caused in each case • safety precautions to protect against earthquake. (interactive and participation method) 	<ul style="list-style-type: none"> • on the world map, indicate the places where tsunami has occurred or is most likely to occur • role play on do's and don'ts during an earthquakes.
CH: 19- POLLUTION OF AIR	<ul style="list-style-type: none"> • understand air pollution and its causes. • know about the harmful effects of major air pollutants. • understand the phenomena of green house effect and global warming, their causes and consequences. • know about different methods of controlling air pollution. <p>SDG 13-CLIMATE ACTION</p>	<ul style="list-style-type: none"> • discussion cum interaction method • group discussion on acid rain, green house effect and global warming. 	<ul style="list-style-type: none"> • concept map (pollutants, effects and control of air pollution) • graphical representation: (effect of global warming on earth – year vs. temperature)
CH: 20 POLLUTION OF WATER	<ul style="list-style-type: none"> • understand water pollution and its causes. • know about ways of purifying water. • appreciate the need for control of water pollution. • sensitise themselves and others towards water conservation. <p>SDG 6-CLEAN WATER AND SANITATION</p> <p>14-LIFE BELOW WATER</p>	<ul style="list-style-type: none"> • discussion cum interaction method • demonstration: colour, odour and ph of water available inside school. 	<ul style="list-style-type: none"> • concept map (pollutants, effects and control of water pollution) • survey (colour, odour and ph of water from various sources)

SOCIAL SCIENCE

PRESCRIBED TEXT BOOKS:

WE AND OUR WORLD, A BOOK OF SOCIAL SCIENCE
(PUBLICATION DIVISION, DAV CMC, NEW DELHI)

The Social Science Syllabus has been divided into three units.

- | | | |
|-------------------------------|---------|--|
| 1. Geography | Unit-I | Resources and Development |
| 2. History | Unit-II | Our Past-III (People and Society in Modern Period) |
| 3. Political Science Unit-III | | Rule of Law and Social Justice |

EXAMINATION SPECIFICATION

Annual Exam (80 Marks)	Internal Assessment (20 Marks) (Periodic Tests)			
<p>Prescribed Annual Syllabus as per DAVCAE 80 Marks</p>	<p>Pen Paper Test 5 Marks (Three periodic tests (PA-I, II & III) will be conducted by the school as per schedule and the average of the best two scores will be reduced to 5 marks for internal assessment.)</p>	<p>Multiple Assessment 5 Marks Each student will be assessed by using the following tools. 1.Oral Test 2.Individual/ Group work/PPT/Content-Based Video 3.Field work 4. Class Discussion (Quiz, debate, role play, bulletin board, etc.)</p>	<p>Portfolio 5 Marks <u>A. Notebooks/CW, HW -3 Marks.</u> 1. Regularity & Neatness-1 2. Maintenance of Index -1 3. Follow up Action -1 <u>B. Curricular and co-curricular achievements-2 Marks</u> (Assessment will be done related to social science like heritage quiz, school exhibition, vigilance awareness week, etc.</p>	<p>Subject Enrichment Activities 5 Marks Activity: (Projects/Maps/Models) PA-I: Ch-4: Mineral and Energy Resources (Map work) PA-II: Ch-12: Impact of British Rule in India (Collage Making/Album) PA-III: Ch-21: Social Justice and Marginalized (A Case Study on SCs/STs/OBCs) Rubrics for Map work: i. Accuracy-1 ii. Identification-1 iii. Index -1 iv. Labeling -1 v. Neatness -1 Rubrics for Collage making/Album: i. Content accuracy (1) ii. Originality (1) iii. Pictography (1) iv. Creativity (1) v. Presentation (1) Rubrics for Case Study: i. Content accuracy-1 ii. Originality -1 iii. Analysis-1 iv. Presentation and Creativity- 1 v. Bibliography-1</p>

DETAILED SYLLABUS

Chapters	PA -I (40 Marks) Time: 1hr 30mins	PA- II (80 Marks) Time : 3hrs	PA- III (40 Marks) Time: 1hr 30mins.	Annual Examination (80 Marks) Time:3hrs
	24 July to 31 July 2023	18 Sept. to 30 Sept. 2023	1 Dec. to 9 Dec. 2023	2 nd week of February 2024
Geography - Unit-I - Resources and Development				
Ch:1- Resources: Utilization and Development	✓	✓	-	✓

Ch:-2- Natural Resources-Land, Soil and Water	-	✓	-	✓
Ch:3- Natural Resources-Vegetation and Wild life	-	✓		✓
Ch-4-Mineral and Energy Resources.	To be Done as Project Work only			
Ch:5- Agriculture	Internal Assessment using multiple strategies (PPT on major crops of India)			
Ch:6- Manufacturing Industries	-	-	✓	To be assessed in P A-III only and will not be evaluated in the Annual Examination
Ch:7-Human Resources	-	-	-	✓
HISTORY - UNIT: II OUR PASTS -III				
Ch : 8- The Modern Period	✓	✓	-	✓
Ch: 9- Establishment of Company Rule in India.	Internal Assessment using multiple strategies (Preparing an album on any given war)			
Ch: 10-Colonialism: Rural & Tribal Societies	-	✓	-	✓
Ch : 11-The First War of Independence-1857	-	✓	-	✓
Ch:12- Impact of British Rule in India	To be Done as Project Work only (Preparing a collage on any one impact-Positive/Negative/social)			
Ch:13- Colonialism & Urban change.	-	-	✓	To be assessed in PA -III only and will not be evaluated in the Annual Examination
Ch:14- The Nationalist Movement (1870 to 1947)	-	-	-	✓
Ch: 15- India Marches Ahead.				✓
POLITICAL SCIENCE- Unit-III : RULE OF LAW AND SOCIAL JUSTICE				
Ch:16- Our Constitution	✓	✓		✓
Ch: 17- Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.	✓	✓	-	✓
Ch: 18-The Union Govt.—The Legislature.	-	✓		✓
Ch : 19-The Union Government: The Executive	-	-	✓	✓

Ch-20- The Union Govt. - The Judiciary.	-	-	-	✓
Ch:21- Social Justice and the Marginalized.	To be Done as Project Work only (Prepare a case study On any one-SCs/STs/OBCs)			
Ch:22- Safeguarding the Marginalized.	-	-	✓	To be assessed in periodic tests only and will not be evaluated in the Annual Examination.

MAP WORK
HISTORY (2 Marks)

(For Locating and Labelling of the following items)

Note: On the outline political map of India

Ch-11: The First War of Independence-1857

- Meerut
- Delhi
- Gwalior
- Kanpur
- Lucknow
- Barrackpore
- Jhansi

Ch.14: Nationalist Movement (1870-1947)

- Bombay- Formation of INC
- Lucknow- Lucknow Pact
- Amritsar- Jallianwala Bagh Massacre
- Dandi –Dandi March
- Surat- Moderates and radical split
- Calcutta- Call for Swaraj made in Congress Session
- Champaran- First movement for peasants by Gandhiji
- Chauri Chaura- Incident due to which Non-Cooperation movement was called off

MAP WORK
GEOGRAPHY (4 MARKS)

(Test Items for Identification)

Note: On the outline political map of the world

Ch.-2 Natural Resources: Land, Soil and Water

- a. Areas of High Rainfall- Equatorial regions of South America, Africa and South East Asia.
- b. Areas of Low Rainfall- tropical deserts- Sahara, Arabian, Central and Western Australia, Kalahari, Central and Northern Eurasia, Central Asia, Polar Regions, etc.

Ch.3- Natural Resources: Vegetation and Wildlife

a. Tropical Evergreen Forests

- I. Amazon Basin in South America
- II. Congo Basin (Ivory coast, Ghana, Nigeria, Cameroon, Gabon in Africa)
- III. S.E. Asian countries, India- Western Ghats, N.E. India, Andaman and Nicobar Islands

b. Tropical Deciduous Forests

- I. India in Asia
- II. Central parts of America

c. Mediterranean Forests

- I. Shores of Southern Europe and Northern Africa
- II. S.W. part of South Africa

d. Temperate Softwood Forests

I. Northern Canada

II. Higher latitudes of Europe and Asia

***Map: Location of regions or states must be shaded in the answer.**

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER /TOPIC	LEARNING OUTCOME	PEDAGOGICAL STRATEGY	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
<p>CH:1- RESOURCES: UTILIZATION & DEVELOPMENT</p>	<p>The learners will:</p> <ul style="list-style-type: none"> • explain the meaning of resources and the factors affecting the utilization of resources • understand the classification and uses of resources • realise the need and methods of conservation of resources • analyse the meaning of sustainable development. <p>SDG 8 - DECENT WORK AND ECONOMIC GROWTH. SDG 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> • students are allowed to be active in the process of understanding and gaining knowledge about different types of resources and the 17 sdgs. 	<p>Map Work- on an outline map of the world, show any three developed and developing countries.</p> <p>Pictorial Chart- prepare a pictorial chart showing the classification of resources giving at least a suitable example of each resource.</p> <p>Hotspot image/Flashcards – explore the meaning of Sustainable Development Goals.</p>
<p>CH:-2- NATURAL RESOURCES- LAND, SOIL & WATER</p>	<ul style="list-style-type: none"> • explain the significance of natural resources like land, soil and water. • compare the land use pattern of selected countries. • recognise the factors influencing soil formation, the causes of soil erosion, need and ways for the conservation of soil. • identify the areas of high and low rainfall. • understand the objectives of multipurpose river valley projects and its impact on the environment. <p>SDG 15- LIFE ON LAND. SDG 14- LIFE BELOW WATER SDG 13 - CLIMATE ACTION. SDG 6 - CLEAN WATER AND SANITATION.</p>	<ul style="list-style-type: none"> • the learners will work together to solve the environmental problem, build strategies and create ideas for the conservation of soil, land, and water. 	<p>Map Work- On an outline map of the world, locate and label i) areas of high rainfall. ii) areas of Low rainfall</p> <p>Poster making with Slogan: Prepare a poster on soil conservation and water conservation with the slogan</p> <p>Tabular Presentation - collect information about 5 major Multipurpose River Valley Projects of India and then complete the table under the following heads:</p> <ol style="list-style-type: none"> 1.name of the project 2. river 3.beneficiary States <p>Debate – Environmental impacts of Multipurpose River Valley Project.</p>
<p>CH:3- NATURAL RESOURCES- VEGETATION & WILD LIFE</p>	<ul style="list-style-type: none"> • learn about different types of forests and its importance. • identify the natural vegetation of different places of the world. 	<ul style="list-style-type: none"> • students are given a learning environment that helps them to connect with natural vegetation 	<p>Map: on an outline map of the world, locate and label the different types of forests.</p>

	<ul style="list-style-type: none"> • assess the difference and importance of wildlife, National parks and Sanctuaries. • importance of wildlife in ecological balance and forest life. <p>SDG 17- PARTNERSHIP FOR THE GOALS. SDG 15- LIFE ON LAND. SDG 14 - LIFE BELOW WATER SDG-13 - CLIMATE ACTION.</p>	<p>and wildlife and their significance.</p>	<p>Tabular Chart- Prepare a tabular chart on the National park of india under the following columns.</p> <ol style="list-style-type: none"> Name of the National Park Location (State) Bird/Animal <p>Picture Pasting – Paste pictures of trees or plants having medicinal value and write it's uses.</p>
<p>CH-4-MINERAL & ENERGY RESOURCES.</p>	<ul style="list-style-type: none"> • explain the occurrence of different minerals. • the classification of different minerals and its distribution in India/ world. • understand the need to conserve mineral and energy resources and suggest measures for it. <p>SDG-7 - AFFORDABLE AND CLEAN ENERGY. SDG- 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION.</p>	<ul style="list-style-type: none"> • students will explore different minerals resources and energy resources. • suggest ideas for the conservation of energy resources. 	<p>Map Work- on outline maps of the world, locate and label the following ÷</p> <ol style="list-style-type: none"> Iron ore Bauxite Coal Petroleum Copper <p>Project- comparative Study on Conventional and Non-Conventional sources of energy.</p>
<p>CH:5- AGRICULTURE</p>	<ul style="list-style-type: none"> • describe importance and factors affecting agriculture. • classifies different types of Agriculture. • describes major crops, types of farming and agricultural practices in her/his own area/state. • interprets the world map for distribution of major crops. • locates places relates distribution of major Crops. • analyses the agricultural practices in USA and India. • justifies judicious use of natural resources. such as water, soil, forest, etc. to maintain developments in all areas. • analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map. • draws interrelationship between types of farming and development in different regions of the world. <p>SDG 15- LIFE ON LAND. SDG 2 - ZERO HUNGER.</p>	<ul style="list-style-type: none"> • students will engage in different activities and will work on live problem-solving during class time. 	<p>Map Work- on the outline map of India, locate and label the leading producer states of the following crops ÷</p> <ol style="list-style-type: none"> rice wheat cotton jute tea coffee <p>Collage Making- collect pictures of various traditional and modern agricultural implements. Make a collage with their names and their uses.</p> <p>Mind Map – prepare a mind map of different types of agriculture and write their features.</p> <p>PPT: prepare a PPT on major crops of India and the world under the following: soil type, Temperature, Rainfall, Major producing areas in the world and India.</p> <p>Bulletin Board-</p>

			<p>“Be a food waste warrior”- suggest some tips to reduce food waste in the school canteen and at home. Paste it on the class/school bulletin board.</p>
<p>CH:6- MANUFACTURING INDUSTRIES</p>	<ul style="list-style-type: none"> define the term manufacturing industry, industrial region, information technology. understand the important facts about Iron and Steel Industry, Cotton Textile Industry and Information Technology. classify different types of industries. explain the growth and development of various industries in India and the world. justify why is the iron and steel industry considered basic to the industrial development of any country. create awareness among others about ‘Make in India ‘project through slogans and posters. <p>SDG 15- LIFE ON LAND. SDG 2 - ZERO HUNGER.</p>	<ul style="list-style-type: none"> students are expected to explore, challenged, improved and refined their knowledge about the major manufacturing industries of the world and India 	<p>Flow Chart – prepare a flow chart showing the classification of industries.</p> <p>Map Work –</p> <ol style="list-style-type: none"> major industrial regions of the world. major industrial regions in India. <p>Group Discussion – industrial pollution is a challenge to the maintenance of the environment</p>
<p>CH:7-HUMAN RESOURCES</p>	<ul style="list-style-type: none"> understand the utility and value of resources over time and space. analyse the factors responsible for utilisation of resources classify resources justifies human as an important resource for development of other resources. explores various ways for sustainable development and resource conservation. <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION. SDG 17 - PARTNERSHIP FOR THE GOALS. SDG 3- GOOD HEALTH AND WELL-BEING.</p>	<ul style="list-style-type: none"> the students will learn through observation, reflection, problem-solving, and creation. 	<p>Pie Diagram – prepare a pie diagram showing the continent-wise distribution of the world population.</p> <p>Map Work – On an outline political map of India, show the density of the population of India according to the latest census.</p> <p>Graphical presentation – Bar graph on ÷</p> <ul style="list-style-type: none"> growth of population in india (1951-2011) sex ratio in the most populous countries of the world in 2011. sex ratio in india from 1951-2011. comparative study of population pyramid between India and Japan.

