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**DAV PUBLIC SCHOOLS, ODISHA
SYLLABUS (2024-25)**

STD-IV

EXAMINATION TIMELINE

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

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

The Sustainable Development Goals (SDGs),

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

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

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





PROGRESS REPORT CARD (SAMPLE)

DAV PUBLIC SCHOOLS, ODISHA

AFFILIATED TO CBSE, NEW DELHI, AFFILIATION NO: 1530065

COMPREHENSIVE PROGRESS REPORT: 2024-25

STD – IV

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

SCHOLASTIC AREA

PENPAPER TESTS (PP.T.)

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

DETAILS OF INTERNAL ASSESSMENTS

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

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

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

CUMULATIVE SCORE CARD

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

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

8-POINT GRADING SCALE FOR SCHOLASTIC AREAS

CO-SCHOLASTIC AREA

| SOCIAL HABITS & ATTITUDES | TERM-1 | TERM-2 |
|--|--------|--------|
| COLLABORATION & COOPERATION | | |
| CARE OF SCHOOL PROPERTY | | |
| RELATION WITH PEERS | | |
| RELATION WITH TEACHERS | | |
| VALUES AND LIFE SKILLS | | |
| PERSONAL HABITS & ATTITUDES | | |
| INITIATIVE AND CONFIDENCE | | |
| DISCIPLINE, PUNCTUALITY, REGULARITY | | |

| HEALTH & PHYSICAL EDUCATION | TERM-1 | TERM-2 |
|--|--------|--------|
| CLEANLINESS (HAIR, HANDS, FACE, SHOES & UNIFORM) | | |
| SPORTS & GAMES | | |
| YOGA | | |
| VISUAL & PERFORMING ARTS | | |
| ART | | |
| DANCE | | |
| MUSIC | | |
| LIFE SKILLS | | |
| SUPW/WORK EDUCATION | | |

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

5-POINT GRADING SCALE FOR CO-SCHOLASTIC AREAS

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

CO-CURRICULAR, PERSONAL & SOCIO EMOTIONAL ATTRIBUTES

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

TEACHERS SUGGESTIVE REMARK

Signature of:

Date of Issue:

| | | |
|----------------------|-------------------|------------------|
| | | |
| CLASS TEACHER | SUPERVISOR | PRINCIPAL |

ENGLISH**PRESCRIBED BOOKS:**

1. My English Reader-IV Published by D.A.V. College Managing Committee
2. English Practice Book-IV Published by D.A.V. College Managing Committee

SYLLABUS

| | TERM-1 | | | | TERM-2 | | | |
|----------------------|-----------------------------------|-------|---|------------|--|-------|--|------------|
| | PERIODIC TEST-1 | MARKS | Half-Yearly Examination | MARKS | PERIODIC TEST-2 | MARKS | Annual Examination | MARKS |
| Reading Skill | Unseen Passage | 5 | Unseen Passage and Unseen Poem | 10 | Unseen Poem | 5 | Unseen Passage and Unseen Poem | 10 |
| Writing Skill | Notice Writing (Lost and Found) | 4 | Notice Writing (Lost and Found) Letter [Formal / Informal] (Formal: Any issue related to school) (Informal Letter: Invitation, Congratulation) | 5 5 | Paragraph Writing Importance of..... (Health, Newspaper, Games and Sports, Friendship) | 4 | Story Writing with Hints. OR Diary Entry (success, experience related to any visit) Paragraph Writing Importance of..... (Health, Newspaper, Games and Sports, Friendship) | 5 5 |
| Grammar | Naming Words Pronouns | 5 | Naming Words, Genders, Pronouns, Prepositions, Determiners, Describing Words P.B-ch-1 to 6 | 15 | Verbs, Tenses & Adverbs | 5 | Verbs, Adverbs, Tenses, Sentences: Subject & Predicate, Interrogatives, Conditionals P.B-ch-7 to 12 | 15 |
| Literature | A True Friend and Mix up at Birth | 6 | Unit-1 & 2 A True Friend, Mix up at Birth, Travel Plans(poem), Jungle Safari | 15 | The Rich Lady and The Artist, The Foolish Men | 6 | Unit-3 & 4 The Rich Lady and The Artist, The Foolish Men, Fantasy(poem), In the Land of Lilliput, King Thrushbeard | 15 |
| Total | | 20 | | 50 | | 20 | | 50 |

INTERNAL ASSESSMENT- 30 MARKS

STD: IV ENGLISH

| Term – 1 | Term – 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|----------|-------|---------------------------------------|---|---------------------------------------|---|---------------------|---|--|---|-------------------------|----------|--|----------|--|---------------------------------------|-------|---------------------------------------|---|----------------------------|---|--|---|-------------------------|----------|-------------------------|---|--------------|----------|
| <p>Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Attentiveness | 1 | 2. Listening for specific information | 2 | 3. Understanding | 1 | 4. Accuracy | 1 | Total | 5 | <p>Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Attentiveness</td> <td>1</td> </tr> <tr> <td>2. Listening for specific information</td> <td>2</td> </tr> <tr> <td>3. Understanding</td> <td>1</td> </tr> <tr> <td>4. Accuracy</td> <td>1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Attentiveness | 1 | 2. Listening for specific information | 2 | 3. Understanding | 1 | 4. Accuracy | 1 | Total | 5 | | | | |
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| 1. Attentiveness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Listening for specific information | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Understanding | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Attentiveness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Listening for specific information | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Understanding | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Speaking (5 marks) Story Telling/ Picture Description/ Poem Recitation/Paragraph Narration</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td>1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Presentation</td> <td>1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Fluency | 1 | 2. Pronunciation and Intonation | 2 | 3. Accuracy | 1 | 4. Presentation | 1 | Total | 5 | <p>Speaking (5 marks) Role Play/ Advertisement/ Debate/ News Room</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td>1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Presentation</td> <td>1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Fluency | 1 | 2. Pronunciation and Intonation | 2 | 3. Accuracy | 1 | 4. Presentation | 1 | Total | 5 | | | | |
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| 1. Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Pronunciation and Intonation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4. Presentation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>2. Fluency and confidence</td> <td>1</td> </tr> <tr> <td>3. Comprehension</td> <td>1</td> </tr> <tr> <td>4. Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Pronunciation and voice modulation | 1 | 2. Fluency and confidence | 1 | 3. Comprehension | 1 | 4. Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | Total | 5 | <p>Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>2. Fluency and confidence</td> <td>1</td> </tr> <tr> <td>3. Comprehension</td> <td>1</td> </tr> <tr> <td>4. Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Pronunciation and voice modulation | 1 | 2. Fluency and confidence | 1 | 3. Comprehension | 1 | 4. Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | Total | 5 | | | | |
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| 1. Pronunciation and voice modulation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Fluency and confidence | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Comprehension | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Writing Skill (5 Marks) Story Writing /Describing an object/Place/Person/Event/ Grammar worksheet</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>3. Fluency</td> <td>1</td> </tr> <tr> <td>4. Vocabulary</td> <td>1</td> </tr> <tr> <td>5. Accuracy</td> <td>1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Relevance of content | 1 | 2. Creativity/ Originality | 1 | 3. Fluency | 1 | 4. Vocabulary | 1 | 5. Accuracy | 1 | Total | 5 | <p>Writing Skill (5 Marks) Paragraph Writing / Grammar worksheet/ Sentence formation</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td>1</td> </tr> <tr> <td>2. Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>3. Fluency</td> <td>1</td> </tr> <tr> <td>4. Vocabulary</td> <td>1</td> </tr> <tr> <td>5. Accuracy</td> <td>1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Relevance of content | 1 | 2. Creativity/ Originality | 1 | 3. Fluency | 1 | 4. Vocabulary | 1 | 5. Accuracy | 1 | Total | 5 |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Creativity/ Originality | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Regularity</td> <td>1</td> </tr> <tr> <td>2. Task Completion</td> <td>1</td> </tr> <tr> <td>3. Follow up Action</td> <td>1</td> </tr> <tr> <td>4. Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5. Notebook maintenance</td> <td>1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Regularity | 1 | 2. Task Completion | 1 | 3. Follow up Action | 1 | 4. Maintenance of Index | 1 | 5. Notebook maintenance | 1 | Total | 5 | <p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Regularity</td> <td>1</td> </tr> <tr> <td>2. Task Completion</td> <td>1</td> </tr> <tr> <td>3. Follow up Action</td> <td>1</td> </tr> <tr> <td>4. Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5. Notebook maintenance</td> <td>1</td> </tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Regularity | 1 | 2. Task Completion | 1 | 3. Follow up Action | 1 | 4. Maintenance of Index | 1 | 5. Notebook maintenance | 1 | Total | 5 |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Regularity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Task Completion | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Follow up Action | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Maintenance of Index | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Notebook maintenance | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Regularity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Task Completion | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Follow up Action | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Maintenance of Index | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Notebook maintenance | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Originality / Creativity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Presentation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Integration of Art | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Originality / Creativity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Presentation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Integration of Art | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

| SL No. | NAME OF THE CHAPTER | LEARNING OUTCOMES | PEDAGOGICAL PROCESS | ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES |
|--------|------------------------|--|---|---|
| 1. | A TRUE FRIEND | <p>The learners will be able to</p> <ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story • differentiate between a true friend and a fake friend. • understand the value of sportsmanship and team spirit. • SDG GOAL NO.16 PEACE, JUSTICE AND STRONG INSTITUTIONS | <ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text -based questions. • Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • PPT, video and worksheet. | <ul style="list-style-type: none"> • Make a collage of ‘Famous Sportspersons’ & write 2 lines about them. • Prepare a speech on- My Favourite Sports Person/ Importance of Friendship |
| 2. | MIX UP AT BIRTH | <ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • identify different sports personalities and their achievements. • apply his/her keen observation skills to solve problems. • SDG GOAL NO.4 QUALITY EDUCATION | <ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text -based questions. • Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • PPT and worksheet. | |
| 3. | TRAVEL PLANS | <ul style="list-style-type: none"> • recite poem individually with correct pronunciation and intonation. • identify the rhyming pairs and homophones. • list the essential things required for travelling. • SDG GOAL NO.15 LIFE ON LAND | <ul style="list-style-type: none"> • Recite the poem using different props. • Prepare a speech on ‘Importance of Joy of Travelling’. • Model recitation by the teacher. • PPT, video and worksheet. | <ul style="list-style-type: none"> • Design a travel brochure on your favourite tourist sites of our state. • Collage on National Parks of India and mention the places where |

| | | | | |
|----|-------------------------------------|--|---|--|
| 4. | JUNGLE SAFARI | <ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story and characters in the story. • differentiate between a national park and a sanctuary. • exhibit sensibility towards the conservation of birds and animals. • SDG GOAL NO.13 CLIMATE ACTION | <ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text -based questions. • Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • Find more information on different zoos, sanctuaries and national parks of your own state. • PPT, video and worksheet. | <p>they are located.</p> <ul style="list-style-type: none"> • Poem Recitation |
| 5. | THE RICH LADY AND THE ARTIST | <ul style="list-style-type: none"> • read small texts in English with comprehension. • express orally her/his opinion/ understanding about the story. and characters in the story. • respond cleverly to the situations based on day-to-day life experiences. • infer the meaning of unfamiliar words by contextual reading and refer to dictionary. • SDG GOAL NO.8 DECENT WORK AND ECONOMIC GROWTH | <ul style="list-style-type: none"> • Model reading by the teacher. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text -based questions. • Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • PPT and worksheet. | <ul style="list-style-type: none"> • Prepare a comic strip with pictures and dialogues • Role Play |
| 6. | THE FOOLISH MEN | <ul style="list-style-type: none"> • read small texts in English with comprehension • express orally her/his opinion/ understanding about the story and characters in the story. • list the names of some kings and ministers famous for their wisdom • acknowledge the importance of wit and humour. • SDG GOAL NO.17 PARTNERSHIPS FOR THE GOALS • SDG GOAL NO.4 QUALITY EDUCATION | <ul style="list-style-type: none"> • Model reading by the teacher. • Dramatize the role of any character of your choice from the chapter ‘The Foolish Men’. • Read aloud short texts/ scripts with correct pronunciation and pause. • Discuss and write answers to the text -based questions. • Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. • PPT, video and worksheet. | |

| | | | | |
|----|--------------------------------|--|--|---|
| 7. | FANTASY | <ul style="list-style-type: none"> recite the poem with appropriate intonation and expression. identify the rhyming pairs. differentiate between the world of fantasy and the real world. SDG GOAL NO.15 LIFE ON LAND | <ul style="list-style-type: none"> Recite poems using different props. Model recitation by the teacher. PPT, video and worksheet. | <ul style="list-style-type: none"> Poem Recitation My dream land.....(Speaking activity) Story Telling |
| 8. | IN THE LAND OF LILLIPUT | <ul style="list-style-type: none"> read small texts in English with comprehension. express orally her/his opinion/ understanding about the story and characters in the story. analyse the importance of keeping nerves in tough situations. SDG GOAL NO.17 PARTNERSHIPS FOR THE GOALS | <ul style="list-style-type: none"> Model reading by the teacher. Read aloud short texts/scripts with correct pronunciation and pause. Discuss and write answers to the text -based questions. Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. PPT, video and worksheet. | |
| 9. | KING THRUSH-BEARD | <ul style="list-style-type: none"> read small texts in English with comprehension. express orally her/his opinion/ understanding about the story and characters in the story. realize the impact of virtues and vices in our lives. develop politeness and humbleness in his/her life. SDG GOAL NO.8 DECENT WORK AND ECONOMIC GROWTH | <ul style="list-style-type: none"> Model reading by the teacher. Read aloud short texts/scripts with correct pronunciation and pause. Discuss and write answers to the text -based questions. Take dictation of words/phrases/sentences/ short paragraphs from known and unknown texts. PPT and worksheet. | |

ODIA

PRESCRIBED BOOKS:

ପାଠ୍ୟ ପୁସ୍ତକ – ସାହିତ୍ୟ କଳିକା (ଚତୁର୍ଥ ଶ୍ରେଣୀ)

