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EXAMINATION TIMELINE

EXAM	EXAM	WINDOW TIME	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
TERM I	Periodic Test - I	22.07.24 to 27.07.24	Syllabus covered from 1 st week of April to 3 rd week of July	40	1.30 Hours
	Half Yearly Examination	17.09.24 to 27.09.24	Syllabus covered till Half Yearly	80	3 Hours
TERM II	Periodic Test - II	25.11.24 to 30.11.24	Syllabus covered after Half Yearly till PT-2	40	1.30 Hours
	Annual Examination	2nd week of February 2025	Syllabus for Annual Examination	80	3 Hours

ASSESSMENT STRUCTURE (TERM I & TERM II: 200 marks)

TERM I		TERM II	
PT- I	HALF- YEARLY EXAMINATION	PT- II	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.

The Sustainable Development Goals (SDGs),

The Sustainable Development Goals (SDGs), also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity.

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

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



ENGLISH

PRESCRIBED TEXT BOOKS:

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

INTERNAL ASSESSMENT

SKILLS AND COMPETENCIES WITH RUBRICS	
Term-I (30 Marks)	Term-II (30 Marks)
<p>Listening (5 Marks) Based on listening to recorded material sequence the events. Rubrics:(1 mark Each)</p> <ul style="list-style-type: none"> ● Attentiveness ● Listening for specific information ● Understanding ● Correct Response ● Accuracy 	<p>Listening (5 Marks) Audio for gist Rubrics:(1 mark Each)</p> <ul style="list-style-type: none"> ● Attentiveness ● Listening for specific information ● Understanding ● Correct Response ● Accuracy
<p>Speaking (5 Marks) Story Telling Rubrics (1 mark each)</p> <ul style="list-style-type: none"> ● Fluency ● Pronunciation and accent ● Vocabulary ● Accuracy ● Presentation 	<p>Speaking (5 Marks) Role Play (in groups of four) Rubrics (1 mark each)</p> <ul style="list-style-type: none"> ● Fluency ● Pronunciation and accent ● Vocabulary ● Accuracy ● Presentation
<p>Reading (5 Marks) Reading aloud a particular piece of prose/poem Rubrics (1 mark each)</p> <ul style="list-style-type: none"> ● Pronunciation and articulation ● Fluency and confidence ● Expression ● Posture ● Comprehensibility 	<p>Reading (5 Marks) Reading aloud a particular piece of prose/poem Rubrics (1 mark each)</p> <ul style="list-style-type: none"> ● Pronunciation and articulation ● Fluency and confidence ● Expression ● Posture ● Comprehensibility
<p>Writing Skill (5 Marks) Describe an object/place/person/event. Rubrics (1 mark each)</p> <ul style="list-style-type: none"> ● Relevance to content ● Creative presentation ● Fluency ● Vocabulary ● Accuracy 	<p>Writing Skill (5 Marks) Concept Map (The Helpful Young Man) Rubrics (1 mark each)</p> <ul style="list-style-type: none"> ● Relevance to content ● Creative presentation ● Fluency ● Vocabulary ● Accuracy
<p>Portfolio (5 Marks) CW & HW Notebook Presentation and correction work Rubrics:(1 mark Each)</p> <ul style="list-style-type: none"> ● Regularity ● Task completion ● Follow Up Action ● Maintenance of Index ● Notebook up keep 	<p>Portfolio (5 Marks) CW & HW notebook Presentation and correction work Rubrics:(1 mark Each)</p> <ul style="list-style-type: none"> ● Regularity ● Task completion ● Follow-Up Action ● Maintenance of Index ● Notebook up keep

SKILLS AND COMPETENCIES WITH RUBRICS	
Term-I (30 Marks)	Term-II (30 Marks)
Project (5 Marks) Prepare a project file on leisure time activities. (Refer to Unit 2 “Hobbies” of My English Reader) Rubrics:(1 mark Each) <ul style="list-style-type: none"> ● Relevance of Content ● Presentation ● Fluency and Accuracy ● Creativity ● Integration of Art 	Project (5 Marks) Keeping all the elements of a good advertisement in mind, design an advertisement. Rubrics:(1 mark Each) <ul style="list-style-type: none"> ● Relevance of Content ● Presentation ● Fluency and Accuracy ● Creativity ● Integration of Art

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

I. WEIGHTAGE TO FORM OF QUESTIONS

(PT-I/PT-II/HALF YEARLY /ANNUAL)

Sl.no.	Form of Questions		OBJ/VSA	SA-I	SA-II	LA	TOTAL
1	Marks for each question		1	2	4 +6	8	21
2	No. of Questions	PT-I/ PT-II	3 (Q1,4,5)	1(Q6)	2(Q2,7)	1(Q3)	7
		HALF YEARLY/ ANNUAL	9(Q1,2,5,6,7,8,9,10,11)	1(Q12)	3(Q3,13,14)	1(Q4)	14
3	Total Marks	PT-I/ PT-II	16	6	10	8	40
		HALF YEARLY/ ANNUAL	46	12	14	8	80

II. Weightage of learning objectives:

Objectives	Reading	Writing and Grammar	Literature	Total
% of Marks	20%	40%	40%	100%
PT-I & PT-II	08	16	16	40
% of Marks	25%	37.5%	37.5%	100%
Half Yearly & Annual	20	30	30	80

(80 Marks of Half-Yearly/Annual will be reduced to 50% weightage.) 30 marks will be allotted for Internal Assessment. (P.T. I +II = 20% weightage + Half-Yearly/Annual 50% weightage = 70 % + 30 % Internal Assessment = 100%)

SYLLABUS FOR PEN AND PAPER TEST

Term -I				Term -II			
PeriodicTest-I (40 MARKS)	MARKS	Half Yearly Examination (80 MARKS)	MARKS	Periodic Test-II (40 MARKS)	MARKS	Annual Examination (80 MARKS)	MARKS
Section - A [Reading Comprehension] • Unseen passage	8	Section - A [Reading Comprehension] • Unseen passages	8+12	Section - A [Reading Comprehension] • Unseen passage	8	Section- A [Reading Comprehension] • Unseen passages	8+12
Section-B [Writing & Grammar] Writing • Notice • Article My English Reader • Celebrations Grammar • (English Practice Book) • Putting it together • Regular & Irregular Verb	4+8	Section-B [Writing & Grammar] Writing • Notice • Article • Story • E-mail (Informal) My English Reader • Celebrations • Hobbies • Thrill in School Life Grammar (English Practice Book) • Putting it together • Regular and Irregular verb • Determiners • Subject-Verb agreement • Modals	4+8	Section-B [Writing & Grammar] Writing • Speech • Bio -Sketch My English Reader • Performing Arts Grammar (English Practice Book) • Simple Tenses (Part-I) • Continuous Tenses (Part-II) • Perfect Tenses (Part-III)	4+8	Section-B [Writing & Grammar] Writing • Speech • Formal Letter (Letter to the editor) • Advertisement My English Reader • Performing Arts • VacationTime • Tinsel World Grammar (English Practice Book) • SimpleTenses (Part I) • Continuous Tenses (Part-II) • Perfect Tenses (Part-III) • Conditionals • Passive Voice • Reading for Understanding	4+8
Section -C English Literature • How Daddy Decided What He Wanted to Be • Leisure	16	Section -C English Literature • How Daddy Decided What He Wanted to Be • Leisure • The White Elephant • My Experiments with Truth • Today and Tomorrow	30	Section -C English Literature • The Helpful Young Man • Bharat Desh • Hanuman and I	16	Section -C English Literature • The Helpful Young Man • Bharat Desh • Hanuman And I • Our Tree • Attila • The Case of Copied Question Paper	30
						The following chapters of Half	

					Yearly (20%) is included in the Annual Examination. GRAMMAR (English Practice Book)	
	40		80		40	80
Reading Bonus Section Suggested books for Reading	4			Reading Bonus Section Suggested books for Reading	4	
<ul style="list-style-type: none"> The Adventures of Huckleberry Finn (abridged version)- Mark Twain Robinson Crusoe- Daniel Defoe 				<ul style="list-style-type: none"> Oliver Twist by Charles Dickens Autobiography of Rabindra Nath Tagore 		
TOTAL	40+4				40+4	

Note: Periodic Test -I and II will have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise comprehension-based questions from the recommended books.

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

Sl No	Chapter Name	Learning Outcomes	Pedagogical Processes	Activities for Assessment
1	CHAPTER 1: How Daddy Decided What He Wanted To Be	The learners will be able to <ul style="list-style-type: none"> summarise the chapter in their own words. realise that we should be good human beings first. understand that every profession has its own importance. SDG 4 - Quality Education SDG 8 - Decent Work & Economic Growth.	<ul style="list-style-type: none"> Attempts creative writing, like stories, poems, dialogues Skits, dialogues from a story and story from dialogues. Looks at pictures given in the chapter and speaks/writes few sentences about them. Prepares a speech- on the importance of different professions. 	<ul style="list-style-type: none"> Pre-reading task Identifies the profession from the given clues and the picture. Comic strip activity Solves crossword puzzles
2.	CHAPTER 2: The White Elephant	<ul style="list-style-type: none"> understand that animals too have feelings and emotions. realise that good deeds will be always rewarded. develop a positive attitude towards life. SDG 15 - Life on land SDG 16 - Peace, Justice & Strong Institutions	<ul style="list-style-type: none"> Thinks critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them. Raises questions based on their reading Writes article on the cruelty of animals which was published in the newspaper 	<ul style="list-style-type: none"> Pre-reading task Face mask making: face mask of mother elephant, and baby elephant Arranges the jumbled sentences and writes the story sequence wise

Sl No	Chapter Name	Learning Outcomes	Pedagogical Processes	Activities for Assessment
3	CHAPTER 3: Leisure	<ul style="list-style-type: none"> list the leisure time activities they do/ they are unable to do due to lack of time. identify the poetic devices such as personification and alliteration in other poems. create a new poem on 'Nature'. SDG 13- Climate Action SDG 15-Life on land	<ul style="list-style-type: none"> Recite poems with appropriate expressions and intonation. Recitation of similar poem Sharing story on importance of leisure time activities 	<ul style="list-style-type: none"> Contrasts between city life and nature using webchart. Uses crossword puzzles, wordchain and quizzes to demonstrate efforts to enrich vocabulary through them. Quiz
4	CHAPTER 4: My Exeriments With Truth	<ul style="list-style-type: none"> recall and connects with some life lessons which they experience in their day-to-day life. distinguish between the good deed and the bad. understand that social networks can be used in education as well. SDG 8 –Decent Work &Economic Growth SDG 16-Peace, Justice & Strong Institutions	<ul style="list-style-type: none"> Uses synonyms/ antonyms, deduces word meanings from clues in context while reading a variety of texts. Video related to Gandhiji's life. Video on importance of handwriting. 	<ul style="list-style-type: none"> Charkha making: use ice creamsticks and make a charkha or spinning wheel and write an ideal of Gandhiji on each stick that you have learnt in this chapter. Virtual field trip Confession box activity (use prompts to write a chit of confession ex: Once when I was a kid.....)
5	CHAPTER 5: Today &Tomorrow	<ul style="list-style-type: none"> learn about the importance of time. make themselves punctual avoid procrastination SDG 8 –Decent Work & Economic Growth	<ul style="list-style-type: none"> Introduction through video aids Identifies and appreciates significant literary elements in order to demonstrate understanding of their significance in literature and narratives. Shares story on procrastination 	<ul style="list-style-type: none"> Prepare a 'To Do List' for one week. Art integrated activity draw pictures showing difference between today(punctuality) and tomorrow(procrastination) Write creatively- stories, poems etc,
6	CHAPTER 6: The Helpful Youngman	<ul style="list-style-type: none"> acquire better LSRW skills. imbibe values like helpfulness, self-respect, compassion, sacrifice and dignity. use synonyms / antonyms, deduce word meanings from clues in context while reading a variety of texts. SDG13 –Climate Action SDG 17- Partnerships For the Goals	<ul style="list-style-type: none"> Introduction through video aids Concept map Thinks critically about characters, events, ideas, themes and relates them to life in order to compare and contrast them. Sequence of events and central ideas of the text. 	<ul style="list-style-type: none"> Creates a thank you post box. Makes a collage of the sequence in the story. Role play (speaking skills) Prepares kindness journal
7	CHAPTER 7: Bharat Desh	<ul style="list-style-type: none"> demonstrate the understanding of LSRW skills understand the responsibilities towards their motherland. inculcate the values of patriotism, 	<ul style="list-style-type: none"> Recite patriotic poem Shares videos on patriotism Identify literary devices Concept map 	<ul style="list-style-type: none"> Compose a short acrostic poem. Make a wind chime, paste your photo on it as shown in the picture.

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

HIGHER ODIA

ସହାୟକ ପୁସ୍ତକ : (PRESCRIBED TEXT BOOK:)

- ଆମ ସାହିତ୍ୟ (ଷଷ୍ଠ ଶ୍ରେଣୀ)
- ପ୍ରକାଶକ: ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଓଡ଼ିଶା ସରକାର, ଭୁବନେଶ୍ୱର

INTERNAL ASSESSMENT (30 Marks)

TERM - I	TERM - II
INTERNAL ASSESSMENT (30 marks)	INTERNAL ASSESSMENT (30 marks)
ଶ୍ରବଣ ଦକ୍ଷତା (LISTENING SKILL) (5 MARKS)	ଶ୍ରବଣ ଦକ୍ଷତା (LISTENING SKILL) (5 MARKS)
<p>ରେକର୍ଡ ହୋଇଥିବା କୌଣସି ଏକ କ୍ଷୁଦ୍ରଗଳ୍ପ ଶୁଣିବା ଉପରେ ଆଧାରିତ । (Based on listening to any recorded short story.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Attentiveness 2. Listening for specific information 3. Understanding 4. Correct Response 5. Accuracy 	<p>ରେକର୍ଡ ହୋଇଥିବା କୌଣସି ଭାଷଣ ଶୁଣିବା ଉପରେ ଆଧାରିତ । (Based on listening to any recorded speech.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Attentiveness 2. Listening for specific information 3. Understanding 4. Correct Response 5. Accuracy
କଥନ ଦକ୍ଷତା (SPEAKING SKILL) (5 MARKS)	କଥନ ଦକ୍ଷତା (SPEAKING SKILL) (5 MARKS)
<p>ବିଦ୍ୟାର୍ଥୀମାନେ ଯେ କୌଣସି ଏକ ଛୋଟ କାହାଣୀ ଉପସ୍ଥାପନ କରିବେ । (Students will be able to present a short story.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Fluency 2. Pronunciation and accent 3. Vocabulary 4. Accuracy 5. Presentation 	<p>ଅଭିନୟ ମଞ୍ଚ: (ଦଳଗତ ଭାବରେ ଅଭିନୟ ମାଧ୍ୟମରେ ଶ୍ରେଣୀ କକ୍ଷରେ ଉପସ୍ଥାପନ କରିବେ ।) Role Play: (Group will be able to present in the classroom through acting.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Fluency 2. Pronunciation and accent 3. Vocabulary 4. Accuracy 5. Presentation
ପଠନ ଦକ୍ଷତା (READING SKILL) (5 MARKS)	ପଠନ ଦକ୍ଷତା (READING SKILL) (5 MARKS)
<p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଗଦ୍ୟକୁ ଉଚ୍ଚପଠନ କରିବେ କିମ୍ବା ଏକ ପଠିତ କବିତାକୁ ସ୍ୱସ୍ୱରରେ ଆବୃତ୍ତି କରିବେ । (Students will read aloud a prose or recite a poem.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Pronunciation and articulation 2. Fluency and confidence 3. Expression 4. Posture 5. Comprehensibility 	<p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଗଦ୍ୟକୁ ଉଚ୍ଚପଠନ କରିବେ କିମ୍ବା ଏକ ପଠିତ କବିତାକୁ ସ୍ୱସ୍ୱରରେ ଆବୃତ୍ତି କରିବେ । (Students will read aloud a prose or recite a poem.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Pronunciation and articulation 2. Fluency and confidence 3. Expression 4. Posture 5. Comprehensibility