<p>CH: 8- THE MODERN PERIOD</p>	<ul style="list-style-type: none"> • identify the events related to modern period. • illustrate the different sources of information about modern period. • compare the sources of modern periods with sources of other periods. • value the importance of history on the basis of events, persons and dates. • design an album on the sources of modern period. <p>SDG 4- QUALITY EDUCATION.</p>	<ul style="list-style-type: none"> • recall the ancient and medieval to construct modern period • enlist the objectives behind each source of information • highlight the artefacts of colonial period in constructing modern period. 	<ul style="list-style-type: none"> • timeline on the three periods of Indian History. • flow chart on various sources of information of modern period • pairing and sharing – picture identification • MAP- architectural findings in Presidential settlement.
<p>CH: 9- ESTABLISHMENT OF COMPANY RULE IN INDIA.</p>	<ul style="list-style-type: none"> • enlists about the dates, events and important personalities. • investigates different methods by which the British acquired land and kingdoms in India. • outlines the causes and consequences of the Indo-Colonial wars. • examine the success of the English power in India. • evaluates the policies of Indians for the cause of failure. • creates the time line charts for each war. <p>SDG 11- SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> • frame timeline in chronological order. • analyses the journey from traders to imperial power. • assess the battle of buxar as the turning point in indian history. • arrange the causes and results of each war in a tabular form. 	<ul style="list-style-type: none"> • flow chart each war. • time line. • preparing an album on any one war. • MAP-Identification and location of places associated with each war.
<p>CH: 10- COLONIALISM: RURAL & TRIBAL SOCIETIES</p>	<ul style="list-style-type: none"> • explain different Land Revenue Systems and their impacts. • asses the causes and events of Peasants revolts. • analyses reason behind the exploitation of Tribals. • summarize the causes and Consequences of the Tribal Revolts in India. • recognize the impact of colonialism on Indian crafts and industries. • identify the events that lead to the development of modern industries in India. <p>SDG 11: SUSTAINABLE CITIES AND COMMUNITIES. SDG 16: - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> • understand the reasons for adoption of different revenue settlements. • aware about the importance of the commercial crops in strengthening colonial power. • analyses the causes of tribal revolts against British policies. • appraise the growth of modern industries in India. 	<ul style="list-style-type: none"> • concept map on commercial crops. • sketch noting on tribes. • table on tribal revolts. • MAP-Locating regions associated with different revenue settlements with their features.
<p>CH: 11-THE FIRST WAR OF</p>	<ul style="list-style-type: none"> • explain the causes of 1857 Revolt and its nature. 	<ul style="list-style-type: none"> • design a mind map based on the different causes of the first war of independence. 	<ul style="list-style-type: none"> • mind map. • flow chart.

<p>INDEPENDENCE-1857</p>	<ul style="list-style-type: none"> • identify the important centers and leaders of the Revolt. • describe the suppression of the Revolt. • assess the reasons for the failure of the 1857 Revolt. • appreciate the outcome of the revolt known as First War of Independence. <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> • sketch the course of the revolt on map of India. • demonstrations of the various events through ppt. 	<ul style="list-style-type: none"> • venn diagram on the result of the revolt. • who am i? • map-course of the revolt.
<p>CH:12- IMPACT OF BRITISH RULE IN INDIA</p>	<ul style="list-style-type: none"> • explain the education policy of the Britishers and its impact in India. • recognise the role of different social reformers in Indian society. • access the impact of social reforms in bringing changes in Indian society. <p>SDG 8- DECENT WORK AND ECONOMIC GROWTH. SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION. SDG 4- QUALITY EDUCATION.</p>	<ul style="list-style-type: none"> • outline the measures taken by the British colonial power in educating the Indian society. • assess the positive and negative aspects of the British educational policy. • appraise the role of the social reformers with colonial powers in bringing changes in Indian society. 	<ul style="list-style-type: none"> • collage on social impact of British education policy. • venn diagram on positive and negative impact of British education policy. • MAP-Identify places associated with the social reformers and their contributions.
<p>CH:13- COLONIALISM & URBAN CHANGE.</p>	<ul style="list-style-type: none"> • describe the process of De-urbanisation. • explain the process of urbanization of Calcutta and Delhi. • recognise the reasons for introduction of railways by the British in India. • realise the merits and demerits of the introduction of the Railways. • assess the impact of the British policies on Indian painting, literature and Architecture. <p>SDG 11- SUSTAINABLE CITIES AND COMMUNITIES. SDG 9- INDUSTRY, INNOVATION AND INFRASTRUCTURE.</p>	<ul style="list-style-type: none"> • Comparison between the concept of urbanization and deurbanization. • Compile the factors related to urbanization. • Appreciate the growth and development of art and architecture with the coming of the British. 	<ul style="list-style-type: none"> • timeline for changes in delhi- pre-capital and post-capital. • venn diagram on urbanization of calcutta and delhi. • concept map on development of railways in india. • map-relocation of capital cities with factors behind it.
<p>CH:14- THE NATIONALIST MOVEMENT (1870 TO 1947)</p>	<ul style="list-style-type: none"> • define the meaning of nationalism. Identify the changes occurred in the course of national movement in India. • understand the different trends of the national movement. 	<ul style="list-style-type: none"> • recognize the factors of nationalism leading to the formation of inc. • analyse the differences in the thoughts of the moderates and radicals. 	<ul style="list-style-type: none"> • timeline on all sessions of the Indian National Congress. • forming the word garden with specific events of national movement.

	<ul style="list-style-type: none"> • establish links with different events of freedom movement through pictures. • assess the role of different nationalist leaders in the freedom struggle. • make a picture collage of leaders of the national movement. • identify the places associated with the freedom struggle on the outline political map of India.’ • outlines the course of the Indian national movement from the 1870s till Independence • analyses the significant developments in the process of nation building. <p>SDG 17 - PARTNERSHIP FOR THE GOALS.</p>	<ul style="list-style-type: none"> • summarize the impact of British divide and rule policy on the freedom movement. • inculcate the values associated with Gandhian methods among the Indians. • interpret the impact of various mass movements in strengthening the freedom struggle. 	<ul style="list-style-type: none"> • presentation of causes and impact of each mass movement. • MAP-Sessions of INC, places associated with major events of the national movement.
<p>CH:15- INDIA MARCHES AHEAD.</p>	<ul style="list-style-type: none"> • recall the main features Indian Independent Act 1947. • realise the significance of Indian Constitution. • understand the importance of working of Indian democracy. • differentiate between the National political Party and Regional Parties. • explain the path of India’s economic and agricultural growth. • highlight the main features of India’s Foreign policy. • synthesize the importance of Vision 2020. <p>SDG 8 - DECENT WORK AND ECONOMIC GROWTH. SDG 2- ZERO HUNGER SDG 3- GOOD HEALTH AND WELL- BEING.</p>	<ul style="list-style-type: none"> • discuss the provisions of Indian Independence Act. • recognize the factors for India’s adoption of democracy. • illustrate the importance of rise of regional parties in Indian democracy. • enlist the measures adopted in achieving immediate economic growth. • identify the challenges faced by the newly independent India. • examine the Indian foreign policy based on Panchasheel. 	<ul style="list-style-type: none"> • chai pe charcha- corruption is a major challenge hampering the growth of India. • poster-making on the bond that unite all of us in spite of differences. • prepare a PPT presentation on ‘How far has India achieved its goal- Vision 2020.

<p>Ch:16- OUR CONSTITUTION</p>	<ul style="list-style-type: none"> • recognise the importance of Rule of law. • appreciate the constitution as the Primary source of laws for a democracy. • illustrate the vision and Values of the constitution. • analyses the features of the constitution. • defends the validity of the norms of the Constitution. • creates a sense of continuous involvement with the constitution as a living document. <p>SDG 8- DECENT WORK AND ECONOMIC GROWTH. SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION. SDG 4 - QUALITY G-8: DECENT WORK AND ECONOMIC GROWTH. SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION. G 4: QUALITY</p>	<ul style="list-style-type: none"> • recognise the concept of the rule of law in the composition of Indian constitution. • differentiate between the need and purpose of the constitution. • the learner will be able to comprehend the vision in relation to basic feature of our constitution. 	<ul style="list-style-type: none"> • concept map on the need and purpose of constitution. • fish bowl-specific terms related to the chapter. • flow chart- Basic features of the constitution. • MAP-(World) -The countries from whom India adopted varied features for our constitution.
<p>CH: 17- FUNDAMENTAL RIGHTS, FUNDAMENTAL DUTIES & DIRECTIVE PRINCIPLES OF STATE POLICY.</p>	<ul style="list-style-type: none"> • interprets the aspects of secularism and the circumstance for which it is inserted in the preamble. • analyzes the articles of Fundamental Rights with its significance in Indian scenario. • appreciates the social values to be imbibed from Gandhian principles. <p>SDG 8 -DECENT WORK AND ECONOMIC GROWTH. SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION. SDG 4- QUALITY EDUCATION. SDG 2 -ZERO HUNGER. SDG 1- NO POVERTY.</p>	<ul style="list-style-type: none"> • the learner will be able to understand his role as citizen in a democratic set up. • identify the provisions as per the fundamental rights. • aware about the limitations and restrictions of the fundamental rights as per the need of the society. • appreciate the provisions related to the harmonious life practiced by different religious communities. 	<ul style="list-style-type: none"> • day and Night Game - Fundamental rights. • one -minute paper-fundamental duties. • word collage on directive principles of State Policy. • slogan on communal harmony.
<p>CH: 18-THE UNION GOVT.— THE LEGISLATURE.</p>	<ul style="list-style-type: none"> • realise the need for federal structure in India. • explain the significance of the division of powers and subjects between different levels of government. • compare between the composition, tenure, 	<ul style="list-style-type: none"> • classify Indian governments at different levels. • categorise various subjects in the Union, State, Concurrent and residuary subjects. • recall UAF as the principal feature of democracy. • compare Lok Sabha and Rajya on the basis of composition, 	<ul style="list-style-type: none"> • flow chart on Union Government. • collage of issues on any one list from newspaper. • flash card on Lok Sabha vs Rajya Sabha.

	<p>qualification and functions of Lok Sabha and Rajya Sabha.</p> <ul style="list-style-type: none"> • understand the role of speaker in Lok Sabha and Chairman of Rajya Sabha. <p>SDG 5 -GENDER EQUALITY.</p>	<p>tenure, qualification and presiding officer.</p> <ul style="list-style-type: none"> • Elaborate the powers and functions of the Union Parliament. 	<ul style="list-style-type: none"> • MAP-State with low number of constituencies.
<p>CH: 19-THE UNION EXECUTIVE</p>	<ul style="list-style-type: none"> • explain the nature and the working of the Parliamentary system of Government. • differentiate between Real and Nominal Executive. • comprehend the process of election of the President of India and its Impeachment. • understand the powers and functions of President and Vice President. • identify the composition, powers and functions of the Council of Ministers and Prime Minister of India. • value the significance of Coalition Government in the present-day politics. <p>SDG 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION.</p> <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> • differentiate between the nominal and executive head. • explain the process of election of the President of India. • aware about the nominal powers of the President of India. • elaborate on the collective responsibility of the Council of Ministers. 	<ul style="list-style-type: none"> • presidential election- Sketch noting. • mind map on powers and functions of the President. • MAP- Identify the home states of all the Presidents of India.
<p>CH-20- THE UNION GOVT. - THE JUDICIARY.</p>	<ul style="list-style-type: none"> • explain the concept and importance of Independent Judiciary system in India. • know about Jurisdiction of Supreme Court of India. • know about Jurisdiction of High Courts and Subordinate Courts of India. • identify the significance of Lok Adalat in India. • understand the importance of Public Interest Litigation. <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> • argument on single unified judicial system in India. • classify the cases as per civil and criminal matters. • outline the powers and functions of the Supreme court and the High courts. • elaborate the Collegium system in Indian judiciary. • highlight the importance of Lok Adalat and PIL for the common people. 	<ul style="list-style-type: none"> • comparative study on the High court with the Supreme Court. • flow chart on the subordinate courts and the features. • post card and PIL. • MAP-The place where the first Lok Adalat was held. • MAP-The three north-eastern states where High courts have been set up.

<p>CH:21- SOCIAL JUSTICE & THE MARGINALIZED</p>	<ul style="list-style-type: none"> explain the meaning of marginalized groups and their problems. enlist the Constitutional Provisions for safeguarding the interest of the marginalized groups. appreciate the steps taken by the government for the welfare of the minorities and marginalized groups. <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> recognise and categorize the weaker sections such as SCs, STs, OBCs, minorities and the creamy layers. point out the marginalized groups from among them. highlight the different welfare schemes introduced by the government for their upliftment. 	<ul style="list-style-type: none"> showcase the hardship of tribal life in India. (Case study) MAP-States rich in tribal communities.
<p>CH:22- SAFEGUARDING THE MARGINALIZED</p>	<ul style="list-style-type: none"> explain the concept of social justice, problems faced by marginalized groups. analyses the steps taken by the government of India for the welfare of the marginalized. analyses the importance of policy of Reservation. <p>SDG 10- REDUCED INEQUALITIES.</p>	<ul style="list-style-type: none"> aware the learners about the various constitutional provisions specified for the marginalized groups. review the exploitation by the atrocities towards the marginalized sections. interpret the role of government in rehabilitation of manual scavengers. 	<ul style="list-style-type: none"> flow chart on the constitutional provisions that safeguard the marginalized sections of society. collage making- Prevention of Atrocities Act, 1989. tabular presentation of programs launched by the government for the upliftment of the weaker sections with their objectives. MAP-Indian cities that have fared well on cleanliness parameters under the Swachh Bharat Mission.