ପ୍ରକାଶକ – ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

SYLLABUS

| TERM-1 | | | | TERM-2 | | | | |
|---------------|---|-------|--|--------|---|-------|---|-------|
| | PERIODIC TEST-1 | MARKS | HALF YEARLY | MARKS | PERIODIC TEST-2 | MARKS | ANNUAL | MARKS |
| READING SKILL | ଅଜଣା ଅନୁଚ୍ଛେଦ | ୫ | ଅଜଣା ଅନୁଚ୍ଛେଦ | ୫ | ଅଜଣା ଅନୁଚ୍ଛେଦ | ୫ | ଅଜଣା ଅନୁଚ୍ଛେଦ | ୫ |
| WRITING SKILL | ଅନୁଚ୍ଛେଦ | ୪ | ଅନୁଚ୍ଛେଦ | ୫ | ଅନୁଚ୍ଛେଦ | ୪ | ଦରଖାସ୍ତ୍ର / ପତ୍ରଲିଖନ | ୫ |
| GRAMMAR | ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ପ୍ରତିଶବ୍ଦ, ଯୋଡ଼ା ଶବ୍ଦ | ୫ | ପ୍ରତିଶବ୍ଦ, ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ଯୋଡ଼ା ଶବ୍ଦ, ଏକ ପଦରେ ପ୍ରକାଶ କର, ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ | ୧୫ | ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ପ୍ରତିଶବ୍ଦ, ଯୋଡ଼ା ଶବ୍ଦ | ୫ | ବିପରୀତାର୍ଥ ବୋଧକ ଶବ୍ଦ, ଗଦ୍ୟରୂପ, ନାମକୁ ବୁଝାଉଥିବା ଶବ୍ଦ ଲେଖା, ଏକ ପଦରେ ପ୍ରକାଶ କର, ଶବ୍ଦଗୁଡ଼ିକର ନୂଆରୂପ | ୧୫ |
| LITERATURE | ପାଠ ୧ ରୁ ୩ | ୬ | ପାଠ ୧ ରୁ ୮ | ୨୫ | ପାଠ ୯ ରୁ ୧୧ | ୬ | ପାଠ ୯ ରୁ ୧୪ | ୨୫ |
| GRB | | ୪ | | | | ୪ | | |
| ସର୍ବମୋଟ | | ୨୦+୪ | | ୫୦ | | ୨୦+୪ | | ୫୦ |

INTERNAL ASSESSMENT- 30 MARKS

| TERM-1 | TERM-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---------------|-------|------------------------------------|---|------------------------------------|---|------------------|---|---|---|----------------------|---|---|----------|---|------------------------------------|-------|------------------------------------|---|-------------------------|---|---|---|----------------------|---|----------------------|---|-------|---|
| <p>Listening (5 marks) Based on listening to recorded material/audio for gist</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Attentiveness</td> <td>1</td> </tr> <tr> <td>Listening for specific information</td> <td>2</td> </tr> <tr> <td>Understanding</td> <td>1</td> </tr> <tr> <td>Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Attentiveness | 1 | Listening for specific information | 2 | Understanding | 1 | Accuracy | 1 | Total | 5 | <p>Listening (5 marks) Based on listening to recorded material/audio for gist</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Attentiveness</td> <td>1</td> </tr> <tr> <td>Listening for specific information</td> <td>2</td> </tr> <tr> <td>Understanding</td> <td>1</td> </tr> <tr> <td>Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Attentiveness | 1 | Listening for specific information | 2 | Understanding | 1 | Accuracy | 1 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attentiveness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening for specific information | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Attentiveness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Listening for specific information | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Speaking (5 marks) Story Telling/ Picture Description/ Poem Recitation/ Paragraph Narration</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Fluency</td> <td>1</td> </tr> <tr> <td>Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>Accuracy</td> <td>1</td> </tr> <tr> <td>Presentation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Fluency | 1 | Pronunciation and Intonation | 2 | Accuracy | 1 | Presentation | 1 | Total | 5 | <p>Speaking (5 marks) Role Play/ Advertisement/ Debate/ News Room</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Fluency</td> <td>1</td> </tr> <tr> <td>Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>Accuracy</td> <td>1</td> </tr> <tr> <td>Presentation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Fluency | 1 | Pronunciation and Intonation | 2 | Accuracy | 1 | Presentation | 1 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pronunciation and Intonation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pronunciation and Intonation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>Fluency and confidence</td> <td>1</td> </tr> <tr> <td>Comprehension</td> <td>1</td> </tr> <tr> <td>Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Pronunciation and voice modulation | 1 | Fluency and confidence | 1 | Comprehension | 1 | Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | Total | 5 | <p>Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>Fluency and confidence</td> <td>1</td> </tr> <tr> <td>Comprehension</td> <td>1</td> </tr> <tr> <td>Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Pronunciation and voice modulation | 1 | Fluency and confidence | 1 | Comprehension | 1 | Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pronunciation and voice modulation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fluency and confidence | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pronunciation and voice modulation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fluency and confidence | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Comprehension | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Writing Skill (5 Marks) Story Writing /Describing an object/ place/ person/ event/grammar worksheet</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Relevance of content</td> <td>1</td> </tr> <tr> <td>Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>Fluency</td> <td>1</td> </tr> <tr> <td>Vocabulary</td> <td>1</td> </tr> <tr> <td>Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Relevance of content | 1 | Creativity/ Originality | 1 | Fluency | 1 | Vocabulary | 1 | Accuracy | 1 | Total | 5 | <p>Writing Skill (5 Marks) Paragraph Writing / grammar worksheet/Sentence formation</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Relevance of content</td> <td>1</td> </tr> <tr> <td>Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>Fluency</td> <td>1</td> </tr> <tr> <td>Vocabulary</td> <td>1</td> </tr> <tr> <td>Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Relevance of content | 1 | Creativity/ Originality | 1 | Fluency | 1 | Vocabulary | 1 | Accuracy | 1 | Total | 5 |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creativity/ Originality | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Creativity/ Originality | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Vocabulary | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing/ collage making</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Regularity</td> <td>1</td> </tr> <tr> <td>Task Completion</td> <td>1</td> </tr> <tr> <td>Follow up Action</td> <td>1</td> </tr> <tr> <td>Maintenance of Index</td> <td>1</td> </tr> <tr> <td>Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Regularity | 1 | Task Completion | 1 | Follow up Action | 1 | Maintenance of Index | 1 | Notebook maintenance | 1 | Total | 5 | <p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing/ collage making</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Regularity</td> <td>1</td> </tr> <tr> <td>Task Completion</td> <td>1</td> </tr> <tr> <td>Follow up Action</td> <td>1</td> </tr> <tr> <td>Maintenance of Index</td> <td>1</td> </tr> <tr> <td>Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Regularity | 1 | Task Completion | 1 | Follow up Action | 1 | Maintenance of Index | 1 | Notebook maintenance | 1 | Total | 5 |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regularity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Task Completion | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Follow up Action | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maintenance of Index | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Notebook maintenance | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Maintenance of Index | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Project (5 Marks)</p> <p>Project</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Originality / Creativity</td> <td>1</td> </tr> <tr> <td>Presentation</td> <td>2</td> </tr> <tr> <td>Accuracy</td> <td>1</td> </tr> <tr> <td>Integration of Art</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Originality / Creativity | 1 | Presentation | 2 | Accuracy | 1 | Integration of Art | 1 | Total | 5 | <p>Project (5 Marks)</p> <p>Trans-Disciplinary Project</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>Originality / Creativity</td> <td>1</td> </tr> <tr> <td>Presentation</td> <td>2</td> </tr> <tr> <td>Accuracy</td> <td>1</td> </tr> <tr> <td>Integration of Art</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | Originality / Creativity | 1 | Presentation | 2 | Accuracy | 1 | Integration of Art | 1 | Total | 5 |
|--|---|-------|--------------------------|---|--------------|---|----------|---|--------------------|---|-------|---|---|----------|-------|--------------------------|---|--------------|---|----------|---|--------------------|---|-------|---|
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | |
| Originality / Creativity | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Integration of Art | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | |
| Originality / Creativity | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Presentation | 2 | | | | | | | | | | | | | | | | | | | | | | | | |
| Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Integration of Art | 1 | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Good Reader Bonus Scheme</p> <p>Suggested books for Reading</p> <p>One book is to be prescribed as per the availability of books in different schools.</p> <p>Std-III</p> <p>NOTE: PERIODIC TEST – 1 can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based question from the recommended books.</p> | <p>Good Reader Bonus Scheme</p> <p>Suggested books for Reading</p> <p>Here also same is to be printed.</p> <p>Std-III</p> <p>NOTE: PERIODIC TEST – 2 can have a ‘Reading Bonus Section’ at the end of the question paper. This will comprise of comprehension-based question from the recommended books.</p> | | | | | | | | | | | | | | | | | | | | | | | | |

| କ୍ରମ | ବିଷୟ | ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳାଫଳ | ଶିକ୍ଷଣ ପ୍ରକ୍ରିୟା / ପ୍ରଣାଳୀ | କ୍ରିୟାକଳାପ |
|------|----------------------|--|--|--|
| ୧ | ଟିକିଟିକି | <p>ବିଦ୍ୟାର୍ଥୀମାନେ -</p> <ul style="list-style-type: none"> ❖ କଳ୍ପନା ଓ ବୋଧଶକ୍ତିର ବିକାଶ ସାଧନ କରିବା ସହିତ କବିତା ଲିଖନରେ ସମର୍ଥ ହେବେ । ❖ କବିତାର ନିର୍ଦ୍ଦିଷ୍ଟ ଶୈଳୀ ସହିତ ପରିଚିତ ହେବେ । ❖ କବିତାର ଆବେଗ, ଅନୁଭୂତିକୁ ଉପଯୁକ୍ତ ଭାବେ ହୃଦୟଙ୍ଗମ କରିବେ । ❖ କବିତା ଆଧାରିତ ସରଳ ପ୍ରଶ୍ନ ଓ ବ୍ୟାକରଣଗତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇପାରିବେ । ❖ ବିଦ୍ୟାର୍ଥୀଙ୍କର ସମାକ୍ଷାତ୍ମକ ମନୋବୃତ୍ତିର ବିକାଶ ସାଧନ ହୋଇପାରିବ । <p>SDG NO-04 QUALITY EDUCATION SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 15 LIFE ON LAND SDG NO- 17 PARTNERSHIP FOR GOALS</p> | <ul style="list-style-type: none"> ❖ ଆବୃତ୍ତି ମାଧ୍ୟମରେ ଉପସ୍ଥାପନା | <ul style="list-style-type: none"> ❖ ଟିକିଟିକି ଜିନିଷକୁ ନେଇ କିପରି ବଡ଼ ବଡ଼ ଜିନିଷ ତିଆରି ହୋଇଛି, ତାହା ଚିତ୍ର ମାଧ୍ୟମରେ ପ୍ରଦର୍ଶନ କରିବେ । ❖ ଛୋଟ ଛୋଟ ଫୁଲ ଗୁନ୍ଥି ମାଳ କରିବେ । |
| 9 | ହଜିଲା ଦିନର କଥା | <ul style="list-style-type: none"> ❖ ମଧୁବାବୁ ଓ ତାଙ୍କ ଭଳି ଅନ୍ୟ ଜାତୀୟ ବୀରମାନଙ୍କ ଜୀବନୀ ସହ ପରିଚିତ ହେବେ । ❖ ସ୍ୱତନ୍ତ୍ର ଉତ୍କଳ ପ୍ରଦେଶ ଗଠନରେ ମଧୁବାବୁଙ୍କ ଭୂମିକା ସମ୍ପର୍କରେ ଅବଗତ ହେବେ । ❖ ଶୁଦ୍ଧ ଉଚ୍ଚାରଣ ସହିତ ବିତାର ଏବଂ ଭାବର ମୌଖିକ ଅଭିବ୍ୟକ୍ତି ପ୍ରକାଶ କରିପାରିବେ । ❖ ମଧୁବାବୁଙ୍କ ବିଷୟରେ ଭାଷଣ ଦେବା ସହିତ ପ୍ରଭାବଶାଳୀ ଭାଷାରେ ରଚନା ଲେଖିବା ପାଇଁ ସମର୍ଥ ହେବେ । ❖ ବିଷୟବସ୍ତୁ ଆଧାରିତ ସରଳ ପ୍ରଶ୍ନର ଉତ୍ତର ଓ ବ୍ୟାକରଣଗତ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇ ପାରିବେ । <p>SDG NO- 01 NO POVERTY SDG NO- 02 NO HUNGER SDG NO-04 QUALITY EDUCATION SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> | <ul style="list-style-type: none"> ❖ ପଠନ, ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା | <ul style="list-style-type: none"> ❖ ମଧୁବାବୁଙ୍କ ଚିତ୍ର ସହ ଅନୁଚ୍ଛେଦ ଲିଖନ |
| ୩ | ରାଜାଙ୍କ ନୂତନ ପରିଚ୍ଛଦ | <ul style="list-style-type: none"> ❖ ନିଜର ପ୍ରକୃତ କର୍ତ୍ତବ୍ୟ କ'ଣ ହେବ। ଉଚିତ ତାହା ବୁଝିପାରିବେ । ❖ କଳ୍ପନା ଓ ବୋଧଶକ୍ତିର ବିକାଶ ସାଧନ ହେବା ସହିତ ଗଳ୍ପ ଲିଖନରେ ସମର୍ଥ ହେବେ । ❖ ପୋଷାକପତ୍ରରେ ଅଧିକ ସରଳ ନ ରଖି ବରଂ ଯାହା ପିନ୍ଧିବେ ତାହା ପରିଷ୍କାର ପରିଚ୍ଛନ୍ନ ରଖିବା, ଏହା ଶିକ୍ଷାଲାଭ | <ul style="list-style-type: none"> ❖ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନା ❖ ଗଳ୍ପ ପଠନ | <ul style="list-style-type: none"> ❖ ଜଣେ ରାଜାଙ୍କ କାହାଣୀ ଆଧାରିତ ଗଳ୍ପ ଲିଖନ (ଚିତ୍ର ସହ) |

