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DAV PUBLIC SCHOOLS, ODISHA
SYLLABUS (2024-25)
STD-III
EXAMINATION TIMELINE

EXAM	EXAM	WINDOW TIME (TENTATIVE)	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
TERM 1	Periodic Test - 1	22 July to 27 July 2024	Syllabus covered from 1 st week of April to 3 rd week of July	20	45 Minutes
	Half Yearly Examination	17 September to 30 September 2024	Syllabus covered till Half Yearly	50	2 Hours
TERM 2	Periodic Test - 2	25 November to 30 November 2024	Syllabus covered after Half Yearly till PT-2	20	45 Minutes
	Annual Examination	2nd week of February 2025	Syllabus for Annual Examination	50	2 Hours

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

The Sustainable Development Goals (SDGs),

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

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

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





PROGRESS REPORT CARD (SAMPLE)

DAV PUBLIC SCHOOLS, ODISHA

AFFILIATED TO CBSE, NEW DELHI, AFFILIATION NO: 1530065

COMPREHENSIVE PROGRESS REPORT: 2024-25

STD III

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

SCHOLASTIC AREA

PEN PAPER TESTS(PP.T.)

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

DETAILS OF INTERNAL ASSESSMENTS

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

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

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

CUMULATIVE SCORE CARD

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

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

8-POINT GRADING SCALE FOR SCHOLASTIC AREAS

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

CO-SCHOLASTIC AREA

SOCIAL HABITS & ATTITUDES	TERM-1	TERM-2	HEALTH & PHYSICAL EDUCATION	TERM-1	TERM-2
COLLABORATION & COOPERATION			CLEANLINESS (HAIR, HANDS, FACE, SHOES & UNIFORM)		
CARE OF SCHOOL PROPERTY			SPORTS & GAMES		
RELATION WITH PEERS			YOGA		
RELATION WITH TEACHERS			VISUAL & PERFORMING ARTS		
VALUES AND LIFE SKILLS			ART		
PERSONAL HABITS & ATTITUDES			DANCE		
INITIATIVE AND CONFIDENCE			MUSIC		
DISCIPLINE ,PUNCTUALITY, REGULARITY			LIFE SKILLS		
			SUPW / WORK EDUCATION		

5-POINT GRADING SCALE FOR CO-SCHOLASTIC AREAS

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

CO-CURRICULAR, PERSONAL & SOCIO EMOTIONAL ATTRIBUTES

A	PARTICIPATION IN CO CURRIULAR ACITIVITIES (e.g., sports, literary, scientific events, visual and performing arts, ICT etc.)			
	NAME	LEVEL	ORGANISED BY	POSITION
B	21ST CENTURY SKILL such as teamwork, keen observation, troubleshooting, negotiation, time management etc.			
C	RESPONSIBLE BEHAVIOUR towards people, environment and property, community welfare, environment protection etc			
D	MORAL VALUES & QUALITIES such as honesty, courtesy, kindness, empathy, respect etc.			

TEACHER’S SUGGESTIVE REMARK

Signature of:

Date of Issue:

CLASS TEACHER	SUPERVISOR	PRINCIPAL

ENGLISH**PRESCRIBED BOOKS:**

1. My English Reader-3(LR)- Published by D.A.V. College Managing Committee
2. English Practice Book-3 (PB)-Published by D.A.V. College Managing Committee

SYLLABUS

	TERM-1				TERM-2			
	PERIODIC TEST-1	MARKS	Half-Yearly Examination	MARKS	PERIODIC TEST-2	MARKS	Annual Examination	MARKS
READING SKILL	Unseen Passage	5	Unseen Passage, Known Poem	10	Unseen Passage	5	Unseen Passage, Known Poem	10
WRITING SKILL	Story Writing (Complete the story using the words given in the help box)	4	Story Writing (Complete the story using the words given in the help box) Picture Composition (Any place like park, sea beach, zoo, railway station)/ Poster Designing (Animal World & Nature Care)	5 5	Letter writing Formal (Leave Letter for illness or function) /Informal Letter (Thank you & Invitation)	4	Letter Writing (Formal / Informal) Formal Letter: Leave Letter for illness or function) / Informal Letter (Thank you & Invitation) Paragraph Writing My Favourite..... (Game, person, food, pet)	5 5
GRAMMAR	Naming Words & Replacing Words	5	Naming Words, Replacing Words, How Many (Numbers), Describing Words, Verbs P.B.-Ch-1 to 5	15	Preposition, Fixing Words (Article)	5	Preposition, Fixing Words (Article), Sentences, Subject & Predicate P.B.-Ch-6 to 9	15
LITERATURE	The Canary, Dolphins	6	Unit-1 & 2 I Speak, I Say, I Talk (Poem), Dolphins, Dogs, At the Zoo (Poem), The Canary, The Ostrich and The Hedgehog, The God of River, Trees are The Kindest Things I Know (Poem), Minu and Dino, Trees	15	Nina is The Winner, Krishna and Sudama	6	Unit-3 & 4 Nina is The Winner, Two Little Kittens (poem), Krishna and Sudama, The Birthday Kitten, Man Learns to Fly, The Key (Poem), Michael Goes Climbing, The Magic Room	15
	Total	20		50		20		50

INTERNAL ASSESSMENT- 30 MARKS

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

SL NO	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESSES	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	I SPEAK, I SAY, I TALK	<ul style="list-style-type: none"> The learner will be able to recite the poem individually with correct pronunciation and intonation. recognize different animal sounds. SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> Model recitation by the teacher. Audio aid of different animal/bird sounds. 	<ul style="list-style-type: none"> Mask making and role play of different animals Story telling (Any Fable)
2	DOLPHINS	<ul style="list-style-type: none"> read small texts in English with comprehension i.e. to identify main idea, details and sequence and draws conclusion. SDG GOAL NO.14 LIFE BELOW WATER 	<ul style="list-style-type: none"> Model reading by the teacher. Fact presentation through Multi media. 	
3	DOGS	<ul style="list-style-type: none"> read small texts in English with comprehension. differentiate the breeds of dog. describe the helpfulness rendered by them. SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> Model reading by the teacher. Fact presentation through Multi media. Development of virtues like helpfulness, faithfulness, etc. 	
4	AT THE ZOO	<ul style="list-style-type: none"> recite poem individually with correct pronunciation and intonation. explain different zoo etiquettes. identify the rhyming pairs. SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> Model recitation by the teacher. Learning of rhythm and rhyming words . Presentation of Zoo etiquettes through multi-media. 	
5	THE CANARY	<ul style="list-style-type: none"> read small texts in English with comprehension. express orally her/his opinion/ understanding about the story and characters in the story. develop sensitivity towards animals. SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> Model reading by the teacher. Presentation through Multi media. Development of life skills like sympathy and empathy. 	
6	THE OSTRICH AND THE HEDGEHOG	<ul style="list-style-type: none"> read small texts in English with comprehension. express orally her/his opinion based on understanding about the story and characters. justify the behaviour of hedgehog towards the ostrich. SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	<ul style="list-style-type: none"> Model reading by the teacher. Presentation through Multi media. Story telling of similar stories. 	
7	THE GOD OF RIVER	<ul style="list-style-type: none"> read small texts in English with comprehension. express orally her/his opinion based on understanding about the story and characters. understand causes and effects of water pollution and how to save water from being polluted. SDG GOAL NO.6 CLEAN WATER AND SANITATION SDG GOAL NO.3 GOOD HEALTH AND WELL BEING 	<ul style="list-style-type: none"> Model reading by the teacher. Presentation through Multi media. Inculcating measures to stop pollution. 	

8	TREES ARE THE KINDEST THINGS I KNOW	<ul style="list-style-type: none"> • recite poem individually with correct pronunciation and intonation. • identify the rhyming pairs. • analyse the helpfulness of the trees. • SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> • Model recitation by the teacher. • Presentation through Multi media. • Nature walks to make them feel the beauty of nature. • Identify the rhythm and rhyming words. 	
9	MINU AND DINO	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • know the difference between extinct and endangered animals. • explain different ways to save endangered animals from being extinct. • SDG GOAL NO.13 CLIMATE ACTION 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Inculcating measures to stop extinction of animals. • Sharing of knowledge about extinct and endangered animals. • Visit to a museum. 	
10	TREES	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • summarize the helpfulness rendered by the tree. • SDG GOAL NO.15 LIFE ON LAND 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Nature walks to make them feel the beauty of nature. • Identify the helpful attitude of the tree. 	
11	NINA IS THE WINNER	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • find out desirable qualities of friendship. • SDG GOAL NO.4 QUALITY EDUCATION • SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Development of life skills like sympathy, empathy. 	<ul style="list-style-type: none"> • Get well soon/ Thank You card making • Poem recitation • Friendship Band
12	TWO LITTLE KITTENS	<ul style="list-style-type: none"> • recite poem individually with correct pronunciation and intonation. • identify the rhyming pairs. • analyse the ill effects of quarrelling and relate it to his/her daily life. • differentiate between quarrel and fight. • SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS • SDG GOAL NO.17 PARTNERSHIPS FOR THE GOALS 	<ul style="list-style-type: none"> • Model recitation by the teacher. • Presentation through Multi media. • Sharing of experience about sibling rivalry. • Identify the rhythm and rhyming words. 	
13	KRISHNA AND SUDAMA	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • identify the good qualities shown by Krishna and Sudama. • SDG GOAL NO.1 NO POVERTY • SDG GOAL NO.2 ZERO HUNGER 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multimedia. • Inculcating values like love, respect etc. • Sharing of incidents from different mythological stories. 	
14	THE BIRTHDAY KITTEN	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • develop sensitivity towards animals. • discuss about the kindness shown towards others without expectations. • SDG GOAL NO.4 QUALITY EDUCATION 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. • Inculcating values like love, kindness, care, concern etc. 	
15	MAN LEARNS TO FLY	<ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding 	<ul style="list-style-type: none"> • Model reading by the teacher. • Presentation through Multi media. 	<ul style="list-style-type: none"> • Photo collage of adventurous activities

		<ul style="list-style-type: none"> about the story and characters in the story. collect short stories related to the moral- “Failure is the pillar of success”. SDG GOAL NO.4 QUALITY EDUCATION SDG GOAL NO.8 DECENT WORK AND ECONOMIC GROWTH 	<ul style="list-style-type: none"> Sharing stories of great scientists. 	<ul style="list-style-type: none"> My Adventurous Activity (Speech) Story Telling (Fantasy)
16	THE KEY	<ul style="list-style-type: none"> recite the poem individually with correct pronunciation and intonation. identify the rhyming pairs. illustrate the importance of imagination in life. SDG GOAL NO.4 QUALITY EDUCATION 	<ul style="list-style-type: none"> Model recitation by the teacher. Presentation through Multi media. Inculcating the thrill of fantasy. Identify the rhythm and rhyming words. 	
17	MICHAEL GOES CLIMBING	<ul style="list-style-type: none"> read small texts in English with comprehension. express orally her/his opinion/ understanding about the story and characters in the story. justify the adventurous attitude of Michael. use dictionary to find out spellings and meanings. SDG GOAL NO.4 QUALITY EDUCATION 	<ul style="list-style-type: none"> Model reading by the teacher. Presentation through Multi media. Inculcating the idea of being adventurous. Display of models related to church spire. 	
18	THE MAGIC ROOM	<ul style="list-style-type: none"> read small texts in English with comprehension. express orally her/his opinion based on understanding about the story and characters. interpret an alternative ending for the story. SDG GOAL NO.3 GOOD HEALTH AND WELL-BEING 	<ul style="list-style-type: none"> Model reading by the teacher. Presentation through Multi media. Inculcating the idea of fantasy. Sharing of stories related to genie and fairies. 	