<p>ଲିଖନ ଦକ୍ଷତା (WRITING SKILL) (5 MARKS)</p> <p>ବିଦ୍ୟାର୍ଥୀ ଏକ ବସ୍ତୁ / ସ୍ଥାନ / ବ୍ୟକ୍ତି / ଘଟଣାକୁ ଆଧାର କରି ନିଜର ଭାବନାକୁ ଲିଖନ ମାଧ୍ୟମରେ ପରିପ୍ରକାଶ କରିବେ ।</p> <p>Students will express their feelings in writing based on an object / place / person / event.</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Relevance to content 2. Creative presentation 3. Fluency 4. Vocabulary 5. Accuracy 	<p>ଲିଖନ ଦକ୍ଷତା (WRITING SKILL) (5 MARKS)</p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ 'ସଡ଼କ ସୁରକ୍ଷା ଜୀବନ ରକ୍ଷା' ବିଷୟକୁ ଆଧାର କରି ସଚେତନତା ମୂଳକ ଉକ୍ତି ପ୍ରସ୍ତୁତ କରିବେ ।</p> <p>Students will make a statement based on the theme "SADAKA SURAKSHYA JIBANA RAKSHYA".</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Relevance to content 2. Creative presentation 3. Fluency 4. Vocabulary 5. Accuracy
<p>ପୋର୍ଟଫୋଲିଓ (PORTFOLIO) (5 Marks)</p> <p>ଶ୍ରେଣୀକାର୍ଯ୍ୟ ଓ ଗୃହକାର୍ଯ୍ୟ ଉପସ୍ଥାପନା ଏବଂ ସଂଶୋଧନ କାର୍ଯ୍ୟ । (CW & HW notebook presentation and correction work)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Regularity 2. Task completion 3. Follow Up Action 4. Maintenance of Index 5. Notebook up keep 	<p>ପୋର୍ଟଫୋଲିଓ (PORTFOLIO) (5 Marks)</p> <p>ଶ୍ରେଣୀକାର୍ଯ୍ୟ ଓ ଗୃହକାର୍ଯ୍ୟ ଉପସ୍ଥାପନା ଏବଂ ସଂଶୋଧନ କାର୍ଯ୍ୟ । (CW & HW notebook presentation and correction work.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Regularity. 2. Task completion 3. Follow Up Action 4. Maintenance of Index 5. Notebook up keep
<p>ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ (PROJECT) (5 marks)</p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ 'ବର୍ଷା ରତୁ' ଉପରେ ଏକ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିବେ । (Make a project about Barsa Rutu) ସହାୟକ ପୁସ୍ତକ: ଆମ ସାହିତ୍ୟ 'ଷଷ୍ଠ ଶ୍ରେଣୀ' ବିଷୟ: 'ବର୍ଷା'</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Relevance of Content 2. Presentation 3. Fluency and Accuracy 4. Creativity 5. Integration of Art 	<p>ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ (PROJECT) (5 marks)</p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ ଆନ୍ତର୍ଜାତିକ ଯେକୌଣସି ଷଟି କ୍ରୀଡ଼ା ସମ୍ପର୍କିତ ସଚିତ୍ର ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିବେ । (Prepare a project based on the International Game with pictures.) ସହାୟକ ପୁସ୍ତକ: ଆମ ସାହିତ୍ୟ 'ଷଷ୍ଠ ଶ୍ରେଣୀ' ବିଷୟ: ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Relevance of Content 2. Presentation 3. Fluency and Accuracy 4. Creativity 5. Integration of Art

ASSESSMENT STRUCTURE

DESIGN OF QUESTION PAPER: 2024-25

I. Weightage of learning objectives:

Objectives	Reading	Writing	Grammar	Literature	Total
% of Marks	25%	20%	17.5%	37.5%	100
PT-I & PT-II	10	08	07	15	40
% of Marks	12.5%	18.75%	25%	43.75%	100
Half Yearly & Annual	10	15	20	35	80

II. Weightage to form of questions:

Sl. No.	Form of Questions	MCQ	VSA	SA-1	LA-I	LA-II	Total	
1	Mark for each question (PT-I/ PT-II/ Half Yearly/ Annual)	01	01	02	05	8/7		
2	Number of questions	PT-I/ PT-II (Q:6)	01 (Q:3)	02 (Q:1,5)	01 (Q:4)	01 (Q:2)	06	
		Half Yearly/ Annual (Q:8,11)	02 (Q:4,5)	03 (Q:1,7,10)	03 (Q:6,9,12)	02 (Q:2,3)	12	
3	Total Marks	PT-I/ PT-II	04	07	16	05	08	40
		Half Yearly/ Annual	08	20	22	15	(8+7) 15	80

(80 Marks of Half-Yearly/Annual will be reduced to 50% weightage.) 30 marks will be allotted for Internal Assessment.
(P.T. I +II = 20% weightage + Half-Yearly/Annual 50% weightage = 70 % + 30 % Internal Assessment = 100%)

SYLLABUS FOR PEN AND PAPER TEST

TERM-I				TERM-II			
PERIODIC TEST-I	MARKS	HALF-YEARLY EXAMINATION	MARKS	PERIODIC TEST-II	MARKS	ANNUAL EXAMINATION	MARKS
'କ' ବିଭାଗ (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	10	'କ' ବିଭାଗ (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	10	'କ' ବିଭାଗ (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	10	'କ' ବିଭାଗ (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	10
'ଖ' ବିଭାଗ (ଲିଖନ) ୧. ରଚନା	08	'ଖ' ବିଭାଗ (ଲିଖନ) ୧. ରଚନା ୨. ପତ୍ରଲିଖନ	15	'ଖ' ବିଭାଗ (ଲିଖନ) ୧. ରଚନା	08	'ଖ' ବିଭାଗ (ଲିଖନ) ୧. ରଚନା ୨. ଦରଖାସ୍ତ୍ର	15
'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ୧. ଗଦ୍ୟରୂପ ୨. ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ କର ୩. ଶବ୍ଦାର୍ଥ	07	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ୧. ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ ୨. ବିପରୀତ ଶବ୍ଦ ୩. ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ ୪. ପ୍ରତିଶବ୍ଦ ୫. ବାକ୍ୟ ଗଠନ ୬. ଶବ୍ଦାର୍ଥ	20	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ୧. ଏକପଦରେ ପ୍ରକାଶ ୨. ପ୍ରତିଶବ୍ଦ ୩. ଶବ୍ଦାର୍ଥ	07	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ୧. ଗଦ୍ୟରୂପ ୨. ପ୍ରତିଶବ୍ଦ ୩. ବାକ୍ୟ ଗଠନ ୪. ଶବ୍ଦାର୍ଥ	20

<p>'ଘ' ବିଭାଗ (ସାହିତ୍ୟ) ପଦ୍ୟ : ୧. ବର୍ଷା ଗଦ୍ୟ : ୧. ବନବାଣୀ ୨. ମୋ ଜୀବନର ଅଭୁଲକଥା</p>	15	<p>'ଘ' ବିଭାଗ (ସାହିତ୍ୟ) ପଦ୍ୟ : ୧. ବର୍ଷା ୨. ପ୍ରଭାତ ଅବକାଶ ଗଦ୍ୟ : ୧. ବନବାଣୀ ୨. ମୋ ଜୀବନର ଅଭୁଲକଥା ୩. କ'ଣ ଶିଖିବା ୪. ସତ୍ତ୍ୱ ସୁରକ୍ଷା ଜୀବନ ରକ୍ଷା ୫. ଦେଶପ୍ରେମୀ କବିତା ଗଳ୍ପ : ୧. ନ୍ୟାୟ ବିଚାର</p>	35	<p>'ଘ' ବିଭାଗ (ସାହିତ୍ୟ) ପଦ୍ୟ : ୧. ଜନ୍ମଭୂମି ଗଦ୍ୟ : ୧. କିଏ ଭାସେ କିଏ ବୁଡ଼େ ୨. ବିଶ୍ୱବିଜୟୀ ବିବେକାନନ୍ଦ</p>	15	<p>'ଘ' ବିଭାଗ (ସାହିତ୍ୟ) ପଦ୍ୟ : ୧. ଜନ୍ମଭୂମି ୨. ଶରତ ନଈ କୂଳେ ୩. ଧୂଳି ଗଦ୍ୟ : ୧. କିଏ ଭାସେ, କିଏ ବୁଡ଼େ ୨. ବିଶ୍ୱବିଜୟୀ ବିବେକାନନ୍ଦ ୩. ବୃକ୍ଷଲତା ଆମର ବନ୍ଧୁ ୪. ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା ୫. ଓଡ଼ିଶାର ସଂସ୍କୃତି ଏକାଙ୍କିକା : ୧. ରାଜୋଚିତ ବ୍ୟବହାର</p>	35
<p>(ଉତ୍ତମ ପାଠକ) ୧. ପୁସ୍ତକର ନାମ: ଦିବ୍ୟ ଧାମର ଦିବ୍ୟ କଥା (ବିଷୟ: ଧର୍ମ ପରୀକ୍ଷା) ପ୍ରକାଶକ: ଶକ୍ତି ପବ୍ଲିଶର୍ସ ୨. ପୁସ୍ତକର ନାମ: ଦେଶ ବିଦେଶର ବୁଢ଼ୀମା' କାହାଣୀ (ବିଷୟ: ଭାଗ୍ୟ ପରୀକ୍ଷା) ପ୍ରକାଶକ: ପ୍ରାଚୀ ସାହିତ୍ୟ ପ୍ରତିଷ୍ଠାନ</p>	04			<p>(ଉତ୍ତମ ପାଠକ) ୧. ପୁସ୍ତକର ନାମ: ସ୍ୱାମୀ ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀ ଓ ବାଣୀ ପ୍ରକାଶକ: ରାମକୃଷ୍ଣ ମଠ ଓ ମିଶନ ୨. ପୁସ୍ତକର ନାମ: ଫକୀର ମୋହନଙ୍କ କଥାମାଳା (ଗଳ୍ପ: ଧନ୍ୟ ଅନନ୍ତା) ପ୍ରକାଶକ: ରାଜ୍ୟ ଜନଶିକ୍ଷା ସାଧନ କେନ୍ଦ୍ର ଓଡ଼ିଶା</p>	04		
Total	40+4		80		40+4		80

Important Instructions for students

- I. The chapters taught in Periodic Tests will be included in the Term Examinations.
- II. The following chapters of Half Yearly (20%) will be included in the Annual Examinations.
ବ୍ୟାକରଣ: ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ, ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ

Note: Periodic Test-I and Periodic Test-II can have a 'Reading Bonus Section' (4 marks) at the end of the question paper. This will comprise of comprehension-based question from there commended books. Marks obtained in Good Reader Bonus Scheme Section (out of 4 will be added into the Internal Assessment Scores)

ଶିକ୍ଷଣ ଫଳାଫଳ (LEARNING OUTCOMES AND PEDAGOGICAL PROCESS)