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| | | <p>କରିବେ ।</p> <ul style="list-style-type: none"> ❖ ଆଡ଼ମ୍ବରପୁର ଜୀବନ ଶୈଳୀ ଦୁଃଖଦାୟକ ହୋଇପାରେ, ତାହା ବୁଝିବେ । ❖ ସମୋଦ୍ଧାରଣ ଉନ୍ନତୀକରଣ ଶକ୍ତି, ବିପରୀତ ଅର୍ଥବ୍ୟବସ୍ଥା ଶକ୍ତି ଶିକ୍ଷାକରି, ତାକୁ ସ୍ୱରଚିତ ଗଠନରେ ପ୍ରୟୋଗ କରିପାରିବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> | | |
| ୪ | ସନ୍ଧ୍ୟା | <ul style="list-style-type: none"> ❖ ବିଭିନ୍ନ ଶକ୍ତିର ବିକାଶ ପାଇଁ ସହଯୋଗ ତଥା ସୁଯୋଗ ପାଇବେ । ❖ ଦିନର ବିଭିନ୍ନ ସମୟର ଗୁରୁତ୍ୱକୁ ଉପଲବ୍ଧି କରିପାରିବେ । ❖ ସନ୍ଧ୍ୟା ବିଷୟକୁ ବୁଝି କବିତାଟିଏ ମନରୁ ଲେଖିବା, ଆବୃତ୍ତି କରିବା, ଗୀତ ଗାଇବା, ନୃତ୍ୟ କରିବା, ଚିତ୍ରଟିଏ ଆଙ୍କିବା, ତଥା ଅନୁଲେଖନ ଲେଖିବାକୁ ପିଲାମାନେ ସମର୍ଥ ହେବେ । ❖ ସନ୍ଧ୍ୟା ସମୟରେ ସହର ଓ ଗ୍ରାମ୍ୟ ଜୀବନ ମଧ୍ୟରେ ଥିବା ପାର୍ଥକ୍ୟକୁ ଚିତ୍ର କିମ୍ବା ବକ୍ତୃତା ମାଧ୍ୟମରେ ପ୍ରକାଶ କରିପାରିବେ । <p>SDG NO- 15 LIFE ON LAND</p> | <ul style="list-style-type: none"> ❖ ଆବୃତ୍ତି ମାଧ୍ୟମରେ ପଦ୍ୟ ଉପସ୍ଥାପନା, ଭାବାର୍ଥ ବ୍ୟାଖ୍ୟା | <ul style="list-style-type: none"> ❖ ସନ୍ଧ୍ୟା ସମୟର ଦୃଶ୍ୟ ଚିତ୍ରାଙ୍କନ |
| ୫ | ଜନ୍ମ ପ୍ରୟାସୀ ଡିଏ | <ul style="list-style-type: none"> ❖ ଜୀବଜନ୍ତୁମାନେ ମଧ୍ୟ ନିଜର ବୁଦ୍ଧି ଓ କୌଶଳକୁ ଉପଯୋଗ କରିପାରନ୍ତି ବୋଲି ଧାରଣା ପାଇବେ । ❖ ପ୍ରତ୍ୟେକ କାର୍ଯ୍ୟ ପାଇଁ ନିର୍ଦ୍ଦିଷ୍ଟ ତାଲିମ୍ ଥାଏ ବୋଲି ଧାରଣା ପାଇବେ । ❖ ମନୁଷ୍ୟ ଉପଯୁକ୍ତ ତାଲିମ୍ ଦ୍ୱାରା ଉତ୍ତର ପ୍ରାଣୀମାନଙ୍କୁ ମଧ୍ୟ ଉପଯୋଗ କରିପାରେ, ତାହା ବୁଝିପାରିବେ । ❖ ଜୀବଜନ୍ତୁମାନଙ୍କ ପ୍ରତି ଦୟା ମନୋଭାବ ରହିଲେ ଜୀବନ ସରଳ ଓ ସୁଖମୟ ହୋଇପାରିବ ବୋଲି ହୃଦୟଙ୍ଗମ କରିପାରିବେ । ❖ ପଢ଼ିଥିବା ବିଷୟ ସହିତ ନିଜ ଅନୁଭୂତିକୁ ଯୋଡ଼ି ମୌଖିକ / ଲିଖିତ ଭାବରେ ପ୍ରକାଶ କରିପାରିବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 17 PARTNERSHIP FOR GOALS</p> | <ul style="list-style-type: none"> ❖ ଉପପନ୍ଦ ଓ ଦଳଗତ ଆଲୋଚନା | <ul style="list-style-type: none"> ❖ ନିଜ ପ୍ରୟାସ ପଶୁ ବିଷୟରେ ଚିତ୍ର ସହ ଅନୁଲେଖନ ଲିଖନ । |
| ୬ | ଭାରତର ବୁଲ୍‌ବୁଲ୍ | <ul style="list-style-type: none"> ❖ ‘ଭାରତର ବୁଲ୍‌ବୁଲ୍’ ଭାବରେ ଖ୍ୟାତିଲାଭ କରିଥିବା ପ୍ରସିଦ୍ଧ କବୟିତ୍ରୀ ତଥା ନାରୀନେତ୍ରୀ ସରୋଜିନୀ ନାଇଡୁଙ୍କ ବିଷୟରେ ଜ୍ଞାନଲାଭ କରି ସ୍ୱାଧୀନତା ସଂଗ୍ରାମରେ ତାଙ୍କ ଭୂମିକା ସମ୍ପର୍କରେ ଜାଣିପାରିବେ । ❖ ସ୍ୱାଧୀନ ଭାରତର ପ୍ରଥମ ମହିଳା ଭାବେ | <ul style="list-style-type: none"> ❖ ବିଷୟ ପଠନ, ଦଳଗତ ଆଲୋଚନା ଓ ବ୍ୟାଖ୍ୟା | <ul style="list-style-type: none"> ❖ ସରୋଜିନୀ ନାଇଡୁଙ୍କ ସମ୍ପର୍କରେ ତଥ୍ୟ ସଂଗ୍ରହ ଓ ଲିଖନ |

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| | | <p>ଉତ୍ତରପ୍ରଦେଶ ରାଜ୍ୟର ରାଜ୍ୟପାଳଙ୍କ ଜୀବନ କାହାଣୀ ପଢ଼ି, ବୁଝି ତାଙ୍କ ବିଷୟରେ ନିଜେ ଲେଖିବାକୁ ସମର୍ଥ ହେବେ ।</p> <ul style="list-style-type: none"> ❖ ବିଷୟକୁ ନିଜେ ପଢ଼ି, ବୁଝି ଉତ୍ତର ଲେଖିପାରିବେ । ❖ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ବୁଝି ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିପାରିବେ । ❖ ନିଜ ପାଠ୍ୟପୁସ୍ତକ ସହିତ ଅନ୍ୟାନ୍ୟ ଶିଶୁ ସାହିତ୍ୟ, ଖବର କାଗଜର ମୁଖ୍ୟ ସମ୍ବାଦ, ଶିଶୁ ପତ୍ରିକା, ପୋଷ୍ଟର ଆଦିକୁ ପଢ଼ି ବୁଝିପାରିବେ । ❖ ନାମକୁ ବୁଝାଉଥିବା ଶବ୍ଦ ଓ କାମକୁ ବୁଝାଉଥିବା ଶବ୍ଦ ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ ଜାଣିପାରିବେ । ❖ ବାକ୍ୟରେ ବ୍ୟବହୃତ ବିଶେଷ୍ୟ ଓ କ୍ରିୟା ଶବ୍ଦକୁ ବାଛିବାରେ ସମର୍ଥ ହେବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 05 GENDER EQUALITY</p> | | |
| ୭ | ଗଛ ଓ କାଠୁରିଆ | <ul style="list-style-type: none"> ❖ ଗଛଠାରୁ ମିଳୁଥିବା ଜିନିଷ ବିଷୟରେ ଜାଣିପାରିବେ । ❖ କବିତାର ସ୍ୱର ଓ ଆବୃତ୍ତି କରିବା ପାଇଁ ଯଥାସମ୍ଭବ ସମର୍ଥ ହେବେ । ❖ ‘ଗଛ ଆମର ଉପକାରୀ ବନ୍ଧୁ’ -ବୋଲି ଧାରଣା ପାଇବେ । ❖ ଗଛ ନ ହାଣି ବରଂ କିଭଳି ଭାବରେ ଗଛର ଯତ୍ନ ନେବେ ଏହା ଜାଣି ଅଧିକରୁ ଅଧିକ ଗଛ ଲଗାଇବା ପାଇଁ ସ୍ନେହାନ୍ତ ପ୍ରସ୍ତୁତ କରିବେ । ❖ ବିଷୟଟିରୁ ନୂତନ ଶବ୍ଦର ଅର୍ଥ, ଯୋଡ଼ାଶବ୍ଦ, ସମୋଚ୍ଚାରିତ ଶବ୍ଦ ଇତ୍ୟାଦିକୁ ଉତ୍ତମ ରୂପେ ବୁଝି ନିଜ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିପାରିବେ । ❖ ବିଭିନ୍ନ କ୍ରିୟାକଳାପରେ ଅଂଶଗ୍ରହଣ କରିବା ପାଇଁ ସମର୍ଥ ହେବେ । <p>SDG NO-04 QUALITY EDUCATION SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 15 LIFE ON LAND</p> | <ul style="list-style-type: none"> ❖ ପଦ୍ୟ ଆବୃତ୍ତି, ଭାବାର୍ଥ ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା | <ul style="list-style-type: none"> ❖ ‘ଗଛ ସୁରକ୍ଷା, ଜୀବନ ରକ୍ଷା’ - ସ୍ନେହାନ୍ତ କିମ୍ବା ପୋଷ୍ଟର ପ୍ରସ୍ତୁତି |
| ୮ | ସେମାନେ ଆମ ଭାଇଭଉଣୀ | <ul style="list-style-type: none"> ❖ ବଞ୍ଚାମାନଙ୍କ ଜୀବନଯାପନ ଶୈଳୀ ସମ୍ପର୍କରେ ଧାରଣା ପାଇବେ । ❖ ବଞ୍ଚାମାନଙ୍କ ସଂସ୍କୃତି, ପରମ୍ପରା ତଥା ପର୍ବପର୍ବାଣି ବିଷୟରେ ଜାଣିପାରିବେ । ❖ ବିଷୟଟିରୁ ନୂତନ ଶବ୍ଦର ଅର୍ଥ, ଯୋଡ଼ାଶବ୍ଦ, ସମୋଚ୍ଚାରିତ ଶବ୍ଦ ଇତ୍ୟାଦିକୁ ଉତ୍ତମ ରୂପେ ବୁଝି ନିଜ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିବାକୁ ସମର୍ଥ ହେବେ । | <ul style="list-style-type: none"> ❖ ବିଷୟ ପଠନ, ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା ❖ ଦୃଶ୍ୟ ଶ୍ରାବ୍ୟ ମାଧ୍ୟମ | <ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ମାନଚିତ୍ର କରି ସେଥିରେ ବଞ୍ଚା ଜନଜାତି ରହିଥିବା ଜିଲ୍ଲା ଚିହ୍ନଟ କରିବେ । |

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| | | <ul style="list-style-type: none"> ❖ ବନ୍ଧୁମାନଙ୍କ ଜୀବନଶୈଳୀ ଉପରେ ଅନୁକ୍ଷେପ ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO-04 QUALITY EDUCATION SDG NO- 15 LIFE ON LAND SDG NO- 17 PARTNERSHIP FOR GOALS</p> | | |
| ୯ | ସାଇତି ରଖିବା, ସଜାଇ ରଖିବା | <ul style="list-style-type: none"> ❖ ଜିନିଷ ସାଇତି ରଖିବା ଗୋଟିଏ ଭଲ ଅଭ୍ୟାସ ବୋଲି ପିଲାମାନେ ବୁଝିପାରିବେ । ❖ ଭୂବନେଶ୍ୱରରେ ଥିବା ରାଜ୍ୟ ସଂଗ୍ରହାଳୟ ବିଷୟରେ ଧାରଣା ପାଇବେ । ❖ କୌଣସି ଜିନିଷକୁ ଯଥାସ୍ଥାନରେ ସଜାଡ଼ି ନ ରଖିଲେ ନାନାପ୍ରକାର ଅସୁବିଧାର ସମ୍ମୁଖୀନ ହେବାକୁ ପଡ଼େ ବୋଲି ବୁଝିପାରିବେ । ❖ ସାଇତି ରଖିବାର ଅଭ୍ୟାସ ମଣିଷକୁ ଶୃଙ୍ଖଳିତ କରିଥାଏ ଏବଂ ସେ ଜୀବନରେ କେବେ ହାରିଯାଏ ନାହିଁ ବୋଲି ହୃଦ୍‌ବୋଧ କରିବେ । ❖ ବିଭିନ୍ନ ପକ୍ଷୀଙ୍କ ପର, ଡାକଟିକେଟ, ପୁରୁଣା ମୁଦ୍ରା, ପଥର, ପଶୁପକ୍ଷୀଙ୍କ ଚିତ୍ର ଇତ୍ୟାଦି ସଂଗ୍ରହ କରିବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH</p> | <ul style="list-style-type: none"> ❖ ବିଷୟ ପଠନ, ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା ❖ ଅନୁଭୂତିର ପ୍ରସଙ୍ଗ ଅବତାରଣା | <ul style="list-style-type: none"> ❖ ସଂଗ୍ରହାଳୟ ଭ୍ରମଣ ❖ ନିଜେ ସଂଗ୍ରହ କରିଥିବା ଜିନିଷର ପ୍ରଦର୍ଶନୀ |
| ୧୦ | ଭଲ କି କରିନି ମୁହିଁ ? | <ul style="list-style-type: none"> ❖ ପଦ୍ୟଟିକୁ ମନଦେଇ ଶୁଣି ବୁଝି ନିଜ ପ୍ରତିକ୍ରିୟା ରଖିପାରିବେ । ❖ ନିଜ ମନରୁ ଛୋଟଛୋଟ କବିତା ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ବିଷୟ ଅନ୍ତର୍ଗତ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇପାରିବେ । ❖ କବିତାରେ ଥିବା ବିଭିନ୍ନ ନୂତନ ଶବ୍ଦ, ଯୋଡ଼ାଶବ୍ଦ, ବିପରୀତ ଅର୍ଥବୋଧକ ଶବ୍ଦ, ଶବ୍ଦର ଗଦ୍ୟରୂପ, ଅସଜଡ଼ା ଶବ୍ଦକୁ ସଜାଡ଼ି ଲେଖିବାରେ ସମର୍ଥ ହେବେ । ❖ ଗାତାଭିନୟ ମାଧ୍ୟମରେ କବିତାଟିକୁ ଉପଭୋଗ କରିବା ସହ ବୁଝି ପାରିବେ । <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO-04 QUALITY EDUCATION SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> | <ul style="list-style-type: none"> ❖ କବିତା ଆବୃତ୍ତି, ପଦ୍ୟର ଭାବାର୍ଥ ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା | <ul style="list-style-type: none"> ❖ ପଞ୍ଜୁରୀ ଭିତରେ ପକ୍ଷୀ ଓ ବାହାରେ ଉଡୁଥିବା ପକ୍ଷୀ ମଧ୍ୟରେ କଥୋପକଥନ (ଚିତ୍ର ସହ) |
| ୧୧ | ମାଟି ଗଲା ବିଗିଡ଼ି | <ul style="list-style-type: none"> ❖ ମାଟିର ଉପକାରिता ବିଷୟରେ ଜ୍ଞାନ ଆହରଣ କରିବେ । ❖ ଶୁଣିଥିବା ବିଷୟବସ୍ତୁ, ଘଟଣାବଳୀ, ଚିତ୍ର, ବରିତ୍ର, ଶୀର୍ଷକ ଆଦି ବିଷୟରେ | <ul style="list-style-type: none"> ❖ ଅଭିନୟ ସହ ଉପସ୍ଥାପନା ❖ ଦଳଗତ ଆଲୋଚନା | <ul style="list-style-type: none"> ❖ ମାଟିର ସୁରକ୍ଷା ପାଇଁ ସଚେତନମୂଳକ ବାର୍ତ୍ତା ଚିତ୍ର ସହ ଲିଖନ । |