SUBJECT- ODIA

ପାଠ୍ୟ ପୁସ୍ତକ - ଆମ ଭାଷା ଆମ ସାହିତ୍ୟ (ତୃତୀୟ ଶ୍ରେଣୀ)

ପ୍ରକାଶକ - ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

TERM-1					TERM-2			
	PERIODIC TEST-1	MARKS	HALF YEARLY	MARKS	PERIODIC TEST-2	MARKS	ANNUAL	MARKS
READING SKILL	ଅଜଣା ଅନୁଚ୍ଛେଦ	୫	ଅଜଣା ଅନୁଚ୍ଛେଦ	୫	ଅଜଣା ଅନୁଚ୍ଛେଦ	୫	ଅଜଣା ଅନୁଚ୍ଛେଦ	୫
WRITING SKILL	ଅନୁଚ୍ଛେଦ	୪	ଅନୁଚ୍ଛେଦ	୫	ଅନୁଚ୍ଛେଦ	୪	ଅନୁଚ୍ଛେଦ	୫
GRAMMAR	ପ୍ରତିଶବ୍ଦ, ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ, ଯୋଡ଼ା ଶବ୍ଦ	୫	ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ, ପ୍ରତିଶବ୍ଦ, ଗନ୍ଧ୍ୟରୂପ, ବିପରୀତ ଅର୍ଥବୋଧକ ଶବ୍ଦ, ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ କର	୧୫	ବିପରୀତ ଅର୍ଥବୋଧକ ଶବ୍ଦ, ଗନ୍ଧ୍ୟ ରୂପ, ଯୋଡ଼ା ଶବ୍ଦ	୫	ବିପରୀତ ଅର୍ଥବୋଧକ ଶବ୍ଦ, ପ୍ରତି ଶବ୍ଦ, ଗନ୍ଧ୍ୟରୂପ, ଯୋଡ଼ାଶବ୍ଦ, ଶବ୍ଦଗୁଡ଼ିକର ନୂଆ ରୂପ	୧୫
LITERATURE	ପାଠ ୧ ରୁ ୩	୬	ପାଠ ୧ ରୁ ୮	୨୫	ପାଠ ୯ ରୁ ୧୧	୬	ପାଠ ୯ରୁ ୧୫	୨୫
GOOD READER BONUS		୪				୪		
ସର୍ବମୋଟ		୨୦+୪		୫୦		୨୦+୪		୫୦

INTERNAL ASSESSMENT- 30 MARKS

TERM-1	TERM-2																												
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LEARNING OUTCOMES & PEDAGOGICAL PROCESS

କ୍ର. ସଂ	ବିଷୟ	ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ	ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା / ପ୍ରଣାଳୀ	କ୍ରିୟାକଳାପ
୧	ପାଠ-୧ ସେହି ମୋ’ ପ୍ରିୟ ଜନମ ଭୂଇଁ	ବିଦ୍ୟାର୍ଥୀମାନେ- ❖ ଗାଁ, ଜିଲ୍ଲା, ପ୍ରଦେଶ ଓ ଦେଶ ସମ୍ବନ୍ଧରେ ଧାରଣା ପାଇ ନିଜ ଗାଁ / ଅଞ୍ଚଳ ବିଷୟରେ ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଆମ ଦେଶର ଜାତୀୟ ପଶୁ, ପକ୍ଷୀ, ଫୁଲ ଓ ଫଳ ସମ୍ବନ୍ଧରେ ଜାଣି ଚିତ୍ର ଅଙ୍କନ କରିବେ । ❖ ପ୍ରତିଶବ୍ଦ, ଗଦ୍ୟରୂପ, ଯୋଗ କର ଇତ୍ୟାଦି ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଆହରଣ କରିବେ । ❖ କବିତାର ଭାବ ଓ ରସ ବୁଝି ଅଭିନୟ ସହ ଆବୃତ୍ତି କରିବା ଶିଖିବେ ଓ କବିତା ସମ୍ବନ୍ଧରେ ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବେ । SDG NO – 13 GOOD HEALTH & WELL BEING SDG NO- 15 LIFE ON LAND	ଆବୃତ୍ତି ମାଧ୍ୟମରେ ପଦ୍ୟ ଉପସ୍ଥାପନା	ଜାତୀୟ ପଶୁ, ପକ୍ଷୀ, ଫଳ, ଫୁଲ, ଖେଳ ଆଦି ଚିତ୍ର ସହ ନାମ ଲିଖନ
୨	ପାଠ-୨ ଆସରେ ଧରିବା ଜହ୍ନ	❖ ପ୍ରତିବିମ୍ବ ବା ଛାଇ ବସ୍ତୁ ନୁହେଁ ଓ ତାହା କିପରି ସୃଷ୍ଟି ହୁଏ ଶ୍ରେଣୀଗୃହରେ କ୍ରିୟାକଳାପ (ଦର୍ପଣ, ପାଣି ବାଲୁ) ମାଧ୍ୟମରେ ଜାଣିବେ । ❖ ଜୁଡୁବୁଡୁ ପରି ଯୋଡ଼ା ଶବ୍ଦ ସହ ପରିଚିତ ହୋଇ ଦୈନନ୍ଦିନ ଜୀବନରେ ପ୍ରୟୋଗ କରିବା ଶିଖିବେ । ❖ ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଅନ୍ୟ ଗପ କହିବାକୁ ସମର୍ଥ ହେବେ । SDG NO- 04 QUALITY EDUCATION	❖ ଗଳ୍ପପଠନ ❖ ଅଭିନୟ ସହ ଉପସ୍ଥାପନା ❖ ପ୍ରତିବିମ୍ବ ସୃଷ୍ଟି	ପ୍ରତିବିମ୍ବକୁ ନେଇ ଗଳ୍ପକଥନ ଓ ପଠନ କାର୍ଯ୍ୟ
୩	ପାଠ-୩ କହିବା ଆଗରୁ କରିବା	❖ ବାସ୍ତୁକ ବିଭିନ୍ନ ନାମ ଜାଣିବେ ଓ ତାଙ୍କ ଜୀବନରେ ଘଟିଥିବା କିଛି ଘଟଣା ଗଳ୍ପ ଆକାରରେ କହି ପାରିବେ । ❖ ନୂଆ ଶବ୍ଦକୁ ବୁଝି ସେଗୁଡ଼ିକର ଅର୍ଥ ଅଭିଧାନରୁ ବାହାର କରି ଲେଖିବେ । ❖ ଅନ୍ୟକୁ ଉପଦେଶ ଦେବା ପୂର୍ବରୁ ନିଜେ ତାହା କରି ଦେଖାଇବାର ଗୁରୁତ୍ୱ ବିଷୟରେ ଉପଲକ୍ଷି କରିବେ ।	❖ ପଠନ, ଅଭିନୟ ସହ ଉପସ୍ଥାପନା	❖ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖିବା ସହ ଅଭିନୟ ❖ ମହାପୁରୁଷଙ୍କ କାହାଣୀ ପଠନ

		<ul style="list-style-type: none"> ❖ ବିଭିନ୍ନ ଜାତୀୟ ଦିବସର ପାଳନ ସମ୍ବନ୍ଧରେ ଜାଣିବେ । <p>SDG NO- 04 QUALITY EDUCATION</p>		
୪	ପାଠ-୪ ଭାସି ଯାଆ ମୋର କାଗଜ ତଳା	<ul style="list-style-type: none"> ❖ ସ୍ୱରର ଉପଯୁକ୍ତ ଉତ୍ପାଦନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ । ❖ ବର୍ଷକ ଛଅ ରତ୍ନ, ବାରମାସ, ଅତୀତର ନୌବାଣିଜ୍ୟ ପରମ୍ପରା, ଓଡ଼ିଶାର ବନ୍ଦରର ନାମ, ବୋଇତ ବନ୍ଦାଣ ଉତ୍ସବ ବିଷୟରେ ଜାଣିବେ । ❖ ଝିପିଝିପି ମେଘ, ଭେଳା ଭେଳା ଜାହାଜ, ନୁଆ ନୁଆ ସାଥୀ ପରି କେତେକ ଶବ୍ଦର ଅର୍ଥଗତ ସମ୍ପର୍କ ଜାଣିବା ସହିତ ଗଦ୍ୟରୂପ, ବାକ୍ୟଗଠନ ଇତ୍ୟାଦିର ପ୍ରୟୋଗ କରିବା ଶିଖିବେ । <p>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO – 13 CLIMATE ACTION</p>	<ul style="list-style-type: none"> ❖ ସ୍ୱର ସହିତ କବିତା ଆବୃତ୍ତି ❖ ବର୍ଷା ବେଳର ଚିତ୍ର ବର୍ଣ୍ଣନା 	<ul style="list-style-type: none"> ❖ କାଗଜରେ ବିଭିନ୍ନ ପ୍ରକାର ଜିନିଷ ତିଆରି ❖ ବର୍ଷା ସମୟର ଦୃଶ୍ୟକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ପ୍ରଦର୍ଶନ
୫	ପାଠ-୫ ପୁଣି ସେମାନେ ହସିଲେ	<ul style="list-style-type: none"> ❖ ଆଖି ପାଖରେ ଘଟୁଥିବା କାର୍ଯ୍ୟ/ ଘଟଣାବଳୀ ଏବଂ ବିଭିନ୍ନ ପରିସ୍ଥିତିରେ ନିଜ ଅନୁଭୂତି ବିଷୟରେ ଆଲୋଚନା କରିବେ ଓ ପ୍ରଶ୍ନ ପଚାରିବେ । ‘ଜାତି, ଧର୍ମ ଓ ବର୍ଣ୍ଣ ନିର୍ବିଶେଷରେ ଆମେ ସମସ୍ତେ ଏକ’- ବିଷୟବସ୍ତୁର ଏହି ସାରମର୍ମଟିକୁ ଅଭିନୟ ମାଧ୍ୟମରେ ଶ୍ରେଣୀଗୃହରେ ପ୍ରଦର୍ଶନ କରିବେ । ❖ ଜବତ, ନେହୁରା, ଉଣ୍ଡିବା, ପ୍ରକୃତି ଛାଡ଼ିବା, ପାନେ ଦେବା, ହାଲୁକ ଶୁଖିଯିବା ପରି ଶବ୍ଦମାନଙ୍କର ଅର୍ଥ ଜାଣିବା ସହିତ ବାକ୍ୟଗଠନ, ଯୋଡ଼ାଶବ୍ଦ, ଯୋଗକର ଇତ୍ୟାଦିର ପ୍ରୟୋଗ କରିବା ଶିଖିବେ । ❖ ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 10 REDUCE INEQUALITY SDG NO – 16 PEACE, JUSTICE AND STRONG INSTITUTION</p>	<ul style="list-style-type: none"> ❖ ପଠନ, ଅଭିନୟ ସହ ଉପସ୍ଥାପନା 	<ul style="list-style-type: none"> ❖ ‘ବିପଦର ବନ୍ଧୁ ହିଁ ପ୍ରକୃତ ବନ୍ଧୁ’ – ଏହାକୁ ଆଧାର କରି ଗଳ୍ପ କଥନ ଓ ଲିଖନ
୬	ପାଠ -୬ ତୁଳସୀ ଦୁଇ ପତ୍ରରୁ ବାସେ	<ul style="list-style-type: none"> ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣା, ଚରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବେ, ପ୍ରଶ୍ନ ପଚାରିବେ, ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବେ, ମତାମତ ଦେବେ । ❖ ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଭାରତର ବିଭିନ୍ନ ବୈଜ୍ଞାନିକମାନଙ୍କର ଜୀବନ ସମ୍ପର୍କରେ ଗପ କିମ୍ବା କବିତା ମାଧ୍ୟମରେ ପ୍ରକାଶ କରିପାରିବେ । ❖ ଆବିଷ୍କାର ଓ ଉଦ୍ଭାବନ, ସୂର୍ଯ୍ୟୋପରାଗ ଓ ଚନ୍ଦ୍ରଗ୍ରହଣ ଭିତରେ ଥିବା ପ୍ରଭେଦ ଜାଣିବେ । ❖ ପାଠରେ ଥିବା ନୂତନ ଶବ୍ଦ ସହିତ ପରିଚିତ ହେବେ ଓ ଅସଜଡ଼ା ବାକ୍ୟ, ନୁଆରୂପ, ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦର ଅର୍ଥ ଇତ୍ୟାଦିର ପ୍ରୟୋଗ କରିବା ଜାଣିବେ । <p>SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> ❖ ପଠନ, ବ୍ୟାଖ୍ୟା, ଆଲୋଚନା 	<ul style="list-style-type: none"> ❖ ସପ୍ତର୍ଷିମଣ୍ଡଳର ଚିତ୍ର ଅଙ୍କନ କରି ସାତ ଜଣ ରଷିଙ୍କ ନାମ ଲିଖନ ❖ ଚିତ୍ର ସହ ଓଡ଼ିଶାର ଜଣେ ମହାପୁରୁଷଙ୍କ ବିଷୟରେ ତଥ୍ୟ ସଂଗ୍ରହ ଓ ଲିଖନ
୭	ପାଠ-୭ ତୁମ ପରି ଛୋଟ	<ul style="list-style-type: none"> ❖ ସ୍ୱରର ଉପଯୁକ୍ତ ଉତ୍ପାଦନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ । ❖ ମଧୁବାବୁଙ୍କ ଦେଶପ୍ରୀତି, ସେବା, ପରୋପକାର ଓ ବାଲ୍ୟ ଜୀବନୀ ସମ୍ପର୍କରେ ଧାରଣା ପାଇବେ । 	<ul style="list-style-type: none"> ❖ କବିତା ଆବୃତ୍ତି ସହ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନା 	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ବିଭିନ୍ନ ମହାପୁରୁଷଙ୍କ ଫଟୋଚିତ୍ର ଲଗାଇ ସେମାନଙ୍କ ନାମ