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
୧	ବର୍ଷା (ପଦ୍ୟ)	<ul style="list-style-type: none"> ଓଡ଼ିଆ ଭାଗବତ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବେ । ରତ୍ନଗୁଡ଼ିକ ସମ୍ବନ୍ଧରେ ଅବଗତ ହେବେ । ବର୍ଷାରତ୍ନ ସମ୍ପର୍କରେ ଜାଣିବା ସହିତ ତାହା ସମ୍ପର୍କରେ ରଚନା ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । SDG-13 ଜଳବାୟୁ କାର୍ଯ୍ୟ SDG-14 ଜଳଭାଗରେ ଜୀବନ SDG-15 ଭୂପୃଷ୍ଠରେ ଜୀବନ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ଶିକ୍ଷାନୁଷ୍ଠାନ ବ୍ୟାଖ୍ୟା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବର୍ଷାରତ୍ନରେ ପଲ୍ଲୀର ଦୃଶ୍ୟ ଅଙ୍କନ 'ବର୍ଷା' ସମ୍ପର୍କରେ କବିତା ଲିଖନ ଜଳପଥ, ସ୍ଥଳପଥ ଓ ଆକାଶ ପଥ ସମ୍ପର୍କିତ ଚିତ୍ର ସଂଗ୍ରହ
୨	ପ୍ରଭାତ ଅବକାଶ (ପଦ୍ୟ)	<ul style="list-style-type: none"> ମାତା ଯଶୋଦାଙ୍କ ବାହ୍ୟ ମମତା ବିଷୟରେ ଜାଣିବେ । ରୁଚିକର ଓ ଯୌଷ୍ଠିକ ଖାଦ୍ୟ ବିଷୟରେ ଜ୍ଞାନ ପାଇବେ । ଗୃହପାଳିତ ପଶୁପକ୍ଷୀଙ୍କ ସମ୍ପର୍କରେ ଜ୍ଞାନ ପାଇବେ । SDG-03 ଉତ୍ତମ ସ୍ୱାସ୍ଥ୍ୟ ଓ କଲ୍ୟାଣ SDG-04 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG-15 ଭୂପୃଷ୍ଠରେ ଜୀବନ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଶିକ୍ଷାନୁଷ୍ଠାନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଶ୍ରୀକୃଷ୍ଣଙ୍କର ପ୍ରିୟ ଜିନିଷଗୁଡ଼ିକର ଚିତ୍ର ଅଙ୍କନ କାଉ, କୁକୁଡ଼ା, ଶୁଆ, ମୟୂର ଓ ଅନ୍ୟ ପକ୍ଷୀମାନଙ୍କର ପର ସଂଗ୍ରହ
୩	ଜନ୍ମଭୂମି (ପଦ୍ୟ)	<ul style="list-style-type: none"> ମାତୃଭୂମି ପ୍ରତି ମମତା ଓ ସମ୍ମାନବୋଧ ଜାଗ୍ରତ ହେବ । ନିଜ ପରିବାରର ମହତ୍ତ୍ୱକୁ ବୁଝିପାରିବେ । ନିଜ ମନରେ ଜାତୀୟତାବୋଧ ସୃଷ୍ଟି ହେବ । SDG-04 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG-10 ଅସମାନତା ହ୍ରାସ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ଶିକ୍ଷାନୁଷ୍ଠାନ ବ୍ୟାଖ୍ୟା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଓଡ଼ିଶାର ବୀର ପୁତ୍ରଙ୍କ ତାଲିକା ପ୍ରସ୍ତୁତି 'ପ୍ରିୟ ମହାପୁରୁଷ' ବିଷୟରେ ରଚନା ଲିଖନ
୪	ଶରତ ନଈ କୂଳେ (ପଦ୍ୟ)	<ul style="list-style-type: none"> ଆଧୁନିକ କବିତା ରଚନା ପ୍ରତି ଆଗ୍ରହ ସୃଷ୍ଟି କରିବେ । ବିଭିନ୍ନ ରତ୍ନମାନଙ୍କ ମଧ୍ୟରୁ ଶରତ ରତ୍ନର ପ୍ରାକୃତିକ ଶୋଭା ସମ୍ପର୍କରେ ଜ୍ଞାନ ପାଇବେ । କବି ରାଧାମୋହନ ଗଡ଼ନାୟକଙ୍କ ବିଷୟରେ ଜାଣିବେ । SDG-13 ଜଳବାୟୁ କାର୍ଯ୍ୟ SDG-15 ଭୂପୃଷ୍ଠରେ ଜୀବନ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ଶିକ୍ଷାନୁଷ୍ଠାନ ବ୍ୟାଖ୍ୟା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଗଙ୍ଗାଶିଖରୀ ପୁଲର ଏକ ମାଳ ପ୍ରସ୍ତୁତି ପଠିତ କବିତାକୁ ଆଧାର କରି ଶରତ ରତ୍ନର ଚିତ୍ରାଙ୍କନ
୫	ଧୂଳି (ପଦ୍ୟ)	<ul style="list-style-type: none"> ସଂସାରର ସମସ୍ତ ବସ୍ତୁର ଆବଶ୍ୟକତା ବିଷୟରେ ଜାଣିବେ । କଷ୍ଟସହିଷ୍ଣୁ ହେବା ଶିଖିବେ । ଧୂଳିର ଜୀବନାଦର୍ଶକୁ ଆପଣେଇ ନିଜ ଚରିତ୍ର ଗଠନରେ ବ୍ରତୀ ହେବା ଶିଖିବେ । SDG-04 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG-10 ଅସମାନତା ହ୍ରାସ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ଶିକ୍ଷାନୁଷ୍ଠାନ ବ୍ୟାଖ୍ୟା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ସୁସ୍ୱରରେ କବିତା ଆବୃତ୍ତି କଠିନ ପରିଶ୍ରମ ବଳରେ ସମାଜରେ ପ୍ରତିଷ୍ଠିତ ହୋଇଥିବା ମହାନ ବ୍ୟକ୍ତିମାନଙ୍କର ତାଲିକା ପ୍ରସ୍ତୁତି
୬	ବନବାଣୀ (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ପ୍ରାଚୀନ ଅରଣ୍ୟ ପ୍ରଦେଶର ଗୌରବ ବିଷୟରେ ଜାଣିବେ । ପ୍ରାଚୀନ ଭାରତର ଯୋଗୀରକ୍ଷିମାନଙ୍କ ବିଷୟରେ ଜାଣିବା ସହିତ ଆମ ଜୀବନରେ ବୃକ୍ଷଲତାର ଆବଶ୍ୟକତା ସମ୍ପର୍କରେ ଜ୍ଞାନ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଷ୍ଠାନ 	<ul style="list-style-type: none"> ସ୍ନୋଗାନ୍ ଲିଖନ (ଜଳଜ ସୁରକ୍ଷା) 'ବନବାଣୀ ହିଁ'

		<p>ପାଇବେ ।</p> <ul style="list-style-type: none"> SDG-04 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG-07 ସୁଲଭ ଓ ସ୍ୱଚ୍ଛ ଶକ୍ତି 	<ul style="list-style-type: none"> ବର୍ଷନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<p>ଭାରତର ବାଣୀ' ଶୀର୍ଷକ ବନ୍ଧୁତା ପ୍ରତିଯୋଗିତାରେ ଅଂଶ ଗ୍ରହଣ ତଥା ନିଜର ଅଭିମତ ପ୍ରଦାନ</p>
୭	ମୋ ଜୀବନର ଅଭୁଲ କଥା (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ ମନରେ ଦେଶ ପ୍ରେମର ଭାବ ଜାଗ୍ରତ ହେବ । ସମାଜରେ କାହାକୁ ହାନି ଦୃଷ୍ଟିରେ ଦେଖିବା ଅନୁଚିତ, ଏହା ହୃଦୟଙ୍ଗମ କରିବେ । ବିଦ୍ୟାର୍ଥୀମାନଙ୍କ କଳ୍ପନା ଓ ବୋଧଶକ୍ତିର ବିକାଶ ହେବ । SDG-01 ଦାରିଦ୍ର୍ୟ ଦୂରୀକରଣ SDG-04 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG-10 ଅସମାନତା ହ୍ରାସ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଶୀଳନ ବର୍ଷନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ନିଜ ଜୀବନର ଅଭୁଲ ଘଟଣା ସମ୍ପର୍କରେ ଅନୁଚ୍ଛେଦ ଲିଖନ ଅନ୍ୟକୁ ସାହାଯ୍ୟ କରିଥିବା ଘଟଣା ସମ୍ପର୍କରେ ସାଙ୍ଗ - ମାନଙ୍କ ସହିତ ଆଲୋଚନା
୮	କ'ଣ ଶିଖିବା (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଶାରୀରିକ ପରିଶ୍ରମକୁ ସମ୍ମାନ ଦେବା ଶିଖିବେ ଦୋଷ ଛାଡ଼ି ଗୁଣଗୁଡ଼ିକୁ ଗ୍ରହଣ କରିବା କଥା ଶିଖିବେ । SDG-04 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG-08 ଉତ୍ତମ କାର୍ଯ୍ୟ ଓ ଆର୍ଥିକ ବିକାଶ SDG-12 ଦାୟିତ୍ୱପୂର୍ଣ୍ଣ ବ୍ୟବହାର ଓ ଉତ୍ପାଦନ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଶୀଳନ ବର୍ଷନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବିଭିନ୍ନ ଦର୍ଶନୀୟ ସ୍ଥାନର ନାମ ଏବଂ ଚିତ୍ର ସଂଗ୍ରହ ନିଜ ଅନୁଭୂତିରୁ ଭ୍ରମଣ କାହାଣୀ ଲିଖନ
୯	ସଡ଼କ ସୁରକ୍ଷା ଜୀବନ ରକ୍ଷା (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଦୁର୍ଘଟଣାକୁ କିପରି ଏଡ଼ାଇବେ ତାହା ସମ୍ପର୍କରେ ଜ୍ଞାନ ପାଇବେ । ରାସ୍ତାରେ ଚାଲିବା, ଗାଡ଼ି ଚଳେଇବା ଆଦି ନିୟମ ବିଷୟରେ ଜାଣିବେ । SDG-4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଶୀଳନ ବର୍ଷନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> 'ସଡ଼କ ସୁରକ୍ଷା ଜୀବନ ରକ୍ଷା' ବିଷୟରେ ଏକ ନାଟକ ପ୍ରସ୍ତୁତି ଗ୍ରାମିକ ଲାଇଟ ସଂକେତର ଚିତ୍ରାଙ୍କନ
୧୦	ଦେଶପ୍ରେମୀ କବିତା (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ଦେଶପ୍ରେମୀ ସଭରକର ବିଷୟରେ ଜାଣିବେ । ବାଳ ଗଙ୍ଗାଧର ତିଳକଙ୍କ ବିଷୟରେ ଜ୍ଞାନ ପାଇବେ । ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କ ବିଷୟରେ ଜାଣିବା ସହିତ ଦେଶ ପାଇଁ ସେମାନଙ୍କ ବଳିଦାନ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ । SDG- 4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଶୀଳନ ବର୍ଷନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀଙ୍କ ଫଟୋଚିତ୍ର ସଂଗ୍ରହ ବିଷୟ ଆଧାରିତ କୁଇଜ୍ ପ୍ରତିଯୋଗିତାରେ ଅଂଶଗ୍ରହଣ
୧୧	କିଏ ଭାସେ, କିଏ ବୁଡ଼େ (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ଆକିମିଡ଼ିସ୍ଙ୍କ ଜୀବନୀ ପାଠ ପ୍ରତି ଅନୁପ୍ରେରିତ ହେବେ । ବୈଜ୍ଞାନିକ ଉଦ୍ଭାବନ ପ୍ରତି ଆଗ୍ରହ ସୃଷ୍ଟି କରିବେ । SDG- 4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG-9 ଶିଳ୍ପ, ନବସୃଜନ ଓ ଭିତ୍ତିଭୂମି 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଶୀଳନ ବର୍ଷନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଆକିମିଡ଼ିସ୍ଙ୍କ ଜୀବନୀକୁ ନେଇ ନାଟ୍ୟାଭିନୟ ପୃଥିବୀର ବିଶିଷ୍ଟ ବୈଜ୍ଞାନିକମାନଙ୍କ ଫଟୋଚିତ୍ର ସଂଗ୍ରହ
୧୨	ବିଶ୍ୱ ବିଜୟୀ ବିବେକାନନ୍ଦ (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ସ୍ୱାମୀ ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀରୁ ପ୍ରେରଣା ପାଇବେ । ଆଧ୍ୟାତ୍ମିକ ଚେତନା ଜାଗ୍ରତ କରିବେ । ସମଗ୍ର ବସୁଧାକୁ ଏକ ପରିବାର ପରି ଭାବିବେ । SDG-01 ଦାରିଦ୍ର୍ୟ ଦୂରୀକରଣ SDG-05 ଲିଙ୍ଗଗତ ସମାନତା 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଶୀଳନ ବର୍ଷନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ 	<ul style="list-style-type: none"> ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀ ଆଧାରିତ କୁଇଜ୍ ପ୍ରତିଯୋଗିତାରେ ଅଂଶଗ୍ରହଣ ଜଣେ ସମାଜ-

		<ul style="list-style-type: none"> SDG- 16 ଶାନ୍ତି, ନ୍ୟାୟ ଓ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ 	ପ୍ରଦର୍ଶନ	ସେବକଙ୍କ ସହିତ ସାକ୍ଷାତକାର
୧୩	ବୃକ୍ଷଲତା ଆମର ବନ୍ଧୁ (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ଛାତ୍ର ଛାତ୍ରୀମାନେ ପ୍ରକୃତିର ସୁରକ୍ଷା ବିଷୟରେ ଜାଣିବେ । ବୃକ୍ଷରୋପଣ ପରି ମହତ କାର୍ଯ୍ୟ ବିଷୟରେ ଅବଗତ ହେବେ । SDG-13 ଜଳବାୟୁ କାର୍ଯ୍ୟ SDG-15 ଭୂପୃଷ୍ଠରେ ଜୀବନ SDG-12 ଦାୟିତ୍ୱପୂର୍ଣ୍ଣ ବ୍ୟବହାର ଓ ଉତ୍ପାଦନ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଷ୍ଠାନ ବର୍ଣ୍ଣନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବୃକ୍ଷ ସୁରକ୍ଷାକୁ ନେଇ ଏକ ନାଟକ ଅଭିନୟ ସ୍ନୋଗାନ ଲିଖନ ମାଳୀଙ୍କ ସହିତ ସାକ୍ଷାତକାର କରି ତଥ୍ୟ ସଂଗ୍ରହ
୧୪	ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ଛାତ୍ର ଛାତ୍ରୀମାନେ ଆନ୍ତର୍ଜାତିକ ଖେଳକୁ ମନେ ପକାଇବାରେ ସମର୍ଥ ହେବେ । ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା ବିଷୟରେ ଜାଣିବେ । SDG-03 ଉତ୍ତମ ସ୍ୱାସ୍ଥ୍ୟ ଓ କଲ୍ୟାଣ SDG-05 ଲିଙ୍ଗଗତ ସମାନତା SDG-17 ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଷ୍ଠାନ ବର୍ଣ୍ଣନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> 'ତୁମ ପ୍ରିୟ ଖେଳ' ବିଷୟରେ ପ୍ରବନ୍ଧ ଲିଖନ ଅଲିମ୍ପିକ୍ କ୍ରୀଡ଼ା ପ୍ରତିଯୋଗିତାରେ ପୁରସ୍କୃତ ଭାରତୀୟ ଖେଳାଳିଙ୍କ ତାଲିକା ପ୍ରସ୍ତୁତି
୧୫	ଓଡ଼ିଶାର ସଂସ୍କୃତି (ଗଦ୍ୟ)	<ul style="list-style-type: none"> ଓଡ଼ିଶାର ଗୌରବମୟ ସଂସ୍କୃତି ସଂପର୍କରେ ଜାଣିବେ । ଓଡ଼ିଶାର ସାମାଜିକ ଓ ପାରିବାରିକ ଜୀବନର ମହତ୍ତ୍ୱ ବୁଝିବେ । ଓଡ଼ିଶାର ପର୍ବପର୍ବାଣି ବିଷୟରେ ଜାଣିପାରିବେ । SDG-12 ଦାୟିତ୍ୱପୂର୍ଣ୍ଣ ବ୍ୟବହାର ଓ ଉତ୍ପାଦନ SDG-11 ସ୍ଥାୟୀ ସହର ଓ ସମ୍ପ୍ରଦାୟ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଶିକ୍ଷାନୁଷ୍ଠାନ ବର୍ଣ୍ଣନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଓଡ଼ିଶାର କାରୁଣିକମାନଙ୍କର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତି ପଞ୍ଚତନ୍ତ୍ର ଅଙ୍କନ
୧୬	ନ୍ୟାୟ ବିଚାର (ଗଳ୍ପ)	<ul style="list-style-type: none"> ଇତିହାସ ପଠନ ପ୍ରତି ଆଗ୍ରହ ସୃଷ୍ଟି କରିବେ । ଇତିହାସ ସମ୍ବନ୍ଧିତ ଗଳ୍ପ ସଂଗ୍ରହ କରି ପଢ଼ିବେ । ବିରାମ ଚିହ୍ନ ସମ୍ପର୍କରେ ଜାଣିପାରିବେ । SDG-04 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG- 16 ଶାନ୍ତି, ନ୍ୟାୟ ଓ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଗାନ୍ଧିକ ପରିଚୟ ଶିକ୍ଷାନୁଷ୍ଠାନ ବର୍ଣ୍ଣନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> କ୍ଷୁଦ୍ର ଗଳ୍ପ ଲିଖନ ନାଟ୍ୟାଭିନୟ ସୁଲତାନ, କାଜି ଏବଂ ଜାନକୀ ବାଇ ଆଦି ଚରିତ୍ରକୁ ଆଧାର କରି ସଂଳାପ ଉପସ୍ଥାପନା
୧୭	ରାଜୋଚିତ ବ୍ୟବହାର (ଏକାଙ୍କିକା)	<ul style="list-style-type: none"> ଏକାଙ୍କିକାଟିକୁ ନିଜନିଜ ମଧ୍ୟରେ ଅଭିନୟ କରିପାରିବେ । ମହାନ ଭାରତୀୟ ଶିକ୍ଷା, ସଂସ୍କୃତି ବିଷୟରେ ଜାଣିବେ । ରାଜା ପୁରୁଙ୍କ ଦେଶଭକ୍ତିରୁ ପ୍ରେରଣା ପାଇବେ । SDG-04 ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG- 16 ଶାନ୍ତି, ନ୍ୟାୟ ଓ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ 	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ନାଟ୍ୟକାର ପରିଚୟ ଶିକ୍ଷାନୁଷ୍ଠାନ ବର୍ଣ୍ଣନା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ନାଟ୍ୟାଭିନୟ ଗଳ୍ପ ଲିଖନ ଦରବାରର ଚିତ୍ରାଙ୍କନ ବିଷୟ ଆଧାରିତ ବିଭିନ୍ନ ଚରିତ୍ରକୁ ଆଧାର କରି ସଂଳାପ ଉପସ୍ଥାପନା