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| | | <p>ଆଲୋଚନା କରିବେ, ପ୍ରଶ୍ନ ପଚାରିବେ, ନିଜ ମତାମତ ଦେବା ସହିତ ନିଜ ମତ ପାଇଁ ତର୍କ ଉପସ୍ଥାପନା କରିବାରେ ସମର୍ଥ ହେବେ ।</p> <ul style="list-style-type: none"> ❖ ଅଶୁଭାବ ଓ ଜିଆ ମାଟିକୁ ଉର୍ବର କରି ଆଆଦି ତାହା ହୃଦୟଙ୍ଗମ କରିବେ । ❖ ପ୍ରାକୃତିକ ସାର ଓ କୃତ୍ରିମ ସାରର ପ୍ରଭେଦ ବୁଝିପାରିବେ । ❖ ପକ୍ଷୀମାନେ ଫସଲ ଓ ମାଟିକୁ ସୁରକ୍ଷା ଦେବାରେ ସାହାଯ୍ୟ କରନ୍ତି ସେ ସମ୍ପର୍କରେ ଜ୍ଞାନ ଲାଭ କରିବେ । ❖ ମାଟିର ସୁରକ୍ଷା ବିଷୟରେ ବିଭିନ୍ନ କବିତା, ଅନୁକ୍ଳେଦ ଲିଖନ ଓ ଚିତ୍ରାଙ୍କନ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO-04 QUALITY EDUCATION SDG NO- 07 AFFORDABLE AND CLEAN ENERGY SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 13 CLIMATE ACTION</p> | <ul style="list-style-type: none"> ❖ ପଠନ ଓ ବ୍ୟାଖ୍ୟା ❖ ବଗିଚା ଭ୍ରମଣ | |
| ୧୨ | କରିଦିଅ ମୋତେ ସାଇଁ | <ul style="list-style-type: none"> ❖ କ୍ଷୁଦ୍ର ହେଲେ ମଧ୍ୟ ଜଣେ ଅନେକ ବଡ଼ ବଡ଼ କାମ କରି ଜଗତର ଉପକାର କରିପାରିବ – ଏ କଥାର ମର୍ମ ବୁଝିପାରିବେ । ❖ ଯୋଡ଼ା ଶବ୍ଦ, ବାକ୍ୟାଂଶ ପୁରଣ ସମ୍ପର୍କରେ ଅବଗତ ହୋଇ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିପାରିବେ । ❖ ପ୍ରସଙ୍ଗରେ ଥିବା ବିଭିନ୍ନ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ଜାଣିବା ସହିତ ପ୍ରଶ୍ନ ଉତ୍ତର ନିଜ ଭାଷାରେ ଲେଖିବାକୁ ସମର୍ଥ ହେବେ । ❖ ତୁଳସୀ ଗଛ, ଝରଣା, ମହୁମାଛି, ଛୋଟ ଦୀପ କିପରି ମାନବ ସମାଜର ଉପକାର କରେ, ସେ ବିଷୟରେ ଗପ, କବିତା, ବକ୍ତୃତା, ଚିତ୍ରାଙ୍କନ ଆଦି କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG NO- 04 QUALITY EDUCATION SDG NO- 15 LIFE ON LAND</p> | <ul style="list-style-type: none"> ❖ ପଦ୍ୟ ଆବୃତ୍ତି, ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା | <ul style="list-style-type: none"> ❖ କବିତାର ଭାବକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ପରିପ୍ରକାଶ |
| ୧୩ | କୁହୁକୀବନ : ଭିତରକନିକା | <ul style="list-style-type: none"> ❖ ବିଭିନ୍ନ ଜୀବଜନ୍ତୁ ଓ ପ୍ରାକୃତିକ ସୌନ୍ଦର୍ଯ୍ୟ ବିଷୟରେ ଜ୍ଞାନ ଆହରଣ କରିବେ । ❖ ଆମ ଓଡ଼ିଶାର ବିଭିନ୍ନ ଅଭୟାରଣ୍ୟ ବିଷୟରେ ଅବଗତ ହେବେ । ❖ ଭିତରକନିକାର ଅବସ୍ଥିତି ସମ୍ପର୍କରେ ଜ୍ଞାନ ଲାଭ କରିବେ । ❖ ବୃକ୍ଷଗୁଡ଼ିକର ଉପକାରିତା ସମ୍ପର୍କରେ ଜାଣି ଅନୁକ୍ଳେଦ ଲେଖିବାକୁ ସମର୍ଥ | <ul style="list-style-type: none"> ❖ ପଠନ, ବ୍ୟାଖ୍ୟା ଓ ଆଲୋଚନା ❖ ସୂଜନାତ୍ମକ ଲିଖନ | <ul style="list-style-type: none"> ❖ ପଶୁପକ୍ଷୀଙ୍କ ସୁରକ୍ଷା ପାଇଁ ସଚେତନମୂଳକ ବାର୍ତ୍ତା ଉପସ୍ଥାପନା ❖ ସ୍ଥାନୀୟ ପ୍ରସ୍ତୁତି ପୋଷ୍ଟର |

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| | | <p>ହେବେ ।</p> <ul style="list-style-type: none"> ❖ ଚିଡ଼ିଆଖାନା ଓ ଅଭୟାରଣ୍ୟ ମଧ୍ୟରେ ଥିବା ପାର୍ଯ୍ୟକ୍ୟ ବୁଝିପାରିବେ । ❖ ନୂତନ ଶବ୍ଦ ଓ ତାହାର ଅର୍ଥ ଜାଣି ନିଜ ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିବାକୁ ସମର୍ଥ ହେବେ । ❖ ବିଷୟ ଅନ୍ତର୍ଗତ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେଇପାରିବେ । <p>SDG NO-04 QUALITY EDUCATION SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 14 LIFE BELOW WATER SDG NO- 15 LIFE ON LAND</p> | | |
| ୧୪ | ମାଟି | <ul style="list-style-type: none"> ❖ ନୂତନ ଶବ୍ଦର ଅର୍ଥ ବୁଝି ବାକ୍ୟରେ ପ୍ରୟୋଗ କରିପାରିବେ । ❖ ବିଷୟ ଅନ୍ତର୍ଗତ ବିଭିନ୍ନ ପ୍ରଶ୍ନର ଉତ୍ତର ଦେବାରେ ସମର୍ଥ ହେବେ । ❖ ମାଟି ତଳୁ ମିଳୁଥିବା ବିଭିନ୍ନ ପଦାର୍ଥର ବ୍ୟବହାର ସମ୍ପର୍କରେ ଜାଣି ତାହାର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ । ❖ ମାଟି ତଳୁ ମିଳୁଥିବା ଆମର ପ୍ରାଚୀନ ଇତିହାସ ସମ୍ପର୍କରେ ଜାଣିବାକୁ ସମର୍ଥ ହେବେ । ❖ ଶ୍ରବଣ, କଥନ, ପଠନ, ଲିଖନ ଓ ସୂଜନାତ୍ମକ ଦକ୍ଷତାର ବିକାଶ ସାଧନ ହୋଇପାରିବ । <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO-04 QUALITY EDUCATION SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 15 LIFE ON LAND</p> | <ul style="list-style-type: none"> ❖ କବିତା ଆବୃତ୍ତି ❖ ସାରାଂଶ ଲିଖନ | <ul style="list-style-type: none"> ❖ ମାଟିରୁ ବିଭିନ୍ନ ଜିନିଷ ପ୍ରସ୍ତୁତି ❖ ମାଟିତଳେ ଫଳୁଥିବା ପରିବାର ନାମ ଚିତ୍ର ସହ ଉପସ୍ଥାପନା |
| ୧୫ | ପାହାଡ଼ର ତାଳ | <ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାରେ ବାସ କରୁଥିବା ଆଦିବାସୀ ସମ୍ପ୍ରଦାୟ ବିଷୟରେ ଅବଗତ ହେବେ । ❖ ବ୍ୟକ୍ତିଗତ ସ୍ୱାର୍ଥକୁ ପ୍ରାଧାନ୍ୟ ନ ଦେଇ ମାତୃଭୂମିର ସୁରକ୍ଷା କରିବା ଆମର କର୍ତ୍ତବ୍ୟ ବୋଲି ବୁଝିପାରିବେ । ❖ ନିଜର ସ୍ୱାର୍ଥ ପାଇଁ ଅନ୍ତରଙ୍ଗ ବନ୍ଧୁ ମଧ୍ୟ ଶତ୍ରୁ ହୋଇ ପାରେ, ସେ ବିଷୟରେ ଅବଗତ ହେବେ । ❖ ବିର୍ସା ମୁଖାଙ୍କ ଅସୀମ ଧୈର୍ଯ୍ୟ, ସାହସ ଓ ତ୍ୟାଗ ବିଷୟରେ ଅବଗତ ହେବେ । ❖ ଅଭିନୟ ମାଧ୍ୟମରେ ପାଠଟିକୁ ବୁଝିପାରିବେ । <p>SDG NO-04 QUALITY EDUCATION SDG NO- 10 REDUCED INEQUALITIES SDG NO- 17 PARTNERSHIPS FOR THE GOALS</p> | <ul style="list-style-type: none"> ❖ ଅଭିନୟ ସହ ଉପସ୍ଥାପନା | <ul style="list-style-type: none"> ❖ ଓଡ଼ିଶାର ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀଙ୍କର ଚିତ୍ର ସହ ନାମ ଲିଖନ |

HINDI**PRESCRIBED BOOKS:**

1. भाषामाधुरी - (कक्षा -चौथी) डीएवीप्रकाशन
2. भाषाअभ्यास - (कक्षा -चौथी) डीएवीप्रकाशन
3. सुलेख

SYLLABUS

| | TERM - 1 | | | | TERM - 2 | | | |
|-----------------|--|-----------|--|-----------|---|-----------|--|-----------|
| | PERIODIC TEST-1 22 July to 27 July 2024 | MARKS | Half-Yearly 17 September to 30September 2024 | MARKS | PERIODIC TEST-2 25 November to 30 November 2024 | MARKS | Annual 2nd week of February 2025 | MARKS |
| पठन कौशल | अपठित गद्यांश | 5 | अपठित गद्यांश | 5 | अपठित गद्यांश | 5 | अपठित गद्यांश | 5 |
| लेखन कौशल | अनुच्छेद लेखन | 4 | अनुच्छेद लेखन चित्रलेखन | 10 | पत्र लेखन | 4 | पत्र लेखन, विज्ञापन | 10 |
| व्याकरण | भाषा अभ्यास पाठ-1,2,3 | 5 | भाषा अभ्यास पाठ-1 से 9 | 15 | भाषा अभ्यास पाठ-10 ,11,13 | 5 | भाषा अभ्यास पाठ-10 से 18 | 15 |
| पाठ्य पुस्तक | भाषा माधुरी पाठ-1,2,3 | 6 | भाषा माधुरी पाठ-1 से 9 | 20 | भाषा माधुरी पाठ-10 ,11,13 | 6 | भाषा माधुरी पाठ-10 से 18 | 20 |
| | TOTAL | 20 | | 50 | | 20 | | 50 |