	ପିଲାଟିଏ	SDG NO – 04 QUALITY EDUCATION SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH		ଲିଖନ
୮	ପାଠ-୮ ସବୁ ସୁନ୍ଦର	<ul style="list-style-type: none"> ❖ ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । ❖ ଓଡ଼ିଆ ବାର ମାସ ଓ ଛଅ ରତ୍ନ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ ଓ ଜୀବଜଗତ ଉପରେ ଏହା କିପରି ପ୍ରଭାବ ପକାଇଥାଏ, ସେ ସମ୍ପର୍କରେ ଜାଣିବେ । ❖ ନିଜ ଭାଷାରେ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ବ୍ୟାବହାରିକ ବ୍ୟକରଣ (ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ, ଯୋଡ଼ାଶବ୍ଦ, ବାକ୍ୟ ଗଠନ)ଦୈନନ୍ଦିନ ଜୀବନରେ ପ୍ରୟୋଗ କରିବା ପାଇଁ ସମର୍ଥ ହେବେ । <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO – 15 LIFE AND LAND</p>	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ସହ ଉପସ୍ଥାପନା ❖ ସ୍ୱ ଅନୁଭୂତି ବର୍ଣ୍ଣନା ❖ ଦଳଗତ ଆଲୋଚନା 	<ul style="list-style-type: none"> ❖ ବିଭିନ୍ନ ରତ୍ନରେ ହେଉଥିବା ପରିପରିବା, ଫୁଲଫଳ ଇତ୍ୟାଦିର ରଙ୍ଗ ସହିତ ଚିତ୍ରାଙ୍କନ
୯	ପାଠ-୯ ସାହାଯ୍ୟର ସୁଫଳ	<ul style="list-style-type: none"> ❖ ନିଜ ଭାଷାରେ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଭିକାରୀ, ଦୁଃଖୀ, ଭିନ୍ନ କ୍ଷମ, ଦୁର୍ବଳ ଓ ଗରିବଙ୍କ ପ୍ରତି ସହାନୁଭୂତିଶୀଳ ହେବା ଏକ ମହତ ଗୁଣ ବୋଲି ଧାରଣା ପାଇବେ । ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣା, ଚରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବେ, ପ୍ରଶ୍ନ ପଚାରିବେ, ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବେ, ମତାମତ ଦେବେ । ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଗପ, କବିତା ଇତ୍ୟାଦି କହିବେ ଓ ଲେଖିବେ । ❖ ବିଶେଷ୍ୟ ଓ ବିଶେଷଣ ପଦ(ଚିରା କନା, ରୋଗିଣୀ ବାଳକ)ର ବ୍ୟବହାର ଜାଣିବେ । <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER SDG NO- 13 CLIMATE ACTION</p>	<ul style="list-style-type: none"> ❖ ଗଳ୍ପକଥନ ଓ ପଠନ 	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ମାନଚିତ୍ର ଅଙ୍କନ କରି ଏହାର ପଡ଼ୋଶୀ ରାଜ୍ୟଗୁଡ଼ିକୁ ବିଭିନ୍ନ ରଙ୍ଗ ଦେଇ ସୂଚାଇବେ । ❖ ପଞ୍ଚିତ ଛଣ୍ଡରଚୟ ବିଦ୍ୟାସାଗରଙ୍କ ସମ୍ବନ୍ଧରେ ତଥ୍ୟ ସଂଗ୍ରହ
୧୦	ପାଠ - ୧୦ ଟିକି ଫୁଲଟିର ବାସ	<ul style="list-style-type: none"> ❖ ସ୍ୱରର ଉପଯୁକ୍ତ ଉତ୍ଥାନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ ଓ ସ୍ୱରଚିତ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ପଦ୍ୟ ରୂପ, ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ ଆଦି ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଆହରଣ କରିବେ । ❖ ଟିକି ଫୁଲ ଭଳି ସଂସାରର ମଙ୍ଗଳ ପାଇଁ ନିଜକୁ ଉତ୍ସର୍ଗ କରିବାର ମନୋଭାବ ପୋଷଣ କରିବା ଶିଖିବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 07 AFFORDABLE AND CLEAN ENERGY</p>	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ସହ ପଦ୍ୟର ଭାବ ବୁଝି କବିତା ଆବୃତ୍ତି 	<ul style="list-style-type: none"> ❖ ଭିନ୍ନ ଭିନ୍ନ ଫୁଲ ବିଷୟରେ ଧାରଣା ପାଇ ରଙ୍ଗ ଦେଇ ଚିତ୍ରାଙ୍କନ
୧୧	ପାଠ-୧୧ ସାନ ସିନା ଦାନ ତା' ମହାନ	<ul style="list-style-type: none"> ❖ ନିଜ ଭାଷାରେ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣା, ଚରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବେ, ପ୍ରଶ୍ନ ପଚାରିବେ, ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବେ, ମତାମତ ଦେବେ । ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଗପ, କବିତା ଇତ୍ୟାଦିକୁ କହିବେ ଓ ଲେଖିବେ । ❖ ଆମ ଗୌରବମୟ ଇତିହାସ, ସଂସ୍କୃତି ଓ କଳା 	<ul style="list-style-type: none"> ❖ ଉଚ୍ଚପଠନ, ଅଭିନୟ ସହ ଉପସ୍ଥାପନା, ଗଳ୍ପ କଥନ 	<ul style="list-style-type: none"> ❖ ଦେଖିଥିବା ଯେକୌଣସି ଏକ ମନ୍ଦିରର ଚିତ୍ର ଅଙ୍କନ କରି ରଙ୍ଗ ଦେବେ ଓ ତାହା ବିଷୟରେ ନିଜର ଅନୁଭୂତି ଲିଖନ

		<p>ସମ୍ବନ୍ଧରେ ଧାରଣା ପାଇବେ ।</p> <ul style="list-style-type: none"> ❖ ଯୁଗ୍ମ ଶବ୍ଦ, ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ ଆଦି ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଆହରଣ କରି ପ୍ରୟୋଗ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । ❖ ଧର୍ମପଦ ଭଳି ଭଲ କାମ କରିବା ପାଇଁ ପ୍ରେରଣା ପାଇବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 17 PARTNERSHIPS FOR THE GOALS</p>		
୧୨	ପାଠ- ୧୨ ଜାତୀୟ କବି ବୀରକିଶୋର	<ul style="list-style-type: none"> ❖ ସ୍ଵରର ଉପଯୁକ୍ତ ଉଚ୍ଚତା-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ ଓ ସ୍ଵରଚିତ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । ❖ ବୀରକିଶୋରଙ୍କ ପରି ଅନ୍ୟ ବୀରମାନଙ୍କର କଥା ସଂଗ୍ରହ କରିବେ ଓ ସେମାନଙ୍କର ଦେଶ ପ୍ରେମ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ । ❖ ବନ୍ଧୁକ ମୁନର ଗୁଳିଠାରୁ କଲମ ମୁନରେ ଲେଖାଯାଉଥିବା କବିତାର ଶକ୍ତି ଯେ କେତେଗୁଣରେ ଶକ୍ତିଶାଳୀ ସେ ବିଷୟରେ ଜାଣିବେ । <p>SDG NO – 04 QUALITY EDUCATION SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> ❖ ପଦ୍ୟ ଆବୃତ୍ତି, ଅର୍ଥ ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା 	<ul style="list-style-type: none"> ❖ ଉପଯୁକ୍ତ ରଙ୍ଗ ସହିତ ଜାତୀୟ ପତାକାର ଚିତ୍ର ଅଙ୍କନ
୧୩	ପାଠ- ୧୩ ଅନେକ ଫୁଲର ମାଳଟିଏ	<ul style="list-style-type: none"> ❖ ଭାରତ ମାନଚିତ୍ର ଅଙ୍କନ କରି ଯେଉଁ ଯେଉଁ ରାଜ୍ୟ ଦେଇ ଉତ୍କଳ ଏକ୍ସପ୍ରେସ ରେଳଗାଡ଼ି ଗତି କରିଥିଲା ତାହା ଦର୍ଶାଇବେ । ❖ ‘ଆମ ଭିତରେ ଭିନ୍ନତା ଥିଲେ ମଧ୍ୟ ଆମେ ସମସ୍ତେ ଭାରତୀୟ’-ଏହି ଧାରଣା ପାଇବେ । ❖ ହିନ୍ଦୀ ଭାରତର ରାଜଭାଷା ହେବାର କାରଣ ଜାଣିବେ । ❖ ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । <p>SDG NO – 10 REDUCED INEQUALITY SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ❖ ଉଚ୍ଚପଠନ, ବିଷୟ ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା ❖ ଅନୁଭୂତି ବର୍ଣ୍ଣନା 	<ul style="list-style-type: none"> ❖ ଆମ ଦେଶର ବିଭିନ୍ନ ରାଜ୍ୟର ରାଜଧାନୀ, ଭାଷା, ଖାଦ୍ୟ, ପୋଷାକ, ପର୍ବପର୍ବାଣି ଇତ୍ୟାଦିର ତାଲିକା ପ୍ରସ୍ତୁତି
୧୪	ପାଠ- ୧୪ ବଣ ଅଦାଲତ	<ul style="list-style-type: none"> ❖ ନିଜ ଭାଷାରେ ବିଷୟବସ୍ତୁକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣା, ଚରିତ୍ର, ଶାର୍ଷକ ଆଦି ବିଷୟରେ ଆଲୋଚନା କରିବେ, ପ୍ରଶ୍ନ ପଚାରିବେ, ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିବେ, ମତାମତ 	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନା 	<ul style="list-style-type: none"> ❖ ସ୍ନୋଗାନ ଲିଖନ, ମୁଖା ଏବଂ ପୋଷ୍ଟର ପ୍ରସ୍ତୁତି