HIGHER HINDI

PRESCRIBED BOOKS:

1. ज्ञान सागर -6 (Published by DAV CMC)
2. अभ्यास सागर-6 (Published by DAV CMC)
3. सुरभिका - 6

INTERNAL ASSESSMENT

SKILLS AND COMPETENCIES WITH RUBRICS

Term-I (30 Marks)	Term-II (30 Marks)
<p>श्रवण कौशल (5 अंक) रिकॉर्ड किए गए सामग्री अनुक्रम को सुनने के आधार पर घटनाएँ। रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. एकाग्रता 2. विशिष्ट जानकारी के लिए सुनना 3. समझ 4. सही प्रतिक्रिया 5. शुद्धता 	<p>श्रवण कौशल (5 अंक) रिकॉर्ड किए गए सामग्री अनुक्रम को सुनने के आधार पर घटनाएँ। रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1- एकाग्रता 2- विशिष्ट जानकारी के लिए सुनना 3- समझ 4- सही प्रतिक्रिया 5- शुद्धता
<p>वाचन (5अंक) कहानी सुनाना/ पुस्तक समीक्षा रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. प्रवाह 2. उच्चारण 3. शब्दावली 4. शुद्धता 5. प्रस्तुति 	<p>वाचन (5अंक) समाचार वाचन रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. प्रवाह 2. उच्चारण 3. शब्दावली 4. शुद्धता 5. प्रस्तुत
<p>पठन (5 अंक) गद्य/कविता के एक विशेष अंश को जो से पढ़ना रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. उच्चारण 2. प्रवाह और आत्मविश्वास 3. अभिव्यक्ति 4. आसन 5. बोधगम्यता 	<p>पठन (5 अंक) गद्य/कविता के एक विशेष अंश को जोर से पढ़ना रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. उच्चारण 2. प्रवाह और आत्मविश्वास 3. अभिव्यक्ति 4. आसन 5. बोधगम्यता

<p>लेखन कौशल (5 अंक)</p> <p>किसी वस्तु/व्यक्ति/घटना का वर्णन करें।</p> <p>रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. सामग्री की प्रासंगिकता 2. रचनात्मक प्रस्तुति 3. प्रवाह 4. शब्दावली 5. शुद्धता 	<p>लेखन कौशल (5 अंक)</p> <p>लघुकथा</p> <p>रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. सामग्री की प्रासंगिकता 2. रचनात्मक प्रस्तुति 3. प्रवाह 4. शब्दावली 5. शुद्धता
<p>पोर्टफोलियो (5 अंक)</p> <p>कक्षा कार्य व गृहकार्य</p> <p>रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. समयानुसार 2. क्रमानुसार 3. सृजनात्मकता 4. भाषाई शुद्धता 5. कक्षा कार्य के प्रति जुड़ाव 	<p>पोर्टफोलियो (5 अंक)</p> <p>कक्षा कार्य व गृहकार्य</p> <p>रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. समयानुसार 2. क्रमानुसार 3. सृजनात्मकता 4. भाषाई शुद्धता 5. कक्षा कार्य के प्रति जुड़ाव
<p>परियोजना (5 अंक)</p> <p>पत्राचार (पोस्टकार्ड, लिफाफा, अन्तर्देशीय) के विभिन्न माध्यम का संकलन एवं उनकी जानकारी।</p> <p>रूब्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> 1. समयानुसार 2. प्रस्तुतीकरण 3. स्पष्टता 4. सामग्रीचयन 5. सृजनात्मकता 	<p>परियोजना (5 अंक)</p> <p>विलोम शब्दों की तितलियों का निर्माण</p> <p>रूब्रिक (प्रत्येकपर 1 अंक)</p> <ol style="list-style-type: none"> 1. समयानुसार 2. सृजनात्मकता 3. व्यवहृत सामग्रियों का औचित्य 4. प्रस्तुतीकरण 5. स्वच्छता

ASSESSMENT STRUCTURE

DESIGN OF QUESTION PAPER:2024-25

I. Weightage of learning objectives:

Objectives	Reading	Writing	Grammar	Literature	Total
% of Marks	12.5%	12.5%	25%	50%	100
PT-I & PT-II	5	5	10	20	40
% of Marks	12.5%	25%	25%	37.5%	100
Half Yearly & Annual	10	20	20	30	80

II. Weightage to form of questions:

Sl. No.	Form of Questions	MCQ	VSA	SA-1	SA-II	LA-I	LA-II	Total	
1	Mark for each question (PT-I/ PT-II/ Half Yearly/ Annual)	01	01	02	03	04	05		
2	Number of questions	PT-I/ PT-II	11	14	03	-	01	01	30
		Half Yearly/ Annual	10	30	05	02	01	04	52
3	Total Marks	PT-I/ PT-II	11	14	06	-	04	05	40
		Half Yearly/ Annual	10	30	10	06	04	20	80

SYLLABUS FOR PEN AND PAPER TESTS

TERM - I				TERM-II			
Periodic Test-I (F. M -40)	M A R K S	Half yearly Examination (80 marks)	M A R K S	Periodic Test-II (F. M -40)	M A R K S	Annual Examination. (F. M -80)	M A R K S
पठन कौशल अपठित गद्यांश	5	पठन कौशल अपठित गद्यांश	10	पठन कौशल अपठित गद्यांश	5	पठन कौशल अपठित गद्यांश	10
लेखन कौशल अनुच्छेद लेखन	5	लेखन कौशल अनुच्छेद लेखन पत्र लेखन संवाद लेखन चित्र वर्णन /सूचना लेखन	20	लेखन कौशल पत्र लेखन	5	लेखन कौशल अनुच्छेद लेखन पत्र लेखन संवाद लेखन चित्र लेखन	20
व्याकरण (अभ्यास सागर से) पाठ - 1.साथी हाथ बढ़ाना 2.चिट्ठी के अक्षर 3. बरसते जल के रूप अनेक	10	पाठ्य पुस्तक (अभ्यास सागर) व्याकरण - विलोम,अनुस्वार- अनुनासिक, संज्ञा व भेद, सर्वनाम, 'र' का उचित प्रयोग, विराम चिह्न, पर्यायवाची, वचन, अनेक शब्दों के लिए एक शब्द, अनेकार्थी शब्द	20	पाठ्य पुस्तक (अभ्यास सागर) पाठ - 1.पोंगल 2.दस आमों की कीमत. 3.अनोखी दौड़	10	पाठ्य पुस्तक अभ्यास सागर) कारक, काल, समरूपी भिन्नार्थक शब्द, उपसर्ग, प्रत्यय, मुहावरे, विलोम शब्द, पर्यायवाची, वाक्यांशों के लिए एक शब्द, समानार्थी शब्द	20
पाठ्य-पुस्तक- (ज्ञान- सागर)	20	पाठ्य पुस्तक (ज्ञान- सागर)	30	पाठ्य पुस्तक (ज्ञान- सागर)	20	पाठ्य पुस्तक 10.पोंगल	30

विषय - 1. साथी हाथ बढ़ाना 2. चिट्ठी के अक्षर 3. बरसते जल के रूप अनेक		1. साथी हाथ बढ़ाना 2. चिट्ठी के अक्षर 3. बरसते जल के रूप अनेक 4. पुरस्कार 5. सीखो (केवल पढ़ने के लिए) 6. अनोखा वरदान 7. सुंदरलाल 8. नजानू कवि बना 9. दोहे		विषय - 10. पोंगल 11. दस आमों की कीमत. 12. अनोखी दौड़		11. तेनालीराम नेचोरो को उल्लू बनाया (केवल पढ़ने के लिए) 12. दस आमों की कीमत 13. अनोखी दौड़ 14. एक रोमांचक यात्रा 15. परिश्रम 16. धान का महत्व (केवल पढ़ने के लिए) 17. यात्रा और यात्री 18. पंच परमेश्वर 19. सिकंदर और साधु (केवल पढ़ने के लिए) 20. आया वसंत	
Reading Bonus Section 1. प्रेमचंद की कहानियाँ 2. तेनालीरामन	4			Reading Bonus Section 1. अकबर बीरबल की कहानियाँ 2. राजा विक्रमादित्य	4		
TOTAL	40+4		80		40+4		80

Important Instructions for students

I. The chapters taught in Periodic Tests will be included in the Term Examinations.

II. The following chapters of Half Yearly (20%) will be included in the Annual Examinations.

व्याकरण- मुहावरे, विलोम पर्यायवाची लेखन (औपचारिक पत्र)

Note: Periodic Test-I and Periodic Test-II can have a 'Reading Bonus Section' (4 marks) at the end of the question paper. This will comprise of comprehension-based question from there commended books. Marks obtained in Good Reader Bonus Scheme Section (out of 4 will be added into the Internal Assessment Scores)

LEARNING OUT COMES & PEDAGOGICAL PROCESSES:

SI No	पाठ का नाम	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
1	साथी हाथ बढ़ाना	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> अपने भावों और विचारों को व्यक्त करने में सक्षम हो पाते हैं। सच्चाई के रास्ते के महत्व और एकता का महत्व से परिचित हो पाते हैं। साथी ही मनुष्य के जीवन चक्र को आगे बढ़ाने में सहायक हो पाते हैं। शुद्ध उच्चारण के सा पठन क्षमता का विकास हो पाता है। <p>SDG 17 -लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिक क्रिया कलाप 	<ul style="list-style-type: none"> *कक्षा में इस गीत को मिलकर गायन * हाथ शब्द पर कोई तीन मुहावरे लिखेंगे।
2	चिट्ठी के अक्षर	<ul style="list-style-type: none"> इस पाठ के माध्यम से बच्चे अपने सुंदर अक्षर के प्रति प्रेरित होते हैं। कवित लेखन, कहानी लेखन जैसे अंतर्निहित गुणों का विकास होता है। जीवन में आए मुसीबतों का सामना करते हुए सफलता को प्राप्त करने के मूल मंत्र को समझ सकते हैं। सच्ची मित्रता के गुण के बारे में अवगत हो पाए। समाचार-पत्र की विशेषताओं के बारे में जान सकते हैं। <p>SDG 4 -गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिक क्रिया कलाप 	<ul style="list-style-type: none"> *पुरानी हिन्दी अखबारों में से अपनी पसंद के विषय, जैसे - विज्ञापन, खेल-समाचार, मनोरंजन, कविता, सिनेमा आदि के बारे में जानकारी इकट्ठा करके उन्हें स्कैप बुक में चिपकाना।
3	बरसते जल के रूप अनेक	<ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बता पाते हैं। जल के विभिन्न रूपों के बारे में जानकारियाँ संग्रह कर पाते हैं। व्यक्तिवाचक और जातिवाचक संज्ञा को पहचान कर दोनों में अंतर बताते हैं। अपनी समझ के अनुसार पूछे गए सवालों का जवा देते हैं। सामाजिक जीवन से जुड़े सवाल पूछते हैं। 	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिक क्रिया कलाप 	<ul style="list-style-type: none"> *'जल संरक्षण' पर स्लोगन या पोस्टर निर्माण *जल' विषय पर स्वरचित कविता लेखन

SI No	पाठ का नाम	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
		<ul style="list-style-type: none"> जिम्मेदारी का महत्व समझते हुए जल का महत्व बता पाते हैं। अपने सामाजिक परिवेश से जुड़े सवाल पूछते हैं। अपने विचार व्यक्त करने की स्वतन्त्रता प्राप्त कर पाते हैं। वास्तविक जीवन का अनुभव कर पाते हैं। <p>SDG 13-जलवायु परिवर्तन</p>		
4	पुरस्कार	<ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बता पाते हैं। अपनी समझ के आधार पर रपूछे गए प्रश्नों के उत्तर देते हैं। विद्यार्थी सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं। सच्चाई और ईमानदारी का महत्व बता पाते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। सर्वनाम तथा उसके भेदों को पहचान पाते हैं। लिंग, वचन, अनुस्वार तथा अनुनासिक जैसे व्याकरणिक तथ्यों की जानकारी प्राप्त करते हैं। <p>SDG 1 -गरीबी मिटाओ SDG 2- शून्य भुखमरी</p>	<ul style="list-style-type: none"> पूर्वज्ञान परीक्षण, लेखक परिचय, शब्दार्थ, व्याख्यान, पी पी टी, दृश्य श्रव्य क्रिया कलाप, व्याकरणिक क्रिया कलाप 	*'पुरस्कार' विषय पर नाट्य-मंचन भारतीय वीरता पुरस्कार की जानकारी एकत्र करें सर्वनाम के फल चित्रद्वारा प्रदर्शित करें।
5	अनोखा वरदान	<ul style="list-style-type: none"> विपदा में पड़े व्यक्ति की सहायता कर सकते हैं। सहायता मिलने पर उसका धन्यवाद करते हैं। पाठ संबंधी व्याकरणिक तथ्य प्राप्त कर पाते हैं। कला का एकीकरण प्रयोग कर नाट्य-मंचन और भाषा कौशल में वृद्धि कर सकते हैं। <p>SDG 16-शांति, न्याय और सुदृढ़ जीवन</p>	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिक क्रिया कलाप 	*किन्ही पाँच राजाओं व उनके राज्य का नाम चित्र सहित कॉपी में चिपकाइए। *अनोखा वरदान पाठ को अभिनय के माध्यम से परिप्रकाश