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

INTERNAL ASSESSMENT- 30 MARKS

| TERM-1 | TERM-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|-------|--------------------------------------|---|--------------------------------------|---|--------------------|---|---|---|------------------------|----------|---|----------|--|--------------------------------------|-------|--------------------------------------|---|---------------------------|---|---|---|------------------------|----------|------------------------|---|--------------|----------|
| <p>Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Attentiveness-</td> <td>1</td> </tr> <tr> <td>● Listening for specific information</td> <td>2</td> </tr> <tr> <td>● Understanding</td> <td>1</td> </tr> <tr> <td>● Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Attentiveness- | 1 | ● Listening for specific information | 2 | ● Understanding | 1 | ● Accuracy | 1 | Total | 5 | <p>Listening (5 marks) Based on listening to recorded material/audio for gist (DAV Audio)</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Attentiveness-</td> <td>1</td> </tr> <tr> <td>● Listening for specific information</td> <td>2</td> </tr> <tr> <td>● Understanding</td> <td>1</td> </tr> <tr> <td>● Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Attentiveness- | 1 | ● Listening for specific information | 2 | ● Understanding | 1 | ● Accuracy | 1 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Attentiveness- | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Listening for specific information | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Understanding | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Attentiveness- | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Listening for specific information | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Understanding | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Speaking (5 marks) Story Telling/ Picture Description/ Poem Recitation/Paragraph Narration</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1. Fluency</td> <td>1</td> </tr> <tr> <td>2. Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>3. Accuracy</td> <td>1</td> </tr> <tr> <td>4. Presentation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Fluency | 1 | 2. Pronunciation and Intonation | 2 | 3. Accuracy | 1 | 4. Presentation | 1 | Total | 5 | <p>Speaking (5 marks) Role Play/ Advertisement/ Debate/ News Room</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Fluency</td> <td>1</td> </tr> <tr> <td>● Pronunciation and Intonation</td> <td>2</td> </tr> <tr> <td>● Accuracy</td> <td>1</td> </tr> <tr> <td>● Presentation</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Fluency | 1 | ● Pronunciation and Intonation | 2 | ● Accuracy | 1 | ● Presentation | 1 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Pronunciation and Intonation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Presentation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Pronunciation and Intonation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Presentation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>● Fluency and confidence</td> <td>1</td> </tr> <tr> <td>● Comprehension</td> <td>1</td> </tr> <tr> <td>● Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Pronunciation and voice modulation | 1 | ● Fluency and confidence | 1 | ● Comprehension | 1 | ● Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | Total | 5 | <p>Reading (5 marks) Loud reading with focus on rhyme, rhythm, pronunciation, word and sentence stress, pauses, etc.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Pronunciation and voice modulation</td> <td>1</td> </tr> <tr> <td>● Fluency and confidence</td> <td>1</td> </tr> <tr> <td>● Comprehension</td> <td>1</td> </tr> <tr> <td>● Rhyme, Rhythm & Pause/ Word and sentence stress</td> <td>2</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Pronunciation and voice modulation | 1 | ● Fluency and confidence | 1 | ● Comprehension | 1 | ● Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Pronunciation and voice modulation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Fluency and confidence | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Comprehension | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Pronunciation and voice modulation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Fluency and confidence | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Comprehension | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Rhyme, Rhythm & Pause/ Word and sentence stress | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Writing Skill (5 Marks) Paragraph Writing / Picture Composition / Story Writing /Describing an object/place/person/event/ grammar worksheet</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Relevance of content</td> <td>1</td> </tr> <tr> <td>● Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>● Fluency</td> <td>1</td> </tr> <tr> <td>● Vocabulary</td> <td>1</td> </tr> <tr> <td>● Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Relevance of content | 1 | ● Creativity/ Originality | 1 | ● Fluency | 1 | ● Vocabulary | 1 | ● Accuracy | 1 | Total | 5 | <p>Writing Skill (5 Marks) Letter Writing / VigyapanLekhan / Grammar worksheet /Sentence formation</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Relevance of content</td> <td>1</td> </tr> <tr> <td>● Creativity/ Originality</td> <td>1</td> </tr> <tr> <td>● Fluency</td> <td>1</td> </tr> <tr> <td>● Vocabulary</td> <td>1</td> </tr> <tr> <td>● Accuracy</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Relevance of content | 1 | ● Creativity/ Originality | 1 | ● Fluency | 1 | ● Vocabulary | 1 | ● Accuracy | 1 | Total | 5 |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Creativity/ Originality | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Vocabulary | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Creativity/ Originality | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Vocabulary | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Regularity</td> <td>1</td> </tr> <tr> <td>● Task Completion</td> <td>1</td> </tr> <tr> <td>● Follow up Action</td> <td>1</td> </tr> <tr> <td>● Maintenance of Index</td> <td>1</td> </tr> <tr> <td>● Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Regularity | 1 | ● Task Completion | 1 | ● Follow up Action | 1 | ● Maintenance of Index | 1 | ● Notebook maintenance | 1 | Total | 5 | <p>Portfolio (5 Marks) Notebook Presentation and Correction work Subject enrichment activities: role play/ poster designing.</p> <table border="1"> <thead> <tr> <th>Rubrics:</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>● Regularity</td> <td>1</td> </tr> <tr> <td>● Task Completion</td> <td>1</td> </tr> <tr> <td>● Follow up Action</td> <td>1</td> </tr> <tr> <td>● Maintenance of Index</td> <td>1</td> </tr> <tr> <td>● Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | Rubrics: | Marks | ● Regularity | 1 | ● Task Completion | 1 | ● Follow up Action | 1 | ● Maintenance of Index | 1 | ● Notebook maintenance | 1 | Total | 5 |
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| ● Regularity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Task Completion | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Follow up Action | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Maintenance of Index | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ● Notebook maintenance | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ● Regularity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ● Follow up Action | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| ● Notebook maintenance | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|-------|---|-------|
| Project (5 Marks) Project | | Project (5 Marks) Trans-Disciplinary Project | |
| Rubrics: | Marks | Rubrics: | Marks |
| • Originality / Creativity | 1 | • Originality / Creativity | 1 |
| • Presentation | 2 | • Presentation | 2 |
| • Accuracy | 1 | • Accuracy | 1 |
| • Integration of Art | 1 | • Integration of Art | 1 |
| Total | 5 | Total | 5 |
| Good Reader Bonus Scheme Suggested books for Reading Std-IV One book is to be prescribed as per the availability of books in different schools. पंचतंत्र की कहानियाँ NOTE: PERIODIC TEST-1 can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books. | | Good Reader Bonus Scheme Suggested books for Reading Std-IV One book is to be prescribed as per the availability of books in different schools. ज्ञान कथाएँ NOTE: PERIODIC TEST-2 can have a 'Reading Bonus Section' at the end of the question paper. This will comprise of comprehension-based question from the recommended books. | |

LEARNING OUTCOMES & PEDAGOGICAL PROCESS:

| क्र.सं. | पाठ/विषय | सीखने के प्रतिफल | शैक्षणिक प्रक्रिया | गति विधियाँ |
|---------|---------------|--|---|--|
| 1 | फैलती चप्पलें | विद्यार्थी: <ul style="list-style-type: none"> • किसी भी विषय को पूरी तरह समझकर अपने दैनिक जीवन में प्रयोग कर पाते हैं। • पाठ के जरिए संज्ञा शब्द पर ज्ञान हासिल कर पाते हैं। • इ और ढ वाले शब्दों को अपने लेखन में प्रयोग कर पाते हैं। संयुक्त व्यंजन वाले शब्द का ज्ञान हासिल कर पाते हैं। SDG-4 गुणवत्ता पूर्ण शिक्षा | <ul style="list-style-type: none"> • शब्द भंडार तथा अभिव्यक्ति में विकास कर पाते हैं। • विद्यार्थी सही तरीके से सस्वर वाचन कर पाते हैं। • नए शब्द और उनके अर्थ का प्रयोग कर पाते हैं। • बड़ों के प्रति सदैव आदर भाव रखते हैं। | <ul style="list-style-type: none"> • अपनी दादी माँ के लिए एक सुंदर सा बैग बनाएँ। • गरमी से अपना आकार बदलने वाली कोई 4 चीजों के चित्र चिपकाइए। • गुगुल फॉर्म 'क्विज़िज़'। • संज्ञा का बगीचा |
| 2 | उलटा-पुलटा | <ul style="list-style-type: none"> • कविता को कंठस्थ कर सही सुर-लय और भाव के साथ सुना पाते हैं। • कविता के भावार्थ को अपने शब्दों में अभिव्यक्त कर पाते हैं। • हिम्मत और साहस का महत्व बता पाते हैं। • क्रिया का सही प्रयोग कर पाते हैं। SDG-8 सम्मान जनक कार्य और आर्थिक विकास | <ul style="list-style-type: none"> • पी.पी. टी • पूर्व ज्ञान आधारित क्रिया कलाप • सस्वर कविता वाचन • तुकांत शब्द तथा युग्म शब्द की पहचान कर पाते हैं। • संज्ञा के भेद में अंतर स्पष्ट कर पाते हैं। | <ul style="list-style-type: none"> • आओ गीत बनाएँ। • मेरी आवाज पहचानो। • जीव जंतुओं की क्रियाओं का अभिनय। |

| | | | | |
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| 3 | अनोखा ढंग | <ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बता पाते हैं तथा पुस्तकालय की पुस्तकों द्वारा गाँधीजी के बारे में जानकारियाँ एकत्र करते हैं। अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं तथा कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। मुहावरों को वाक्य में प्रयोग कर पाते हैं तथा संज्ञा शब्दों को पहचान पाते हैं। <p>SDG-5(लैंगिक समानता)</p> | <ul style="list-style-type: none"> स्वतन्त्रता सेनानियों की जानकारी। देशभक्त की कहानियाँ। पूर्वज्ञान परीक्षण। कार्य प्रपत्र। मुहावरों की जानकारी। | <ul style="list-style-type: none"> बुरी आदतों से बचने के तरीके पर चर्चा। जोड़े वाले शब्द चुनिए। अपनी संभाली हुई किसी एक चीज़ के बारे में लिखिए। |
| 4 | मित्रता | <ul style="list-style-type: none"> अच्छे-बुरे की पहचान कर पाते हैं। ईमानदारी से काम करना सीखते हैं तथा अपनी दोस्ती को निभाते हैं। विलोम, पर्यायवाची, विशेषण आदि व्याकरणिक शब्दों से परिचित होते हैं। <p>SDG -)4 गुणवत्तापूर्ण शिक्षा</p> | <ul style="list-style-type: none"> विद्यार्थियों में शब्द भंडार की वृद्धि। सहयोग की भावना का विकास। विषय से जुड़े नैतिक मूल्य के बारे में विद्यार्थी समझ पाते हैं। | <ul style="list-style-type: none"> पशु पक्षियों की देखभाल किस प्रकार कर सकते हैं चर्चा करें। जंगल के राजा का चित्र बनाइए एवं उसके बारे में लिखिए। |
| 6 | पहली बारिश | <ul style="list-style-type: none"> कविता कंठस्थ करके सुना पाते हैं तथा बारिश से मिलने वाले लाभ को समझ पाते हैं। तरह-तरह के काम करने वाले लोगों की पहचान कर पाते हैं और विभिन्न जानवरों की बोलियाँ समझ पाते हैं। अपने आस पास घटित होने वाली घटनाओं का निरीक्षण कर पाते हैं <p>SDG-13 जलवायु परिवर्तन</p> | <ul style="list-style-type: none"> नाट्य मंचन। संज्ञा शब्द, पर्यायवाची, विशेषण आदि व्याकरण खेल-खेल में समझ पाते हैं। कार्य प्रपत्र और क्विज़। | <ul style="list-style-type: none"> राजमिस्त्री, मोची, धोबी, नाई आदि हमारे सहायकों पर चर्चा। बारिश के मौसम का चित्र बनाइए। 'पानी बचाओ' पर नारा लेखन। |
| 7 | दादी का रेड़ियो | <ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बोलने में सक्षम होते हैं। अपने माता-पिता और शिक्षकों का सम्मान करना सीखेंगे। संज्ञा के स्थान पर सर्वनाम का प्रयोग करना सीखते हैं तथा सम्मोचरित शब्दों का अर्थ | <ul style="list-style-type: none"> विद्यार्थी अपने परिवार के सदस्यों के साथ अपने मोहल्ले और आसपास घटने वाली घटनाओं के बारे में चर्चा करते हैं। बुजुर्गों के प्रति सम्मान की भावना रखते हैं। | <ul style="list-style-type: none"> दादी माँ के लिए उनके जन्मदिन पर एक सुंदर सा कार्ड बनाइए। पत्र लिखना सीखेंगे। अपने दादा-दादी के साथ बिताए हुए पलों |

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| | | <p>समझकर प्रयोग करना सीखते हैं।</p> <ul style="list-style-type: none"> वचन और लिंग बदलना तथा युग्म शब्द की पहचान करना सीखते हैं। <p>SDG –4 (गुणवत्तापूर्ण शिक्षा)</p> | | को लेकर एक लेख लिखिए। |
| 8 | किस्से-कहावतों की दुनिया | <ul style="list-style-type: none"> सभी व्याकरणिक नियमों के बारे में जानकारी पाठ से प्राप्त कर पाते हैं तथा संज्ञा, सर्वनाम, क्रिया, समानार्थी वाले शब्दों की जानकारी प्राप्त कर पाते हैं। कठिन परिश्रम करना और अपनी हिम्मत न हारना जैसे कार्यों की जानकारी प्राप्त कर सकते हैं तथा आपस में बातचीत कैसे की जाती है, इसके लिए संवाद भी करना सीख पाते हैं। <p>SDG-4 (गुणवत्तापूर्ण शिक्षा)</p> | <ul style="list-style-type: none"> मुहावरे-कहावतों के बारे में स्पष्टीकरण। दरबार एवं सिंहासन की जानकारी। विद्यार्थी वार्तालाप में किस्से कहावतों का प्रयोग कर पाते हैं। कलात्मक ज्ञान से संकल्पना भी कर सकते हैं तथा पाठ की सामाजिकता के बारे में भी समझ प्राप्त कर पाते हैं। | <ul style="list-style-type: none"> विभिन्न प्रकार के व्यंजनों का चित्र चिपकाएँ। राजा के दरबार क्या होता और कौन कौन रहते हैं एक सूची बनाइए। <p>कलासमेकित क्रियाकलाप ओड़ीसा एवं पंजाब के मुख्य व्यंजन का चित्र चिपकाकर उनका नाम लिखेंगे।</p> <ul style="list-style-type: none"> नौ-दो-ब्यारह होना मुहावरे से एक कहानी बनाइए। |
| 10 | एक बौना और लकड़हारा | <ul style="list-style-type: none"> जंगल, बौना और लकड़हारा के बारे में विधिवत जानकारी प्राप्त करके उनसे जुड़े हुए प्रश्न भी पूछ पाते हैं। सभी व्याकरणिक नियमों के बारे में जानकारी पाठ से प्राप्त कर सकते हैं तथा संज्ञा, सर्वनाम, क्रिया, समानार्थी वाले शब्दों की विस्तृत जानकारी प्राप्त कर पाते हैं। आपस में बातचीत कैसे की जाती है, इसके लिए संवाद भी करना सीख पाते हैं तथा पाठ की वैज्ञानिकता के बारे में भी समझ पाते हैं। <p>SDG-15 (भूमि पर जीवन)</p> | <ul style="list-style-type: none"> विद्यार्थी द्वारा अनुकरण एवं अभिनय जंगल एवं लकड़ी का महत्व जानेंगे छात्र मुश्किल परिस्थितियों में भी अपनी जिम्मेदारियों को निभा सकते हैं। सामूहिक भागीदारी वाले क्रियाकलाप कर सकते हैं तथा विद्यार्थी कठिन परिश्रम करना और अपनी हिम्मत न हारना जैसे कार्यों की जानकारी प्राप्त कर सकते हैं। | <ul style="list-style-type: none"> किसी चार प्रकार के चूल्हों के चित्र नाम सहित चिपकाएँ। कौन सी सब्जी पकाकर खाते हैं एवं कौन सी सब्जी कच्चा खाते हैं एक तालिका बनाइए। कौन-कौन सी क्रियाएँ फूँक मारकर की जाती हैं कक्षा में चर्चा करें। |
| 11 | मौसम | <ul style="list-style-type: none"> विभिन्न पुस्तकों के माध्यम से भारत और विदेश के मौसम की जानकारी एकत्र कर पाते हैं तथा मौसम के अनुसार पर्वों के बारे में | <ul style="list-style-type: none"> विद्यार्थी द्वारा सस्वर वाचन। कवि परिचय। विद्यार्थी बदलते मौसम से परिचित हो पाएँगे। | <ul style="list-style-type: none"> उचित ताल के साथ सस्वर वाचन। वर्गप हेली। विभिन्न ऋतुओं के |