		<p>ଦେବେ । ନିଜ ଶୈଳୀ ଓ ଭାଷାରେ ଗପ, କବିତା ଇତ୍ୟାଦିକୁ କହିବେ ଓ ଲେଖିବେ ।</p> <ul style="list-style-type: none"> ❖ ବିଷୟ ଅନ୍ତର୍ଗତ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ଅଭିଧାନରୁ ଖୋଜି ବାହାର କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ବିଭିନ୍ନ ରାଜ୍ୟ ଓ ଜିଲ୍ଲାରେ ଥିବା ଅଭୟାରଣ୍ୟ ବିଷୟରେ ଧାରଣା ପାଇବେ । ❖ ପରିବେଶର ଗୁରୁତ୍ୱ ବୁଝି ତା'ର ସୁରକ୍ଷା ପାଇଁ ସଚେତନ ହେବେ । <p>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 15 LIFE ON LAND SDG NO- 17 PARTNERSHIPS FOR THE GOALS</p>		
୧୫	ପାଠ- ୧୫ ବଣ ଓ ବଣି	<ul style="list-style-type: none"> ❖ ସ୍ୱରର ଉପଯୁକ୍ତ ଉଚ୍ଚାଦାନ-ପତନ, ଗତି, ଲୟ, ଠିକ୍ ଉଚ୍ଚାରଣ ସହିତ କବିତାକୁ ଆବୃତ୍ତି କରିବା ଶିଖିବେ ଓ ସ୍ମରଣ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଖବର କାଗଜ, ଶିଶୁପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିବା ସହିତ ସେହି ସମ୍ପର୍କିତ ପ୍ରଶ୍ନ ପଚାରିବେ ଓ ନିଜ ମତ ଦେବେ । ❖ ପର ଅଧ୍ୟାୟରେ ଥାଇ ଯେତେ ସମ୍ପଦ ମିଳିଲେ ମଧ୍ୟ ତାହା ଯେ ମୂଲ୍ୟହୀନ ଏହାକୁ ହୃଦୟଙ୍ଗମ କରିବେ । ❖ ଗଦ୍ୟରୂପ, ପଦ ସଜାଡ଼ି ଲେଖି ଇତ୍ୟାଦି ବ୍ୟାକରଣଗତ ଜ୍ଞାନ ଆହରଣ କରିବେ । <p>SDG NO – 04 QUALITY EDUCATION SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ❖ ପଦ୍ୟ ଆବୃତ୍ତି, ଅର୍ଥ ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା 	<ul style="list-style-type: none"> ❖ ଜୀବଜନ୍ତୁଙ୍କ ସୁରକ୍ଷା ନିମନ୍ତେ ସ୍ତୋଗାନ ଏବଂ ପୋଷ୍ଟର ପ୍ରସ୍ତୁତି
୧୬	ପାଠ- ୧୬ ବିପ୍ଳବୀ ବକ୍ତି ଜଗବନ୍ଧୁ	<ul style="list-style-type: none"> ❖ ଏକାଙ୍କିକାକୁ ବୁଝି ସଂଳାପ ମନେରଖି ଅଭିନୟ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କର ତ୍ୟାଗ ଓ ବଳିଦାନ ସମ୍ବନ୍ଧରେ ଜାଣିବେ । <p>SDG NO- 16 PEACE JUSTICE AND STRONG INSTITUTIONS SDG NO- 17PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> ❖ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନା 	<ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କର ଚିତ୍ର ସଂଗ୍ରହ କରି ସେମାନଙ୍କର ନାମ ଲିଖନ

HINDI**PRESCRIBED BOOKS:**

1. भाषामाधुरी - (कक्षा -तीसरी) डीएवी प्रकाशन
2. भाषाअभ्यास - (कक्षा -तीसरी) डीएवी प्रकाशन
3. सुलेख

SYLLABUS

	Term 1				Term 2			
	PERIODIC TEST-1 22 July to 27 July 2024	MARKS	HALF YEARLY 17 September to 30September 2024	MARKS	PERIODIC TEST-2 25 November to 30 November 2024	MARKS	ANNUAL 2nd week of February 2025	MARKS
पठन कौशल	अपठित गद्यांश	5	अपठित गद्यांश	5	अपठित गद्यांश	5	अपठित गद्यांश	5
लेखन कौशल	अनुच्छेद लेखन	4	अनुच्छेद लेखन	5	पत्रलेखन	4	पत्रलेखन	5
व्याकरण	भाषा अभ्यास (पाठ-2,3)	5	भाषा अभ्यास (पाठ-1 से 9)	20	भाषा अभ्यास (पाठ-11,12,13)	5	भाषा अभ्यास (पाठ-10 से 16)	20
पाठ्य पुस्तक	भाषा माधुरी (पाठ-2,3)	6	भाषा माधुरी (पाठ -1 से 9)	20	भाषा माधुरी (पाठ-11,12,13)	6	भाषा माधुरी (पाठ- 10 से16)	20
	TOTAL	20		50		20		50

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

INTERNAL ASSESSMENT- 30 MARKS

Term 1	Term 2																												
<p>Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness-</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness-	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	Total	5	<p>Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness-</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Attentiveness-	1	2. Listening for specific information	2	3. Understanding	1	4. Accuracy	1	Total	5				
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<p>Good Reader Bonus Scheme MARKS 4 Suggested books for Reading Std-III (Hindi)</p> <p>1. नहीं कहानियाँ (Maple press)</p> <p>NOTE – PT -1 can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based question from the recommended books.</p>	<p>Good Reader Bonus Scheme (MARKS 4) Suggested books for Reading Std-III (Hindi)</p> <p>1. अकबर और बीरबल (Maple press)</p> <p>NOTE: PT-2 can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based question from the recommended books.</p>
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LEARNING OUTCOMES & PEDAGOGICAL PROCESS

क्र.सं.	पाठ / विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
1.	भारत देश	<p>विद्यार्थी</p> <ul style="list-style-type: none"> कविता का सारांश अपने शब्दों में बता पाते हैं। हमारे देश की संस्कृति, त्योहार, विभिन्न नदियों और भाषाओं के बारे जान पाते हैं। कविता को उचित लय-ताल के साथ सुना पाते हैं। <p>SDG: -4 गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> सुनी गई बात, कविता आदि को अपने तरीके और अपनी भाषा में कहने सुनाने तथा प्रतिक्रिया देने के अवसर उपलब्ध हो। व्याकरणिक क्रिया-कलाप कार्यपत्रक 	<ul style="list-style-type: none"> चार त्योहारों के चित्र चिपकाकर उनका नाम लिखना। खेल खेल में अभ्यास कार्य तिरंगा झंडे का चित्र बनाकर उसमें रंग भरिए
2.	हाथी और चिड़िया	<ul style="list-style-type: none"> काम वाले शब्द और नाम वाले शब्द को पहचान कर दोनों में अंतर बता सकते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। वातावरण संरक्षण के लिए जागरूक होते हैं। <p>SDG: 10-असमानता में कमी</p>	<ul style="list-style-type: none"> विद्यार्थियों को व्यक्तिगत और सामूहिक रूप से कार्य करने के अवसर और प्रोत्साहन दिए जाते हैं ताकि भाषा विकास के उचित अवसर प्राप्त हों। खेल खेल में व्याकरण - संज्ञा, क्रिया, अनुनासिक और विलोम शब्द का ज्ञान। दैनिक जीवन में पेड़ों का महत्व तथा नैतिक मूल्यों पर चर्चा। 	<ul style="list-style-type: none"> अनुभवात्मक क्रिया-कलाप - आओ गीत बनाएं (जीव जंतुओं की आवाज पहचानें) कला समेकित क्रिया-कलाप- मुखौटे बनाइए। संज्ञा का बगीचा।
3.	बहादुर दोस्त	<ul style="list-style-type: none"> दोस्ती और बहादुरी का महत्व समझ पाते हैं। विद्यार्थी सामाजिक परिवेश से जुड़े सामूहिक गतिविधियों में हिस्सा लेते हैं। अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं। अपने दोस्तों की मदद के लिए तत्पर रहते हैं। <p>SDG 04 – गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> शब्द-भंडार तथा अभिव्यक्तियों का विकास। वाचन कौशल विद्यार्थियों द्वारा सस्वर अनुकरण वाचन प्रश्नोत्तर चर्चा नए शब्द और उसके अर्थ 	<ul style="list-style-type: none"> अपनी दोस्त या सहेली के लिए जन्मदिन पर सुंदर कार्ड बनाएँ। कक्षा में बहादुरी के किस्से सुनाइए। हमारी मदद करने वाले कोई 4 जानवरों के चित्र बनाइए/ चिपकाएं।
4.	घमंडी मक्खी	<ul style="list-style-type: none"> अपनी बुद्धि और समझ के आधार पर दूसरों के साथ उचित प्रतिक्रिया करते हैं। मुहावरों के अर्थ समझकर वाक्य में उचित प्रयोग कर पाते हैं। संयुक्त व्यंजन वाले शब्दों की पहचान कर उन्हें सही प्रयोग में ला पाते हैं। अपनी कक्षा में दोस्तों को परेशान न कर के उनकी मदद कर पाते हैं। 	<ul style="list-style-type: none"> तरह-तरह की कहानियाँ, कविताओं, पोस्टर आदि के चित्रों और संदर्भ के आधार पर पाठ का विस्तार। नए शब्द और उसके अर्थ। व्याकरण चर्चा। कार्य प्रपत्र। 	<ul style="list-style-type: none"> ऊन से मकड़ी का जाला बनाइए। संयुक्त अक्षर वाले 10 शब्द की सूची बनाइए।