SUBJECT: HIGHER HINDI

1. PEDAGOGY:-

(सीखने सिखाने की प्रक्रिया)

2. Prescribed Text Books:

- ज्ञान सागर - 8 (Published by DAV CMC)
- अभ्यास सागर - 8 (Published by DAV CMC)

EXAMINATION SPECIFICATION

Annual Exam (80 Marks)	INTERNAL ASSESSMENT (20 Marks)			
Prescribed Annual Syllabus as per DAVCAE	Pen Paper Test 5 Marks	Multiple Assessment 5 Marks	Portfolio 5 Marks	Subject Enrichment Activities 5 Marks

INTERNAL ASSESSMENT

Rubrics for Evaluation		
PA-I	PA-II	PA-III
<p><u>Subject Enrichment Activity</u> (एक भारत श्रेष्ठ भारत के अंतर्गत) (विषय – ओड़िशा और महाराष्ट्र के प्रमुख साहित्यकारों (लेखक / कवि) एवं उनकी रचनाओं पर एलबम प्रस्तुति ।</p> <ol style="list-style-type: none"> 1. प्रस्तुतीकरण – 1 2. समयानुसार – 1 3. सृजनात्मकता – 1 4. मौलिकता – 1 5. चित्रों का औचित्य-1 	<p><u>Subject Enrichment Activity</u> कला समेकन क्रियाकलाप कल्पना चावला / हेलेन केलर के जीवन पर आधारित विवरणिका</p> <ol style="list-style-type: none"> 1. सटीक जानकारी – 1 2. प्रस्तुतीकरण – 1 3. समयानुसार – 1 4. मौलिकता – 1 5. चित्रों का औचित्य – 1 	<p><u>Subject Enrichment Activity</u> किन्हीं पाँच राज्यों के गुमनाम क्रांतिकारियों पर पीपीटी निर्माण</p> <ol style="list-style-type: none"> 1. सटीक जानकारी – 1 2. प्रस्तुतीकरण – 1 3. समयानुसार – 1 4. सृजनात्मकता – 1 5. भाषाई शुद्धता – 1
<p>Multiple assessment-(ASL) श्रवण कौशल</p> <ul style="list-style-type: none"> • एकाग्रता • विशिष्ट जानकारी के लिए सुनना • समझ • सह प्रतिक्रिया • शुद्धता 	<p><u>कक्षाकार्य / गृहकार्य</u></p> <ul style="list-style-type: none"> • समयानुसार – 1 • विषयवस्तु – 1 • क्रमानुसार – 1 • स्वच्छता – 1 • भाषाई शुद्धता - 1 	

DETAILED SYLLABUS

Periodic Assessment - I (40 Marks) Time :1hr 30mins 24.07.2023 to 31.07.2023	Periodic Assessment-II (80 Marks) Time :3 hrs 18.09.2023 to 30.09.2023	Periodic Assessment-III (40 Marks) Time :1hr 30mins 01.12.2023 to 09.12.2023	Annual Exam (80 Marks) Time :3 hrs 2nd week of February 2024
<ol style="list-style-type: none"> 1. अपठित गद्यांश- 2. व्याकरण- (अभ्यास सागर से) 3. पाठ्य पुस्तक 1) हम पंछी उन्मुक्त गगन के 2) असल धन 3) अच्छे पड़ोसी के गुण 4. अनुच्छेद लेखन- 	<ol style="list-style-type: none"> 1. पठन अपठित गद्यांश 2. व्याकरण- <ul style="list-style-type: none"> • अनुस्वार, अनुनासिक • नुक्ता • र का प्रयोग • तत्सम, तद्भव • उपसर्ग, प्रत्यय • पर्यायवाची, विलोम • वाक्यांश के लिए एक शब्द • वाक्य शुद्धिकरण • विराम चिह्न का प्रयोग • मुहावरे • अलंकार • भाववाचक संज्ञा 3. पाठ्य पुस्तक- 1. हम पंछी उन्मुक्त गगन के 2. असल धन 	<ol style="list-style-type: none"> 1. अपठित गद्यांश 2. व्याकरण- (अभ्यास सागर से) 3. पाठ्य पुस्तक 11. सितारों से आगे 14. बहू की विदा 19. जीवन का सच (According to DAV CAE) 4. पत्र लेखन 	<ol style="list-style-type: none"> 1. पठन अपठित गद्यांश 2. व्याकरण- <ul style="list-style-type: none"> • अनुस्वार • अनुनासिक • नुक्ता • र का प्रयोग • तत्सम, तद्भव • उपसर्ग, प्रत्यय • पर्यायवाची • विलोम • वाक्यांश के लिए एक शब्द • संधि / संधि विच्छेद • समास विग्रह/ समस्त पद • वाक्य रूपांतरण

	<p>3. अच्छे पड़ोसी के गुण 4. दोपहरी (कविता) 5. आकाश को सात सीढ़ियाँ (केवल पढ़ने के लिए) 6. आश्रम के अतिथि और संस्मरण 7. अन्याय के खिलाफ लड़ाई 8. दोहे 9. जब भोलाराम ने पंप लगाया 10. बातचीत की कला 4. <u>लेखन</u></p> <ul style="list-style-type: none"> ● अनुच्छेद लेखन ● पत्र लेखन ● सूचना लेखन ● संवाद लेखन 		<ul style="list-style-type: none"> • अर्थ के आधार पर वाक्य भेद • वाक्य शुद्धीकरण • विराम चिह्न का प्रयोग • मुहावरे • अलंकार <p>3. <u>पाठ्य पुस्तक-</u></p> <ol style="list-style-type: none"> 1. हम पंछी उन्मुक्त गगन के 2. असल धन 3. अच्छे पड़ोसी के गुण 4. दोपहरी (कविता) 5. आकाश को सात सीढ़ियाँ (केवल पढ़ने के लिए) 6. आश्रम के अतिथि और संस्मरण 7. अन्याय के खिलाफ लड़ाई 8. दोहे 9. जब भोलाराम ने पंप लगाया 10. बातचीत की कला 11. सितारों से आगे 12. पौधे के पंख 13. सूर और तुलसी के पद 14. बहू की विदा 15. कामचोर 16. एक तिनका (केवल पढ़ने के लिए) 17. सोना 18. निर्माण 19. जीवन का सच 20. ईर्ष्या : तू न गई मेरे मन से <p>4. <u>लेखन</u></p> <ul style="list-style-type: none"> ● अनुच्छेद लेखन ● पत्र लेखन ● सूचना लेखन ● संवाद लेखन
--	--	--	--

पाठ का नाम	सीखने के प्रतिफल	शैक्षणिक दृष्टिकोण	प्रस्तावित गतिविधियाँ
हम पंछी उन्मुक्त गगन के	<ul style="list-style-type: none"> बच्चे कविता का रसास्वादन कर पाते हैं। विद्यार्थी पंछियों के मनोभावों से परिचित हुए। कल्पनात्मक शैली के तहत अपने अनुभवों की अभिव्यक्ति स्वरचित कविता के माध्यम से करने के लिए आत्मविश्वास में बढ़ोत्तरी हुई। <p>SDG-15 – भूमि पर जीवन SDG-4 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> पंछियों की दिनचर्या के वीडियो के माध्यम से पाठ परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे उच्चारण कौशल में आवश्यक सुधार हेतु अनुकरण वाचन। कविता का लयात्मक गायन। अनुस्वार, अनुनासिक, र के रूप और नुक्ता आदि के व्याकरणिक तथ्यों की समझ। 	<ul style="list-style-type: none"> पंछियों पर स्वरचित कविता ओड़िशा और महाराष्ट्र के अभ्यारण पर विवर्णिका तैयार नारा लेखन स्वतन्त्रता के महत्त्व पर अनुच्छेद
असल धन	<ul style="list-style-type: none"> विद्यार्थी पाठ के सारांश अपने शब्दों में बता पाते हैं। अनुस्वार, अनुनासिक, मुहावरे, वचन आदि के भेद जानकर उसका प्रयोग कर पाते हैं। अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर दे पाते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। विद्यार्थी सामाजिक परिवेश एवं समस्याओं से जुड़े प्रश्न पूछते हैं। सूझ-बूझ, आत्मविश्वास और परिश्रम के महत्त्व को बता पाते हैं। <p>SDG-10 – असमानता में कमी SDG-1- गरीबी का अंत</p>	<ul style="list-style-type: none"> पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना अवधारणा नक्शे विद्यार्थी को नाटक के विभिन्न तत्वों की जानकारी देना। स्पष्टीकरण और चर्चा ईमानदारी, सच्चाई और एक-दूसरे की सहायता करने का भाव। विद्यार्थी जीवन की सच्चाई समझकर अपने जीवन में पाठ के मूल्यों को अपनाने का प्रयास करेंगे। 	<ul style="list-style-type: none"> रोल प्ले (बोलने का कौशल) अनुस्वार - अनुनासिक का कछुआ प्रत्यय जोड़कर नया शब्द बनाना
अच्छे पड़ोसी के गुण	<ul style="list-style-type: none"> विद्यार्थी पाठ का सारांश अपने शब्दों में व्यक्त कर पाते हैं। पास-पड़ोस का महत्त्व समझ पाते हैं। अपनी समझ के अनुसार पाठ को किसी भी रूप में प्रस्तुत कर पाते हैं जैसे कहानी, नाटक और संवाद लेखन आदि। नकारात्मक गुणों को त्याग कर सकारात्मक भावों को अपनाने की सीख मिली। <p>SDG-16 – शांति, न्याय और सुदृढ़ संस्थान SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> पड़ोसी से संबन्धित प्रश्नों के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना अवधारणा नक्शे उच्चारण कौशल में आवश्यक सुधार हेतु अनुकरण वाचन। 	<ul style="list-style-type: none"> रोल प्ले चरित्र रेखाचित्र प्रश्नोत्तरी शब्द खेल चित्रकथा उपसर्ग-प्रत्यय का पेड़ तैयार करने के लिए कार्ड बोर्ड और स्केच पेन का उपयोग करें।
दोपहरी	<ul style="list-style-type: none"> प्रस्तुत पाठ ने हमें अपने जीवन में मानवीय व्यवहार जैसे मूल्यों को अपनाने के लिए प्रेरित किया। 	<ul style="list-style-type: none"> पूर्व-पठन गतिविधि व्याख्या और चर्चा 	<ul style="list-style-type: none"> अलंकारों की दुनिया चित्र लेखन कारक का पेड़

	<ul style="list-style-type: none"> ● व्याकरणिक ज्ञान में बढ़ोत्तरी हुई। ● भाषाई ज्ञान तथा कौशलों के विकास हेतु वर्तनीगत अशुद्धियों का समाधान हुआ। <p>SDG-1- गरीबी का अंत SDG-13 – जलवायु परिवर्तन</p>	<ul style="list-style-type: none"> ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● पाठ को अपने दैनिक जीवन के संदर्भ में जोड़कर देखेंगे। ● विद्यार्थी सुख-सुविधा में जीवन यापन करने वाले बच्चों एवं अभाव में जीने वाले बच्चों के मध्य तुलना कर पाएँगे। 	
आश्रम के अतिथि और संस्मरण	<ul style="list-style-type: none"> ● एकांकी और संस्मरण गद्य विधा से परिचित होंगे। ● विद्यार्थी पाठ को पढ़कर मुख्य भाव /अर्थ समझ पाते हैं। ● समय और आतिथ्य का महत्व समझकर अपने जीवन में उसका अनुसरण करते हैं। ● अन्य संस्मरण पढ़ने के लिए प्रेरित होते हैं। ● गांधी जी के आदर्शों पर चलने हेतु प्रेरित होंगे। <p>SDG-8- सम्मानजनक कार्य और आर्थिक विकास SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p>	<ul style="list-style-type: none"> ● एकांकी के द्वारा प्रस्तावना ● पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे 	<ul style="list-style-type: none"> ● अपने परिवार अथवा दोस्त के साथ बिताए पलों को अपने शब्दों में लिखिए। ● स्लोगन लेखन
अन्याय के खिलाफ लड़ाई	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में लिख और बोल पाते हैं। ● विद्यार्थियों के चारों कौशलों का विकास हो रहा है। ● देशभक्ति और एकता की भावना से परिचित हो रहे हैं। ● जीवन में अच्छे कार्य करने के लिए उत्साहित होते हैं। ● त्याग और बलिदान की भावना को समझ पाते हैं। ● अन्याय के विरुद्ध आवाज़ उठा पाते हैं। <p>SDG-16 – शांति, न्याय और सुदृढ़ संस्थान SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> ● वीडियो द्वारा प्रस्तावना ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● स्वतन्त्रता आंदोलन पर चर्चा 	<ul style="list-style-type: none"> ● छात्रों के प्रत्येक समूह को कहानी का एक भाग सौंपना और प्रत्येक समूह को कहानी के उस भाग को संवाद रूप में लिखने के लिए कहना। ● ओड़िशा के दो शहीदों के बारे में जानकारी एकत्र कर सचित्र वर्णन।
दोहे	<ul style="list-style-type: none"> ● रचनात्मक ,कल्पनात्मक तथा विचारात्मक शक्ति में बढ़ोत्तरी हुई। ● भाषाई ज्ञान तथा कौशलों में अभिवृद्धि हुई। ● लय में दोहा गाकर सुनाते हैं। <p>SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-8- सम्मानजनक कार्य और आर्थिक विकास</p>	<ul style="list-style-type: none"> ● पूर्व-पठन गतिविधि ● व्याख्या ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● उच्चारण कौशल में सुधार 	<ul style="list-style-type: none"> ● दोहा गायन ● भक्तिकाल के कवियों का चित्र लगाकर उनके नाम लिखना।
जब भोलाराम ने पंप लगाया	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं। ● पुस्तकालय की पुस्तकों द्वारा भ्रष्टाचार और उसके समाधान के बारे में जानकारी एकत्र करते हैं। ● विशेष-विशेषण और उसके भेद पहचान पाते हैं तथा उनके अंतर बता पाते हैं। 	<ul style="list-style-type: none"> ● वीडियो एड्स के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि 	<ul style="list-style-type: none"> ● नाट्य मंचन (भ्रष्टाचार पर आधारित) ● विशेषण पर फिशबोन

	<ul style="list-style-type: none"> ● कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं । ● विद्यार्थी सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं । <p>SDG-8- सम्मानजनक कार्य और आर्थिक विकास SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> ● अवधारणा नक्शे ● 	
बातचीत की कला	<ul style="list-style-type: none"> ● पाठ के मूल्यों को अपनाने के लिए प्रेरित होते हैं । ● नकारात्मक गुणों को त्याग कर सकारात्मक भावों को अपनाने की सीख । ● व्याकरणिक ज्ञान में बढ़ोत्तरी हुई। ● भाषाई ज्ञान तथा कौशलों के विकास हेतु वर्तनीगत अशुद्धियों का समाधान हुआ। <p>SDG-11 सतत शहर और समुदाय SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> ● हास्य संवाद वीडियो के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● मनुष्य-मात्र के स्वभाव एवं व्यवहार की जानकारी करवाना। कहानी को अपने दैनिक जीवन के संदर्भ में जोड़कर देखेंगे। 	<ul style="list-style-type: none"> ● कहानी का लिखना । ● आशुभाषण ● संवाद
सितारों से आगे	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं। ● अपने जीवन का लक्ष्य निर्धारित कर पाते हैं । ● स्वयं कुछ करने के लिए प्रेरित होते हैं। ● समास तथा उसके भेद को पहचान पाते हैं। ● अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर दे पाते हैं। ● भाषाई ज्ञान तथा कौशलों के विकास हेतु वर्तनीगत अशुद्धियों का समाधान कर पाते हैं । <p>SDG-12 – सतत उत्पादन और उपभोग SDG-9 – उद्योग, नवाचार और बुनियादी सुविधाएँ</p>	<ul style="list-style-type: none"> ● अंतरिक्ष यात्रा के वीडियो के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे 	<ul style="list-style-type: none"> ● विज्ञान भवन भ्रमण ● भारतीय अंतरिक्ष यानों पर पी पी टी तैयार करें ।
पौधे के पंख	<ul style="list-style-type: none"> ● डायरी विधा के प्रति रुचि जागृत होती है। ● सहभागिता की प्रवृत्ति का विकास होता है। ● विद्यार्थियों में भावनात्मक अभिव्यक्ति संबंधी क्षमता का विकास होता है। ● खेलों के महत्त्व और अन्य क्रियाकलापों को समझ पाते हैं। ● जीवन में मित्रों का महत्व समझ पाते हैं। <p>SDG-4 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> ● कहानी के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● अवधारणा नक्शे 	<ul style="list-style-type: none"> ● अभिभावक और बालकों के वैचारिक मतभेद पर सारणी तैयार करें । ● मुहावरों की तितली
सूर और तुलसी के पद	<ul style="list-style-type: none"> ● विद्यार्थी श्रीकृष्ण की बाल – लीला के संबंध में ज्ञान प्राप्त करते हैं । ● विद्यार्थी पाठ को सस्वर वाचन करने के साथ-साथ सभी कौशलों का उपयोग कर पाते हैं । ● किसी भी कार्य को विचार कर करने के संबंध में अवगत होते हैं। ● नए शब्दों से परिचित होते हुए उसके अर्थ और पाठ के भावार्थ को समझ पाते हैं । <p>SDG-4 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> ● वीडियो एड्स के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● विद्यार्थी पाठ में दिए कविता के भाव को समझने में सक्षम हो पाएँगे। ● कविता में भाव को अपने परिवेश के साथ 	<ul style="list-style-type: none"> ● दोहा गायन ● राम और कृष्ण पर कोलाज ● अलंकार का हार