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| | | <p>जान पाते हैं।</p> <ul style="list-style-type: none"> • लयात्मक विपरीत और सर्वनाम का सरल उचित प्रयोग विधि से परिचित होते हैं तथा अपनी समझ के अनुसार प्रश्नों के उत्तर दे पाते हैं। • सूरज की महानता को जानकर उसके आदर्श को अपनाने में इच्छा रखते हैं। <p>SDG-13 (जलवायु परिवर्तन)</p> | <ul style="list-style-type: none"> • सूरज से त्याग के गुणों को जानेंगे। | चित्र बनाएँगे। |
| 13 | चतुर चित्रकार | <ul style="list-style-type: none"> • कविता का नाम लिख तथा बोल पाते हैं तथा भारतीय चित्रकारों के बारे में जानकारी प्राप्त कर पाते हैं। • अपने स्तर के आधार पर पूछे गए प्रश्नों के उत्तर दे पाते हैं तथा अपनी अपनी रुचि के अनुसार कौशल का विकास कर पाते हैं। <p>SDG-4 गुणवत्तापूर्ण शिक्षा</p> | <ul style="list-style-type: none"> • विद्यार्थी धैर्य और साहस का महत्व समझेंगे। • छात्रों के शब्द भंडार में वृद्धि। • संज्ञा तथा विशेषण शब्दों की पहचान कर पाएँगे। <p>विद्यार्थियों द्वारा अभिनय।</p> | <ul style="list-style-type: none"> • प्रसिद्ध चित्रकारों के नाम सहित चित्र चिपकाएँ। • विशेषण का बगीचा बनाइए। |
| 14 | एक थी स्वाती | <ul style="list-style-type: none"> • पुस्तकालय की पुस्तकों द्वारा अलग-अलग बहादुर बच्चों के बारे में जानकारी इकट्ठा करते हैं। • विद्यालय में अनुशासन के साथ रहना सीखते हैं तथा अपने समझ के अनुसार पूछे गए प्रश्नों के उत्तर दे पाते हैं। • विद्यार्थी धैर्य के साथ मुसीबतों का सामना करना सीख पाते हैं तथा विषैली चीजों से दूर रहना जान पाते हैं। <p>SDG-10(असमानता में कमी)</p> | <ul style="list-style-type: none"> • आत्मरक्षा संबंधी खेलों से परिचित हो पाते हैं। • पाठ्य पुस्तक में आए प्राकृतिक सामाजिक एवं अन्य संवेदनशील बिंदुओं को समझने और उन पर चर्चा करने के अवसर उपलब्ध हों। • कक्षा में होनेवाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। विराम चिन्हों को पहचान कर उनमें अंतर बता पाएँगे। | <ul style="list-style-type: none"> • राष्ट्रीय वीरता पुरस्कार पर कक्षा में चर्चा करें। • देश के कुछ बहादुर बच्चों के चित्र चिपकाएँ। • बाज़ार में मिलने वाली किसी सामाग्री पर विज्ञापन बनाइए। |
| 15 | होली के रंग हज़ार | <ul style="list-style-type: none"> • भारतीय संस्कृति की पहचान हुई। • प्रदेश के विभिन्न त्योहारों के बारे में जानकारी प्राप्त हुई। • व्याकरणिक बिन्दुओं को समझने में सक्षम हुए। | <ul style="list-style-type: none"> • विभिन्न प्रदेशों के आदिवासी जनजातियों द्वारा मनाए जानेवाले त्योहारों की जानकारी हासिल कर पाएँगे। • होली मनाने के पीछे की | <ul style="list-style-type: none"> • भारत में मनाए जाने वाले किन्हीं पाँच त्योहारों की सूची बनाएँ। • होली के अवसर पर |

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| | | <ul style="list-style-type: none"> होली पर्व के महत्त्व तथा इसको मनाने के रीति-रिवाज़ की जानकारी प्राप्त हुई। <p>SDG- 16(शांति, न्याय और सुदृढ़ समाज)</p> | <p>पौराणिक कथा से अवगत हों।</p> <ul style="list-style-type: none"> उत्तर भारत एवं दक्षिण भारत के बीच में मौसम के अंतर को पहचानने में सक्षम हों। | <p>बधाई कार्ड मित्र / सहेली के लिए बनाएँ।</p> <ul style="list-style-type: none"> होली खेलने का अपना अनुभव मित्रों के साथ साझा करें। |
| 16 | ऐसे भी बच्चे | <ul style="list-style-type: none"> शुद्ध लेखन क्षमता का विकास हुआ। नए शब्दों के अर्थ समझकर शब्द भंडार में वृद्धि हुई। शुद्ध उच्चारण के साथ पठन क्षमता का विकास हुआ। लेखन कौशल का विकास हुआ। विद्यार्थियों में आत्मविश्वास पैदा हुआ। अपनी चिंतन मनन की प्रवृत्ति को बढ़ाया। <p>SDG- 1(शून्य गरीबी)</p> | <ul style="list-style-type: none"> बच्चों में सहायक की भावना जागृत हुई। छोटे-बड़े ऊँच-नीच की भावना दूर हुई। आदर्श नागरिक बनने का प्रयास। सुनी गई कहानी को बताने में एवं अपनी प्रतिक्रिया रखने में सक्षम हुए। | <ul style="list-style-type: none"> कक्षा में विद्यार्थी द्वारा नाटक मंचन। किसी गरीब बच्चे की किस प्रकार सहायता की जा सकती है समूहिक चर्चा करें। बाल मजदूरी पर नाटक प्रस्तुति। विशेषण का बगीचा |
| 17 | कोयल | <ul style="list-style-type: none"> प्रकृति की सुंदर रचना को जानने की कोशिश करते हैं। इस पाठ्य वस्तु से बच्चे मधुर भाषी, अच्छा व्यवहार, दूसरों की मदद करना आदि गुणों का ज्ञान प्राप्त करते हैं। माँ की आज्ञा का पालन करना सीखते हैं। व्याकरण में संज्ञा, क्रिया, विशेषण शब्दों की जानकारी प्राप्त करते हैं। कक्षा में होनेवाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। <p>SDG-4 गुणवत्तापूर्ण शिक्षा</p> | <ul style="list-style-type: none"> कविता भावार्थ सहित पाठ का विस्तार। बड़ों के आज्ञा पालन के फायदे जानेंगे। कविता का समूह गानकर पाते हैं और उसे याद करते हैं। भाषा के चारों कौशलों को विकसित करने के लिए विभिन्न तरह के क्रिया-कलापों का आयोजन हो। | <ul style="list-style-type: none"> संज्ञा का बगीचा काले रंग के किसी तीन पक्षियों के चित्र नाम सहित चिपकाएँ। सुर के साथ कक्षा में समूहगान। 'पक्षी' पर स्वरचित कविता। |

MATHEMATICS

PRESCRIBED BOOKS:

1. Primary Mathematics-4 Published by D.A.V. College Managing Committee
2. Sum More - 4 Published by Bharati Bhawan

SYLLABUS

| | TERM-1 | | | | TERM-2 | | | |
|----------------------------|--|-----------|---|-----------|--|-----------|--|-----------|
| | PERIODIC TEST-1 | MARKS | HALF-YEARLY EXAMINATION | MARKS | PERIODIC TEST-2 | MARKS | ANNUAL EXAMINATION | MARKS |
| PRIMARY MATHEMATICS | Unit-1- Numbers Up to 999999 Unit-2- Addition and Subtraction Unit-3- Multiplication | 18 | Unit-1- Numbers Up to 999999 Unit-2- Addition and Subtraction Unit-3- Multiplication Unit-4- Division Unit-5- Length Unit-10- Angles Unit-11- Perimeter | 45 | Unit-6- Weight Unit-7- Capacity Unit-9- Fractions | 18 | Unit-6- Weight Unit-7- Capacity Unit-9- Fractions Unit-8- Time & Calendar Unit-12- Area Unit-13- Volume Unit-14- Fun with Patterns | 45 |
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| TOTAL | | 20 | | 50 | | 20 | | 50 |

INTERNAL ASSESSMENT-30 MARKS

| TERM- 1 | TERM-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------|-------------------------|---|--------------------------|---|--------------------------|---|----------------|----------|---|----------|---|-------------------------|--|-------------------------|-------|--------------------------|---|--------------------------|----------|----------------|---|--------------|----------|----------------------|---|--------------|----------|
| Skill and Competencies with Rubrics | Skill and Competencies with Rubrics | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.Evaluation &Inference (5 marks) Assessment Parameter : Word problems/HOTS <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Rubrics:</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual clarity</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Reasoning</td> <td style="text-align: center;">1</td> </tr> <tr> <td>3. Computation</td> <td style="text-align: center;">2</td> </tr> <tr> <td>4. Correctness</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Conceptual clarity | 1 | 2. Reasoning | 1 | 3. Computation | 2 | 4. Correctness | 1 | Total | 5 | 1.Evaluation &Inference (5 marks) Assessment Parameter : Word problems/HOTS <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Rubrics:</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Conceptual clarity</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Reasoning</td> <td style="text-align: center;">1</td> </tr> <tr> <td>3. Computation</td> <td style="text-align: center;">2</td> </tr> <tr> <td>4. Correctness</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Conceptual clarity | 1 | 2. Reasoning | 1 | 3. Computation | 2 | 4. Correctness | 1 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Conceptual clarity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Reasoning | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Computation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Correctness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Conceptual clarity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Reasoning | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Computation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Correctness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Analysis | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Computation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Analysis | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Computation | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Accuracy | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.Collaboration and Creative Thinking (5 Marks) Assessment Parameter: Model/Chart <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Rubrics:</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Creativity</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3. Organization of ideas</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. Neatness</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Relevance of content | 1 | 2. Creativity | 2 | 3. Organization of ideas | 1 | 4. Neatness | 1 | Total | 5 | 3.Collaboration and Creative Thinking (5 Marks) Assessment Parameter: Model/Chart <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Rubrics:</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Creativity</td> <td style="text-align: center;">2</td> </tr> <tr> <td>3. Organization of ideas</td> <td style="text-align: center;">1</td> </tr> <tr> <td>4. Neatness</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Relevance of content | 1 | 2. Creativity | 2 | 3. Organization of ideas | 1 | 4. Neatness | 1 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Creativity | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Organization of ideas | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Neatness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Creativity | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Organization of ideas | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Neatness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Awareness of purpose | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Value acquisition | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Outreach /Impact | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Awareness of purpose | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Value acquisition | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Outreach /Impact | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Originality | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3. Completion | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Neatness | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3. Completion | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5. Timely submission | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6.Project & Viva (5 Marks) Assessment Parameter : Research Project / Viva Voce <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Rubrics:</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Creative presentation</td> <td style="text-align: center;">1</td> </tr> <tr> <td>3. Extent of research</td> <td style="text-align: center;">2</td> </tr> <tr> <td>4. Viva</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Relevance of content | 1 | 2. Creative presentation | 1 | 3. Extent of research | 2 | 4. Viva | 1 | Total | 5 | 6.Project & Viva (5 Marks) Assessment Parameter : Transdisciplinary Project <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">Rubrics:</th> <th style="text-align: center;">Marks</th> </tr> </thead> <tbody> <tr> <td>1. Relevance of content</td> <td style="text-align: center;">1</td> </tr> <tr> <td>2. Creative presentation</td> <td style="text-align: center;">1</td> </tr> <tr> <td>3. Extent of research</td> <td style="text-align: center;">2</td> </tr> <tr> <td>4. Viva</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Total</td> <td style="text-align: center;">5</td> </tr> </tbody> </table> | Rubrics: | Marks | 1. Relevance of content | 1 | 2. Creative presentation | 1 | 3. Extent of research | 2 | 4. Viva | 1 | Total | 5 | | | | |
| Rubrics: | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Creative presentation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Extent of research | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Viva | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Relevance of content | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Creative presentation | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Extent of research | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Viva | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