		SDG 04 -गुणवत्तापूर्ण शिक्षा		
5.	दादाजी	<ul style="list-style-type: none"> • बड़े बुजुर्गों के प्रति आदर की भावना रखते हैं और उन की बातों को समझ पाते हैं। • अपने सामाजिक परिवेश से जुड़े सवाल पूछने में सक्षम होते हैं। • बादाम, अखरोट के छिलके से खिलौने एवं व्याकरण से जुड़े क्रिया कलाप बनाने में समर्थ हो पाते हैं। • वास्तविक जीवन का अनुभव साझा करते हैं • SDG 03 – स्वास्थ्य जीवन एवं आरोग्य 	<ul style="list-style-type: none"> • सभी विद्यार्थियों को अपने परिवार, विद्यालय, मोहल्ले, खेल के मैदान, गाँव की और शहर के जीवन पर अपने अनुभव और विचार एक-दूसरे से साझा करने के अवसर हों। • विद्यालय में विद्यार्थियों के लिए कक्षा पुस्तकालय हो जिसमें रोचक सामग्री, जैसे- बाल_साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो आदि सामग्री उपलब्ध हो। 	<ul style="list-style-type: none"> • शब्द लड़ी बनाएँगे। • बादाम के छिलके से चिड़िया, कछुआ बनाकर उसमें अलग-अलग रंगों से सजाइए। • अपने दादा-दादी, नाना-नानीजी के साथ बिताए हुए समय को लेकर एक फोटो एल्बम बनाइए।
6.	अगर पेड़ भी चलते होते	<ul style="list-style-type: none"> • कविता के भाव को समझकर अपने शब्दों में बता पाते हैं। • क्रिया शब्दों की पहचान कर पाते हैं। • कक्षा में होने वाली गतिविधियों में हिस्सा लेते हैं और दूसरों की मदद भी करते हैं। • पेड़ से प्रत्यक्ष और परोक्ष रूप से प्राप्त होने वाले वस्तुओं और उनकी उपयोगिता के बारे में जान पाते हैं। <p>SDG 15 - भूमि पर जीवन</p>	<ul style="list-style-type: none"> • विद्यार्थियों द्वारा अभिनय व गायन • नए शब्दों का रेखांकन और उनके अर्थ का स्पष्टीकरण • व्याकरण चर्चा -वचन, पर्यायवाची सामान लय वाले शब्द 	<ul style="list-style-type: none"> • औषधीय वृक्षों के बारे में जान पाते हैं। • सूखी पतियों से तरह-तरह के आकृतियाँ बनाएँगे।
7.	गीत का कमाल	<ul style="list-style-type: none"> • गीत गायन के द्वारा अपनी नकारात्मक भावनाओं को नियंत्रण कर पाते हैं। • एकवचन और बहुवचन शब्द को पहचान कर दोनों में अंतर बताते हैं। • कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। <p>SDG 04 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> • अनुभवात्मक क्रिया कलाप • खेल खेल में व्याकरण अभ्यास। • अपनी समझ के आधार पूछे गए प्रश्नों के उत्तर देते हैं। 	<ul style="list-style-type: none"> • बिल में रहने वाले और छलांग लगाकर कूदने वाले चार-चार जानवरों के चित्र चिपका कर नाम लिखिए। • पाठ में आए युग्म शब्दों की सूची बनाइए।
8.	चूँ-चूँ की टोपी	<ul style="list-style-type: none"> • विशेष्य-विशेषण को पहचान कर दोनों में अंतर बताने में सक्षम हो पाते हैं। • अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देने में सक्षम हो पाते हैं • कक्षा में होने वाली गतिविधियों में भाग ले पाते हैं और दूसरों की मदद करने में सक्षम हो पाते हैं। • परिश्रम का महत्व समझ पाते हैं। <p>SDG: 12 – सतत् उपयोग एवं उत्पादन</p>	<ul style="list-style-type: none"> • पाठ के संदर्भ में और उद्देश्य के अनुसार उपयुक्त शब्दों और वाक्यों का चयन करने, उनकी संरचना करने के अवसर उपलब्ध हों। • नाट्य मंचन • खेल-खेल में व्याकरण • कार्य प्रपत्र 	<ul style="list-style-type: none"> • बढ़ाई, मोची, कुम्हार, धोबी आदि से आप अपने कौन-कौन से काम करवा सकते हैं कक्षा में चर्चा कीजिए। • कहानी लेखन (चित्रों के आधार पर)
9.	सुबह	<ul style="list-style-type: none"> • स्वर, लय तथा हाव-भाव के साथ कविता का सस्वर वाचन करते हैं। • आलस जैसे दुर्गुण को त्याग कर मेहनती बनते हैं। • परिश्रम, परोपकार, मीठी वाणी, दूसरों के साथ अच्छा व्यवहार, मिल-जुलकर काम करना, जीवन का लक्ष्य तय करना आदि नैतिक गुणों का समावेश कर पाते हैं। 	<ul style="list-style-type: none"> • विद्यार्थियों द्वारा अनुकरण, अभिनय व गायन • पाठ का विस्तार एवं भावार्थ स्पष्टीकरण • सारे कार्य समय पर करने के लिए मन में नया जोश और उत्साह के साथ करते हैं। • व्याकरण सम्मत ज्ञान और इसका 	<ul style="list-style-type: none"> • उचित लय ताल के साथ कविता का सस्वर वाचन। • सुबह का चित्र बनाकर रंग भरिए। • बगीचे का चित्र बनाकर उसमें आए विशेषण शब्दों को दर्शाइए। <p>कला समेकित क्रिया-कलाप उड़ीसा एवं पंजाब</p>

		SDG 13- जलवायु परिवर्तन	प्रयोग। • लेखन कौशल का अभ्यास तथा पत्र लेखन।	के पकवान के चित्र चिपकाकर नाम लिखिए।
10.	ऐसे थे लाल बहादुर शास्त्री	<ul style="list-style-type: none"> • शास्त्री जी के जीवन से प्रभावित होते हैं। • परोपकार की भावना का विकास होता है। • देश प्रेम, सहयोग, ईमानदारी की भावना का विकास कर पाते हैं। • वे अपनी जिम्मेदारी को ठीक से समझ पाते हैं। • SDG 16 – शांति, न्याय और सुदृढ़ संस्थान 	<ul style="list-style-type: none"> • किसी के डॉटने पर मन में आए विचारों को अपने शब्दों में व्यक्त करने का अवसर प्राप्त हो • शास्त्री जी का संक्षिप्त जीवन परिचय। • कार्यप्रपत्र, मूल्यांकन 	<ul style="list-style-type: none"> • पाँच महापुरुषों के चित्र चिपकाकर उन के बारे में पाँच वाक्य लिखिए। • शास्त्री जी के जीवन पर आधारित चित्रों को स्क्रेप बुक में चिपकाइए।
11.	सबसे बड़ा मूर्ख	<ul style="list-style-type: none"> • अनजान व्यक्तियों के साथ उचित व्यवहार की समझ प्राप्त करते हैं। • वचन, संज्ञा, मुहावरे तथा संयुक्त व्यंजन लिखने के दोनों तरीकों से अवगत होते हैं। • नुक्ता वाले शब्दों का उच्चारण और प्रयोग सीखते हैं। • अकबर-बीरबल के मजेदार सम्बन्धों से परिचित होते हैं। <p>SDG 04 - गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> • भाषा के चारों कौशलों को विकसित करने के लिए विभिन्न तरह के क्रिया-कलापों का आयोजन। • नाटक मंचन (अकबर और बीरबल की कहानी) • विद्यार्थी इस पाठ से अपरिचित व्यक्तियों से दूर रहने की समझ प्राप्त कर पाते हैं। 	<ul style="list-style-type: none"> • भारतीय मुद्रा के चित्र इकट्ठे कर के स्क्रेप बुक में चिपकाएंगे। • मुहावरों वाला पेड़-चित्र सहित मुहावरों की प्रस्तुति। • अभिनय के साथ मुहावरों का वर्णन।
12.	बुआ का पत्र	<ul style="list-style-type: none"> • पाठ का सारांश अपने शब्दों में बता पाते हैं। • कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। • हस्तकला और पत्र लेखन का महत्व जानते हैं। • सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं। <p>SDG 08-सम्मानजनक कार्य और आर्थिक विकास</p>	<ul style="list-style-type: none"> • पूर्वज्ञान परीक्षण। • पत्रों के प्रकार और प्रारूप पर चर्चा। • कक्षा पुस्तकालय, जिसमें रोचक सामग्री, जैसे- बाल साहित्य, बाल पत्रिकाएँ, पोस्टर, ऑडियो-वीडियो आदि सामग्री से पठन-पाठन प्रक्रिया। 	<ul style="list-style-type: none"> • भारत में मनाए जाने वाले किन्हीं पाँच त्योहारों की सूची बनाएंगे। • बाल-भवन में होने वाली किन्हीं दो क्रिया कलापों को चित्र सहित प्रदर्शित करेंगे। • अपने मित्र को जन्मदिन पर बुलाने के लिए पत्र लिखिए।
13.	सवाली राम	<ul style="list-style-type: none"> • संज्ञा के रूपों से व्यक्ति, प्राणी, वस्तु, स्थान, भाव के नाम को जान पाते हैं। • अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं। • कक्षा में होने वाली गतिविधियों में भाग लेते हैं और एक-दूसरे की मदद करते हैं। • उन्नति पाने के लिए मन में जानने की इच्छा के महत्व को समझ और उसके विषय में बता पाते हैं। <p>SDG 17 – लक्ष्य के लिए भागीदारियाँ</p>	<ul style="list-style-type: none"> • सुनी गई बात, कविता, कहानी आदि को अपने तरीके और अपनी भाषा में कहने-सुनाने, प्रश्न पूछने, अपनी बात जोड़ने एवं प्रतिक्रिया देने के अवसर उपलब्ध हों। • पाठ का विस्तार • कार्य प्रपत्र एवं मूल्यांकन 	<ul style="list-style-type: none"> • दीपावली के लिए ग्रीटिंग कार्ड तथा बधाई संदेश बनाइए। • संज्ञा बगीचा बनाइए। • सामूहिक क्रियाकलाप- (चर्चा कीजिए) • समूह में किसी तीन सवालों को लिखकर उनके जवाब ढूँढिए। • पोस्टर बनाइए।

MATHEMATICS**PRESCRIBED BOOKS:**

1. Primary Mathematics-3 Published by D.A.V. College Managing Committee.
2. Sum More - 3 Published by Bharati Bhawan

	TERM-1				TERM-2			
	PERIODIC TEST- 1	MARKS	HALF-YEARLY EXAMINATION	MARKS	PERIODIC TEST-2	MARKS	ANNUAL EXAMINATION	MARKS
PRIMARY MATHEMATICS	Unit-1- Numbers Up to 9999 Unit-2- Addition Unit-3- Subtraction	18	Unit-1- Numbers Up to 9999 Unit-2- Addition Unit-3- Subtraction Unit-4- Multiplication Unit-5- Division Unit-6- Day Date & Time	45	Unit-7: Money Unit-11: Fraction	18	Unit-7: Money Unit-8: Length Unit-9- Weight Unit-10-Capacity Unit-11: Fraction Unit-12: Geometry	45
SUM MORE	Ex-1 to 36 (Except 16, 35)	2	Ex:1 to 49 (except- 16, 35 48), 53(q-1),55 (Qns- 1,2),58(q-a, b),79 to 81, 82(except Qns 2 c & f)	5	Ex 60,61, 62, 63,73 to 75 ,77	2	Ex: 60,61, 62, 63,65, 66,67,73 to 75,77, 84,85(except-3,6),86, 89(q-a,b,e),90(except Q-4),91(Qns-1 to 4) ,93(a,b,e) ,94(except-4),95,97(a,b,e),98(Qns-1(a,b))	5
TOTAL		20		50		20		50

INTERNAL ASSESSMENT-30 MARKS

Term-1	Term-2																												
Skill and Competencies with Rubrics	Skill and Competencies with Rubrics																												
1.Evaluation &Inference (5 marks) Assessment Parameter : Word problems/HOTS	1.Evaluation &Inference (5 marks) Assessment Parameter :Word problems/HOTS																												
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LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL NO	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	NUMBERS UP TO 9999	<p>The learners will be able to-</p> <ul style="list-style-type: none"> • Read and write numbers up to 9999 using place value. • Recognize largest and smallest 4-digit numbers. • Identify the place and place value of a digit in a 4- digit number. • Expand a given 4-digit number in two different ways. • Compare and orders the given 4-digit numbers. • Find the successor and predecessor of a given 4-digit number. • Form the greatest and smallest 4-digit numbers using the given digits. <p>SDG-1: NO POVERTY SDG-2: ZERO HUNGER</p>	<ul style="list-style-type: none"> • Count large number of objects from their surroundings by making groups of 1000, 100, 10 and ones. • Write a number (up to 9999) and the other group reads it. • Use the concept of place value for comparing, ordering and expanding 4- digit numbers. 	<ul style="list-style-type: none"> • Preparation of abacus using waste material.
2	ADDITION	<ul style="list-style-type: none"> • Perform the addition of numbers up to 9999 by arranging them in proper places (with and without regrouping). • Apply the properties of addition. • Solve daily life problems based on the concept of addition. <p>SDG-10: REDUCE INEQUALITIES</p>	<ul style="list-style-type: none"> • Discuss and evolve standard algorithms for addition. • Create contextual problems through group activities such as dividing the class in two groups where one group solves the problem given by the other group by using addition. 	<ul style="list-style-type: none"> • Puzzle
3	SUBTRACTION	<ul style="list-style-type: none"> • Perform the subtraction of numbers up to 9999 by arranging them in proper places (with and without regrouping). • Apply the properties of subtraction. • Subtract and checks the answer. • Solve daily life problems based on the concept of subtraction. <p>SDG-13: CLIMATE ACTION SDG-15: LIFE ON LAND</p>	<ul style="list-style-type: none"> • Discuss and evolve standard algorithms for subtraction. • Create contextual problems through group activities such as dividing the class in two groups where one group solves the problem given by the other group by using subtraction. 	<ul style="list-style-type: none"> • Math Relay Race.
4	MULTIPLICATION	<ul style="list-style-type: none"> • Explain that multiplication is repeated addition. • Perform multiplication of 2-digit numbers by 2-digit numbers and 3-digit numbers by 1 digit and 2-digit numbers with and without regrouping. • Apply the various properties of multiplication. • Multiply a number by 10, 100, 1000 and with their multiples. • Solve the problems related to real life situations based on multiplication. <p>SDG -16: PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> • Develop multiplication facts using skip counting and repeated addition method. • Discuss and evolve standard algorithms for multiplication. 	<ul style="list-style-type: none"> • Multiplication foldables. OR Multiplication using lines.