SI No	पाठ का नाम	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
6	सुंदरलाल	<ul style="list-style-type: none"> पाठ के पठन का उद्देश्य प्राप्त हुआ। उद्देश्य के अनुगामी हेतु प्रयास के विभिन्न मार्ग प्रशस्त हो पाए। पेड़-पौधों की सुरक्षा के प्रति आग्रह बढ़ा। रचनात्मक, कल्पनात्मक तथा विचारात्मक शक्ति में बढ़ोतरी हुई। भाषाई ज्ञान तथा कौशलों में अभिवृद्धि कर पाते हैं। <p>SDG 13-जलवायु परिवर्तन, SDG 15 -भूमि पर जीवन</p>	<ul style="list-style-type: none"> पूर्वज्ञानपरीक्षण लेखकपरिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिकक्रिया कलाप 	पेड़-पौधों के महत्व पर निबंध लिखिए। *पेड़-पौधों की कटाई रोकने के लिए विज्ञापन बनाइए।
7	नजानू कवि बना	<ul style="list-style-type: none"> कविता लिखने और पढ़ने में अभिरुचि का विकास। तुकांत शब्दों के प्रयोग द्वारा सृजन क्षमता। व्यावहारिक ज्ञान की वृद्धि। लेखन और वाचन कौशल का विकास। समूह भावना का विकास कर पाते हैं। <p>SDG 4 गुणवत्तापूर्ण शिक्षा</p>	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिक क्रिया कलाप 	'नजानू कवि बना' विषय पर नाटक मंचन *बाल कविताओं का संकलन प्रस्तुत कीजिए।
8	दोहे	<ul style="list-style-type: none"> नैतिक मूल्यों को अपने जीवन में अपनाते हैं। पाठ से व्यावहारिक व्याकरण जैसे अनेकार्थी, पर्यायवाची शब्दों आदि का ज्ञान प्राप्त कर पाते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं तथा दूसरों की सहायता करते हैं। <p>SDG 4 - गुणवत्ता पूर्ण शिक्षा</p>	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिक क्रिया कलाप 	विद्यार्थियों के द्वारा दोहा गायन कबीर जी के दोहों का संकलन
9	पोंगल	<ul style="list-style-type: none"> पाठ के सारांश की मौखिक अभिव्यक्ति कर पाए। भारत की सभ्यता और रसंस्कृति को और करीब से जान पाए। सभी धर्मों और उससे जुड़े त्योहारों से परिचित हुए। त्योहारों के महत्व एवं उनसे जुड़ी परम्पराओं और रीति-रिवाजों को समझ 	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिकक्रिया 	*भारत और विदेशों में मनाए जाने वाले किन्हीं तीन त्योहारों के बारे में जानकारी प्राप्त कीजिए। ये त्योहार कहाँ, कब, क्यों और कैसे मनाए जाते हैं, इसकी एक

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		<p>गए।</p> <ul style="list-style-type: none"> • 'काल' और काल के प्रकारों को समझ गए। • वाक्यों के काल परिवर्तित करके लिखने में समर्थ हुए। • अपनी समझ के अनुरूप प्रश्नों के उत्तर दे पाते हैं। <p>SDG 2 -शून्य भुखमरी SDG 15-भूमि पर जीवन</p>	कलाप	<p>सूची तैयार कीजिए।</p> <ul style="list-style-type: none"> *पोंगल का त्योहार मनाना। <p>(समूहिक क्रियाकलाप)</p>
10	दस आमों की कीमत	<ul style="list-style-type: none"> • पाठ का सारांश अपने शब्दों में बोल और लिख पाते हैं। • दैनिक जीवन में काल्पनिक तथा वास्तविकता में छिपे भाव को समझ पाते हैं। • गर्मियों की छुट्टियों में बच्चे क्या-क्या करेंगे उसकी सूची बनाने में सक्षम हो पाते हैं। • दैनिक जीवन में गणित की उपयोगिता का मूल्यांकन कर पाते हैं। • विभिन्न प्रकार के फल पर कविता लिखने तथा चित्रांकन करने के लिए समर्थ हो पाते हैं। • व्याकरणिक संदर्भ तथा नए शब्दों के प्रयोग के बारे में जानकारी प्राप्त करते हैं। <p>SDG 4-गुणवत्ता पूर्ण शिक्षा</p>	<ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षण • लेखक परिचय • शब्दार्थ • व्याख्यान • पी पी टी • दृश्य श्रव्य क्रिया कलाप • व्याकरणिक क्रिया कलाप 	<ul style="list-style-type: none"> *आम की विभिन्न प्रजातियों के नाम चित्र सहित लेखन। *गर्मियों की छुट्टियों में अपने गृहकार्य के साथ-साथ और क्या-क्या करेंगे? उन कामों की सूची बनाइए। * बगीचे का चित्र बना कर संज्ञा शब्द छांटिए
11	अनोखी दौड़	<ul style="list-style-type: none"> • पाठ का सारांश अपने शब्दों में बता पाते हैं। • पैरालम्पिक के बारे में अन्य जानकारियाँ एकत्र कर पाते हैं। • विद्यार्थी सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं। • दृढ संकल्प शक्ति और आत्मनिर्भरता की समझ हासिल करते हैं। • शब्द संरचना के अंतर्गत उपसर्ग और मूल शब्द में अंतर कर पाते हैं। • कक्षा में होने वाली गतिविधियों में भाग 	<ul style="list-style-type: none"> • पूर्वज्ञान परीक्षण • लेखक परिचय • शब्दार्थ • व्याख्यान • पीपीटी • दृश्य श्रव्य क्रिया कलाप • व्याकरणिक क्रिया कलाप 	<ul style="list-style-type: none"> *कक्षा में अनमोल वचन संग्रह करके सुनाना *हिन्दी फ़िल्में "इकबाल" और "तारेजमीन पर" देखकर कक्षा में चर्चा कीजिए।

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		<p>लेते हैं।</p> <p>SDG 10 -असमानता में कमी</p> <p>SDG 3 -स्वस्थ जीवन एवं आरोग्य</p>		
13	परिश्रम	<ul style="list-style-type: none"> • कविता का भावार्थ अपने शब्दों में बता पाते हैं। • कविता के मूल भाव से श्रम करने को प्रेरित हुए। • कविता के लेखन कौशल का विकास कर पाते हैं। • नए- नए शब्दों की जानकारी तथा वाक्य प्रयोग में सक्षम होते। • अपनी समझ के अनुसार पूछे प्रश्नों के उत्तर दे पाते हैं। • व्याकरणिक नियमों को समझ कर उस का सही प्रयोग कर पाते हैं। <p>SDG 9-उद्योगनवाचार</p>	<ul style="list-style-type: none"> • पूर्वज्ञानपरीक्षण • लेखकपरिचय • शब्दार्थ • व्याख्यान • पी पी टी • दृश्य श्रव्य क्रिया कलाप • व्याकरणिक क्रिया कलाप 	<p>“परिश्रम” कविता पर किसी अन्य कविता का गायन।</p> <p>*अपने आस पास - लोगों को आपने काम करते देखा होगा।किसी एक ऐसे ही व्यक्ति का साक्षात्कार करिए।</p>
14	यात्रा और यात्री	<ul style="list-style-type: none"> • पाठ का सारांश अपने शब्दों में बता पाते हैं। • को अपने जीवन में निरंतर आगे बढ़ते रहने की प्रेरणा मिली। • परिवर्तनशील प्रकृति के बारे में जानकारी प्राप्त की। • अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं। • प्रत्यय, संज्ञा, वचन से परिचित हो पाते हैं। • जीवन-यात्रा के बारे में बता पाते हैं। <p>SDG 17 - लक्ष्य हेतु भागीदारी</p>	<ul style="list-style-type: none"> • पूर्व ज्ञान परीक्षण • लेखक परिचय • शब्दार्थ • व्याख्यान • पी पी टी • दृश्य श्रव्य क्रिया कलाप • व्याकरणिक क्रिया कलाप 	<p>*कोई एक प्रेरणादायक स्वरचित कविता लिखिए।</p> <p>*कवि हरिवंशराय बच्चन की कोई एक कविता कक्षा में सुनाइए।</p>

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15	पंच परमेश्वर	<ul style="list-style-type: none"> छात्र अपने दैनिक जीवन में मित्रता के महत्व को समझेगें तथा उनमें मित्रता की भावना का विकास होता हैं। गाँव में पंचों की महत्वपूर्ण भूमिका एवं उनके महत्व और कार्यों के बारे में ज्ञान प्राप्त कर पाते हैं। छात्र न्याय के महत्व को समझ सकेंगे तथा निष्पक्ष निर्णय लेने में सक्षम होते हैं। छात्रों में पशु प्रेम की भावना जागृत करना तथा उनमें सामाजिक सौहार्द तथा तर्क शक्ति का विकास करते हैं। गद्य की महत्वपूर्ण विधा कहानी और पाठ-संदर्भित व्याकरणिक बिन्दुओं से परिचित होते हैं। <p>SDG 16 शांति, न्याय और सुदृढ़ संस्थान</p>	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिक क्रिया कलाप 	<p>*प्रेमचंद की "ईदगाह" कहानी का कक्षा में मंचन कीजिए।</p> <p>*आप अपने बड़े-बुजुर्गों की देखभाल कैसे करते हैं? इस पर पाँच वाक्य लेखन ।</p>
16	आया वसंत	<ul style="list-style-type: none"> पेड़ - पौधों के संरक्षण के प्रति लगाव । पर्व त्योहार को मनाने के पीछे-छिपी हुई कल्याणकारी भावनाओं को जानने की जिज्ञासा जागृत करते हैं । व्यावहारिक व्याकरण जैसे अनेकार्थी,पर्यायवाची शब्दों आदि का ज्ञान प्राप्त करते हैं । <p>SDG 13 - जलवायु परिवर्तन</p>	<ul style="list-style-type: none"> पूर्व ज्ञान परीक्षण लेखक परिचय शब्दार्थ व्याख्यान पी पी टी दृश्य श्रव्य क्रिया कलाप व्याकरणिक क्रिया कलाप 	<p>*छह ऋतुओं के ऊपर एक कैलेंडर निर्माण ।</p> <p>* अगर वसंत न होता तो क्या होता? इस पर अपने विचार प्रकट कीजिए ।</p>

MATHEMATICS

PRESCRIBED BOOKS:

- Secondary Mathematics Class- VI (DAV, CMC)
- Exemplar Mathematics Class- VI (NCERT)

INTERNAL ASSESSMENTS

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM-I (30 MARKS)	TERM-II (30 MARKS)
<p>Evaluation & Inference (5 Marks) Based on Case-based questions Ratio, Proportion and Unitary Method: To read the information given in the form of a case and solve the questions related to it.</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Content Knowledge (1) • Topic Competency (1) • Timely Completion (1) • Relevance of questions and answers (1) • Originality (1) 	<p>Evaluation & Inference (5 Marks) Based on Case-based questions Introduction to Algebra: To read the information given in the form of a case and solve the questions related to it.</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Content Knowledge (1) • Topic Competency (1) • Timely Completion (1) • Relevance of questions and answers (1) • Originality (1)
<p>Critical Thinking & Problem Solving (5 Marks) Based on Puzzles/Mental Ability Natural Numbers and Whole Numbers: To solve puzzles and mental ability questions using different tricks</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Topic Competency (1) • Timely Completion (1) • Relevance of questions and answers (1) • Originality (1) • Creative Presentation (1) 	<p>Critical Thinking & Problem Solving (5 Marks) Based on Puzzles/Mental Ability Percentage and its application: To solve puzzles and mental ability questions using different tricks</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Topic Competency (1) • Timely Completion (1) • Relevance of questions and answers (1) • Originality (1) • Creative Presentation (1)
<p>Collaboration and Creative Thinking (5 Marks) PPT Presentation on Basic Geometrical Concepts</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance of content (1) • Creative Presentation (1) • Extent of research (1) • Topic Competency (1) • Originality (1) 	<p>Collaboration and Creative Thinking (5 Marks) PPT Presentation on Triangles</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance of content (1) • Creative Presentation (1) • Extent of research (1) • Topic Competency (1) • Originality (1)
<p>Value/Ethical Application of concepts (5 Marks) Application of concepts of Maths (Integers) in real life</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Awareness of purpose (1) • Value acquisition (1) • Outreach /Impact (1) • Topic Competency (1) • Originality (1) 	<p>Value/Ethical Application of concepts (5 Marks) Application of concepts of Maths (Perimeter and area) in real life</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Awareness of purpose (1) • Value acquisition (1) • Outreach /Impact (1) • Topic Competency (1) • Originality (1)

<p>Portfolio (5 Marks) Maths Lab/Art Integrated Subject Enrichment Activities and Notebooks from chapters -Integers, Factors and Multiples</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Regularity (1) • Maintenance of Index (1) • Task Completion (1) • Neatness (1) • Notebook Keep up (1) 	<p>Portfolio (5 Marks) Maths Lab/Art Integrated Subject Enrichment Activities and Notebooks from chapters - Perimeter and Area, Triangles</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Regularity (1) • Maintenance of Index (1) • Task Completion (1) • Neatness (1) • Notebook Keep up (1)
<p>Project & Viva (5 Marks) Based on on chapter - Factors and Multiples, Angles</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance of Content (1) • Creative Presentation (1) • Timely submission (1) • Demonstration (1) • Viva (1) 	<p>Project & Viva (5 Marks) Based on Research project on Statistics</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance of Content (1) • Creative Presentation (1) • Timely submission (1) • Demonstration (1) • Viva (1)

WEIGHTAGE TO FORM QUESTIONS

PT- I/ PT-II/ HALF YEARLY/ANNUAL

SL. no	Form of Questions		MCQ/ Assertion&Reason	CBQ	SA-I	SA-II	LA	TOTAL
1	Marks for each question		1	4(1+1+2)	2	3	5	-
2	No. of Questions	PT-I/ PT-II	5(MCQ)+1(AR)	1	4	4	2	17
		HALF YEARLY/ ANNUAL	10(MCQ)+2(AR)	2	8	8	4	34
3	Total Marks	PT-I/PT-II	6	4	8	12	10	40
		HALF YEARLY/ ANNUAL	12	8	16	24	20	80

SYLLABUS FOR PEN AND PAPER TEST

TERM-I		TERM-II	
Periodic Test – I (40 marks)	Half Yearly (80 marks)	Periodic Test – II (40 marks)	Annual (80 marks)
Chapter-1 Natural numbers and	Chapter-1: Natural numbers and Whole numbers	Chapter -5: Percentage and Its Applications	*Chapter -4 Ratio, Proportion and Unitary

Whole numbers			method
Chapter -8 Basic Geometrical Concepts	Chapter -8: Basic Geometrical Concepts	Chapter-6: Introduction to Algebra	* Chapter -3: Integers
Chapter -3 Integers	Chapter -3: Integers	Chapter -13: Circles	*Chapter -10: Angles
Chapter -9 Line segments	Chapter -9: Line segments	Chapter -14: Constructions	Chapter -5: Percentage and Its Applications
	Chapter -10: Angles		Chapter -6: Introduction to Algebra
	Chapter -2: Factors and Multiples		Chapter -7: Linear Equations
	Chapter -4: Ratio, Proportion and Unitary method		Chapter -12: Triangles
	Chapter -11: Transversal and pairs of lines		Chapter -13: Circles
			Chapter -14: Constructions
			Chapter -15: Perimeter and Area
			Chapter -16: Statistics
<p>* The following chapters of Term-1 (20%) is included in the Annual Examination. Chapter-3 Integers, Chapter-4 Ratio, Proportion and Unitary method and Chapter -10 Angles</p>			