| SL. NO. | NAME OF THE CHAPTER | LEARNING OUTCOMES | PEDAGOGICAL PROCESS | ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES |
|---------|--------------------------|--|--|--|
| 1 | NUMBERS UP TO 999999 | <p>The learners will be able to-</p> <ul style="list-style-type: none"> recognise largest and smallest 5-digit and 6-digit numbers. express a number in numeral form as well as in word form. expand a given number in 3 different ways. find the place, place value and period of a digit in a number. compare between numbers and arrange numbers in ascending and descending order. form numbers using different digits. SDG - 5: GENDER EQUALITY | <ul style="list-style-type: none"> Discuss on context/situations in which a need arises to go beyond the number 9999. (ex- number of grams in 10 kilograms , number of metres in 30 kilometres). Write a 6-digit number and other group reads it. Represent numbers using place value system. | <ul style="list-style-type: none"> Preparation of place value kit for a 6-digit number |
| 2 | ADDITION AND SUBTRACTION | <ul style="list-style-type: none"> add and subtract 5-digit and 6-digit numbers. explain the properties of addition and subtraction. know about the terms used in addition and subtraction. add and subtract orally. apply the concept of addition and subtraction in their daily life. SDG - 1: NO POVERTY SDG - 10: REDUCED INEQUALITIES | <ul style="list-style-type: none"> Operate (addition and subtraction) large numbers. Create contextual questions based on addition and subtraction. Solve and create daily life problems using addition and subtraction. | <ul style="list-style-type: none"> Mathtoon |
| 3 | MULTIPLICATION | <ul style="list-style-type: none"> know that multiplication is repeated addition. multiply 3-digit and 4-digit numbers by 3- digit numbers. identify and use the various properties of multiplication. find the product orally. identify the terms- multiplicand, multiplier and product. relate the concepts of multiplication to daily life situations. solve the word problems using key words and strategies. SDG - 8 : DECENT WORK AND ECONOMIC GROWTH. SDG – 9 : INDUSTRY, INNOVATION AND INFRASTRUCTURE. | <ul style="list-style-type: none"> Apply properties of multiplication. Solve and create daily life problems using multiplication. | <ul style="list-style-type: none"> Lattice multiplication of 3×3 digits |
| 4 | DIVISION | <ul style="list-style-type: none"> The learners will be able to- know the definition of divisor, quotient, dividend and remainder and their relationship. know division is dividing objects | <ul style="list-style-type: none"> Apply properties of division. Make groups for division. Solve and create | <ul style="list-style-type: none"> Division Flower |

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| | | <p>into equal groups.</p> <ul style="list-style-type: none"> relate division to multiplication and knows the steps of long division. divide the number by 10, 100 and 1000 etc. (orally) divide large numbers. apply the formula to check division. relate the concepts of division to daily life situations. SDG – 10 : REDUCED INEQUALITIES | <p>daily life problems using division.</p> | |
| 5 | LENGTH | <ul style="list-style-type: none"> recognise units of length. use measuring tools to measure length. explain purpose of measuring length. convert the units of length. add and subtract length given in different units. apply the concept of length in daily life situations. estimate length of an object/distance between two locations and verifies them by actual measurement. SDG - 11 : SUSTAINABLE CITIES AND COMMUNITIES SDG -13 : CLIMATE CHANGE | <ul style="list-style-type: none"> Measure the length of different objects by using ruler/ measuring tape. Estimate different units used to measure length of different objects. Discuss experiences on units of length. | <p>Research project (length of rivers/ Height of towers)</p> |
| 6 | WEIGHT | <ul style="list-style-type: none"> estimate weight of various objects and verifies them by actual measurement. compare objects that are heavier or lighter. identify and uses the various units of weight. convert the units of weight. add and subtract weight given in different units. apply the knowledge of addition and subtraction of weight in real life situations. SDG- 12 : RESPONSIBLE CONSUMPTION AND PRODUCTION | <ul style="list-style-type: none"> Measure the weight of different objects by using weighing balance. Estimate different units used to measure weight of different objects. Discuss experiences on units of weight,. (printed on different packets). | <ul style="list-style-type: none"> Ways of expressing 1kg (Art Integration) |
| 7 | CAPACITY | <ul style="list-style-type: none"> The learners will be able to- estimate capacity of various objects and verifies them by actual measurement. compare the capacity of different containers. identify and use the various units of capacity. convert the units of capacity. add and subtract capacity given in different units. apply the concept of capacity in real life situations. SDG – 17: PARTNERSHIPS FOR THE GOALS SDG – 13: CLIMATE ACTION | <ul style="list-style-type: none"> Measure the capacity of different objects by using measuring vessels. Estimate different units used to measure capacity of different objects. Discuss experiences on units of capacity. (printed on different packets). | <ul style="list-style-type: none"> Measuring capacity of different containers using standard units. |
| 8 | TIME AND CALENDAR | <ul style="list-style-type: none"> find the relation between different units (day, hour, minute, second). explain the concept of leap year. | <ul style="list-style-type: none"> Utilise their experiences inside/outside | <ul style="list-style-type: none"> Showing addition and subtraction of time in clock using |

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| | | <ul style="list-style-type: none"> read the time correctly in hours and minutes and expresses the time in a.m. and p.m. relate 24 hour clock with respect to 12 hour clock. perform addition and subtraction (after and before) of time in hours and minutes. apply the concept in real life situations. SDG – 03 : GOOD HEALTH AND WELL BEING | <p>classroom to tell time.</p> <ul style="list-style-type: none"> Discover the time lapsed in an event by counting forward or backward. (addition and subtraction of time). | <p>after and before.</p> |
| 9 | FRACTIONS | <ul style="list-style-type: none"> identify different types of fractions in day-to-day life. find equivalent fractions of a given fraction. find the missing numerator and denominator of equivalent fractions. check the equivalence of two fractions. recognize the relationship between fraction and division. convert the mixed numbers into improper fractions and vice-versa. SDG – 10 : REDUCED INEQUALITIES | <ul style="list-style-type: none"> Develop the idea of equivalence fractions by paper folding and shading. | <ul style="list-style-type: none"> Paper cloud activity (Types of Fractions) or Equivalent fraction by paper folding. |
| 10 | ANGLES | <ul style="list-style-type: none"> The learners will be able to- define an angle. explain the parts of an angle. explore different types of angles in the surroundings. classify angles according to their measures. measure and construct an angle using protractor and ruler. SDG -03 : GOOD HEALTH AND WELL BEING. | <ul style="list-style-type: none"> Observe angles in their surroundings and compare their measures. Introduce protractor as a tool for drawing and measuring angles. | <ul style="list-style-type: none"> To make different angles using toothpicks/ paper plates/ Paper fan/ Tribal art |
| 11 | PERIMETER | <ul style="list-style-type: none"> The learners will be able to- differentiate between closed figure and open figure. identify the closed figures made up of line segment only. define the concept of perimeter. find the perimeter of closed shapes made up of line segments only. calculate the perimeter of squares and rectangles using square grid and formulae. create and solve simple daily life situations based on the concept of perimeter. SDG -03 : GOOD HEALTH AND WELL BEING. SDG-15 : LIFE ON LAND. | <ul style="list-style-type: none"> Draw different closed shapes using line segment. Find and verify perimeter by adding sides and using formula. | <ul style="list-style-type: none"> Making closed shapes and finding perimeter (Geo board/ graph paper/ square paper) or Card making activity (rectangular / square shape) |

| | | | | |
|----|-------------------|--|---|---|
| 12 | AREA | <ul style="list-style-type: none"> The learners will be able to- understand the concept of area. find area by counting unit squares. know and distinguish the units of area. explore the area of rectangles and squares. relate the concept of area in real-life situations. SDG - 17: PARTNERSHIPS FOR THE GOALS SDG- 15 : LIFE ON LAND. | <ul style="list-style-type: none"> Create tile patterns by using square tiles to find area. Discuss observation on tiling of different shapes which they see in their surroundings. Measure area by counting unit squares. | <ul style="list-style-type: none"> Finding area of shapes using graph paper. |
| 13 | VOLUME | <ul style="list-style-type: none"> The learners will be able to- understand the concept of volume. know and differentiate the units of volume. find the volume of a given shape by counting unit cubes. apply the formula to find the volume of cubes and cuboids. apply the concept of volume in real life situations. SDG- 15 : LIFE ON LAND SDG - 17: PARTNERSHIPS FOR THE GOALS | <ul style="list-style-type: none"> Observe and distinguish 2D and 3D shapes. Measure volume by counting unit cubes. Compare volume of different objects. | <ul style="list-style-type: none"> Making paper tray / cube and cuboid |
| 14 | FUN WITH PATTERNS | <ul style="list-style-type: none"> The learners will be able to- identify the patterns. relate pattern to various geometrical shapes. find the rule of the given pattern. represent and explain the pattern present in different paintings. explore pattern using alphabets. SDG- 11: SUSTAINABLE CITIES AND COMMUNITIES SDG- 10 : REDUCE INEQUALITIES SDG - 17: PARTNERSHIPS FOR THE GOALS | <ul style="list-style-type: none"> Explore patterns in surroundings. Create own patterns. | <ul style="list-style-type: none"> Making picture/ Number pattern / Magic square |

SCIENCEPRESCRIBED BOOK:

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

SYLLABUS

| TERM –1 | | | | TERM-2 | | | |
|-----------------------------------|-----------|--|-----------|---------------------------------|-----------|---|-----------|
| PERIODIC TEST-1 | MARKS | HALF-YEARLY EXAMINATION | MARKS | PERIODIC TEST -2 | MARKS | ANNUAL EXAMINATION | MARKS |
| CH-1 MY BODY CH-2 PLANTS | 20 | CH-1 MY BODY CH-2 PLANTS CH-3 FLOWERS AND FRUITS CH-4 PLANTS AROUND US CH-5 BIRDS – BEAKS AND CLAWS | 50 | CH-6 INSECTS CH-7 FOOD | 20 | CH-6 INSECTS CH-7 FOOD CH-8 WATER SCARCITY AND CONSERVATION OF WATER CH-9 SAFE HANDLING AND STORAGE OF WATER CH-10 WATER POLLUTION | 50 |
| TOTAL | 20 | | 50 | | 20 | | 50 |

INTERNAL ASSESSMENT (30 MARKS)

| TERM-1 | | TERM-2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------|---|-------|------------------------|---|-------------------------|---|--------------------|---|--------------------------|---|------------------------|----------|---|----------|--|-------|------------------------|-------|------------------------|---|-------------------------|---|---------------------------|---|-------------------------|----------|-------------------------|---|--------------|----------|
| 1.CRITICAL THINKING AND EVALUATION (5marks) Activity - Debate / Elocution / Extempore | | 1.CRITICAL THINKING AND EVALUATION (5 marks) Activity- Group Discussion | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.PROBLEM SOLVING AND INFERENCES (5 marks) Activity - Field study / Nature walk | | 2.PROBLEM SOLVING AND INFERENCES (5 marks) Activity – Puzzles / Quiz / MCQs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1. Conceptual Clarity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.COLLABORATION AND CREATIVE THINKING (5 marks) Activity- Model making / PPT / Mind map | | 3.COLLABORATION AND CREATIVE THINKING (5 marks) Activity – Poster designing / Wall magazine / Collage making | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4. Originality/Creativity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.VALUE/ETHICAL APPLICATION OF CONCEPTS (5 marks) Activity- Story telling / Role play / Awareness campaign | | 4.VALUE/ETHICAL APPLICATION OF CONCEPTS (5marks) Activity- Nukkad Natak / Role play / Story telling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 5.Confidence/Fluency | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.PORTFOLIO (5 marks) Notebook presentation and correction work Subject enrichment activities | | 5.PORTFOLIO (5 marks) Notebook presentation and correction work Subject enrichment activities | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Rubrics</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.Regularity</td> <td>1</td> </tr> <tr> <td>2.Task Completion</td> <td>1</td> </tr> <tr> <td>3.Follow Up Action</td> <td>1</td> </tr> <tr> <td>4.Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5.Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | | Rubrics | Marks | 1.Regularity | 1 | 2.Task Completion | 1 | 3.Follow Up Action | 1 | 4.Maintenance of Index | 1 | 5.Notebook maintenance | 1 | Total | 5 | <table border="1"> <thead> <tr> <th>Rubrics</th> <th>Marks</th> </tr> </thead> <tbody> <tr> <td>1.Regularity</td> <td>1</td> </tr> <tr> <td>2.Task Completion</td> <td>1</td> </tr> <tr> <td>3.Follow Up Action</td> <td>1</td> </tr> <tr> <td>4. Maintenance of Index</td> <td>1</td> </tr> <tr> <td>5. Notebook maintenance</td> <td>1</td> </tr> <tr> <td>Total</td> <td>5</td> </tr> </tbody> </table> | | Rubrics | Marks | 1.Regularity | 1 | 2.Task Completion | 1 | 3.Follow Up Action | 1 | 4. Maintenance of Index | 1 | 5. Notebook maintenance | 1 | Total | 5 |
| Rubrics | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.Regularity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.Task Completion | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.Follow Up Action | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.Maintenance of Index | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5.Notebook maintenance | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubrics | Marks | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.Regularity | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2.Task Completion | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3.Follow Up Action | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Maintenance of Index | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Notebook maintenance | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 6.PROJECT (5 marks) Activity- Model making / Brochure / Survey | | 6. PROJECT(5marks) Trans disciplinary Project | |
|---|----------|--|----------|
| Rubrics | Marks | Rubrics | Marks |
| 1.Collection of data | 1 | 1.Collection of data | 1 |
| 2.Conceptual Clarity | 1 | 2.Conceptual clarity | 1 |
| 3.Creative Presentation | 1 | 3.Creative Presentation | 1 |
| 4.Extent of Research | 1 | 4.Extent of Research | 1 |
| 5. Viva | 1 | 5. Viva | 1 |
| Total | 5 | Total | 5 |