5	DIVISION	<ul style="list-style-type: none"> • Determine that division is dividing objects into equal groups. • Explain division as repeated subtraction. • Use multiplication tables to solve division sums. • Identify the terms i.e., dividend, divisor, quotient and remainder. • Find the relationship between multiplication and division facts. • Perform long division with and without remainder. • Apply the properties of division. • Apply the concept of division in real life situations to solve problems. <p>SDG-13: CLIMATE ACTION SDG-15: LIFE ON LAND</p>	<ul style="list-style-type: none"> • Experience equal sharing and grouping and connecting them mathematically in their own context. • Make groups for divisions, e.g., $24 \div 3$ means i.e., to find how many groups of 3 can be there in 24? 	<ul style="list-style-type: none"> • Division flower. <p>OR</p> <ul style="list-style-type: none"> • Division as equal distribution.
6	DAY, DATE AND TIME	<ul style="list-style-type: none"> • Read a calendar correctly. • Explores a clock and the units used in time. • Read the time correctly in hours and minutes • Calculate the time intervals in hours and minutes. • Express the time in to/past and in a.m./p.m. • Convert days to hours and hours to minutes. <p>SDG-8: DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • Use of vocabulary about time and calendar through discussions and storytelling. • Attempt to read a clock and calendar. 	<ul style="list-style-type: none"> • Prepare a calendar for August 2024 and decorate it. (Frame 5 questions based on it) <p>OR</p> <ul style="list-style-type: none"> • Prepare a demo clock with hour hand and minute hand.
7	MONEY	<ul style="list-style-type: none"> • Read and write the amount of money in words and in figures. • Convert rupees into paise and vice-versa. • Show the given amount of money in different denominations. • Add and subtract the given amount of money. • Prepare a cash memo. • Apply the concept of money in day-to-day transactions. <p>SDG-4: QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • Conduct role play of seller and buyer in selling and buying situation where lots of addition and subtraction of amounts using play money may be done. • Convert rupees into paise, e.g., how many 50 paise coins you will get in exchange of 20 rupees. • Make bills so that the students while making bills will use operations like addition and multiplication. 	<ul style="list-style-type: none"> • Creativity using coins <p>OR</p> <ul style="list-style-type: none"> • Paper wallet
8	LENGTH	<ul style="list-style-type: none"> • Understand the need of standard units. • Differentiate between standard and non-standard units. • Measure and compare the length of different objects. • Convert kilometre to metre and metre to centimeter. • Perform addition and subtraction based on length. • Apply the concept of length in solving problems related to daily life situations. <p>SDG-12: RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> • Measure the length of objects in their surroundings by using ruler/ tape. Students may be encouraged to estimate the length first and then verify it by actual measurement. 	<ul style="list-style-type: none"> • Bookmark making. <p>OR</p> <ul style="list-style-type: none"> • Measure the length of the objects in the classroom.

9	WEIGHT	<ul style="list-style-type: none"> • Identify the objects which are sold by measuring weight. • Understand the need of standard units. • Differentiate between standard and non-standard units. • Estimate the weight of a given object. • Measure and compare the weight of different objects. • Convert kilogram to gram. • Perform addition and subtraction based on weight. • Apply the concept of weight in solving problems related to daily life situations. <p>SDG-3: GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • Use simple balance to compare and find weight of common objects in terms of non-standard units like small stones, packets of objects. 	<ul style="list-style-type: none"> • Make your own balance.
10	CAPACITY	<ul style="list-style-type: none"> • Identify the objects which are sold by measuring capacity. • Compare the capacity of different containers. • Choose the appropriate units to measure capacity. • Convert litres to millilitres. • Add and subtract the given quantities. • Apply the concept of capacity in daily life situations. <p>SDG-16: PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> • Measure capacity of different containers and describe their experiences of doing so, e.g., how many glasses can be filled from one jug (any container) full of water. 	<ul style="list-style-type: none"> • Making lemonade
11	FRACTION	<ul style="list-style-type: none"> • Acquire understanding about fraction as part of a whole/collection of objects. • Read and write the fractions in words and figures. • Represent the fraction by shading and paper folding. • Identify the numerator and denominator of a given fraction. • Compare and order the like fractions. • Add and subtract the like fractions. • Apply the concept of fraction in daily life situations. <p>SDG-13: CLIMATE ACTION SDG-17: PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> • Represents the fractional numbers through activities related to pictures/ paper folding. • To discuss and correlate fractional numbers like half and quarter with daily life. 	<ul style="list-style-type: none"> • Fraction Robot/Bird. • Representation of fractions by Paper folding/shading.
12	GEOMETRY	<ul style="list-style-type: none"> • Differentiate 2d and 3d shapes. • Identify objects having the plane surfaces and curved surfaces. • Identify solid shapes like cube, cuboid, cylinder, cone and sphere. • Describe solid shapes by the number of faces, edges and vertices. • Acquire understanding and site examples of point, line, line segment and ray. • Draw and measure a line segment. <p>SDG-14: LIFE BELOW WATER</p>	<ul style="list-style-type: none"> • Collect and compare 2D and 3D shapes. • Differentiate and describe the properties of 3D shapes as per the number of vertices, edges and faces. 	<ul style="list-style-type: none"> • Drawing of 3D shapes, • and finding the number of edges, faces and vertices.

SCIENCE**PRESCRIBED BOOK:**

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

TERM- 1				TERM –2			
PERIODIC TEST-1	MARKS	Half-Yearly Examination	MARKS	PERIODIC TEST-2	MARKS	Annual Examination	MARKS
Ch-1 My Body Ch-2 Plants Around Us	20	Ch-1 My Body Ch-2 Plants Around Us Ch-3 Leaf Ch-4 Importance of Plants Ch-5 Animals	50	Ch-6 Feeding habits of animals Ch-7 Birds and Their Nests	20	Ch-6 Feeding Habits of Animals Ch-7 Birds and Their Nests Ch-8 Food Ch-9 Cooking and Eating Habits Ch-10 Water	50
TOTAL	20		50		20		50

INTERNAL ASSESSMENT (30 MARKS)

Term 1	Term 2																												
<p>Critical Thinking and Evaluation (5 marks) Activity- Group Discussion</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>2</td> </tr> <tr> <td>2. Content knowledge</td> <td>1</td> </tr> <tr> <td>3. Time Management</td> <td>1</td> </tr> <tr> <td>4. Originality</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Presentation	2	2. Content knowledge	1	3. Time Management	1	4. Originality	1	Total	5	<p>Critical Thinking and Evaluation (5 marks) Activity- Debate/Elocution/Extempore</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Presentation</td> <td>2</td> </tr> <tr> <td>2. Content knowledge</td> <td>1</td> </tr> <tr> <td>3. Time Management</td> <td>1</td> </tr> <tr> <td>4. Originality</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table>	Rubrics:	Marks	1. Presentation	2	2. Content knowledge	1	3. Time Management	1	4. Originality	1	Total	5				
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LEARNING OUTCOMES & PEDAGOGICAL PROCESS

SL NO	NAME OF THE CHAPTER	LEARNING OUTCOMES	PEDAGOGICAL PROCESSES	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1	CH:1 MY BODY	<p>The learner will be able to-</p> <ul style="list-style-type: none"> Identify and explain about the different parts of the body. Illustrate the five sense organs. Analyse the functions of sense organs. Group objects with the help of sense organs. Take measures for care of sense organs showing importance of health and hygiene. <p>SDG NO- 03 GOOD HEALTH AND WELL-BEING</p>	<ul style="list-style-type: none"> Perform simple activities/experiments to observe/smell /taste /feel /hear using different senses as per their abilities to identify/classify/differentiate between objects/features/entities. Share their experiences/observations through drawing/tracing / gestures/verbally in a few words /simple sentences in their own language. 	<ul style="list-style-type: none"> Role play Demonstration of facial expressions (Laughter, Sadness, Anger, Dissatisfaction etc.) Sketching Draw a neat labelled diagram of a tongue. Draw different emojis. Draw five sense organs. Infographic making activities based upon sense organs.
2	CH:2- PLANTS AROUND US	<ul style="list-style-type: none"> Identify simple features (e.g., shape, colour, aroma, where they grow/any other) of flowers, roots and fruits in immediate surroundings. Group plants according to differences/similarities. <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> Observe and explore the immediate surroundings i.e., home, school and neighbourhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/found, habits, needs, behavior etc.). 	<ul style="list-style-type: none"> Trip to school garden or nursery and identification of different categories of plants. Art Exhibition Draw and label different parts of a plant.
3	CH:3-LEAF	<ul style="list-style-type: none"> Identify simple features (e.g., shape, colour, aroma, where they grow/any other) of leaves in immediate surroundings. Describe the importance of leaf for a plant. Understand the process of compost-making using kitchen waste and the use of compost. Design craft works using dried leaves and leaf designs. <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> Manipulate local/waste material, fallen dry leaves/flowers, clay, fabrics, pebbles, colours to create/improvise drawings, models, designs, collage etc. For example, using clay to make pots/vessels, animals, birds etc. Observe and explore the neighborhood for experiencing different life forms around them. Share their experiences / observations through drawing/tracing / gestures/verbally in a few words /simple sentences in their own language. 	<ul style="list-style-type: none"> Collection of dried leaves of different shapes to make leaf art. Leaf tracing Structure of a Leaf Making of compost Drawing of different shapes of leaves.
4	CH:4- IMPORTANCE OF PLANTS	<ul style="list-style-type: none"> List different uses of plants. Explain how trees purify the air. Discuss the different ways to conserve plants. Describe the importance of van mahotsav. Estimate the harmful effects <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> Share their experiences / observations through drawing/tracing / gestures/verbally in a few words /simple sentences in their own language. Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. Carry out projects such as taking care of a plant(s), feed birds/animals. 	<p>Creating Art Reservoir using waste materials</p> <ul style="list-style-type: none"> Making of paper bags with old newspaper. Make a collage of plant products