		जोड़ने में सक्षम हो पाएँगे।	
बहू की विदा	<ul style="list-style-type: none"> विद्यार्थी पाठ का पठन भावानुसार, आरोह-अवरोह के साथ कर पाते हैं। विद्यार्थी दहेज, कन्या भ्रूणहत्या जैसी अनेक कुरीतियों के प्रति संवेदनशील बनते हैं। विद्यार्थी सामाजिक कुरीतियों का खुलकर विरोध करने में सक्षम बनते हैं। विद्यार्थी गंभीर सामाजिक मुद्दों पर लोगों को जागृत करने में समर्थ होते हैं। विद्यार्थी अन्य सामाजिक मुद्दों पर अपनी मौखिक अभिव्यक्ति कर पाते हैं। <p>SDG-5 -लैंगिक समानता SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> वीडियो एड्स के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे 	<ul style="list-style-type: none"> दहेज विरोध में नाट्य मंचन नारा लेखन वाक्य भेद पर पीपीटी
कामचोर	<ul style="list-style-type: none"> जिम्मेदारी का एहसास होता है। शब्द भंडार में वृद्धि होती है। समास से परिचित होते हैं। अपने शब्दों में व अपनी भाषा में कहानी का अनुवाद कर पाते हैं। भाषाई कौशलों का विकास होता है। जल संरक्षण करना सीखते हैं। किसी भी विषय पर विज्ञापन बना पाते हैं। <p>SDG-10 – असमानता में कमी SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> प्रश्नोत्तर के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे कहानी के मूल भाव के व्यावहारिक पक्ष को अपनाएँगे। 	<ul style="list-style-type: none"> अकबर बीरबल की कहानी सुनाना। स्लोगन विज्ञापन
सोना	<ul style="list-style-type: none"> जीवों के प्रति सकारात्मक दृष्टिकोण। जीवन जीने के प्रति जो दृष्टिकोण है, बदलेगा। सुख-दुख, जीवन-मरण और हर्ष-विषाद पर अपनी सोच में बदलाव आएगा। <p>SDG-15 – भूमि पर जीवन SDG-13 – जलवायु परिवर्तन</p>	<ul style="list-style-type: none"> चिड़ियाघर वीडियो के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे 	<ul style="list-style-type: none"> संधि पर फिशबोन चिड़ियाघर की सैर
निर्माण	<ul style="list-style-type: none"> जीवन में संघर्ष करने की कला सीख पाएँगे। जीवन जीने के प्रति जो दृष्टिकोण है, बदलेगा। सुख-दुख, जीवन-मरण और हर्ष-विषाद पर अपनी सोच में बदलाव आएगा। कविता आवृत्ति और रचना के प्रति रुचि बढ़ेगी। <p>SDG-9 – उद्योग, नवाचार और बुनियादी सुविधाएँ SDG-11 सतत शहर और समुदाय</p>	<ul style="list-style-type: none"> विभिन्न त्योहारों के चित्र के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे 	<ul style="list-style-type: none"> हरिवंश राय बच्चन की जीवनी लिखेंगे। निर्माण और विनाश को दर्शाते हुए सचित्र वर्णन।
जीवन का सच	<ul style="list-style-type: none"> विद्यार्थी जीवन की सही समझ प्राप्त कर पाते हैं। पाठ को पढ़कर प्रश्नों के उत्तर दे पाते हैं। विद्यार्थी सच्ची लगन, निष्ठा और निरंतर प्रयत्न से अपने लक्ष्य को प्राप्त कर पाते हैं। 	<ul style="list-style-type: none"> कोशिश करने वालों की हार नहीं होती वीडियो के माध्यम से परिचय व्याख्या अपने कर्तव्यों के विषय में जागरूक होंगे। 	<ul style="list-style-type: none"> व्यंजन संधि का पीपीटी दिव्याङ्ग व्यक्तियों की विशिष्ट पहचान पर आधारित पीपीटी

		आलस को त्यागकर कर्मठ बनने की प्रेरणा प्राप्त करेंगे।	
ईर्ष्या तू न गई मन से	<ul style="list-style-type: none"> विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं। अपनी समझ के आधार पूछे गए प्रश्नों के उत्तर देते हैं। विद्यार्थी के अंदर अच्छे गुणों का विकास हुआ। विद्यार्थी अर्थ के आधार पर वाक्य के भेद बता पाते हैं। <p>SDG-3 -उत्तम स्वास्थ्य और खुशहाली SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> विडियों के द्वारा प्रस्तावना पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना अवधारणा नक्शे 	<ul style="list-style-type: none"> अर्थ के आधार पर वाक्य के भेद पर पीपीटी तैयार करें। अपने पड़ोसी के साथ तुलनात्मक विवरण

SUBJECT: LOWER HINDI

1. PEDAGOGY

(सीखने सिखाने की प्रक्रिया)

2. Prescribed Text Books:

1. भाषा माधुरी – 5 (Published by DAV CMC)
2. भाषा अभ्यास - 5 (Published by DAV CMC)

EXAMINATION SPECIFICATION

Annual Exam (80 Marks)	INTERNAL ASSESSMENT (20 Marks)			
Prescribed Annual Syllabus as per DAVCAE	Pen Paper Test 5 Marks	Multiple Assessment 5 Marks	Portfolio 5 Marks	Subject Enrichment Activities 5 Marks

INTERNAL ASSESSMANT

Rubrics for Evaluation		
PA-I	PA-II	PA-III
<p><u>Subject Enrichment Activity</u> ओड़िशा और महाराष्ट्र का भोजन उत्सव</p> <ol style="list-style-type: none"> 1. प्रस्तुतीकरण – 1 2. समूह समन्वय – 1 3. सृजनात्मकता – 1 4. सटीक जानकारी – 1 5. स्वच्छता – 1 	<p><u>Subject Enrichment Activity</u> कला समेकन क्रियाकलाप (गमले में प्रिय पौधे का पल्लवन)</p> <ol style="list-style-type: none"> 1.विषय के प्रति जुड़ाव – 1 2.प्रस्तुतीकरण – 1 3. मौलिकता- 1 4. समयानुसार- 1 5. सृजनात्मकता – 1 	<p><u>Subject Enrichment Activity</u> नाट्य प्रस्तुति (अंधेर नगरी / बुद्धिमान राजा)</p> <ol style="list-style-type: none"> 1.समूह समन्वय – 1 2.प्रस्तुतीकरण – 1 3.समयानुसार – 1 4.मौलिकता – 1 5.भाषाई शुद्धता – 1
<p>Multiple assessment-(ASL) श्रवण कौशल</p> <ul style="list-style-type: none"> • एकाग्रता • विशिष्ट जानकारी के लिए सुनना • समझ • सह प्रतिक्रिया • शुद्धता 	<p><u>कक्षाकार्य / गृहकार्य</u></p> <ul style="list-style-type: none"> • समयानुसार – 1 • विषयवस्तु – 1 • क्रमानुसार – 1 • स्वच्छता – 1 • भाषाई शुद्धता – 1 	

DETAILED SYLLABUS

Periodic Assessment -II (40 Marks) Time :1hr 30mins 24.07.2023 to 31.07.2023	Periodic Assessment-II (80 Marks) Time :3 hrs 18.09.2023 to 30.09.2023	Periodic Assessment-III (40 Marks) Time :1hrs30mins 1.12.2023 to 09.12.2023	Annual Exam (80 Marks) Time :3 hrs 2nd week of February 2024
<ol style="list-style-type: none"> 1.अपठित गद्यांश 2.व्याकरण (भाषा अभ्यास से) संज्ञा,सर्वनाम, अनुस्वार,अनुनासिक , वाक्यांशों के लिए एक शब्द , ड़-ढ़ का प्रयोग 3.पाठ्य पुस्तक - 1.दिमागी लड़ाई 2.लौह पुरुष 3.पेड़ 4. अनुच्छेद लेखन 	<ol style="list-style-type: none"> 1. पठन अपठित गद्यांश 2. व्याकरण- • अनुस्वार,अनुनासिक • नुक्ता • संज्ञा ,सर्वनाम • विशेषण-विशेष्य • क्रिया –संयुक्त क्रिया • काल व भेद • कारक • पर्यायवाची • विलोम शब्द • 'र' के विभिन्न रूपों का प्रयोग • मुहावरे • विराम-चिह्न • वाक्यांशों के लिए एक शब्द 	<ol style="list-style-type: none"> 1.अपठित गद्यांश 2.व्याकरण (भाषा अभ्यास से) विलोम शब्द ,मुहावरे, उपसर्ग-प्रत्यय , काल समानार्थी , शब्दों का मानक रूप 3.पाठ्य पुस्तक 12. अगर न नभ में बादल होते 13.प्रिय पौधा 14.बुद्धिमान राजा 4. पत्र लेखन 	<ol style="list-style-type: none"> 1.पठन अपठित गद्यांश 2.व्याकरण- • अनुस्वार, • अनुनासिक • नुक्ता • संज्ञा ,सर्वनाम • विशेषण-विशेष्य • क्रिया –संयुक्त क्रिया • काल व भेद • कारक • पर्यायवाची • विलोम शब्द • 'र' के विभिन्न रूपों का प्रयोग • मुहावरे • विराम-चिह्न • वाक्यांशों के लिए एक शब्द • वचन बदलो • उपसर्ग-प्रत्यय

	<ul style="list-style-type: none"> ● वचन बदलो ● कारक चिह्न <p>3. पाठ्य पुस्तक-</p> <ol style="list-style-type: none"> 1. दिमागी लड़ाई. 2. लौह पुरुष 3. पेड़ (कविता) 4. पूरे एक हज़ार (केवल पढ़ने के लिए) 5. दो पहलवान 6. नदी यहाँ पर 7. पतीले की मृत्यु (केवल पढ़ने के लिए) 8. टपके का डर 9. अजंता की सैर 10. ये बात समझ में नहीं आई (केवल पढ़ने के लिए) 11. बिरसा मुंडा <p>4. लेखन</p> <ul style="list-style-type: none"> ● अनुच्छेद लेखन ● पत्र लेखन ● चित्र वर्णन ● संवाद लेखन 		<ul style="list-style-type: none"> ● कारक ● अशुद्धि शोधन ● मानक रूप <p>3. पाठ्य पुस्तक-</p> <ol style="list-style-type: none"> 1. दिमागी लड़ाई. 2. लौह पुरुष 3. पेड़ (कविता) 4. पूरे एक हज़ार (केवल पढ़ने के लिए) 5. दो पहलवान 6. नदी यहाँ पर 7. पतीले की मृत्यु (केवल पढ़ने के लिए) 8. टपके का डर 9. अजंता की सैर 10. ये बात समझ में नहीं आई (केवल पढ़ने के लिए) 11. बिरसा मुंडा 12. अगर न नभ में बादल होते 13. प्रिय पौधा 14. बुद्धिमान राजा 15. अंधेर नगरी 16. चाँद का कुर्ता 17. हार की जीत 18. बेट्टिना का साहस 19. लौट आया आत्मविश्वास (केवल पढ़ने के लिए) 20. कोशिश करने वालों की हार नहीं होती <p>4. लेखन</p> <ul style="list-style-type: none"> ● अनुच्छेद लेखन ● पत्र लेखन ● चित्र वर्णन ● संवाद लेखन
--	--	--	--

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

पाठ का नाम	सीखने के प्रतिफल	शैक्षणिक दृष्टिकोण	प्रस्तावित गतिविधियाँ
------------	------------------	--------------------	-----------------------

<p>दिमागी लड़ाई</p>	<ul style="list-style-type: none"> कठिन परिस्थिति का डटकर सामना करना सीखेंगे तथा सोच विचार कर उपयुक्त समय पर उपस्थित बुद्धि का प्रयोग करने में सक्षम होते हैं । शारीरिक बल से ज्यादा ताकतवर बुद्धि बल होता है। शांत दिमाग से काम करके सफलता को प्राप्त कर पाने में सफल होते हैं . आत्मविश्वास पूर्वक धैर्य से परिस्थिति को समझते हुए कार्य करना सीखते हैं । <p>SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p>	<ul style="list-style-type: none"> एकांकी के द्वारा प्रस्तावना पठन गतिविधि व्याख्या <ul style="list-style-type: none"> अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि विशेषण और शुद्ध वाक्य विन्यास जैसे साहित्यिक उपकरणों की पहचान 	<ul style="list-style-type: none"> चित्र कथा इराक और भारत की संस्कृति का तुलनात्मक अध्ययन
<p>लौह पुरुष</p>	<ul style="list-style-type: none"> विद्यार्थियों के शब्द भंडार में वृद्धि तथा संज्ञा,सर्वनाम, वचन इत्यादि व्याकरणिक तथ्यों की समझ प्राप्त करते हैं। विद्यार्थी त्याग ,एकता और समर्पण का महत्त्व समझ सकेंगे , राष्ट्रहित एवं देशप्रेम की समझ प्राप्त करते हैं । भारतीय योद्धाओं और महापुरुषों के बारे में सुनने में रुचि लेंगे एवं आदर्श नागरिक बनने का प्रयत्न करते हैं । <p>SDG-9 – उद्योग, नवाचार और बुनियादी सुविधाएँ SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p>	<ul style="list-style-type: none"> पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि विद्यार्थी नाटक के विभिन्न तत्वों की जानकारी । स्पष्टीकरण और चर्चा ईमानदारी ,सच्चाई, देशभक्ति और एक-दूसरे की सहायता करने का भाव। वचन और सर्वनाम जैसे व्याकरणिक तथ्यों की समझ विद्यार्थी जीवन की सच्चाई समझकर अपने जीवन में पाठ के मूल्यों को अपनाने का प्रयास करेंगे । 	<ul style="list-style-type: none"> रोल प्ले (बोलने का कौशल) विशेष्य विशेषण का कछुआ
<p>पेड़</p>	<ul style="list-style-type: none"> विद्यार्थी कैसे बीज से पेड़ बनता है तथा पेड़ों के महत्व को समझते हैं। पेड़ों से मिलनेवाली चीजों की सूची बना सकेंगे तथा जीवन में पेड़ों के महत्व के बारे में बताते 	<ul style="list-style-type: none"> बीज से पौधा बनने की प्रक्रिया के वीडियो के माध्यम से पाठ परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे 	<ul style="list-style-type: none"> बीज अंकुरण से पेड़ की प्रक्रिया कारक का पेड़ औषधीय पत्तों का संकलन