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

Sl.	Name of the Chapter	Learning Outcomes	Pedagogical Process	Activites for Assessment
1	CHAPTER 1: Natural Numbers & Whole Numbers	The learner will be able to <ul style="list-style-type: none"> understand indian and international numeration system. express the given numbers in rounding off to their nearest place value. recognize roman numerals and adhere to the rules of writing Hindu Arabic numerals in roman numerals and vice-versa. SDG-4: Quality Education.	<ul style="list-style-type: none"> Provide contexts for exploring the various properties of addition, subtraction, multiplication and division of whole numbers. This can be done through number line or number patterns. 	<ul style="list-style-type: none"> Prepare Indian and International place value chart to write number names. Paper cutting and pasting activity to understand different properties Puzzles/quizzes based on Whole numbers. PPT presentation

2	<p>CHAPTER 2: Factors & Multiples</p>	<ul style="list-style-type: none"> recollect factors and multiples of a number. investigate the factors and multiples of a number and define its properties. apply the concept of H.C.F and L.C.M to solve real life problems. <p>SDG-3: Good health and well-being.</p>	<ul style="list-style-type: none"> Create number patterns through which H.C.F and L.C.M can be discussed. Observe patterns that lead to divisibility by 2,3,4,5,6,8,10 and 11. Explore daily life situations to involve the use of hcf and lcm. 	<ul style="list-style-type: none"> Sieve of Eratosthenes to find prime numbers. Preparing number grid to find L.C.M Division method to understand H.C.F Puzzles/quizzes Model PPT presentation
3	<p>CHAPTER 3: Integers</p>	<ul style="list-style-type: none"> create and discuss daily life situations involving the use of negative numbers. understand addition, subtraction, multiplication and division of integers. <p>SDG-14: Life below water</p>	<ul style="list-style-type: none"> Visualize the requirement of negative numbers in view of real world. Compare two integers and arrange them in ascending or descending order. Learn to add, subtract, multiply integers on the number line and verify different properties of operations. 	<ul style="list-style-type: none"> Writing opposites of a statements to understand negative integers. Drawing of number line to represent integers. Cancellation activity to understand addition of integer. Puzzles/quizzes. Peer group discussion
4	<p>CHAPTER 4: Ratio, Proportion & Unitary Method</p>	<ul style="list-style-type: none"> describe situations involving the need for comparing quantities by taking ratio. discuss and solve word problems that use ratio and unitary method. evolve the understanding of the concepts of ratio and percentage. learn methods to compare ratios (using ideas from fractions) <p>SDG-17: Partnerships for Goals</p>	<ul style="list-style-type: none"> Recall fractions and correlate with ratios. Reduce fractions to simplest form and learn to write them as ratios. Convert a given ratio to its equivalent form. Learn to divide a given whole number in the given ratio. 	<ul style="list-style-type: none"> Puzzles/quizzes PPT presentation Peer group discussion. Finding proportions from different real-life situation.
5	<p>CHAPTER 5: Percentage & Its Application</p>	<ul style="list-style-type: none"> convert ratios, fractions and decimals into percentage and vice-versa. calculate increase and decrease w.r.t the given percentage. apply algorithm to calculate percentages in order to calculate profits, loss and rate of interest in simple interest calculation. <p>SDG-10: Reduced Inequalities</p>	<ul style="list-style-type: none"> Evolve the understanding of the concepts of percentage. Collect information about the use of percentage. Provide daily life situations based on profit / loss and simple interest that show the use of percentage. 	<ul style="list-style-type: none"> To find percentage of different colours from a 10 X 10 square grid. To calculate the percentage of marks secured in last examination.
6	<p>CHAPTER 6: Introduction To Algebra</p>	<ul style="list-style-type: none"> use letters and operations to form terms in algebra. identify the patterns and write the rule that follows the pattern. differentiate between variables and constants. add and subtract algebraic expressions in both horizontal and column 	<ul style="list-style-type: none"> Use different contexts in mathematics to appreciate the necessity of representing unknowns by variables (alphabet). Conduct activity of adding /subtracting number of objects of same category from daily life. 	<ul style="list-style-type: none"> To create different patterns using match sticks. To add two algebraic expressions using strips of cardboard To subtract two algebraic expressions using strips of cardboard

		method. SDG-4: Quality Education.		
7	CHAPTER 7: Linear Equations	<ul style="list-style-type: none"> understand the concept of linear equations by balancing method. use trial and error method to solve linear equations. find a unique solution using transposition method and also check the solution. SDG-5: Gender Equality.	<ul style="list-style-type: none"> Explore the possible combinations of variables and constants using different operations to form algebraic expressions in various contexts. Discussion on problems based on real life. 	<ul style="list-style-type: none"> Find the value of unknown quantity by using colour buttons. Build linear equation for a given situation using packets of similar kind.
8	CHAPTER 8: Basic Geometrical Concepts	<ul style="list-style-type: none"> recall the concepts of point, line, ray and line segment. understand the facts of collinear points, concurrent lines, intersecting lines. differentiate between parallel lines and intersecting lines. SDG-11: Sustainable cities and communities.	<ul style="list-style-type: none"> Share examples from surroundings in order to describes geometrical ideas like line, line segment, point, etc Students can be asked to give more such examples from the surroundings. 	<ul style="list-style-type: none"> Finding max. and min. number of points of intersection using straw/paper strips. To show the intersecting lines, concurrent lines and parallel lines using coloured wool. Collect the examples of parallel lines from their daily life
9	CHAPTER 9: Line Segments	<ul style="list-style-type: none"> construct line segment using compasses. add/cut line segments of desired measure using compass. provide examples from surroundings in order to describe geometrical ideas of line segment. SDG-3: Good health and well-being.	<ul style="list-style-type: none"> Use of compasses to construct line segments(sum/difference) Audio visual aids to explain construction 	<ul style="list-style-type: none"> To construct a line segment whose length is the sum /difference of the lengths of given segments Finding the number of line segments in given figures Create a design using construction of line segments
10	CHAPTER 10: Angles	<ul style="list-style-type: none"> identify and classify angles according to their measure. correlate the concept of angles with rotation and direction. find complement and supplement of an angle. SDG-3: Good health and well-being.	<ul style="list-style-type: none"> Use of different objects in surrounding to explain angles Hands on activity to explain different types of angles Use of audio-visual aids to explain different angles 	<ul style="list-style-type: none"> To obtain angle bisector of an angle by paper folding method. Finding types of angles in capital English alphabets and from surroundings
11	CHAPTER 11: Pairs of Lines & Transversal	<ul style="list-style-type: none"> analyse different kind of angles formed by the transversal. compare the types of angles and relation between them in case of formation of angles by transversal with two or more lines. identify perpendicular lines and their properties. SDG-3: Good health and well-being.	<ul style="list-style-type: none"> Hands on activities to explain angles made by transversal; parallel and perpendicular lines Audio visual aids to discuss angles made by transversal 	<ul style="list-style-type: none"> Demonstrate various angles formed by a transversal with a pair of lines. To show parallel and perpendicular lines using straws.

12	<p>CHAPTER 12: Triangle</p>	<ul style="list-style-type: none"> • classify triangles into different groups/types on the basis of their angles and sides. • identify the side opposite to a vertex and vertex opposite to a side of a triangle. • verify angle sum property, exterior angle property and triangle inequality property. <p>SDG 9 Industry, innovation and infrastructure</p>	<ul style="list-style-type: none"> • Hands on activity to discuss different types of triangles, its interior and exterior; exterior angles of triangle • Audio visual aids to explain side opposite to vertex and vice-versa. 	<ul style="list-style-type: none"> • To classify the triangles on the basis of sides and angles from the given set of triangles. • Cutting and pasting of different types of triangles. • To identify exterior angle, interior adjacent angles for a particular angle, interior opposite angles of an exterior angle.
13	<p>CHAPTER 13: Circles</p>	<ul style="list-style-type: none"> • identify different parts of circle i.e radius, diameter and chord etc. and describe the relation between them. • envisage the circumference of circle. • use appropriate tools to construct circles. <p>SDG 9 Industry, innovation and infrastructure</p>	<ul style="list-style-type: none"> • Exploring various parts of a circle by model demonstration. • Establishing the relation between radius and diameter. 	<ul style="list-style-type: none"> • Identification of various parts of a circle by paper folding method. • Making various designs by constructing circles.
14	<p>CHAPTER 14: Constructions</p>	<ul style="list-style-type: none"> • copy a given angle with a high degree of accuracy using compasses. • construct angles and their bisector using compasses. • construct line segment and their perpendicular bisector. • construct perpendicular and parallel line to a given line. <p>SDG 9 Industry, innovation and infrastructure</p>	<ul style="list-style-type: none"> • Construct the perpendicular bisector, angle bisector and special angles using ruler and compasses. • Demonstrate the construction of a line perpendicular to the given line from a point lie on it as well as lying outside of it. 	<ul style="list-style-type: none"> • Construction of perpendicular bisector, angle bisector and special angles using ruler and compasses. • Construction of a line perpendicular to the given line from a point lie on it as well as lying outside of it. • Construction of a line parallel to the given line from a point outside it.
15	<p>CHAPTER 15: Perimeter & Area</p>	<ul style="list-style-type: none"> • recall perimeter by calculating the boundaries of any closed figure. • find out the perimeter and area of rectangular/square objects in the surrounding like floor of the class room, surface of a chalk box etc. <p>SDG-11: Sustainable cities and communities.</p>	<ul style="list-style-type: none"> • Counting the exact number of square units occupied by the traced figure (complete, half, etc). and find out the approximate area of these figures. • Derivation of formula for perimeter and area of a rectangle/square. 	<ul style="list-style-type: none"> • Finding the area of the palm/leaf on a grid by counting the squares. • Perimeter of any closed figure with the help of straw model.
16	<p>CHAPTER 16: Statistics</p>	<ul style="list-style-type: none"> • collect information and put it in a tabular form, sort and categorize the data given so that it is easier to comprehend interpret and comprehend the pictograph. • arrange given/collected information in the form of table and represent them using bar graphs and interpret them. <p>SDG-11: Sustainable cities and communities.</p>	<ul style="list-style-type: none"> • Interpreting the data from a bar graph. • Drawing of a bar graph(vertical/horizontal) to represent a given data. 	<ul style="list-style-type: none"> • Collection of blood group of all the students of a class and represent it by Bar graph.

SCIENCE AND TECHNOLOGY

Prescribed Text Book:

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

Reference Book:

- NCERT Science Exemplar (class VI)

INTERNAL ASSESSMENT

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM I (30 MARKS)	TERM II (30 MARKS)
<p>1. Critical Thinking & Evaluation (Group Discussion) TOPIC-Importance Of Balanced Diet</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Presentation ▪ Content knowledge ▪ Team work ▪ Time management ▪ Creativity 	<p>1. Critical Thinking & Evaluation (Group Discussion) TOPIC- Conservation Of Energy</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Presentation ▪ Content knowledge ▪ Team work ▪ Time management ▪ Creativity
<p>2. Problem Solving & Inferences (Practical Demo/Lab activity) TOPIC-Separation of components from a mixture</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Strategy ▪ Material collection ▪ Presentation skills ▪ Interpretation ▪ Application to real life 	<p>2. Problem Solving & Inferences (Quiz) TOPIC-Fun with Magnets</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Content knowledge ▪ Time management ▪ Quick response ▪ Accuracy ▪ Teamwork
<p>3. Collaboration & Creative Thinking (Model Making) TOPIC-Making of Pinhole camera/Periscope (any other optical device)</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Relevance of content ▪ Creative presentation ▪ Extent of research ▪ Demonstration or viva ▪ Originality 	<p>3. Collaboration & Creative Thinking (Model Making) TOPIC- Designing of different types of circuits</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Relevance of content ▪ Creative presentation ▪ Extent of research ▪ Demonstration or viva ▪ Originality
<p>4.Value/Ethical application of concepts (Poster Making) Art Integration TOPIC-Save Environment</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Relevance of content ▪ Creative presentation ▪ Outreach/impact ▪ Slogan/message ▪ Aesthetic sense 	<p>4.Value/Ethical Application of concepts (Role Play) Art Integration TOPIC-Function of different organ systems</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Relevance of content ▪ Creative presentation ▪ Content knowledge ▪ Social message ▪ costumes & props
<p>5. Project & Viva (Collage Making) TOPIC-Classification of plants and animals</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Collection of data ▪ Conceptual clarity ▪ Creative presentation ▪ Extent of research ▪ Viva 	<p>5. Project & Viva (Collage Making) TOPIC-Fibres & Fabrics in our daily life</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Collection of data ▪ Conceptual clarity ▪ Creative presentation ▪ Extent of research ▪ Viva

<p>6. Portfolio (Notebooks Presentation) RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Regularity ▪ Maintenance of index ▪ Task completion ▪ Neatness ▪ Note book keep up 	<p>6. Portfolio (Notebooks Presentation) RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> ▪ Regularity ▪ Maintenance of index ▪ Task completion ▪ Neatness ▪ Note book keep up
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ART INTEGRATED ACTIVITIES

CHAPTER	ACTIVITIES
<p>Chapter-1 Our environment</p>	<ul style="list-style-type: none"> • <u>Model</u> of rain water harvesting • <u>Creating art reservoir using waste materials.</u>
<p>Chapter-2 Food</p>	<ul style="list-style-type: none"> • <u>Culinary art</u> • <u>Balanced diet chart</u> • <u>Talks/lectures</u> on different types of deficiency diseases. • <u>Flip book/brochures</u> on types of nutrients.
<p>Chapter-3 Nature of matter</p>	<ul style="list-style-type: none"> • <u>Model</u> showing molecular arrangement of three states of matter using <u>beads/grains</u> etc.
<p>Chapter-4 Separation of substances.</p>	<ul style="list-style-type: none"> • <u>Sketching/brochures</u> for different methods of separation of substances.
<p>Chapter-5 Changes Around Us</p>	<ul style="list-style-type: none"> • <u>Slide show /PPT</u> on types of changes.
<p>Chapter-6 Measurement and motion</p>	<ul style="list-style-type: none"> • <u>Role play/choreography/ dance performance</u> on different types of motions.
<p>Chapter-7 The World of Living</p>	<ul style="list-style-type: none"> • <u>Field trip/ visit to nearby biodiversity rich area.</u> • <u>Collage/photography</u> • <u>Paper quilling.</u>
<p>Chapter-8 Structure and function of living organisms-plants</p>	<ul style="list-style-type: none"> • <u>Poster making & sketching</u> • <u>Clay modelling</u> showing parts of plants/ flower parts.
<p>Chapter-9 Structure and function of living organisms-animals</p>	<ul style="list-style-type: none"> • <u>Clay modelling</u> on types of teeth/ organ systems. • <u>Sketching</u> • <u>Role play</u> • <u>Cartooning</u>
<p>Chapter-10 Work and energy.</p>	<ul style="list-style-type: none"> • <u>Drama/nukkadnatak/poster making</u> on conservation of energy.
<p>Chapter-11 Electric current and circuits.</p>	<ul style="list-style-type: none"> • <u>Designing</u> an electric circuit. • <u>Talks</u> on components of circuit.
<p>Chapter-12 Light And Shadows</p>	<ul style="list-style-type: none"> • <u>Shadow puppetry.</u> • <u>Model</u> of Pinhole camera. • <u>Sketching /video making/documentation on formation of eclipses</u>
<p>Chapter-13 Magnets</p>	<ul style="list-style-type: none"> • Magnetic <u>painting.</u> • <u>Model making</u> of magnetic compass.