<p>5</p>	<p>CH:5- ANIMALS</p>	<ul style="list-style-type: none"> •Group objects, birds, animals, features, activities according to differences/similarities using different senses. (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses. •Classify animals on the basis of their habitats. •Use knowledge to identify friendly animals and shy animals and deal with them accordingly. • Understand the difference between the body structures of animals of different habitats. <p>SDG NO- 14 LIFE BELOW WATER SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> • Observe and explore the neighbourhood for experiencing different life forms around them. • Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. Carry out projects such as taking care of a plant(s), feed birds/animals. • Share experiences of their relationships with pets/domestic animals or other birds, animals in surroundings. • Observe and explore the immediate surroundings i.e., home, school and neighbourhood for different objects/plants/animals/birds for their concrete/ simple observable physical features (diversity, appearance, movement, places of living/found, habits, needs, behaviour etc.). 	<p>Painting/Sketching</p> <ul style="list-style-type: none"> • Draw / paste pictures of animals living in different habitats. • Diagram of fish • Clay modelling (favourite animals) <p>Field trip</p> <ul style="list-style-type: none"> • Virtual tour to Nandankanan.
<p>6</p>	<p>CH:6- FEEDING HABITS OF ANIMALS</p>	<ul style="list-style-type: none"> •Group objects, birds, animals, features, activities according to differences/similarities using different senses. (e.g., appearance/place of living/ food/ movement/ likes-dislikes/ any other features) using different senses.p •Classify animals on the basis of their habitats. • Use his/her knowledge to identify friendly animals and shy animals and deal with them accordingly. •Understand the difference between the body structures of animals of different habitats. <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> •Share their experiences / observations through drawing/tracing / gestures/ verbally in a few words /simple sentences in their own language. •Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. Carry out projects such as taking care of a plant(s), feed birds/animals. 	<p>Sketching and pasting</p> <ul style="list-style-type: none"> • Draw a neat labelled diagram of a butterfly. • Pasting pictures of animals showing different feeding habits.
<p>7</p>	<p>CH:7- BIRDS AND THEIR NESTS</p>	<ul style="list-style-type: none"> • Identify different features (beaks, claws, nests/shelters, etc.) Of birds. • Identify common birds found in their locality. • Know their habitats such as water, land (forest, grass lands, deserts), air. • List the types of nests and the materials used by different birds for making their nest. • Describe the need of making nests. • Explain the need of migration of birds. <p>SDG NO- 15LIFE ON LAND</p>	<ul style="list-style-type: none"> • Observe and explore the neighbourhood for experiencing different life forms around them. • Collect and arrange the objects/materials such as pebbles, beads, fallen leaves, feathers, pictures, etc. Of their finds from their surroundings and arrange in an innovative manner. (ex- bird’s nest making). •Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups e.g. Carry out projects such as taking care of a plant(s), feed birds/animals. 	<p>Creating Art Reservoir using waste materials</p> <ul style="list-style-type: none"> • Making of bird's nest. • Pasting pictures of migratory birds (4). <p>Sketching</p> <ul style="list-style-type: none"> • Draw a neat labelled diagram of a bird.

8	CH:8- FOOD	<ul style="list-style-type: none"> • Define the terms- nutrients, poultry birds, over eating. • Explains the importance of food. • Classify the food items we get from plants and animals. • Realize the importance of balanced diet. • List the factors on which the food consumed by people depends. • Appraise the measures to prevent obesity. • Describe the need of food for people of different age groups, availability of food in the surrounding. <p>SDG NO- 02 ZERO HUNGER SDG NO- 03 GOOD HEALTH AND WELL-BEING</p>	<ul style="list-style-type: none"> • Discuss with elders and find out from where we/birds/animals get water, food (plants/animals, which part of the plant we eat etc. • Ask/frame questions and respond to the peers and elders without any fear/hesitation. • Share their experiences/observations through drawing/tracing / gestures/ verbally in a few words /simple sentences in their own language. 	<p>Exhibition</p> <ul style="list-style-type: none"> • Display of parts of plants eaten as food. • Seed art. <p>Sketching</p> <ul style="list-style-type: none"> • Draw the pictures of edible stems and roots. (Two each)
9	CH:9- COOKING AND EATING HABITS	<ul style="list-style-type: none"> • Identify different types of cooking utensils and cooking processes. • Identify the food items that are eaten raw and food items that are cooked before eating. • Explain the benefits of eating cooked food. • Choose the healthy method of cooking various food items. • Create awareness to follow healthy food habits in daily life. <p>SDG NO- 02 ZERO HUNGER SDG NO- 03 GOOD HEALTH AND WELL-BEING</p>	<ul style="list-style-type: none"> • Observe their home/school kitchen for the food items, utensils and cooking processes. • Question, discuss, critically think and reflect on their experiences related to different food needs basing on age, gender occupation, physical activity, healthy eating and cooking habits. 	<p>Exhibition</p> <ul style="list-style-type: none"> • Display of the utensils along with their names. <p>Culinary Art</p> <ul style="list-style-type: none"> • Master Chef show. <p>Sketching</p> <ul style="list-style-type: none"> • Draw any four cooking utensils.
10	CH:10- WATER	<ul style="list-style-type: none"> • Describe sources and uses of water at home and surroundings. • Classify the different sources of water: local and natural sources. • Know the different rivers of india and the uses of rivers. • Explain the concept of dam and hydro-electricity. • Distinguish between the different forms of water. <p>SDG NO- 06 CLEAN WATER AND SANITATION</p>	<ul style="list-style-type: none"> • Ask/frame questions and respond to the peers and elders without any fear/hesitation. • Explore/read pictures, posters, signboards, books, quality materials, audio-videos, tactile/raised material/newspaper clippings, stories/poems, web resources, documentaries, library and use other resources besides textbook. 	<p>Painting and pasting</p> <ul style="list-style-type: none"> • Draw and colour a picture of rainy day. • Picture pasting of the dams in India and Odisha (4 each).

SOCIAL SCIENCE**PRESCRIBED BOOK**

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

TERM-1				TERM-2			
PERIODIC TEST-1	MARKS	HALF- YEARLY EXAM	MARKS	PERIODIC TEST-2	MARKS	ANNUAL EXAM	MARKS
CH-1- The Family Ch-2- Family Similarities Ch-3-Our Food	20	CH-1-The Family Ch-2- Family Similarities Ch-3- Our Food Ch-4- Our Dresses Ch-5- The Early Man Ch-6- Learning About Works Ch-7- If You Believe You Can, You Will!	50	CH-8-Let us Enjoy! Ch-9-Our Homes Ch-10- Beautiful Homes	20	CH-8-Let us Enjoy! Ch-9- Our Homes Ch-10- Beautiful Homes Ch-11- Directions Ch-12- Conquering Distances Ch-13- Closing Distances Ch-14- I Am Proud To Be An Indian	50
		Map Work-Practice Map Skill- (States Without Clues)				Map Work- Practice Map Skill-(States Without Clues, Bay Of Bengal, Arabian Sea and Indian Ocean)	
TOTAL	20		50		20		50

INTERNAL ASSESSMENT- 30 MARKS

Term - 1 SKILL AND COMPETENCIES WITH RUBRICS		Term -2 SKILL AND COMPETENCIES WITH RUBRICS	
I. CRITICAL THINKING AND EVALUATION Chapter-The Family Activity-Elocution		I. CRITICAL THINKING AND EVALUATION Chapter- Closing Distances Activity- Debate	
Rubrics	Marks	Rubrics	Marks
1.Content Knowledge	1	1. Content Knowledge	1
2. Presentation	2	2. Presentation	2
3. Time management	1	3. Time management	1
4. Originality	1	4. Originality	1
Total	5	Total	5
II. PROBLEM SOLVING AND INFERENCE Chapter- Early man Activity- Oral Test		II. PROBLEM SOLVING AND INFERENCE Chapter- Direction Activity- Quiz	
Rubrics	Marks	Rubrics	Marks
1. Conceptual Clarity	1	1. Time Management	1
2. Presentation	2	2. Understanding	2
3. Originality and creativity	1	3. Analysing	1
4. Interpretation	1	4. Conceptual clarity	1
Total	5	Total	5
III. COLLABORATION AND CREATIVE THINKING Chapter-Our Food Activity-Paste pictures of food items of Odisha and Punjab.		III. COLLABORATION AND CREATIVE THINKING Chapter- Our Home Activity-Model of a house	
Rubrics	Marks	Rubrics	Marks
1. Relevance of content	1	1. Relevance of Content	1
2. Presentation	2	2. Presentation	2
3. Collaboration	1	3. Collaboration	1
4. Originality/Creativity	1	4. Originality/Creativity	1
Total	5	Total	5
IV. VALUE/ETHICAL APPLICATION OF CONCEPTS Chapter - Learning about works Activity- Role Play		IV. VALUE/ETHICAL APPLICATION OF CONCEPTS Chapter - Beautiful Home Activity- Awareness Campaign (Cleanliness is next to Godliness)	
Rubrics	Marks	Rubrics	Marks
1.Relevance of content	1	1.Collaboration	1
2.Presentation	2	2.Cleanliness initiation	2
3.Costumes and prop	1	3.Message	1
4.Confidence	1	4. Outreach/Impact	1
Total	5	Total	5
V. PORTFOLIO TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) & ASSIGNMENTS/WORKSHEET		V. PORTFOLIO TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) & ASSIGNMENTS/WORKSHEET	
Rubrics	Marks	Rubrics	Marks
1.Regularity	1	1.Regularity	1
2. Task Completion	1	2. Task Completion	1
3. Maintenance of index	1	3. Maintenance of index	1
4. Follow up Action	1	4. Follow up Action	1
5. Note Book up keep	1	5. Note Book up keep	1
Total	5	Total	5

VI. PROJECT AND VIVA		VI. PROJECT AND VIVA	
Topic- Costumes of Classical and Folk dances of India. Activity- Project File.		Trans-disciplinary project Activity- Project File.	
Rubrics	Marks	Rubrics	Marks
1. Collection of data	1	1. Collection of data	1
2. Conceptual Clarity	1	2. Conceptual Clarity	1
3. Creative Presentation	1	3. Creative Presentation	1
4. Extent of Research	1	4. Extent of Research	1
5. Viva	1	5. Viva	1
Total	5	Total	5

LEARNING OUTCOMES AND SUGGESTED PEDAGOGICAL PROCESS

CHAPTERS	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1- THE FAMILY	<ul style="list-style-type: none"> The learners will be able to- List the family values. Explain the importance of family. Distinguish between nuclear and joint family. <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> Observe and explore their home, family members with whom they live, what works they do and their relation. 	<ul style="list-style-type: none"> Draw a family tree.
2- FAMILY SIMILARITIES	<ul style="list-style-type: none"> List the similarities between the family members. Distinguish between identical twins and fraternal twins. Explain the space journey of sunita williams. <p>SDG NO- 05 GENDER EQUALITY</p>	<ul style="list-style-type: none"> Describe the role of family members, family influences (traits/features/ habits/ practices). 	<ul style="list-style-type: none"> Paste the pictures of identical twins and fraternal twins.
3- OUR FOOD	<ul style="list-style-type: none"> Define food. List the popular food items of different states of India. Compare between vegetarian food and non-vegetarian food. Explain the importance of food in our life. Explain the link between food and climate. <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER</p>	<ul style="list-style-type: none"> Observe the different food items eaten by people and describe them. Compare the Food habits of different parts of India. 	<ul style="list-style-type: none"> Paste the pictures of food items belonging to Odisha and Punjab and name them.
4- OUR DRESSES	<ul style="list-style-type: none"> List the different types of fibre used to make clothes. Compare the different types of fibre. Explain the link between clothes and climate, religion, occupation of people. <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 13 CLIMATE ACTION</p>	<ul style="list-style-type: none"> Discuss the similarities and differences in the types of clothes in climatic conditions/ religions /occupations of India. PPT/Video 	<ul style="list-style-type: none"> Vegetable printing
5- THE EARLY MAN	<ul style="list-style-type: none"> Compare the life of early man with the modern man. Can make own stone stools. Explain the discovery and invention of early man. <p>SDG NO- 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> Compare the food, clothes, tools, and means of transport of early man with the modern man. Role play PPT/Video 	