	<p>हुए अनुच्छेद लिखते हैं ।</p> <ul style="list-style-type: none"> कारक, वचन, सर्वनाम, क्रिया, पर्यायवाची इत्यादि व्याकरणिक तथ्य की जानकारी प्राप्त कर, इसका सही प्रयोग करते हैं। <p>SDG-13 – जलवायु परिवर्तन SDG-15 – भूमि पर जीवन</p>	<ul style="list-style-type: none"> उच्चारण कौशल में आवश्यक सुधार हेतु अनुकरण वाचन । कविता का लयात्मक गायन । पर्यायवाची और सर्वनाम आदि व्याकरणिक तथ्यों की समझ। 	
<p>दो पहलवान</p>	<ul style="list-style-type: none"> बुद्धि-बल शारीरिक-बल से अधिक ताकतवर है तथा मुसीबत के समय परेशान न होकर बुद्धि से काम लेने की समझ प्राप्त करते हैं । संज्ञा, विशेषण, काल, मुहावरे, अनुस्वार – अनुनासिक तथा व्याकरणिक विषयों को जानेंगे एवं उनका प्रयोग सीखते हैं। सेहतमंद रहने के तरीकों से परिचित होंगे तथा उन्हें अपनी दिनचर्या का हिस्सा बना पाते हैं । <p>SDG-3 -उत्तम स्वास्थ्य और खुशहाली</p>	<ul style="list-style-type: none"> पूर्व-पठन गतिविधि व्याख्या और चर्चा अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि पाठ को अपने दैनिक जीवन के संदर्भ में जोड़कर देखेंगे। <p>अनुनासिक और अनुस्वार व्याकरणिक तथ्यों की समझ।</p>	<ul style="list-style-type: none"> सुप्रसिद्ध भारतीय पहलवानों की सूची खाद्य पीरामिड
<p>नदी यहाँ पर</p>	<ul style="list-style-type: none"> नदियों के पानी का उपयोग, चित्र के द्वारा बताएँगे तथा स्लोगन लिखने में सक्षम होते हैं। अंताक्षरी का खेल खेलेंगे जिससे बच्चों के शब्द भंडार में वृद्धि होती है । देश में बह रहे नदियों के नाम जान पाएँगे तथा इसके महत्व के बारे में जानकारी मिलती है। <p>SDG-6 -स्वच्छ जल और स्वच्छता SDG-7 -किफायती एवं स्वच्छ उर्जा</p>	<ul style="list-style-type: none"> एकांकी के द्वारा प्रस्तावना पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे र के रूप और विलोम व्याकरणिक तथ्यों की समझ। 	<ul style="list-style-type: none"> स्लोगन लेखन ओड़ीशा और महाराष्ट्र के नदियों के नाम

<p>टपके का डर</p>	<ul style="list-style-type: none"> विद्यार्थियों के शब्द भंडार में वृद्धि तथा संज्ञा ,सर्वनाम ,विशेषण इत्यादि व्याकरणक तथ्यों की समझ प्राप्त करते हैं। बारिश के मौसम के बारे में जानकारी प्राप्त करते हैं। दूसरों द्वारा कही जा रही बात को ध्यान से सुनकर अपनी प्रतिक्रिया व्यक्त करते और प्रश्न पूछते हैं <p>SDG-1- गरीबी का अंत SDG-3 -उत्तम स्वास्थ्य और खुशहाली</p>	<ul style="list-style-type: none"> लोककथा द्वारा प्रस्तावना पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे विराम चिन्ह, वाक्यांश के लिए एक शब्द आदि व्याकरणिक तथ्यों की समझ। 	<ul style="list-style-type: none"> अपनी दादी या नानी के द्वारा सुनी गयी कहानी को कक्षा में सुनाइए।। किसी भी जंगली पशु का मुखौटा बनाकर अभिनय करना।
<p>अजंता की सैर</p>	<ul style="list-style-type: none"> भारतीय संस्कृति एवं पौराणिक कथाओं के बारे में समझ सकेंगे तथा खनिजों से बनाए जाने वाले रंगों के बारे में जान पाते हैं। विद्यार्थी बौद्ध भिक्षुओं से जुड़ी जातक कथाओं को सुनने तथा चित्रकारिता में रुचि लेते हैं। विद्यार्थी सर्वनाम, वचन, विशेषण आदि व्याकरणिक तथ्यों को समझ कर उनके प्रयोग सीखते हैं। <p>SDG-11 सतत शहर और समुदाय SDG-13 – जलवायु परिवर्तन</p>	<ul style="list-style-type: none"> वीडियो एड्स के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या शुरू करने की गतिविधि अवधारणा नक्शे उच्चारण कौशल में आवश्यक सुधार लायेंगे। 	<ul style="list-style-type: none"> पाठ में खनिजों के चित्र चिपकाकर उनके नाम लिखिए। विद्यालय के पास किसी ऐतिहासिक स्थल का भ्रमण
<p>बिरसा मुंडा</p>	<ul style="list-style-type: none"> आदिवासियों के रहन-सहन और खान-पान के बारे में जानकारी मिलती है। वाक्य निर्माण ,नुक्ता प्रयोग,संज्ञा के भेद ,वचन जैसे व्याकरणिक तथ्यों की जानकारी मिलती है। विद्यार्थियों में राष्ट्रीयता की भावना, देश के प्रति तन,मन,धन,समर्पण होने की प्रेरणा जागृत होती है। पाठ के विषयवस्तु को स्पष्ट करने के लिए 	<ul style="list-style-type: none"> वीडियो एड्स के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे आनेवाली चुनौतियों का सामना कैसे करें इस पर चर्चा। 	<ul style="list-style-type: none"> दो स्वतन्त्रता सेनानियों के बीच संवाद गूगल अर्थ द्वारा बिरसा मुंडा से जुड़े स्थलों को दर्शाना

	<p>विद्यार्थी नाटक मंचस्थ द्वारा बिरसा मुंडा के किरदार को सजीव चित्रण करते हुए पाठ को समझने में सक्षम होते हैं।</p> <p>SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p> <p>SDG-17- लक्ष्य हेतु भागीदारी</p>		
अगर न नभ में बादल होते	<ul style="list-style-type: none"> छात्रों में कल्पनाशीलता का विकास, कविता में आए नए शब्दों का ज्ञान तथा व्याकरणिक संदर्भों को समझकर उनका प्रयोग सीखते हैं। पानी का जीवन में बहुत महत्व होता है और हमें पानी बचाना चाहिए, इस तथ्य का विश्लेषण कर पाते हैं। कविता को अभिनय के द्वारा प्रस्तुत कर, वर्षा जल संचयन पर पोस्टर बना पाने में सक्षम होते हैं। <p>SDG-13 – जलवायु परिवर्तन</p> <p>SDG-14 – पानी में जीवन</p> <p>SDG-15 – भूमि पर जीवन</p>	<ul style="list-style-type: none"> वीडियो एड्स के माध्यम से परिचय पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे विशेषण-विशेष्य, काल व्याकरणिक तथ्यों की समझ। 	<ul style="list-style-type: none"> कागज की नाव चित्र वर्णन
प्रिय पौधा	<ul style="list-style-type: none"> बच्चे पेड़-पौधों के महत्व एवं पेड़-पौधे में भी मनुष्य के समान जीवन है, यह समझ पाते हैं। बच्चे 'र' के विभिन्न रूपों की जानकारी प्राप्त करते हैं। बच्चे मेहनती और ईमानदार व्यक्ति बनने की सीख प्राप्त कर पाते हैं तथा वैज्ञानिक जगदीश चंद्र बसु के बारे में जान पाते हैं। बच्चे प्रतियोगिताओं में भाग लेने में रुचि तथा विज्ञान विषय में रुचि जागृत होती हैं। <p>SDG-15 – भूमि पर जीवन</p> <p>SDG-4 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> वीडियो एड्स के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे 	<ul style="list-style-type: none"> अपने घर में एक पौधा लगाकर उसमें होने वाले परिवर्तनों को नोट करें। विद्यालय के बगीचे का भ्रमण
बुद्धिमान राजा	<ul style="list-style-type: none"> विद्यार्थी अहिंसा के वास्तविकता को 	<ul style="list-style-type: none"> कहानी के माध्यम से परिचय 	<ul style="list-style-type: none"> अकबर और बीरबल की कहानी सुनना

	<p>जानकर बाहु की शक्ति और बुद्धि के उपयोगिता को जान पाते हैं।</p> <ul style="list-style-type: none"> विद्यार्थी हिंसा, युद्ध के वास्तविकता तथा बुजुर्गों के अभिज्ञता से परिचित हो पाते हैं। विद्यार्थी मानक लेखन रूप, मुहावरों के अर्थ समेत प्रयोग विधि को सहजता से जान पाते हैं। <p>SDG-16 – शांति, न्याय और सुदृढ़ संस्थान SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना अवधारणा नक्शे 	<ul style="list-style-type: none"> कलिंगा युद्ध की घटना अपने शब्दों में लिखिए
अँधेर नगरी	<ul style="list-style-type: none"> विद्यार्थी कलाकार के कलाकारी को जान कर नाटक मंचन को लेकर रुचि लेते हैं। पढ़ी रचनाओं की विषय वस्तु, घटनाओं, चित्रों, पात्रों, शीर्षक आदि के बारे में बातचीत करते हैं, अपनी राय देते हैं तथा अपनी बात के लिए तर्क भी देते हैं। विद्यार्थी नाटक मंचन क्रियाकलाप के प्रति आग्रह दिखाते हुए इस पर काम करने में सक्षम होते हैं। <p>SDG-10 – असमानता में कमी SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p>	<ul style="list-style-type: none"> वीडियो एड्स के माध्यम से परिचय हास्य संवाद वीडियो के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे 	<ul style="list-style-type: none"> नाटक मंचन भाव भंगिमा प्रस्तुत करते चेहरे बनाएँ
चाँद का कुर्ती	<ul style="list-style-type: none"> विद्यार्थी ग्रहों के बारे में जान कर कविता के भाव पक्ष को समझ पाते हैं। भाषा की बारीकियों जैसे शब्दों की पुनरावृत्ति, सर्वनाम, विशेषण, वचन, नए शब्दों का बोध एवं उन्के अर्थ से अवगत होते हैं। पढ़ी हुई कविता को निजी अनुभवों के साथ जोड़ते हुए उनसे उभरी संवेदना और विचारों की मौखिक/ लिखित अभिव्यक्ति कर पाते हैं। 	<ul style="list-style-type: none"> शुरू करने की गतिविधि अवधारणा नक्शे विद्यार्थी पाठ में दिए कविता की लय, ताल, तुक का आनंद उठा पाने में सक्षम हो पाएँगे। विद्यार्थी अपनी संरचनात्मक एवं कल्पनात्मक अभिव्यक्ति को उन्नत करने में सक्षम हो पाएँगे। 	<ul style="list-style-type: none"> बाल सुलभ कविता सुनना पुर्णिमा और अमावस्या का चित्र सहित वर्णन

	<p>SDG-13 – जलवायु परिवर्तन</p>	<ul style="list-style-type: none"> कविता में भाव को अपने परिवेश के साथ जोड़ने में सक्षम हो पाएँगे। अन्य कविता पढ़ने के लिए प्रोत्साहित हो पाएँगे। स्वयं कविता लिखने के लिए सक्षम हो पाएँगे। 	
हार की जीत	<ul style="list-style-type: none"> बच्चे हार की जीत नामक पाठ के माध्यम से सत्य के मार्ग पर चलने के लिए प्रेरित होते हैं तथा चोरी के दुष्परिणाम और साधुता के सुपरिणाम तथा महत्त्व का ज्ञान प्राप्त करते हैं। पशु के प्रति प्रेम भावना तथा दया की भावना को समझ कर बच्चों के अंदर परोपकार की भावना जागृत होती है। संज्ञा, सर्वनाम, कारक इत्यादि व्याकरणिक तथ्यों की समझ प्राप्त कर पाते हैं। <p>SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-8- सम्मानजनक कार्य और आर्थिक विकास</p>	<ul style="list-style-type: none"> प्रश्नोत्तर के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे कहानी के मूल भाव के व्यावहारिक पक्ष को अपनाएँगे। 	<ul style="list-style-type: none"> अपनी प्रिय वस्तु की विवर्णिका बनाइए। महात्मा बुद्ध के जीवन से जुड़ी किसी एक कहानी को पढ़कर कक्षा में सुनाइए।
बेटीना का साहस	<ul style="list-style-type: none"> विपरीत परिस्थितियों में धैर्य से काम लेना तथा सड़क के नियमों का पालन करने का नियम जानते हैं। दिव्यांगों के प्रति अच्छा व्यवहार, मानसिक एवं बौद्धिक शक्तियों का विकास होता है। <p>अपने परिवेश, समय और समाज से संबंधित रचनाओं को पढ़ने, शब्दकोश का प्रयोग, व्याकरण, वाक्य संरचना, विराम चिह्न और उन पर चर्चा करने के अवसर मिलता है।</p> <p>SDG-3 -उत्तम स्वास्थ्य और खुशहाली SDG-8- सम्मानजनक कार्य और आर्थिक विकास</p>	<ul style="list-style-type: none"> दिव्याङ्ग से जुड़े वीडियो के माध्यम से परिचय पूर्व-पठन गतिविधि व्याख्या अपने पिछले ज्ञान और अनुभवों को साझा करना शुरू करने की गतिविधि अवधारणा नक्शे 	<ul style="list-style-type: none"> दिव्यांग व्यक्तियों की उपलब्धियों पर पीपीटी।
कोशिश करने वालों की हार नहीं होती	<ul style="list-style-type: none"> विद्यार्थी कविता का रसास्वादन कर पाते हैं 	<ul style="list-style-type: none"> पूर्व-पठन गतिविधि व्याख्या 	<ul style="list-style-type: none"> सफलता का मंत्र सफलता विषय पर प्रेरणादायक कविताएँ लिखिए।

	<p>तथा कविता का सस्वर वा</p> <ul style="list-style-type: none"> • चन कर पाते हैं। • विद्यार्थी मेहनत और कोशिश करने के महत्व को जान पाते हैं तथा असफलता एक चुनौती है इसे स्वीकार करने के महत्व को समझ पाते हैं। <p>समान लय वाले शब्द, समानार्थक शब्द ,विलोम शब्द ,युग्म शब्द ,मुहावरे ,संज्ञा ,सर्वनाम के विषय में जान पाते हैं।</p> <p>SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-17- लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> • अपने पिछले ज्ञान और अनुभवों को साझा करना • शुरू करने की गतिविधि • अवधारणा नक्शे • विद्यार्थी पाठ में दिए कविता की लय, ताल, तुक का आनंद उठा पाने में सक्षम हो पाएँगे। • विद्यार्थी अपनी संरचनात्मक एवं कल्पनात्मक अभिव्यक्ति को उन्नत करने में सक्षम हो पाएँगे। • कविता में भाव को अपने परिवेश के साथ जोड़ने में सक्षम हो पाएँगे। • अन्य कविता पढ़ने के लिए प्रोत्साहित हो पाएँगे। • स्वयं कविता लिखने के लिए सक्षम हो पाएँगे। 	
--	--	--	--

SUBJECT: HIGHER ODIA

PRESCRIBED TEXTBOOK:

୧. ସାହିତ୍ୟିକା - ଅଷ୍ଟମ ଶ୍ରେଣୀ ,ପୂରକାଶକ -ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷାବିଭାଗ , ଓଡ଼ିଶା ସରକାର (ପୁସ୍ତକ ବର୍ଷ -୨୦୨୧)
୨. ଆମ ଓଡ଼ିଆ ବ୍ୟାକରଣ-ଅଷ୍ଟମ ଶ୍ରେଣୀ ,ପୂରକାଶକ -ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷାବିଭାଗ , ଓଡ଼ିଶା ସରକାର (ପୁସ୍ତକ ବର୍ଷ -୨୦୧୯)

ASSESSMENT STRUCTURE 2023-2024

80 Marks	20 Marks Internal Assessment			
	Written Test 5 marks	Multiple Assessment 5 marks	Portfolio 5 marks	Subject Enrichment Activities 5 Marks
Whole Syllabus	Based on PA syllabus	Scenery Narration Extempore News Clippings	Class work, peer assessment, self -assessment, achievements of students in the subject etc.	Inter Disciplinary Project Poetry Review Story Writing

- Periodic Assessment-I : Scenery Narration
- ❖ Periodic Assessment-II : Extempore
 - ❖ Periodic Assessment-III : News Clippings

SUBJECT ENRICHMENT ACTIVITIES

- ❖ Periodic Assessment-I : Inter Disciplinary Project
- ❖ Periodic Assessment-II : Poetry Review
- ❖ Periodic Assessment-III : Story Writing

C.W/HW	(5 Marks)	Story Writing	(5 Marks)
* Regularity	(1 Mark)*	Plot Construction	(1 Mark)

* Maintenance of Copy	(1 Mark)*	Characterization	(1 Mark)
* Writing relevant answers.	(1 Mark)*	Timely Completion	(1 Mark)
* Follow up action	(1 Mark)*	Language	(1 Mark)
* Task Completion	(1 Mark)*	Message	(1 Mark)
Extempore	(5 Marks)	Poetry Review	(5 Marks)
* Construction of theme	(1 Mark)*	Understanding	(1 Mark)
* Use of language	(1 Mark)*	Language	(1 Mark)
* Systematic presentation	(1 Mark)*	Presentation	(1 Mark)
* Voice modulation	(1 Mark)*	Clarity of voice	(1 Mark)
* Timely completion	(1 Mark)*	Timely Completion	(1 Mark)
Scenery Narration	(5 Marks)	News Clippings	(5 Marks)
* Content	(1 Mark)*	Content	(1 Mark)
* Creativity	(1 Mark)*	Creativity	(1 Mark)
* Language	(1 Mark)*	Language	(1 Mark)
* Understanding	(1 Mark)*	Understanding	(1 Mark)
* Time management	(1 Mark)*	Timely Completion	(1 Mark)

INTER DISCIPLINARY PROJECT - 5 MARKS

Periodic Assessment- I (40 marks) Time: 1 hr 30 mins. 24 July to 31 July 2023	Periodic Assessment- II (80 marks) Time: 3 Hrs. 18 Sept to 30 Sept 2023	Periodic Assessment- III (40 marks) Time: 1 hr 30 mins. 1 Dec to 9 Dec 2023	ANNUAL EXAM (80 marks) Time: 3 Hrs. 2 nd Week of February 2024
'କ' ବିଭାଗ (ପଠନ)	'କ' ବିଭାଗ (ପଠନ)	'କ' ବିଭାଗ (ପଠନ)	'କ' ବିଭାଗ (ପଠନ)
ଅପଠିତ ଗଦ୍ୟାଂଶ	ଅପଠିତ ଗଦ୍ୟାଂଶ	ଅପଠିତ ଗଦ୍ୟାଂଶ	ଅପଠିତ ଗଦ୍ୟାଂଶ
'ଖ' ବିଭାଗ (ଲିଖନ)	'ଖ' ବିଭାଗ (ଲିଖନ)	'ଖ' ବିଭାଗ (ଲିଖନ)	'ଖ' ବିଭାଗ (ଲିଖନ)
ଅନୁରଞ୍ଜନ	୧. ରଚନା ୨. ଦରଖାସ୍ତ	ଦରଖାସ୍ତ	୧. ରଚନା ୨. ଦରଖାସ୍ତ
'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ)	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ)	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ)	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ)

(i) ବରଣ (ସ୍ୱର, ବ୍ୟଞ୍ଜନ) (ii) ଲିଞ୍ଜ, ବଚନ, ପୁରୁଷ (iii) ତତ୍ସମ, ତଦ୍ଭବ ଶବ୍ଦ (iv) ବାକ୍ୟ ଚିହ୍ନାଂଶ (ସରଳ, ଯୌଗିକ, ଜଟିଳ) (v) ବିଶେଷ୍ୟ (ନାମ, ଜାତି, ବସ୍ତୁ, ଗୁଣ, କ୍ରିୟା)	(i) ବରଣ (ସ୍ୱର, ବ୍ୟଞ୍ଜନ) (ii) ଲିଞ୍ଜ, ବଚନ, ପୁରୁଷ (iii) ତତ୍ସମ, ତଦ୍ଭବ ଶବ୍ଦ (iv) ବାକ୍ୟ ଚିହ୍ନାଂଶ (ସରଳ, ଯୌଗିକ, ଜଟିଳ) (v) ବିଶେଷ୍ୟ (ନାମ, ଜାତି, ବସ୍ତୁ, ଗୁଣ, କ୍ରିୟା)	(i) ବିଶେଷଣ (ଗୁଣ, ଅବସ୍ଥା, ସଂଖ୍ୟା, ପୂରଣ, ପରିମାଣ) (ii) ସର୍ବନାମ [(ବ୍ୟକ୍ତିବାଚକ, ପୁରୁଷବାଚକ, ସମ୍ବନ୍ଧକାରକ (ଆପଣେ କ୍ଷମିକ), ଗୁରୁତ୍ୱ)	(i) କ୍ରିୟା (ସମାପିକା, ଅସମାପିକା, ପ୍ରରେଣାର୍ଥକ) (ii) ଅବ୍ୟୟ (ସଂଯୋଜକ, ବିଯୋଜକ, ସମ୍ବୋଧନ ସୂଚକ)
---	---	--	--

		ଆରୋପକ (ଆତ୍ମ ବାଚକ)]	
‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)	‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)	‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)	‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)
<p><u>କବିତା</u></p> <p>୧. ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ</p> <p><u>ପୁରବନ୍ଧ</u></p> <p>୧. ରଂଗୀସବେ</p> <p><u>ଅତିରିକ୍ତ ସାହିତ୍ୟ</u></p> <p>୧. ଡାକପୁନ୍ସି</p>	<p><u>କବିତା</u></p> <p>୧. ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ</p> <p>୨. ଉଦ୍‌ବୋଧନ</p> <p>୩. ଶିକ୍ଷାଦୀକ୍ଷା</p> <p><u>ପୁରବନ୍ଧ</u></p> <p>୧. ରଂଗୀସବେ</p> <p>୨. ଗୁରୁ-ଶିଷ୍ୟ ସମ୍ପର୍କ</p> <p>୩. ଦରିଆ ଦଖଲ</p> <p><u>ଅତିରିକ୍ତ ସାହିତ୍ୟ</u></p> <p>୧. ଡାକପୁନ୍ସି</p> <p>୨. ସୁନା ନଈ</p>	<p><u>କବିତା</u></p> <p>୧. ଜାତୀୟ ପତାକା</p> <p><u>ପୁରବନ୍ଧ</u></p> <p>୧. ପୁରଗତି ଓ ମାନବ ଧର୍ମ</p> <p><u>ଅତିରିକ୍ତ ସାହିତ୍ୟ</u></p> <p>୧. ଦଶହରା ଭବେ</p>	<p><u>କବିତା</u></p> <p>୧. ବଶିଷ୍ଠ ଓ ବିଶ୍ୱାମିତ୍ର</p> <p><u>ପୁରବନ୍ଧ</u></p> <p>୧. ବୈଜ୍ଞାନିକ ମନୋବୃତ୍ତି</p> <p>୨. ଚଢ଼େଇ ଆତଢ଼କ</p> <p><u>ଅତିରିକ୍ତ ସାହିତ୍ୟ</u></p> <p>୧. ଆହୁତି</p> <p>(Whole Syllabus)</p>

LEARNING OUTCOMES AND PEDAGOGICAL PROCESS

କ୍ରମ ାଢ଼କ	ପୁରସଢ଼ଗ	ଶିକ୍ଷଣ ଫଳାଫଳ/ସତତ ବିକାଶ ଲକ୍ଷ୍ୟ(SDG)	ଶୈକ୍ଷିକ ପ୍ରକ୍ରିୟା	କ୍ରିୟା କଳାପ
--------------	---------	---------------------------------------	-------------------	-------------

<p>e.</p>	<p>ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନେ - ଅତିବଡ଼ୀ ଜଗନ୍ନାଥ ଦାସଙ୍କ ପରିଚୟ ତଥା ସାହିତ୍ୟକୃତି ସମ୍ପର୍କରେ ଧାରଣା ପାଇଲେ । ବୃକ୍ଷର ବିଭିନ୍ନ ଉପକାରୀତାକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ପ୍ରଦର୍ଶନ କରି ପାରିଲେ । SDG- 4,15 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ସ୍ୱଳଭାଗରେ ଜୀବନ</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • କବି ପରିଚୟ • ଆବୃତ୍ତି • ବ୍ୟାଖ୍ୟା • ଚିତ୍ରାଙ୍କନ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ଶ୍ରୀମତୀଗୃହରେ ଓଡ଼ିଆ ଭାଗବତ ପାଠ • ବୃକ୍ଷର ବିଭିନ୍ନ ଉପକାରୀତାକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ପ୍ରଦର୍ଶନ
<p>୨.</p>	<p>ଉଦ୍‌ବୋଧ</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନେ - ସ୍ୱଭାବ କବି ଗଙ୍ଗାଧର ମହେନ୍ଦ୍ରଙ୍କ ପରିଚୟ ତଥା ସାହିତ୍ୟକୃତି ସମ୍ପର୍କରେ ଧାରଣା ପାଇଲେ । 'ପରିଶ୍ରମ ହିଁ ସଫଳତାର ଚାବିକାଠି' ଶୀର୍ଷକ ପ୍ରବନ୍ଧ ଲେଖିବା ପାଇଁ ସମର୍ଥ ହଲେ । SDG-4,17 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • କବି ପରିଚୟ • ଆବୃତ୍ତି • ବ୍ୟାଖ୍ୟା • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • 'ମାତୃଭାଷାର ଉନ୍ନତିରେ ବିଦ୍ୟାର୍ଥୀଙ୍କ ଭୂମିକା' ଶୀର୍ଷକ ପ୍ରବନ୍ଧ ଲିଖନ • ସ୍ୱଭାବ କବି ଗଙ୍ଗାଧର ମହେନ୍ଦ୍ରଙ୍କ ଲିଖିତ ଅନ୍ୟାନ୍ୟ ପଦ୍ୟାବୃତ୍ତି
<p>୩.</p>	<p>ଶିକ୍ଷାଦୀକ୍ଷା</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନେ - କବି ବୈଷ୍ଣବ ପାଣିଢ଼କୁ ପ୍ରଦତ୍ତ 'ଗଣକବି' ଉପାଧିର ଯଥାର୍ଥତା ହୃଦୟଙ୍ଗମ କଲେ । ପିତୃ ଭକ୍ତି, ଭ୍ରାତୃ ସ୍ନେହ , ପତି ଭକ୍ତି, ସତ୍ୟ ନିଷ୍ଠା , ଆହାତ୍ମକାର ଶୂନ୍ୟତା, ଦୁଃ ଚିତ୍ତ, ଭଗବତ ପ୍ରମେ ସମ୍ପର୍କରେ ଧାରଣା ପାଇଲେ । SDG-4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • କବି ପରିଚୟ • ଆବୃତ୍ତି • ବ୍ୟାଖ୍ୟା • ଚିତ୍ରାଙ୍କନ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ରାମାୟଣର ସଂକ୍ଷିପ୍ତ କଥାବସ୍ତୁ ଉପସ୍ଥାପନ • ପ୍ରସଙ୍ଗ ଆଧାରିତ ଚରିତ୍ରାଭିନୟ (ଗୀତିନାଟ୍ୟ)
<p>୪.</p>	<p>ଜାତୀୟ ପତାକା</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନେ -</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • କବି ପରିଚୟ • ଆବୃତ୍ତି • ବ୍ୟାଖ୍ୟା 	<ul style="list-style-type: none"> • ନିର୍ଦ୍ଦିଷ୍ଟ ସମୟ ସୀମା ମଧ୍ୟରେ ନିର୍ଭୁଲ ଭାବରେ, ନିର୍ଦ୍ଦିଷ୍ଟ ସ୍ତରରେ ଜାତୀୟ ସଙ୍ଗୀତ ଗାନ

		<p>ପଣ୍ଡିତ ଗୋଦାବରୀଶ ମିଶ୍ରରଦ୍ୱାରା ବହୁବିଧ ପୁରତିଭା ସମ୍ପର୍କରେ ଅବଗତ ହଲେ ।</p> <p>ଜାତୀୟ ପତାକା ପୁରତି ସମ୍ପର୍କରେ ଯୁବଦଶ ପୁରମେ ଓ କବିତ୍ୱର ସୌନ୍ଦର୍ଯ୍ୟ ଚତେନା ସମ୍ପର୍କରେ ଜ୍ଞାନ ଆହରଣ କଲେ ।</p> <p>SDG-4, 10, 16, 17</p> <p>ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଅସମାନତା ହରାସ, ଶାନ୍ତି, ନ୍ୟାୟ ଯୁକ୍ତ ବଳିଷ୍ଠ ଅନୁଷ୍ଠାନ, ଲକ୍ଷ୍ମ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପୁରଦର୍ଶନ 	<ul style="list-style-type: none"> ଜାତୀୟ ପତାକାର ଉତ୍ପତ୍ତି ଏବଂ କରମବିକାଶ ସମ୍ପର୍କରେ ସଚିତ୍ର ବିବରଣୀ ପ୍ରଦାନ 'ଜାତୀୟ ପତାକା' ଶୀର୍ଷକ ସ୍ୱରଚିତ୍ର କବିତା ଲିଖନ
୫.	ବଶିଷ୍ଠ ଓ ବିଶ୍ୱାମିତ୍ର	<p>ଶିକ୍ଷାର୍ଥୀମାନେ -</p> <p>କବି , କବିତାର ବର୍ଣ୍ଣିତ ପୌରାଣିକ ଆଖ୍ୟାୟିକା ସମ୍ପର୍କରେ ଧାରଣା ପାଇଲେ ।</p> <p>ହିଂସା , କରୋଧ , ପଶୁକାତରତା , ଲୋଭ , ମୋହ ଉପରେ ସଦ୍ଭାବ, ଦୟା, ପୁରମେ, କ୍ଷମାର ବିଜୟ ସମ୍ପର୍କରେ ଅବଗତ ହଲେ ।</p> <p>SDG-4, 17</p> <p>ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଲକ୍ଷ୍ମ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପୁରଦର୍ଶନ 	<ul style="list-style-type: none"> ରସବୋଧ କବିତା ଆବୃତ୍ତି ଓ ନାଟ୍ୟାଭିନୟ କବିତାର ବର୍ଣ୍ଣିତ ପୂର୍ଣ୍ଣବୋଧ ଓ ତଥାକଥିତ ସମାଜରେ ଏହାର ଆବଶ୍ୟକତା ସମ୍ପର୍କରେ ବକ୍ତବ୍ୟ ପ୍ରଦାନ
୬.	ରୋଗୀ ସବୋ	<p>'ଶିକ୍ଷାର୍ଥୀମାନେ -</p> <p>ପିତାମାତା ହିଁ ଚଳନ୍ତି ଦବେତା' ଏହାକୁ ଅନୁଭବ କରିଲେ ।</p> <p>ମାନବ ସବୋ ହିଁ ମାଧବ ସବୋ' ଏହି ଉକ୍ତିର ମର୍ମ ବୁଝିଲେ । ସବୋ କରିବାର ଯତ୍ନ ଆନନ୍ଦ ମିଳେ ତାହା ଜାଣିଲେ ।</p> <p>SDG-3, 4, 6</p> <p>ଉତ୍ତମ ସ୍ୱାସ୍ଥ୍ୟ ଓ ସୁସ୍ୱତା, ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ବିଶୁଦ୍ଧ ଜଳ ଓ ପରିମଳ</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲକ୍ଷ୍ୟ ପରିଚୟ ଉଚ୍ଚ ପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପୁରଦର୍ଶନ 	<ul style="list-style-type: none"> ଘରୋଇ ଚିକିତ୍ସାର ବ୍ୟବହୃତ ସାମଗ୍ରୀଗୁଡ଼ିକର ତାଲିକା ପ୍ରସ୍ତୁତି 'ପିତାମାତାଙ୍କ ପୁରତି କରତବ୍ୟ' ଶୀର୍ଷକ ପୁରବନ୍ଧ ଲିଖନ