<p>Chapter-14 Fabric from Fibre</p>	<ul style="list-style-type: none"> • <u>Jewellery making</u> using fibres • <u>Textile designing</u> using different fibres.
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WEIGHTAGE TO FORM QUESTIONS

PT- I/ PT-II/ HALF YEARLY/ ANNUAL

Sl. No	Form of Questions		MCQ/ Assertion & Reason	CBQ	SA-I	SA-II	LA	TOTAL
1	Marks for each question		1	4	2	3	5	-
2	No. of Questions	PT-I/PT-II	5(MCQ)+2(AR)	2	3	3	2	17
		HALF YEARLY/ ANNUAL	15(MCQ)+4(AR)	4	6	6	3	34
3	Total Marks	PT-I/PT-II	7	8	6	9	10	40
		HALF YEARLY/ ANNUAL	19	16	12	18	15	80

SYLLABUS FOR PEN AND PAPER TEST

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

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

SL. No.	Chapter Name/ Topic	Learning Outcomes	Suggested Pedagogical Processes	Activities for Assessment
1	CHAPTER1 : Our Environment	<p>The learners will be able to</p> <ul style="list-style-type: none"> distinguish between biodegradable & non-biodegradable materials. compare between food chain & food web. categorize herbivores, carnivores, omnivores, scavengers & decomposers. <p>SDG 11 - Sustainable Cities & Communities)</p> <p>SDG 12-Responsible Consumption & Production</p>	<ul style="list-style-type: none"> Exploring the immediate environment. Creates reservoir from best out of waste. Acquires value towards protecting, conserving and judicious use of natural resources. 	<ul style="list-style-type: none"> Model of rain water harvesting. Creating art reservoir using waste material Draw flow chart to show inter-relationships among different components of the environment.
2	CHAPTER-2 Food	<ul style="list-style-type: none"> state the components of food. differentiate between the nutrients. acquire the skill of testing the main food components in a given food sample. apply new knowledge into their healthy eating lifestyle. create awareness to follow healthy food habits in daily life. <p>SDG 3-Good Wealth & Wellbeing</p> <p>SDG 6- Clean Water & Sanitation</p>	<ul style="list-style-type: none"> Develops culinary skills. Experiments and observations and drawing conclusions. 	<ul style="list-style-type: none"> Culinary art Group discussion on importance of balanced diet. Talks/lectures on different types of deficiency diseases. Flipbook/ brochures on types of nutrients.
3	CHAPTER-3 Nature of Matter	<ul style="list-style-type: none"> define matter. compare the properties of solids, liquids and gases. explain the reason for diffusion of gases, diffusion of liquids and diffusion of solid in liquid. sketch the structure of solids, liquids and gases, relating their property to the space between particles. <p>SDG 12-Responsible Consumption & Production.</p>	<ul style="list-style-type: none"> Experiments, demonstration Hands on activity with experiential learning to develop experimental skills. 	<ul style="list-style-type: none"> Demonstration of diffusion, Diffusion Art with help of filter paper. Model showing molecular arrangement of three states of matter using beads/grains etc.
4	CHAPTER-4: Separation of substances.	<ul style="list-style-type: none"> identify the different types of a mixture. determine and analyse the appropriate separating techniques for the given mixture. describe the methods for separation of substances. apply different methods for separation of substances in their day-to-day life. <p>SDG 3-Good Wealth & Well being</p> <p>SDG 6-Clean Water & Sanitation</p> <p>SDG 12-Responsible Consumption & Production</p>	<ul style="list-style-type: none"> Experiments, demonstration. Exploration in kitchen to show the various separation methods commonly used in house. 	<ul style="list-style-type: none"> Demonstration of separation of components of a given mixture. Sketching/brochures for different methods of separation of substances.
5	CHAPTER-5 Changes Around Us	<ul style="list-style-type: none"> recall and relates the various types of changes occurring. conduct simple investigations to seek answers to know, Can all physical changes be reversed or not ? 	<ul style="list-style-type: none"> Experiments, demonstration and observations to show the various types of changes. 	<ul style="list-style-type: none"> Venn diagrams to show different changes. Demonstration of changes like

SL. No.	Chapter Name/ Topic	Learning Outcomes	Suggested Pedagogical Processes	Activities for Assessment
		<ul style="list-style-type: none"> analyse the various changes occurring in nature. appreciate the need and importance of these changes in our daily life. <p>SDG 9-Industry, Innovation& Infrastructure</p> <p>SDG 12-Responsible Consumption &Production</p>	<ul style="list-style-type: none"> Exploration of kitchen ingredients to show various categories of changes. Hands on activity with experiential learning Use of Venn diagram foldable to represent the various changes which can be differentiated. 	<p>changing of paper to ash, rusting of iron, grinding of sugar into powder, burning of sugar.</p> <ul style="list-style-type: none"> To show the formation of curd from milk.
6	CHAPTER-6 Measurement & Motion	<ul style="list-style-type: none"> recognise the various types of clocks used in our daily life and the various measuring tools. apply the measuring techniques and measures physical quantities and expresses them in SI units, e.g., length. analyzes the importance of time in our life. describes different types of motion. applies different effects of force in our day to day life. <p>SDG 9-Industry, Innovation&Infrastructure</p> <p>SDG 12-Responsible Consumption & Production</p>	<ul style="list-style-type: none"> Demonstration and observations of how to carry out correct measurement ? demonstration of various motions. Hands on activities. Use ICT (power points and videos to show the various types of motions). 	<ul style="list-style-type: none"> Measuring the study table in the classroom with the hand span of different students and analyse the recorded data. Measurement of curved line. Techniques to carry out the correct measurement.
7	CHAPTER- 7 The World Of Living	<ul style="list-style-type: none"> identify the various types of plants and animals in the nature. recognise the various plants and animals found in his or her immediate surroundings. classify plants and animals into their respective categories. evaluate the human’s activities towards mother nature and its inhabitants. illustrate the need of protecting plants and animals. <p>SDG 14-Life below water</p> <p>SDG 15- Life on land</p>	<ul style="list-style-type: none"> Exploration and observation of the natural world. Use of videos, power point presentation (ICT). Live specimens to show the diverse forms of living organisms in this planet earth. Transdisciplinary approach (Use of Origami, posters , storytelling methodologies . 	<ul style="list-style-type: none"> Collage making on different types of plants or animals that they observe in different habitats or in their surroundings. Classifying the given objects into living and non-living. Observation of onion peel under a microscope.

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

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

SOCIAL SCIENCE

PRESCRIBED BOOK:

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

INTERNAL ASSESSMENT

SKILL AND COMPETENCIES WITH RUBRICS	
TERM-I (30 MARKS)	TERM II (30 MARKS)
<p>1.Critical Thinking & Evaluation (5)</p> <p>Elocution</p> <p>TOPIC- ASHOKA AND KALINGA WAR</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance to Content (1) • Conceptual Clarity (1) • Body Language (1) • Presentation (2) 	<p>1.Critical Thinking & Evaluation (5)</p> <p>Group Discussion</p> <p>TOPIC- FUNCTIONS OF GRAM PANCHAYAT</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance to Content (1) • Turn Taking (1) • Collaboration (1) • Presentation (2)
<p>2.Problem Solving & Inference (5)</p> <p>Case Based Study</p> <p>TOPIC- RURAL LIFE V/S URBAN LIFE</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Concept (1) • Understanding (1) • Questionaire (1) • Presentation (2) 	<p>2.Problem Solving & Inference (5)</p> <p>Interview</p> <p>TOPIC-HUMAN BEINGS AND ENVIRONMENT</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance of Q &A (1) • Conceptual Clarity (1) • Turn Taking (1) • Confidence (2)
<p>3.Collaboration & Creative Thinking (5)</p> <p>POSTER:</p> <p>TOPIC- EARTH- A UNIQUE PLANET</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance to Content (1) • Creativity (1) • Outreach/Impact (1) • Message (2) 	<p>3. Collaboration & Creative Thinking (5)</p> <p>FLOW CHART:</p> <p>TOPIC- URBAN GOVERNANCE</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance to Content (1) • Organization of Ideas (1) • Topics and Subtopics (1) • Relationship between Ideas (2)
<p>4.Value/Ethical Application of Concepts (5)</p> <p>Save Monument Drive:</p> <p>TOPIC- VISIT ANY MONUMENT NEARBY AND SUGGEST WAYS TO PRESERVE IT.</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Understanding of Purpose (1) • Extent of Participation (1) • Impact of the Drive (1) • Creativity (2) 	<p>4.Value/Ethical Application of Concepts (5)</p> <p>Community Service:</p> <p>TOPIC- VISIT ANY COMMUNITY CENTER AND SHARE YOUR EXPERIENCE.</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Value Life Acquisition (1) • Awareness of Purpose (1) • Creativity and Originality (1) • Outreach (2)

<p>5.Project & Viva (5)</p> <p>Subject Enrichment:</p> <p>TOPIC- COMPARATIVE ANALYSIS OF STONE TOOLS PREVAILING IN STONE AGE.</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Collection of Information (1) • Photos and Sketches (1) • Creative and Aesthetics (1) • Viva (2) 	<p>5.Project & Viva (5)</p> <p>Research Project:</p> <p>TOPIC- PPT-HARSHA AS A BENEVOLENT RULER</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Relevance to Content (1) • Creative Presentation (1) • Extent of Research (1) • Confidence and Clarity (2)
<p>6.Portfolio (5)</p> <p>TOPIC- NOTE BOOK:</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Regualrity (1) • Maintenance of Copy with Index (1) • Writing Relevant Answers (1) • Task Completion (2) 	<p>6.Portfolio (5)</p> <p>TOPIC- NOTE BOOK:</p> <p>RUBRICS</p> <ul style="list-style-type: none"> • Regualrity (1) • Maintenance of Copy with Index (1) • Writing Relevant Answers (1) • Task Completion (2)

PT- I/ PT-II/ HALF YEARLY/ ANNUAL

WEIGHTAGE TO FORM QUESTIONS

SL. No	FORM OF QUESTIONS	VSA-I	VSA-II	SA-I	LA	SOURCE BASED QUESTION (SA-II)	MAP QUESTION	TOTAL	
1	MARKS FOR EACH QUESTION (PT- I/PT-II/ HALF YEARLY/ ANNUAL)	1	2	3	5	4	6	-	
2	NO. OF QUESTIONS	PT-I/PT-II	9	3	2	3	1	-	18
		HALF YEARLY/ ANNUAL	16	6	3	5	3	2	35
3	TOTAL MARKS	PT-I/PT-II	9	6	6	15	4	-	40
		HALF YEARLY/ ANNUAL	16	12	9	25	12	4 (Geo) + 2 (Hist)	80

SYLLABUS FOR PEN AND PAPER TEST

TERM-I		TERM-II	
Periodic Test -I (40 Marks)	Half- Yearly Examination (80 Marks)	Periodic Test- II (40 Marks)	Annual Examination (80 Marks)
GEOGRAPHY			
Ch.1- The Planet Earth and the Solar System	Ch.1- The Planet Earth and the Solar System	Ch.5- The Realms of the Earth	Ch.5- The Realms of the Earth
Ch. 2-Representation of the Earth	Ch. 2-Representation of the Earth	Ch. 6-India- My Motherland	Ch. 6-India- My Motherland
	Ch- 3 Locating Places on the Earth		Ch- 7India- The Land of Monsoon Climate (Natural Vegetation and wildlife)
	Ch- 4 The Motions of the Earth (Day-Night and Seasons)		
HISTORY			
Ch. 8- Studying the Past	Ch. 8- Studying the Past	Ch-14 Early History of Deccan and South India.	Ch-14 Early History of Deccan and South India
Ch. 9- Life of Early Man	Ch. 9- Life of Early Man	Ch. 15- North India After Mauryas and Sungas. (First centuryBCE to Third century CE)	Ch. 15- North India After Mauryas and Sungas. (First centuryBCE to Third century CE)
	Ch-10 Development of Civilisation		Ch.16 The Gupta Empire
	Ch -11 The Iron Age Civilisation		Ch.17 The Era of Harsha
	Ch- 12 Janapadas and the Mahajanapadas (600-100 BCE)		Ch.18 Deccan and South India (Fourth Century CE to Seventh Century CE)
	Ch- 13 The Mauryan Dynasty		Ch-19 India and the Outside World
			Ch.20 The Indian Religions
CIVICS			
Ch.21- Our Community life: Unity in Diversity	Ch.21- Our Community life: Unity in Diversity	Ch-23-Our Rural Governance	Ch-23-Our Rural Governance
	Ch- 22Democracy and Government		Ch-24 Our Urban Government
	<p style="text-align: center;">MAP SKILLS: (Outline Map of India&World) <u>GEOGRAPHY:</u></p> <p>Ch-2:</p> <ul style="list-style-type: none"> • Arabian Sea • Northern Plains • Himalayas • Deccan Plateau • Neighbouring States of Odisha and their capitals 		<p style="text-align: center;">MAP SKILLS: (Outline Map of India) <u>GEOGRAPHY:</u></p> <p>Ch-6:</p> <ul style="list-style-type: none"> • River Ganga, Kaveri, Brahmaputra, Tapi • Andaman & Nicobar Islandsand Lakshadweep • Karakoram range, Aravalli mountains. <p>Ch-7:</p> <ul style="list-style-type: none"> • Areas of heavy and

	<p>Ch-3:</p> <ul style="list-style-type: none"> • Important lines of Latitude & Longitude • Heat zones <p><u>HISTORY:</u></p> <p>Ch-9:</p> <ul style="list-style-type: none"> • Bhimbetka • Burzahom • Hunsgi • Brahmagiri <p>Ch-12:</p> <ul style="list-style-type: none"> • Magadha • Kuru • Panchala • Anga • Vatsa 		<p>lowrainfall</p> <ul style="list-style-type: none"> • National park- Gir • Wildlife Sanctuary- Periyar <p><u>HISTORY:</u></p> <p>Ch-16:</p> <ul style="list-style-type: none"> • Mathura • Ujjaini • Kaushambi <p>Ch-18:</p> <ul style="list-style-type: none"> • Cheras • Cholas • Pandyas
			<p>N.B.: 20% of First term covering significant topics: Ch-2: Representation of the Earth. Ch-8: Studying the past. Ch -22: Democracy and Government.</p>