<p>6- LEARNING ABOUT WORKS</p>	<ul style="list-style-type: none"> • Sing different types of lories. • List the different types of occupation. • Compare between different occupations. • Select the suitable occupation for him/her. <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • Describe skilled workers, such as, potter, weaver, carpenter and tools used by them, their inheritance (from elders). • Role Play 	<ul style="list-style-type: none"> • Role play on various occupations.
<p>7- IF YOU BELIEVE YOU CAN, YOU WILL!</p>	<ul style="list-style-type: none"> • Write about Dr. A P J Abdul Kalam. • Explain the problems of child labour in our country. • Explain the importance of Education and RTE <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER</p>	<ul style="list-style-type: none"> • Presentation through multi media. • Role play on child labour. 	<ul style="list-style-type: none"> • Quiz –on Dr. APJ Abdul Kalam
<p>8- LET US ENJOY!</p>	<ul style="list-style-type: none"> • Define leisure time. • List the indoor games and outdoor games. • Compare the leisure time activities of different group of people. <p>SDG NO- 03 GOOD HEALTH AND WELL-BEING</p>	<ul style="list-style-type: none"> • Share experiences with the people living in their neighbourhood about the activities done during their leisure time. 	<ul style="list-style-type: none"> • Paste the pictures of any four leisure time activities
<p>9- OUR HOMES</p>	<ul style="list-style-type: none"> • List the materials required to make permanent house and temporary house. • Names the different types of houses. • Describes the needs of a house for him. • Make a model of a house. <p>SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> • Create drawings/models of different types of houses. • Describe the special types of houses found in different parts of India. 	<ul style="list-style-type: none"> • Model of a house
<p>10 - BEAUTIFUL HOMES</p>	<ul style="list-style-type: none"> • Name the materials used to keep our house clean. • Define garbage. • Distinguish between bio-degradable and non-biodegradable waste. • Explain the 3 rs of garbage disposal. • Explain different ways to take care of pets. <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 06 CLEAN WATER AND SANITATION</p>	<ul style="list-style-type: none"> • Use local waste materials to create a new thing. • Poem/story/slogans on 3R's. 	<ul style="list-style-type: none"> • Awareness Campaign (Cleanliness is next to Godliness)
<p>11 - DIRECTIONS</p>	<ul style="list-style-type: none"> • Define compass. • Distinguish between cardinal direction and intermediary direction. • Identify different directions. • Locate places on the globe easily. <p>SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • Observe sunrise and sunset. • Role play on direction 	<ul style="list-style-type: none"> • Draw a compass and show cardinal and intermediary directions
<p>12 – CONQUERING DISTANCES</p>	<ul style="list-style-type: none"> • classify different modes of transport. • compare the means of transport used in ancient time and modern time. • design a poster on save fuel. • make a model of your favourite vehicle. <p>SDG NO- 07 AFFORDABLE AND CLEAN ENERGY SDG NO- CLIMATE ACTION</p>	<ul style="list-style-type: none"> • Observe the modes of transport through dialogue with elders. • Use different materials like matchboxes, ice cream sticks etc. to make a toy train or other means of transport. • Display of toys (Different means of transport). 	

<p>13 - CLOSING DISTANCES</p>	<ul style="list-style-type: none"> • Define communication. • Classify different means of communication. • Distinguish between personal and mass communication. • Explain the journey of a letter. • Suggest the best means of communication. <p>SDG NO- 04 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • Journey of a letter – enlist various steps involved in the journey of letter from sender to receiver. Identifies objects, signs/signboard, means of communication. • Role play (different means of communication). • Observe different means of communication through dialogue with elders. 	
<p>14 - I AM PROUD TO BE AN INDIAN</p>	<ul style="list-style-type: none"> • Recall states and capitals of India. • Define Union Territories. • Identifies different land forms of India. • Distinguish between mountains, plateaus, plains etc. • List the important rivers of India. <p>SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS SDG NO- 17 PARTNERSHIP FOR THE GOALS</p>	<ul style="list-style-type: none"> • Observe models of different types of land forms/map/ globe. 	<ul style="list-style-type: none"> • Draw and colour different national symbols (Pg 98 of book)

GENERAL KNOWLEDGE

1. **BOOK PRESCRIBED:** Kid Wiz - Published by D.A.V. College Managing Committee

EXAMINATION	MONTH	CHAPTERS TO BE TAUGHT
Term-1	APRIL & MAY	LESSON -1 LANGUAGE AND LITERATURE. PAGE 1 TO 9 I. BOOKS AND AUTHORS
	JUNE & JULY	LESSON -2 ENVIRONMENT AROUND. PAGE 10 TO 23 II. IMPORTANCE OF FOOD. HEALTHY AND UNHEALTHY FOOD.
	AUGUST	LESSON – 3 WORLD AROUND. PAGE 24 TO 26 III. IMPORTANT FESTIVALS OF INDIA. IV. STATES WITH CAPITAL. V. COMMON ABBREVIATION LESSON-3 WORLD AROUND. PAGE- 27 TO 31 VI. STATES WITH LANGUAGES
	SEPTEMBER	REVISION & HALF YEARLY EXAMINATION
Term-2	OCTOBER	LESSON-3 WORLD AROUND. PAGE- 32 TO 37(CONT.) VII. STATE WITH FAMOUS FOOD. VIII. NATIONAL HEROES OF PRE INDEPENDENT OF INDIA.
	NOVEMBER	LESSON-4 ART AND CULTURE. PAGE - 38 TO 46 IX. PLACES OF PILGRIMAGE IN INDIA.
	DECEMBER	LESSON-5 MATH MAGIC. PAGE - 47 TO 54 X. FUN WITH MATH'S
	JANUARY	LESSON-6 SPORTS AND GAMES. PAGE 55 TO 63 XI. PLAYERS ASSOCIATED WITH GAMES. XII. REVISION
	FEBRUARY	REVISION & ANNUAL EXAMINATION

COMPUTER SCIENCE

1. **BOOK PRESCRIBED:-** HANDS ON - Published by D.A.V. College Managing Committee

EXAMINATION	MONTH	CHAPTERS TO BE TAUGHT
Term-1	APRIL & MAY	CH-1. GETTING STARTED
	JUNE & JULY	CH -2 FUNDAMENTALS OF THE COMPUTER CH -3. KEYBOARD 1
	AUGUST	CH-4. TOUCH TYPING : PLAY WITH TEXT EDITOR
	SEPTEMBER	REVISION & HALF YEARLY EXAMINATION
Term-2	OCTOBER	CH-5. KNOW THE KEYBOARD (CONT.)
	NOVEMBER	CH-5. KNOW THE KEYBOARD CH-6. USING THE ICONS
	DECEMBER	CH-7. TUX PAINT: LET'S PAINT THE WORLD
	JANUARY	CH-8. USE SAFE: PRECAUTIONS WHILE USING COMPUTERS
	FEBRUARY	REVISION & ANNUAL EXAMINATION

MORAL EDUCATION

1. **BOOK PRESCRIBED: LIVING WITH VALUES-III** - Published by D.A.V. College Managing Committee

EXAMINATION	MONTH	CHAPTERS TO BE TAUGHT
Term-1	APRIL & MAY	CH-1 PRAYER CH-2 RIGHT OR WRONG
	JUNE & JULY	CH-3 MEESHA AND BRUNO CH-4 LATE LATEEF PEEHU
	AUGUST	CH-5 YES! I HAVE DONE THIS CH-6 THIS IS OUR WORK CH-7 MAHATMA HANSRAJ
	SEPTEMBER	REVISION & HALF YEARLY EXAMINATION
Term-2	OCTOBER	CH-8 LOST AND ALL ALONE
	NOVEMBER	CH-9 MOVE ON AND LET IT GO CH-10 THE MORE, THE MERRIER
	DECEMBER	CH-11 MY DAUGHTER STELLA CH-12 I MADE MY CHOICE
	JANUARY	CH-13 THIS TOO SHALL PASS PRINCIPLES OF ARYA SAMAJ
	FEBRUARY	REVISION & ANNUAL EXAMINATION

ART & CRAFT

1. **BOOK PRESCRIBED: STEP BY STEP** - Published by D.A.V. College Managing Committee

Term - 1	Term - 2
1. Flowers <ul style="list-style-type: none"> • Lotus • Hibiscus • Sunflower 2. Object Drawing <ul style="list-style-type: none"> • Book • Pen and pencil • Bottle • Pot 3. Scenery 4. Step by Step (Pg.-1 to 20)	1. Pet Animal <ul style="list-style-type: none"> • Cat • Dog 2. Bird <ul style="list-style-type: none"> • Parrot • Swan 3. Craft work <ul style="list-style-type: none"> • Paper mask 4. Finger puppet making <ul style="list-style-type: none"> • My family 5. Step by Step (Pg.-21 to 40)

MUSIC

Term-1	Term-2
1. School Prayer <ul style="list-style-type: none"> • Twameba Mata... • Ki Sundara Aha...(Odia) • Itni Shakti Hume...(Hindi) 	1. School Prayer <ul style="list-style-type: none"> • Mansa Satatam...(Sanskrit) • Omm hi Jeevan Humara...(Hindi) • E Malik Tere Bande Hum

Practice all the prayers written in the diary

DANCE

Term-1	Term-2
1. Bhumi Pranam (Theory /Practical) 2. Five fingers name 3. Stepping 1 (Chauka)	1. Geeva Veda 2. Soundless Exercise 1 3. Stepping 1 (Chauka) 4. Patriotic Dance

YOGA

Term-1	Term-2
<p>Theory Basic rules for practicing yoga</p> <p>Practical</p> <ol style="list-style-type: none"> Loosening Exercises Tadasana Vrikshasana Utkatasana Sahaja Natarajasana Akarna Dhanurasana Vakrasana PRANAYAMA <ul style="list-style-type: none"> Omm Chanting Sheetali Pranayam 	<p>Practical</p> <ol style="list-style-type: none"> Sarala Bhujangasana Ardha Shalabhasana Sarala Dhanurasana Setubandhasana PRANAYAMA <ul style="list-style-type: none"> Sahaja Pranayama Bhramari

GAMES AND SPORTS

Term-1	Term-2
<ol style="list-style-type: none"> Different Command for line formation Warming up Exercise <ul style="list-style-type: none"> Running on the spot Jumping on the spot Different types of joint rotation Minor games <ul style="list-style-type: none"> Dog and bone Rumal chori Over head passing the ball /Tunnel the ball PEC (1to10) <ul style="list-style-type: none"> Running, Jumping and Throwing Chasing games Circle Dodge Ball Hitting and Kicking Scoring goals Dribble the ball Indoor Games <ul style="list-style-type: none"> Chess Ludo Carrom Table Tennis 	<ol style="list-style-type: none"> PEC(11 to 20) <ul style="list-style-type: none"> Hand to hand pull Throwing and catching Jumping for height Running Race <ul style="list-style-type: none"> Zigzag running Shuttle run Kho kho (Basic skills) <ul style="list-style-type: none"> Sitting position Knee touch Running skills Indoor Games <ul style="list-style-type: none"> Chess Ludo Carrom Table Tennis