<p>୭.</p>	<p>ଗୁରୁ ଶିକ୍ଷା ସମ୍ପର୍କ</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ - ଶିକ୍ଷକ ଓ ଛାତ୍ର ମଧ୍ୟରେ ସମ୍ପର୍କର ଆବଶ୍ୟକତା ବିଷୟରେ ଜାଣିଲେ । ଗୁରୁ, ଶିକ୍ଷା ଓ ଅଭିଭାବକଙ୍କର ଶିକ୍ଷା କ୍ଷେତ୍ରରେ ଭୂମିକା ବିଷୟରେ ଜାଣିଲେ । SDG- 4, 17 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଲକ୍ଷ୍ମ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ପୁରାଣରେ ବର୍ଣ୍ଣିତ ଦୁଇଜଣ ଗୁରୁଭକ୍ତଶିକ୍ଷୟତ୍ତ୍ୱକ କାହାଣୀ ଉପସ୍ଥାପନ • 'ସମାଜ ସେବା' ସମ୍ପର୍କରେ ଦଲଗତ ଆଲୋଚନା
<p>୮.</p>	<p>ଦରିଆ ଦଖଲ</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ - ସ୍ୱାଧୀନତା ଆନ୍ଦୋଳନ ବିଷୟରେ ଜାଣିଲେ । ଦଶାତ୍ମକ ଯୁଦ୍ଧ ଭାବରେ ଉଦ୍ଧୃତ ହୋଇ ଦଶ ପାଇଁ କାମ କରିବାର ପ୍ରରେଣା ପାଇଲେ । SDG-4, 16, 17 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଶାନ୍ତି, ନ୍ୟାୟ ଯୁକ୍ତ ବଳିଷ୍ଠ ଅନୁଷ୍ଠାନ, ଲକ୍ଷ୍ମ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ସ୍ୱାଧୀନତା ଆନ୍ଦୋଳନ ସମ୍ପର୍କିତ ଚିତ୍ର ସଂଗ୍ରହ • ଲବଣ ସତ୍ୟାଗ୍ରହ ସମ୍ପର୍କିତ ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରଦର୍ଶନ
<p>୯.</p>	<p>ପ୍ରଗତି ଓ ମାନବ ଧର୍ମ</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ - ସାମାଜିକ ସହଯୋଗୀତା ବିଷୟରେ ଅବଗତ ହଲେ । ନିର୍ମଳ ଆଧ୍ୟାତ୍ମିକତା ଓ ଈଶ୍ୱର ବିଶ୍ୱାସ ଦ୍ୱାରା ସାମାଜିକ ପ୍ରଗତି ଓ ମାନବିକତାର ପ୍ରସାର ସାଧନ ହୋଇପାରିବ ବୋଲି ଜାଣିଲେ । SDG-4, 8 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଉତ୍ତ୍ୱ କାର୍ଯ୍ୟ ଏବଂ ଅର୍ଥନୀତିକ ଅଭିବୃଦ୍ଧି</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ମାନବିକ ମୂଲ୍ୟବୋଧ ସମ୍ପର୍କରେ ଦଲଗତ ଆଲୋଚନା • ପ୍ରତିପାଦନା ଉପଯୋଗୀତା ସମ୍ବନ୍ଧରେ ପ୍ରବନ୍ଧ ଲିଖନ
<p>୧୦.</p>	<p>ବୈଜ୍ଞାନିକ ମନୋବୃତ୍ତି</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ -</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ 	<ul style="list-style-type: none"> • ବିଭିନ୍ନ ପ୍ରସିଦ୍ଧ ବୈଜ୍ଞାନିକମାନଙ୍କର ଫଟୋ ଚିତ୍ର ସଂଗ୍ରହ

		<p>ବିଜ୍ଞାନୋଚିତ ମନୋବୃତ୍ତି ଏବଂ ଅନାସକ୍ତ ଭାବ କିପରି ସତ୍ତ୍ୱର ପ୍ରତିଷ୍ଠା କରିପାରେ ସେ ବିଷୟରେ ଜ୍ଞାନ ଅର୍ଜନ କାଲେ ।</p> <p>ସାମ୍ପ୍ରତିକ କାଳରେ ବୈଜ୍ଞାନିକ ମନୋବୃତ୍ତିର ଆବଶ୍ୟକତା ସମ୍ପର୍କରେ ଅବଗତ ହଲେ ।</p> <p>SDG-4,10</p> <p>ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଅସମାନତା ହରାସ</p>	<ul style="list-style-type: none"> • ଆଲୋଚନା • ନୂତନ ଶିବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<p>ଓ ତତ୍ ସମ୍ବନ୍ଧୀୟ ଲିଖନ</p>
୧୧.	ଚଢ଼େଇ ଆତତ୍ତ୍ୱ	<p>ଶିକ୍ଷାର୍ଥୀମାନେ -</p> <p>ଗୁଣିଆଠାରୁ ଦୂରରେ ରହି ଚିକିତ୍ସା ଶାସ୍ତ୍ରର ଉପରେ ବିଶ୍ୱାସ କରିବା ଶିକ୍ଷା କଲେ ।</p> <p>ଅନ୍ୟବିଶ୍ୱାସ ଠାରୁ ଦୂରରେ ରହିବା ବିଷୟରେ ଶିକ୍ଷା ଅର୍ଜନ କଲେ ।</p> <p>SDG-3, 4</p> <p>ଉତ୍ତମ ସ୍ୱାସ୍ଥ୍ୟ ଓ ସୁସ୍ୱାଦୀ, ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶିବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ସ୍ୱାସ୍ଥ୍ୟ ସମ୍ବନ୍ଧୀୟ ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରଦର୍ଶନ • କୁସଂସ୍କାର ସମ୍ପର୍କରେ କୋଲାଜ ପ୍ରସ୍ତୁତି
୧୨.	ଡାକପୁରୁ.ସି	<p>ଶିକ୍ଷାର୍ଥୀମାନେ -</p> <p>ପିତାମାତାତ୍ତ୍ୱ ପ୍ରତି କର୍ତ୍ତବ୍ୟ ପ୍ରତି ସଚେତନ ହଲେ ।</p> <p>ଇଂରାଜୀ ଶିକ୍ଷା ନବ ଯୁବପିଢ଼ିକୁ କିପରି ପଥ ଭ୍ରଷ୍ଟ କରୁଛି ସେ ବିଷୟରେ ସଚେତନ ହଲେ ।</p> <p>ମାନବିକ ସଂବେଦନା ଓ ମୂଲ୍ୟବୋଧର ମହତ୍ତ୍ୱ ଜାଣିଲେ ।</p> <p>SDG-4</p> <p>ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶିବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ପିତାପୁତ୍ର ସମ୍ବନ୍ଧୀୟ ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରଦର୍ଶନ • ସଂଳାପ କଥନ
୧୩.	ଦଶହରା ଭଟି	<p>ଶିକ୍ଷାର୍ଥୀମାନେ -</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ 	<ul style="list-style-type: none"> • ଦୁଃଖୀରତ୍ନକୁ ସେବା ଆଧାରିତ କବିତା ଲିଖନ

		<p>ନିଷ୍ପୂରଣ ଓ କଠିନତାର ଆବରଣ ଗୁଡ଼ିକ କିପରି ସମ୍ବେଦନଶୀଳ, କରୁଣା ଓ ସହାନୁଭୂତି ଦ୍ୱାରା ଅପସରି ଯାଏ ତାହା ଜାଣିଲେ ।</p> <p>SDG-1, 2, 4</p> <p>ଦାରିଦ୍ର୍ୟ ପୂର୍ଣ୍ଣ, କଷ୍ଟ ଶୁଣିବା, ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସପକ୍ଷୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପରଦର୍ଶନ 	<ul style="list-style-type: none"> • ଗାଳପିକତ୍ୱ କୃତ୍ରିମ ସଂଗ୍ରହ କରି କୋଲାଜ ପରସ୍ତୁତି
୧୪.	ସୁନା ନଈ	<p>ଶିକ୍ଷାର୍ଥୀମାନେ -</p> <p>ନିଃସ୍ୱଭାବତା ଦାନର ମହତ୍ତ୍ୱ ବିଷୟରେ ଅବଗତ ହେଲେ ।</p> <p>ଦାତାତ୍ୱର ମହତ୍ତ୍ୱ ସମ୍ପର୍କରେ ଅବଗତ ହେଲେ ।</p> <p>ସଦା ସର୍ବଦା ସତ୍ୟର ଜୟ ହୁଏ ବୋଲି ଜାଣିଲେ ।</p> <p>SDG-2, 4</p> <p>କଷ୍ଟ ଶୁଣିବା, ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସପକ୍ଷୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପରଦର୍ଶନ 	<ul style="list-style-type: none"> • ନିଃସ୍ୱଭାବତା ଦାନର ମହତ୍ତ୍ୱ ସମ୍ପର୍କରେ ସ୍ୱପନ ପୂରଣ • ଦାନର ମହତ୍ତ୍ୱ ସମ୍ପର୍କରେ ସ୍ୱରଚିତ୍ର କବିତା ଆବୃତ୍ତି
୧୫.	ଆହୁତି	<p>ଶିକ୍ଷାର୍ଥୀମାନେ -</p> <p>ପୁରୁଷମାନଙ୍କର ବ୍ୟକ୍ତିଗତ ସ୍ୱଭାବ ଓ ବସ୍ତୁବାଦୀ ଚିନ୍ତାଧାରା ବିଷୟରେ ଅବଗତ ହେଲେ ।</p> <p>ମୃତ୍ୟୁ ପୂର୍ବରୁ ଗୃହସ୍ୱାମୀତ୍ୱ ଦ୍ୱାରା କରାଯାଉଥିବା ଉଲ୍ଲଙ୍ଘନା ବିଷୟରେ ଜାଣିଲେ ।</p> <p>ନିଜର ପିତାମାତାତ୍ୱର ପୂର୍ଣ୍ଣ ଥିବା ସାମାଜିକ ଦାୟିତ୍ୱ ଓ କର୍ତ୍ତବ୍ୟବୋଧ ବିଷୟରେ ଅବଗତ ହେଲେ ।</p> <p>SDG- 4</p> <p>ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସପକ୍ଷୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପରଦର୍ଶନ 	<ul style="list-style-type: none"> • ଯୌଥ ପରିବାରବୃଦ୍ଧି ଅଙ୍ଗନ • ଯୌଥ ପରିବାରର ଉପାଦେୟତା ସମ୍ପର୍କରେ ଅନୁରୂପ ଲିଖନ

SUBJECT: LOWER ODIA

PEDAGOGY (ଶିକ୍ଷଣ ଶାସ୍ତ୍ର):
ପୁରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟକ୍ରମାବଳୀ:

Prescribed Text Book:

୧. ସାହିତ୍ୟ ସୌରଭ-ସମ୍ପଦ ଶ୍ରୀମତୀ ପୁରକାଶକ-ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷାବିଭାଗ, ଓଡ଼ିଶା ସରକାର (ପୁସ୍ତକ ବର୍ଷ -୨୦୧୯)

ASSESSMENT STRUCTURE 2023-2024

80 Marks	20 Marks Internal Assessment			
Whole Syllabus	Pen Paper Test 5 marks	Multiple Assessment 5 marks	Portfolio 5 marks	Subject Enrichment Activities 5 Marks
	Based on PA syllabus	Paragraph Reading Poem Recitation News Clippings	Class work plus peer assessment, self -assessment, achievements of students in the subject etc.	Written Quiz Word framing with the last letter of the given word (10) Scenery Narration

MULTIPLE ASSESSMENTS

❖ Periodic Assessment-1 : Paragraph Reading

- ❖ Periodic Assessment-2 : Poem Recitation
- ❖ Periodic Assessment-3 : News Clippings

SUBJECT ENRICHMENT ACTIVITIES

- ❖ Periodic Assessment-1 : Written Quiz
- ❖ Periodic Assessment-2- : Word framing with the last letter of the given word (10)
- ❖ Periodic Assessment-3 : Scenery Narration

C.W/HW

- * Regularity (1 Mark)*
- * Maintenance of Copy (1 Mark)*
- * Writing relevant answers. (1 Mark)*
- * Follow up action (1 Mark)*
- * Task Completion (1 Mark)*

WORD FRAMING

- * Understanding (1 Mark)*
- * Creativity (1 Mark)*
- * Language (1 Mark)*
- * Originality (1 Mark)*
- * Timely completion (1 Mark)*

Written Quiz

- * Content (1 Mark)*
- * Language (1 Mark)*
- * Presentation (1 Mark)*
- * Understanding (1 Mark)*
- * Time management (1 Mark)*

Paragraph Reading (5 Marks)

- Clarity (1 Mark)
- Pronunciation (1 Mark)
- Voice Modulation (1 Mark)
- Fluency (1 Mark)
- Presentation (1 Mark)

Poem Recitation (5 Marks)

- Intonation (1 Mark)
- Pronunciation (1 Mark)
- Rhythm (1 Mark)
- Clarity of voice (1 Mark)
- Timely Completion (1 Mark)

News Clippings (5 Marks)

- Content (1 Mark)
- Creativity (1 Mark)
- Language (1 Mark)
- Understanding (1 Mark)
- Timely Completion (1 Mark)