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

Name of the Chapter	Learning Outcomes	Pedagogical Processes	Activites for Assessment
CHAPTER-1: The Planet Earth & Our Solar System	The learners will be able to: <ul style="list-style-type: none"> • Identify different celestial bodies. • Distinguish between stars, planets and satellite. • Understand the evolution of solar system. • Recognise that the earth is a unique celestial body. • Observe and appraise the phases of moon <p>SDG 4 -Quality Education</p>	<ul style="list-style-type: none"> • Presentation through multi media. • Demonstrate the model of solar system. • Video on evolution of solar system. 	<ul style="list-style-type: none"> • Diagram of Solar System, with distinctive feature of each planet. • Diagram of a constellation.
CHAPTER-2 Representation Of The Earth	<ul style="list-style-type: none"> • Compare between globe and map. • Outline the development of map making. • Identify the components of map. • Explain the types of maps. <p>SDG 15- Life on land</p>	<ul style="list-style-type: none"> • Use of Globe and types of Maps. • Study of Atlas. 	<ul style="list-style-type: none"> • Chart of Conventional symbols. • Flow Chart on Types of Maps. • Sketch of a route from home to school.
CHAPTER-3 Locating Places On The Earth	<ul style="list-style-type: none"> • Define latitude and longitude. • Identify latitude and longitudes from globe and their use. • Draw the picture of heat zones and important lines of latitude and demonstrate in class. • Relate longitude with time calculation and calculate the time. • Realize the importance of grid and standard meridian. <p>SDG 13-Climate Action</p>	<ul style="list-style-type: none"> • Use of globe. • Diagram of heat zones. • Demonstration of heat zones. 	<ul style="list-style-type: none"> • Making of grid. • Draw Heat Zones with Pictures

Name of the Chapter	Learning Outcomes	Pedagogical Processes	Activities for Assessment
<p>CHAPTER-4 The Motions Of The Earth</p>	<p>SDG 15 -Life on land</p> <ul style="list-style-type: none"> Understand the concept of rotation and revolution. Develop understanding the occurrence of day and night and how season changes in respect to rotation and revolution. Distinguish between solstice and equinox and their occurrence. Demonstrate the occurrence of day and night in classroom. <p>SDG 13 -Climate Action SDG 15-Life on land</p>	<ul style="list-style-type: none"> Experiment showing formation of day and night. Diagram of revolution and occurrence of seasons. 	<ul style="list-style-type: none"> Diagram showing formation of day and night. Collect information about sunrise and sunset from daily newspaper. Diagram showing revolution with features of four distinctive positions.
<p>CHAPTER-5 The Realms Of The Earth</p>	<ul style="list-style-type: none"> Understand the four realms and their importance. Discuss the continents and oceans. Summarize the importance of biosphere. Debate on unwise human activities and its impact. <p>SDG 15- Life on land</p>	<ul style="list-style-type: none"> Use of world map for showing oceans and continents. Role play presenting different land forms. 	<ul style="list-style-type: none"> Pie-chart showing composition of atmosphere. Collage making on effects of urbanisation.
<p>CHAPTER-6 India-My Motherland</p>	<ul style="list-style-type: none"> Develop patriotism. Understand the physical features of india and distinguish them. Show the importance of himalayas and northern plains. Realize the unity in diversity concept of india. Draw the India map or make a collage of it. <p>SDG 17-Partnerships for the goals</p>	<ul style="list-style-type: none"> Use of India map. Identifying the physical divisions of India. 	<ul style="list-style-type: none"> Locate physical features using colour scheme. Locate neighbouring countries of India.
<p>CHAPTER-7 India -The Land Of Monsoon Climate</p>	<ul style="list-style-type: none"> Understand the climatic conditions of India with regional variations. Explain the role of Himalaya in controlling our India's climate. Illustrate different seasons of India with its occurrence. Describe the wildlife and vegetation type. Compare between tropical evergreen and deciduous forest. Construct a knowledge of illegal trade on wildlife affects our environment. <p>SDG 15- Life on land</p>	<ul style="list-style-type: none"> Explanation of cycle of seasons through multi media. Understand Natural vegetation through map. 	<ul style="list-style-type: none"> Collage making on different season with features. Prepare a table on various natural vegetation of India. Case Study on Endangered Species- Tiger.
<p>CHAPTER-8 Studying The Past</p>	<ul style="list-style-type: none"> Understand and appreciate the need of studying our past. Distinguish between history and prehistory. Comprehend the sources of information about our past. Explain the literary, archaeological sources. Prepare a collage on sources of information. 	<ul style="list-style-type: none"> Interaction with personal experience. Aware about various archaeological sources through multi-media. 	<ul style="list-style-type: none"> Location and Identification of archaeological sites with distinctive features. Making of manuscript using peepal tree.

Name of the Chapter	Learning Outcomes	Pedagogical Processes	Activities for Assessment
<p>CHAPTER-9 Life Of Early Man</p>	<p>SDG 17- Partnerships for the goals</p> <ul style="list-style-type: none"> • Build knowledge about early man. • Paraphrase how important inventions changed life of early man • Compare different stone age. • Construct model on tools of early man. • Evaluate the progress of man towards modernity. <p>SDG 15- Life on land</p>	<ul style="list-style-type: none"> • Evolution of mankind through multi-media. • Picture showing the developments of early man in stone age. 	<ul style="list-style-type: none"> • Timeline showing Development of stone Tools during Stone Age. • Compare cave paintings with that of present tribal art.
<p>CHAPTER-10 Development Of Civilization</p>	<ul style="list-style-type: none"> • Construct knowledge about important changes that took place in early man’s life. • Explain the origin of civilization. • Compare different civilization in different parts of the world. • Enlist how Indus Valley Civilization, different from others. <p>SDG 8 -Decent Work & Economic Growth</p>	<ul style="list-style-type: none"> • Identify ancient civilizations in a world map. • Understand Indus Valley Civilization through Multi-media. 	<ul style="list-style-type: none"> • Compare ancient township with that of present. • On an outline map of India, locate sites of Harappan Civilization. • Preparation of Seals using Soap
<p>CHAPTER-11 The Iron Age Civilization</p>	<ul style="list-style-type: none"> • Interpret the idea how iron age brought revolution in man’s life. • Compare the civilizations of different parts of world during this period. • Prioritise the vedic civilization. • Explain the lifestyle and living of people of vedic culture. <p>SDG 4 - Quality Education SDG 16-Peace Justice & Strong Institution.</p>	<ul style="list-style-type: none"> • Presentation of vedic civilization through multi-media. • Comparative study of early vedic period with later vedic period. • Group discussion on Hindu social customs of today with that of vedic period. 	<ul style="list-style-type: none"> • Collect two stories from Ramayan and Mahabharat. • Present varna system with relation to body part.
<p>CHAPTER-12: Janapadaa & Mahajanapadas</p>	<ul style="list-style-type: none"> • Trace the improved journey of human civilization. • Appreciate the distinctive feature and development of new settlement area as Janapadas and Mahajanapadas. • Able to locate and plot the Janapadas and Mahajanapadas. • Understand the concept and rise of Janapadas and Mahajanapadas and their impact on people’s life. <p>SDG 11 -Sustainable cities & communities.</p>	<ul style="list-style-type: none"> • Use of map to show Janapadas and Mahajanapadas • Magadha-A successful empire through map. 	<ul style="list-style-type: none"> • Locate and identify Janapadas and Mahajanapadas on Map • Pencil Sketch Showing Punch Mark
<p>CHAPTER-13 Mauryan Dynasty</p>	<ul style="list-style-type: none"> • Devise the origin of great Mauryan empire. • Propose the role of Chanakya to help for development of Mauryan empire. • Assesse the power of different rulers. • Explain the religious, social, economic and administrative life of people. <p>SDG 16-Peace Justice & Strong institutions</p>	<ul style="list-style-type: none"> • Through story -Life of Ahoka • Use of Map showing extent of Ashoka’s empire with rock edicts. 	<ul style="list-style-type: none"> • Ashoka and Kalinga war through flow chart. • Prepare a file related to Ashoka’sDhamma.

Name of the Chapter	Learning Outcomes	Pedagogical Processes	Activites for Assessment
<p>CHAPTER-14: Early History Of Deccan & South India</p>	<ul style="list-style-type: none"> • Interpret the progress of Megalith culture. • Develop the knowledge of rise of Satavahana culture in India. • Examine the power of Cholas, Pandyas, Cheras in south India and their administration. <p>SDG 11 -Sustainable Cities & Communities SDG 17-Partnerships for the goals</p>	<ul style="list-style-type: none"> • Understand Megalithic culture through PPT. • Use of maps to show kingdoms of Carnatic region. 	<ul style="list-style-type: none"> • Preparation of timeline showing kingdoms of South India. • Prepare a comparative table of kingdoms of South India
<p>CHAPTER-15 North India After Mauryas & Sungas</p>	<ul style="list-style-type: none"> • Understand the context and process of rise of new kingdoms after Mauryas and Sungas. • Analyse the effects of Saka, Kushan and Greeks in Indian kingdom. • Compose the knowledge of exchange of ideas and knowledge of foreign empire in India. <p>SDG 08- Decent work & economic growth.</p>	<ul style="list-style-type: none"> • Introduction of Indo-Greek rulers through story-telling. • Role of Kanishka in Indian history, through his achievements. 	<ul style="list-style-type: none"> • Prepare a table on the impact of Indo-Greeks in Indian Society. • Making a Word Wall on Kanishka.
<p>CHAPTER-16 The Gupta Empire</p>	<ul style="list-style-type: none"> • Discuss the rise of another large empire after century. • Understand the plant and strategies to make it one of the important dynasty. • Prepare a chart of chronology. • Evaluate why is it called as a golden age. <p>SDG 08-Decent work & economic growth.</p>	<ul style="list-style-type: none"> • Identify of Gupta rulers through storytelling and videos. • Chronological study of Gupta Period through Mind Map. 	<ul style="list-style-type: none"> • Presentation of contributions of Gupta Empire in various fields. • Collage on Gupta art and architecture.
<p>CHAPTER-17 The Era Of Harsha</p>	<ul style="list-style-type: none"> • Analyse the fall of Gupta empire and rise of small kingdoms. • Appreciate Harsha’s effort to make a vast empire. • Verify the administration of Harsha and compare it with Gupta. • inculcate the values of benevolence from Harsha. <p>SDG 16-Peace, Justice & Strong Institutions</p>	<ul style="list-style-type: none"> • Use of map showing the extent of Harsha’s empire with the advantages of its location. • Harsha’s achievement through interactive method. 	<ul style="list-style-type: none"> • PPT on Harsha as a Benevolent Ruler. • Mind map on Harsha’s achievement.
<p>CHAPTER-18 Deccan & South India</p>	<ul style="list-style-type: none"> • Develop the knowledge of rise of kingdoms of Pallavas and Chalukyas. • Compare their administration and contribution. • Prioritise the art and architecture of them. • Locate and plot their extent of empire. <p>SDG 17-Partnerships for the goals</p>	<ul style="list-style-type: none"> • Presentation of small kingdoms of South India through narration. • Using multi-media aware Pallava Art and Architecture. 	<ul style="list-style-type: none"> • Prepare a comparative study showing the relation between Pallava and Chalukya rulers.
<p>CHAPTER-19 India & The Outside World</p>	<ul style="list-style-type: none"> • Realize the importance of Indian culture that were borrowed by different countries. • Connect the knowledge of India’s relation with West, Greeks, Kuchi, south-east Asian countries. 	<ul style="list-style-type: none"> • Trade route through Asia map. • Discussion and debate on benfits of Globalisation. 	<ul style="list-style-type: none"> • On an outline map of India locate the countries having trade relation with India, and give-take relation. • Newspaper Clipping on

Name of the Chapter	Learning Outcomes	Pedagogical Processes	Activities for Assessment
	<ul style="list-style-type: none"> Examine the importance of Buddhism and trade to spread the culture. <p>SDG 16 - Peace, Justice & Strong Institutions SDG 17-Partnerships for the goals</p>		<p>India's present relation with outside world</p>
<p>CHAPTER-20 The Indian Religion</p>	<ul style="list-style-type: none"> Appreciate the development of different religions in the world. Understand the values and ideologies. Assimilate the ideologies and show them as united. Devise the knowledge of their origin and spreads. Find out the countries it is practised by categorizing them. <p>SDG 10 - Reduced Inequalities</p>	<ul style="list-style-type: none"> Introduction through story and a video. Role Play or drama on different religion. 	<ul style="list-style-type: none"> Prepare a table on various religious practice in India with their principles and impact.
<p>CHAPTER-21 Our Community Life -Unity In Diversity</p>	<ul style="list-style-type: none"> Describe various forms of human diversity around us. Develop a healthy attitude towards various kinds of diversity. Understand the importance of diversity. Realize the importance of community life. Analyse the dependence factor of community life. <p>SDG 02-Zero Hunger SDG 04- Quality Education SDG 06-Clean Water & Sanitation.</p>	<ul style="list-style-type: none"> Introduction of community life through interaction. Identify contribution of social reformer through role play. 	<ul style="list-style-type: none"> Cleanliness drive in community. Poster making on Unity in Diversity. Venn diagram on similarity and differences between Rural and Urban community.
<p>CHAPTER-22 Democracy And Government</p>	<ul style="list-style-type: none"> Develop understanding of government. Devise the goals of government. Corelate democracy with government. Formulate the stages of government and their work. Evaluate the importance of UAF. <p>SDG 10-Reduced Inequalities SDG 12-Responsible consumption & production</p>	<ul style="list-style-type: none"> Picture study on work of government. People's participation through interaction. 	<ul style="list-style-type: none"> Collection of newspaper clippings with word Government from both English and Odia paper.
<p>CHAPTER-23 Our Rural Governance</p>	<ul style="list-style-type: none"> Able to identify different level of Panchayati raj system. Appreciate the work. Realize the importance. Comprehend the functioning of three tier system. Describe the compositions. <p>SDG 01-No Poverty SDG 06-Clean water & sanitation SDG 08-Decent work & economic growth</p>	<ul style="list-style-type: none"> Presentation through a story. Dramatization on Nyaya Panchayat. 	<ul style="list-style-type: none"> Flow chart of Three tier system with composition. Role play on the work of Gram Panchayat. Bubble Map on Composition of Three Tier System.

Name of the Chapter	Learning Outcomes	Pedagogical Processes	Activites for Assessment
<p>CHAPTER-24 Our Urban Government</p>	<ul style="list-style-type: none"> • Develop understanding how rural government is different from urban government. • Able to identify different urban government and their function. • Understand and explain their composition. • Suggestthe ways for improvement. • Perform role play to get clear ideas. <p>SDG 06-Clean Water & Sanitation SDG 08- Decent work and economic growth SDG 11-Sustainable Cities & Communities.</p>	<ul style="list-style-type: none"> • Presentation through a story. • Interaction with present scenario. • Demonstration of local government. 	<ul style="list-style-type: none"> • Flow chart of urban administrative structure. • Mock Election (Class Representatives).