SYLLABUS

Periodic Assessment- I (40 marks) Time : 1 hr 30 mins. 24 July to 31 July 2023	Periodic Assessment- II (80 marks) Time : 3 Hrs. 18 Sept to 30 Sept 2023	Periodic Assessment- III (40 marks) Time : 1 hr 30 mins 1 Dec to 09 Dec 2023	ANNUAL EXAM (80 marks) Time : 3 Hrs. 2 nd Week of February 2024
‘କ’ ବିଭାଗ (ପଠନ)	‘କ’ ବିଭାଗ (ପଠନ)	‘କ’ ବିଭାଗ (ପଠନ)	‘କ’ ବିଭାଗ (ପଠନ)
ଅପଠିତ ଗଦ୍ୟାଂଶ	ଅପଠିତ ଗଦ୍ୟାଂଶ	ଅପଠିତ ଗଦ୍ୟାଂଶ	ଅପଠିତ ଗଦ୍ୟାଂଶ
‘ଖ’ ବିଭାଗ (ଲିଖନ)	‘ଖ’ ବିଭାଗ (ଲିଖନ)	‘ଖ’ ବିଭାଗ (ଲିଖନ)	‘ଖ’ ବିଭାଗ (ଲିଖନ)
ଅନୁଛେଦ	୧. ରଚନା ୨. ପତ୍ରଲିଖନ	ପତ୍ରଲିଖନ	୧. ରଚନା ୨. ପତ୍ରଲିଖନ
‘ଗ’ ବିଭାଗ (ବ୍ୟାକରଣ)	‘ଗ’ ବିଭାଗ (ବ୍ୟାକରଣ)	‘ଗ’ ବିଭାଗ (ବ୍ୟାକରଣ)	‘ଗ’ ବିଭାଗ (ବ୍ୟାକରଣ)
ପାଠ୍ୟ ପୁସ୍ତକରୁ (iv) ଶବ୍ଦାର୍ଥ (v) ବିପରୀତ ଶବ୍ଦ (vi) ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ (vii) ପୁରୁଷବଦ୍ଧ	ପାଠ୍ୟ ପୁସ୍ତକରୁ (vi) ଶବ୍ଦାର୍ଥ (vii) ବିପରୀତ ଶବ୍ଦ (viii) ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ (ix) ପୁରୁଷବଦ୍ଧ (x) ସମ୍ପର୍କାବଳୀ ଶବ୍ଦ (xi) ଗଦ୍ୟରୂପ (xii) ବାକ୍ୟ ଗଠନ	ପାଠ୍ୟ ପୁସ୍ତକରୁ (i) ଶବ୍ଦାର୍ଥ (ii) ବିପରୀତ ଶବ୍ଦ (iii) ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ (iv) ଗଦ୍ୟରୂପ	ପାଠ୍ୟ ପୁସ୍ତକରୁ (i) ଶବ୍ଦାର୍ଥ (ii) ବିପରୀତ ଶବ୍ଦ (iii) ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ (iv) ପୁରୁଷବଦ୍ଧ (v) ସମ୍ପର୍କାବଳୀ ଶବ୍ଦ (vi) ଗଦ୍ୟରୂପ (vii) ବାକ୍ୟ ଗଠନ

‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)	‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)	‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)	‘ଘ’ ବିଭାଗ (ସାହିତ୍ୟ)
<p>କବିତା ୧. କଳାମାଣିକରେ ପୁରବନ୍ଧ ୧. ରାମାୟଣ କଥା</p> <p>ଅତିରିକ୍ତ ସାହିତ୍ୟ ୧. ମାତହାଣ୍ଡି କଥା</p>	<p>କବିତା ୧. କଳାମାଣିକରେ ୨. କହିବି କଥାଟି</p> <p>ପୁରବନ୍ଧ ୧. ରାମାୟଣ କଥା ୨. ସତ୍ୟର ପୂଜାରୀ ଆଚାର୍ଯ୍ୟ ହରିହର</p> <p>ଅତିରିକ୍ତ ସାହିତ୍ୟ ୧. ମାତହାଣ୍ଡି କଥା</p>	<p>କବିତା ୧. ଛୋଟ ମୋର ଗାଆଁଟି ପୁରବନ୍ଧ ୧. ମୃତ୍ୟୁବିଜୟୀ ବାଳକ</p> <p>ଅତିରିକ୍ତ ସାହିତ୍ୟ ୧. ମନରେ ଆସୁ ମୋ ଭଲ ଭାବନା</p>	<p>କବିତା ୧. ଛୋଟ ମୋର ଗାଆଁଟି ୨. ଛୋଟରୁ ବଡ଼</p> <p>ପୁରବନ୍ଧ ୧. ମୃତ୍ୟୁବିଜୟୀ ବାଳକ ୨. ସତ୍ୟ ନିରାପତ୍ତା</p> <p>ଅତିରିକ୍ତ ସାହିତ୍ୟ ୧. ମନରେ ଆସୁ ମୋ ଭଲ ଭାବନା</p> <p>Whole Syllabus</p>

LEARNING OUTCOMES AND PEDAGOGICAL PROCESS

ପରସଙ୍ଗ	ଶିକ୍ଷଣ ଫଳାଫଳ/ସତତ ବିକାଶ ଲକ୍ଷ୍ୟ(SDG)	ଶୈକ୍ଷିକ ପରକ୍ରିୟା	କ୍ରିୟା କଳାପ
କଳାମାଣିକରେ	ଶିକ୍ଷାର୍ଥୀମାନେ – ପୁରାତନ କାବ୍ୟ ବିଷୟରେ ଜାଣିଲେ । ସନ୍ତାନ ପାଇଁ ମା’ର ହୃଦୟ କିପରି ବ୍ୟାକୁଳ ହୁଏ ତାହା ଜାଣିଲେ । ମାତୃ ହୃଦୟର ଆବେଗ ବିଷୟରେ ଜାଣିଲେ । SDG- 4,15	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରବଣ ପରବର୍ତ୍ତନ 	<ul style="list-style-type: none"> ଶ୍ରବଣୀଗୃହରେ ସମ୍ବନ୍ଧେ କବିତା ଆବୃତ୍ତି ବାଚସ୍ପଲ୍ୟ ମମତା ଆଧାରିତ କୋଲାଜ ପରସ୍ତୁତି (ମନୁଷ୍ୟ , ପଶୁପକ୍ଷୀ , ଜୀବ-ଜନ୍ତୁ)

	ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ସ୍ୱାଧୀନତାପାଇଁ ଜୀବନ		
କହିବି କଥାଟି	ଶିକ୍ଷାର୍ଥୀମାନେ – ଅତୀତ ଉତ୍କଳର ଗୌରବ ବିଷୟରେ ଜାଣିଲେ । ସୁଯୋଗ୍ୟ ସନ୍ତାନ ହେବାକୁ ପ୍ରରେଣା ପାଇଲେ । SDG-4,17 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଲକ୍ଷ୍ମଣ ପୁରାପୁତି ନିମନ୍ତେ ସହଭାଗିତା	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଦୃଶ୍ୟଶ୍ରବଣ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> “ମୋ ରାଜ୍ୟ ଓଡ଼ିଶା” ଶୀର୍ଷକ ପ୍ରବନ୍ଧ ଲିଖନ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା ଓ ଭାବନାକୁ ସମ୍ପର୍କିତ ଚିତ୍ର ସଂଗ୍ରହ
ଛୋଟ ମୋର ଗାଁଟି	ଶିକ୍ଷାର୍ଥୀମାନେ – ଗାଁର ପ୍ରାକୃତିକ ସୌନ୍ଦର୍ଯ୍ୟ ଓ କର୍ମମୟ ସରଳ ଗାଁଲି ଜୀବନ ବିଷୟରେ ଜାଣିଲେ । ଗାଁ ମାଟି ପୁରତି ନିଜର ନିଷ୍ଠା ପ୍ରଦର୍ଶନ କରିବାକୁ ଅନୁପ୍ରାଣିତ ହେଲେ । SDG-4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରବଣ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଶ୍ରୀମତୀଗୃହରେ ସମ୍ବନ୍ଧେ କବିତା ଆବୃତ୍ତି ପଲ୍ଲୀ ଗ୍ରାମ ପରିଭ୍ରମଣ ଓ ଗ୍ରାମ୍ୟ ଦୃଶ୍ୟର ଚିତ୍ରାଙ୍କନ
ଛୋଟରୁ ବଡ଼	ଶିକ୍ଷାର୍ଥୀମାନେ – କଷ୍ଟର ଭିତରେ ବିରାଟତର ସନ୍ଧାନ କରିବା ଶିଖିଲେ । ଛୋଟକୁ ହେଲେ ମନେ ନ କରି ତା’ର ମହତ୍ତ୍ୱ ବିଷୟରେ ଜାଣିଲେ । SDG-4, 10 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଅସମାନତା ହରାସ	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରବଣ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> କଷ୍ଟର ମଧ୍ୟରେ ଲୁଚିରହିଥିବା ବିରାଟତର ପରକାଶ କରୁଥିବା ପ୍ରାକୃତିକ ବିଭବମାନଙ୍କର ତାଲିକା ପ୍ରସ୍ତୁତି
ରାମାୟଣ କଥା	ଶିକ୍ଷାର୍ଥୀମାନେ – ପିତୃଭକ୍ତି, ଭ୍ରାତୃସ୍ନେହ ଓ ପତିବ୍ରତା ନୀରୀର ମହନୀୟତା ସମ୍ପର୍କରେ ଅବଗତ ହେଲେ । ଅହତ୍ୟା ହିଁ ବିନାଶର କାରଣ ହୁଏ ସବୁ ବିଷୟରେ ଜାଣିଲେ । SDG-4, 17 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଲକ୍ଷ୍ମଣ ପୁରାପୁତି ନିମନ୍ତେ ସହଭାଗିତା	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲକ୍ଷ୍ୟକ ପରିଚୟ ଉଚ୍ଚ ପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ ଦୃଶ୍ୟଶ୍ରବଣ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଶବ୍ଦ ଖଳେ (ଶେଷ ଯତ୍ନେ ଆରମ୍ଭ ସଲେଠ) ଗଳ୍ପ କଥନ (ରାମାୟଣର ବିଭିନ୍ନ ଘଟଣାବଳୀ) ପ୍ରସଙ୍ଗ ଆଧାରିତ ଚରିତ୍ରାଭିନୟ
ସତ୍ୟର ପୂଜାରୀ ଆଚାର୍ଯ୍ୟ ହରିହର	ଶିକ୍ଷାର୍ଥୀମାନେ – ସତ୍ୟ ଓ ସଂକଳ୍ପ ରକ୍ଷା ସମ୍ପର୍କରେ ଜାଣିଲେ । ସନ୍ଦର୍ଭାସୀର ପ୍ରକୃତ ଅର୍ଥକୁ ବୁଝି ପାରିଲେ । ନିଷ୍ଠାହିଁ ସଫଳତାର ଚାବିକାଠି ଏହା ହୃଦୟଙ୍ଗମ କଲେ । SDG-3, 4, 6 ଉଚ୍ଚମ ସ୍ୱାସ୍ଥ୍ୟ ଓ ସୁସ୍ୱଚ୍ଛତା, ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ବିଶୁଦ୍ଧ ଜଳ ଓ ପରିମଳ	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲକ୍ଷ୍ୟକ ପରିଚୟ ଉଚ୍ଚ ପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ ଦୃଶ୍ୟଶ୍ରବଣ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଆଚାର୍ଯ୍ୟ ହରିହରଙ୍କର ସୁଗୁଣାବଳୀର ଆଲୋଚନା ପ୍ରସଙ୍ଗ ଭିତ୍ତିକ ବ୍ୟାକରଣ ସମ୍ବନ୍ଧୀୟ ଆଲୋଚନା (ବିପରୀତ ଶବ୍ଦ, ବାକ୍ୟ ଗଠନ, ବଚନ)
ମୃତ୍ୟୁ ବିଜୟୀ ବାଳକ	ଶିକ୍ଷାର୍ଥୀମାନେ –	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲକ୍ଷ୍ୟକ ପରିଚୟ 	<ul style="list-style-type: none"> ପୁରାଣରେ ବର୍ଣ୍ଣିତ ଯଜ୍ଞ ସମ୍ପର୍କିତ କାହାଣୀ ଉପସ୍ଥାପନ

	<p>ଧର୍ମ ଦେବତାଙ୍କ ଉଦାରତା ବିଷୟରେ ଜାଣିଲେ । SDG- 4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ଉଚ୍ଚ ଆଦର୍ଶ ପଠନ • ନୂତନ ଶବ୍ଦ ଲିଖନ
<p>ସଡ଼କ ନିରାପତ୍ତା</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନେ – ସଡ଼କ ନିରାପତ୍ତାର ନିୟମ ସମ୍ପର୍କରେ ଅବଗତ ହଲେ । ଦୁର୍ଘଟଣା ପ୍ରତି ସତରତ ହେବା ସମ୍ପର୍କରେ ଶିଖିଲେ । SDG-4, 16, 17 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଶାନ୍ତି, ନ୍ୟାୟ ଯୁକ୍ତ ବଳିଷ୍ଠ ଅନୁଷ୍ଠାନ, ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ସଡ଼କ ନିରାପତ୍ତା ସମ୍ପର୍କିତ ସୂଚନାର ତାଲିକା ପ୍ରସ୍ତୁତି • ଟ୍ରାଫିକ୍ ସଂକେତଗୁଡ଼ିକର ଚିତ୍ରାଙ୍କନ
<p>ମାଡ଼ହାଣ୍ଡି କଥା</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନେ – ଆଳସ୍ୟରେ ଦୁଃଖରକାରଣ ସବିଷୟରେ ଧାରଣା ପାଇଲେ । ଦୁଃଖୀର ହୃଦୟକୁ ଦେବାଦେବୀ ଚିହ୍ନି ପାରନ୍ତି ବୋଲି ଜାଣିଲେ । SDG-4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ଲୋକଗଳ୍ପ କଥନ • ଚକ୍ରିଆ ପୂର୍ଣ୍ଣା ଅଭିନୟ
<p>ମନରୁ ଆସୁ ମୋ' ଭଲ ଭାବନା</p>	<p>ଶିକ୍ଷାର୍ଥୀମାନେ – ଅନ୍ୟ ପ୍ରତି ଭଲ ଭାବନା ରଖିଲେ ନିଜ ପ୍ରତି ଅନ୍ୟର ଭଲ ଭାବନା ରହେ ବୋଲି ଜାଣିଲେ । ମନର ଶାନ୍ତି ପାଇଁ ଅନ୍ୟକୁ ଭଲ ପାଇବାର ଆବଶ୍ୟକତା ସମ୍ପର୍କରେ ଜାଣିଲେ । SDG-4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲକ୍ଷ୍ୟକ ପରିଚୟ • ଉଚ୍ଚ ପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ୱପଷ୍ଟୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ମଣିଷର ଭଲ ଓ ମନ୍ଦ ଗୁଣ ଏବଂ ଏହାର ପ୍ରଭାବ ବିଷୟରେ ଚର୍ଚ୍ଚା • ନୀତିଶିକ୍ଷା ମୂଳକ କ୍ଷୁଦ୍ର ଗଳ୍ପ ଲିଖନ