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

| SL NO | NAME OF THE CHAPTER/ TOPIC | LEARNING OUTCOMES | PEDAGOGICAL PROCESS | ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES |
|-------|----------------------------|---|---|---|
| 1 | CH-1 MY BODY | <p>The learners will be able to-</p> <ul style="list-style-type: none"> Identify the parts of human digestive system, types of teeth and different taste regions of tongue. Explain their functions. Understand the importance of eating fresh and clean food. <p>SDG NO- 03 GOOD HEALTH AND WELL BEING</p> | <ul style="list-style-type: none"> Demonstrate and observe the human digestive system, structure of teeth and tongue. Experience healthy way of eating Fruit Salad and create awareness to stay healthy. | <p>Clay modelling</p> <ul style="list-style-type: none"> Making of happy and sad tooth Denture making Model of Human Digestive system <p>Sketching</p> <ul style="list-style-type: none"> Human Digestive system, teeth, tongue |
| 2. | CH-2 PLANTS | <ul style="list-style-type: none"> Identify different parts of a plant. Describe the functions of roots. Recognize tap root and fibrous roots and differentiates between them. Compare the special functions of roots in different plants. <p>SDG NO- 15 LIFE ON LAND</p> | <ul style="list-style-type: none"> Grow a sapling of mustard and wheat plant and identify their roots. Observe different types of vegetables and classify them as edible roots. Explore the type of roots in Banyan tree and Maize plant. Go for field trip to Mangrove forest and observe breathing roots. | <p>Nature Walk</p> <ul style="list-style-type: none"> Identifying the plants having tap and fibrous root <p>Sketching and Pasting</p> <p>Draw/Paste the pictures of tap roots, fibrous roots and edible roots.</p> <p>Draw a plant and label its parts.</p> |
| 3. | CH-3 FLOWERS AND FRUITS | <ul style="list-style-type: none"> Identify different parts of flower. Explain the functions of different parts of flower. Describe the importance of flowers in our daily life. Understand the uses of fruits for different purposes. <p>SDG NO- 15 LIFE ON LAND SDG NO- 03 GOOD HEALTH AND WELL BEING</p> | <ul style="list-style-type: none"> Observe different parts of flower and interact with florist to share their experiences. Creatively design flower bouquet or flower arrangement or greeting card and explore seasonal flowers. | <p>Art Exhibition</p> <ul style="list-style-type: none"> Making of greeting card /flower bouquet Making of fruit salad <p>Sketching Parts of a flower .</p> |

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| 4. | CH-4 PLANTS AROUND US | <ul style="list-style-type: none"> Identify and explain the features of plants growing in different habitats. Develop skill of growing plants by following different steps involved in cultivation and observe the stages of growth in plants. <p>SDG NO- 15 LIFE ON LAND</p> | <ul style="list-style-type: none"> Explore habitats of various plants and share their experiences. Grow plants by following cultivation practices. | <ul style="list-style-type: none"> Pasting pictures of plants in different habitats. Field trip /Virtual trip to any forest. <p>Role Play of a farmer</p> |
| 5. | CH-5 BIRDS- BEAKS AND CLAWS | <ul style="list-style-type: none"> Identify different birds from their sounds. Recognize beaks and claws of different birds and explain their importance. Develop skill of drawing diagram of a bird. <p>SDG NO- 15 LIFE ON LAND</p> | <ul style="list-style-type: none"> Observe and explore the birds for their unique beaks and claws and compare their functions with simple devices like nut- cracker, chisel, human teeth etc. Sketch, draw and identify different parts of bird. Listen and make sounds of different birds. | <p>Infographic Making</p> <ul style="list-style-type: none"> Collection of pictures of birds with different types of beaks having different feeding habits Demonstration of claw arrangement <p>Sketching</p> <ul style="list-style-type: none"> Diagram of a bird |
| 6. | CH- 6 INSECTS | <ul style="list-style-type: none"> Identify the body parts of an insect. Describe the process of pollination. Develop creativity and cognitive domain about different useful and harmful insects. Develop skill of drawing diagram of an insect. <p>SDG NO- 15 LIFE ON LAND</p> | <ul style="list-style-type: none"> Collect information from the pictures of useful and harmful insects and draw the Life Cycle of silk moth. Identify different parts of an insect. Enquire about the causes of breeding of mosquitoes and care about the steps that prevent breeding of mosquitoes. | <p>Photography and Making Album</p> <ul style="list-style-type: none"> Collection of photos and information about useful and harmful insects <p>Sketching</p> <ul style="list-style-type: none"> Neat and labelled diagram of an insect <p>Life cycle of silk moth.</p> |
| 7. | CH- 7 FOOD | <ul style="list-style-type: none"> Describe the importance of eating food. Identify the importance of eating different food items as per their nutritional value. Explain the functions of different nutrients. Analyse the balanced diet. Create awareness for healthy eating habits and not to waste food. <p>SDG NO- 02 ZERO HUNGER</p> | <ul style="list-style-type: none"> Experience healthy way of eating Fruit Salad and create awareness to stay healthy. Create awareness for not wasting food. | <p>Organizing Art Events</p> <ul style="list-style-type: none"> Draw the sources of energy giving food, body building food, and protective food Paste the pictures of food rich in roughage and write their importance Making of balanced diet according to their age group . Draw and label eat well plate. <p>Nukkad Natak “Do not waste food ,Share it with others”</p> |
| 8. | CH – 8 WATER SCARCITY AND CONSERVATION OF WATER | <ul style="list-style-type: none"> Analyse the causes of water scarcity. Explain the importance of water conservation. Develop creativity and learn the values and ways to conserve water. <p>SDG NO- 06 CLEAN WATER AND SANITATION</p> | <ul style="list-style-type: none"> Explore, read newspaper clippings regarding demand and scarcity of water and suggest the ways to reduce, reuse and recycle water. | <p>Painting</p> <ul style="list-style-type: none"> Poster making on conservation of water <p>Model Making / Sketching</p> <ul style="list-style-type: none"> Rainwater Harvesting |

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| 9. | CH – 9 SAFE HANDLING AND STORAGE OF WATER | <ul style="list-style-type: none"> Describe the importance of drinking potable water Explain different methods of purifying water. Develop cognitive skill to analyse safe handling and storage of water. Compare between traditional and advanced or modern filters. Create awareness about prevention of breeding of mosquitoes and spread of diseases. <p>SDG NO- 06 CLEAN WATER AND SANITATION SDG NO- 03 GOOD HEALTH AND WELL BEING</p> | <ul style="list-style-type: none"> Design posters to know the importance of water, cause of water scarcity and “Conserve Water”. Make model of traditional filter and compare it with modern filter. | <ul style="list-style-type: none"> Model Making Making of traditional filter <ul style="list-style-type: none"> Diagram Traditional filter. |
| 10. | CH-10 WATER POLLUTION | <ul style="list-style-type: none"> Describe the need of clean and pollutant free water. Analyse the causes of water pollution and their harmful effects. Create self and social awareness to reduce water pollution. <p>SDG NO- 06 CLEAN WATER AND SANITATION SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO- 14 LIFE BELOW WATER</p> | <ul style="list-style-type: none"> Create collage, design posters to show causes of water pollution, their harmful effects and suggest the ways to reduce water pollution. | <p>Art Exhibition</p> <ul style="list-style-type: none"> Making a collage showing various ways in which water pollution takes place Poster designing “Reduce Water Pollution” |

SOCIAL SCIENCEPRESCRIBED BOOK

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

SYLLABUS

| TERM-1 | | | | TERM-2 | | | |
|---|-------|--|-------|---|-------|---|-------|
| PERIODIC TEST-1 | MARKS | HALF – YEARLY EXAM | MARKS | PERIODIC TEST-2 | MARKS | ANNUAL EXAM | MARKS |
| Ch-1- Family Relationship Ch-2- Sensitivity Towards Others Ch-3-Celebrating Our Diversity | 20 | Ch-1-Family Relationship Ch-2- Sensitivity Towards Others Ch-3- Celebrating Our Diversity Ch-4- An Ideal Home Ch-5- Bricks And Bridges Ch-6- Waste Management Ch-7- The Works We Do Map Work- Practice Map Skill- Only States With Clues) | 50 | Ch-8-Leisure Time Ch-9-Directions Ch-10- Travel And Tours | 20 | Ch-8-Leisure Time Ch-9- Directions Ch-10- Travel And Tours Ch-11- Let Us Travel Ch-12- Let Us Communicate Ch-13- India Our Motherland Map Work- Practice Map Skill - Only States With Clues, Indian Ocean, Bay of Bengal, Arabian Sea, Lakshadweep Island, Andaman And Nicobar Islands. | 50 |
| | 20 | | 50 | | 20 | | 50 |

INTERNAL ASSESSMENT - 30 MARKS

| Term-1 SKILL AND COMPETENCIES WITH RUBRICS | | Term-2 SKILL AND COMPETENCIES WITH RUBRICS | |
|---|-------|---|-------|
| I. CRITICAL THINKING AND EVALUATION Chapter- Family Relationship Activity- Debate | | I. CRITICAL THINKING AND EVALUATION Chapter-Leisure Time Activity- Elocution | |
| Rubrics | Marks | Rubrics | Marks |
| 1.Content Knowledge | 1 | 1.Content Knowledge | 1 |
| 2.Presentation | 2 | 2.Presentation | 2 |
| 3. Time management | 1 | 3. Time management | 1 |
| 4.Originality | 1 | 4.Originality | 1 |
| Total | 5 | Total | 5 |
| II. PROBLEM SOLVING AND INFERENCE Chapter- Bricks and Bridges Activity- Field Study to brick making site/ biscuit factory (Real or Virtual) | | II. PROBLEM SOLVING AND INFERENCE Chapter- Travel and Tour Activity- Quiz | |
| Rubrics | Marks | Rubrics | Marks |
| 1.Conceptual Clarity | 1 | 1. Time Management | 1 |
| 2.Presentation | 2 | 2. Understanding | 2 |
| 3.Originality and creativity | 1 | 3. Analyzing | 1 |
| 4.Interpretation | 1 | 4. Conceptual clarity | 1 |
| Total | 5 | Total | 5 |
| III. COLLABORATION AND CREATIVE THINKING Chapter-An Ideal Home Activity-Poster Making | | III. COLLABORATION AND CREATIVE THINKING Chapter- India- Our Motherland Activity-Model | |
| Rubrics | Marks | Rubrics | Marks |
| 1. Relevance of content | 1 | 1. Relevance of Content | 1 |
| 2. Presentation | 2 | 2. Presentation | 2 |
| 3. Collaboration | 1 | 3. Collaboration | 1 |
| 4. Originality/Creativity | 1 | 4. Originality/Creativity | 1 |
| Total | 5 | Total | 5 |
| IV. VALUE/ETHICAL APPLICATION OF CONCEPTS Chapter : Sensitivity Towards Others Activity- Role Play | | IV. VALUE/ETHICAL APPLICATION OF CONCEPTS Chapter : Let Us Travel Activity- Awareness Campaign(Save Fuel) | |
| Rubrics | Marks | Rubrics | Marks |
| 1.Relevance of content | 1 | 1.Collaboration | 1 |
| 2.Presentation | 2 | 2.Initiation | 2 |
| 3.Costumes and prop | 1 | 3.Message | 1 |
| 4.Confidence | 1 | 4. Outreach/Impact | 1 |
| Total | 5 | Total | 5 |
| V. PORTFOLIO TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) & ASSIGNMENTS/WORKSHEET | | V. PORTFOLIO TOPIC- NOTE BOOKS (CLASS WORK AND HOME WORK) & ASSIGNMENTS/WORKSHEET | |
| Rubrics | Marks | Rubrics | Marks |
| 1.Regularity | 1 | 1.Regularity | 1 |
| 2. Task Completion | 1 | 2. Task Completion | 1 |
| 3.Maintenance of index | 1 | 3.Maintenance of index | 1 |
| 4.Follow up Action | 1 | 4.Follow up Action | 1 |
| 5.Note Book up keep | 1 | 5.Note Book up keep | 1 |
| Total | 5 | Total | 5 |

| VI. PROJECT AND VIVA | | VI. PROJECT AND VIVA | |
|--|-------|---|-------|
| Chapter- Celebrating our diversity Topic- Festivals of Odisha and Punjab Activity- Project File. | | Trans-disciplinary project Activity- Project File. | |
| Rubrics | Marks | Rubrics | Marks |
| 1. Collection of data | 1 | 1. Collection of data | 1 |
| 2. Conceptual Clarity | 1 | 2. Conceptual Clarity | 1 |
| 3. Creative Presentation | 1 | 3. Creative Presentation | 1 |
| 4. Extent of Research | 1 | 4. Extent of Research | 1 |
| 5. Viva | 1 | 5. Viva | 1 |
| Total | 5 | Total | 5 |

LEARNING OUTCOMES & PEDAGOGICAL PROCESS

| SL. No. | NAME OF THE CHAPTER/TOPIC | LEARNING OUTCOMES | PEDAGOGICAL PROCESS | ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES |
|---------|--|--|---|---|
| 1 | CH-1 FAMILY RELATIONSHIPS | <p>The learners will be able to -</p> <ul style="list-style-type: none"> Identify the relationship with the family members. Describe the role of family members. Share their home with other members of the family. <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER SDG NO- 03 GOOD HEALTH AND WELL BEING</p> | <ul style="list-style-type: none"> Ask questions and discuss with family members/elders as why some family members stay together and others are away, interact with relatives, friends etc. who stay at far off places, about the houses/ transport and life in their place of residence. Discuss with elders, the situations about changes in family with time, roles of different family members. | <ul style="list-style-type: none"> Draw/Paste the pictures of two types of family. |
| 2 | CH-2 SENSITIVITY TOWARDS OTHERS | <ul style="list-style-type: none"> respect the feelings of the hearing and visually impaired children. develop sensitivity towards others. <p>SDG NO- 01 NO POVERTY SDG NO- 02 ZERO HUNGER SDG NO- 04 QUALITY EDUCATION SDG NO- 16 PEACE, JUSTICE AND STRONG INSTITUTIONS</p> | <ul style="list-style-type: none"> Share their experiences and views on stereotypes/ discrimination /unfair treatment to people/ animals/birds/plants in their home/school /neighbourhood. Interact with differently-abled children. Observe the Braille script. | <ul style="list-style-type: none"> Role play |

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| 3 | CH-3 CELEBRATING OUR DIVERSITY | <ul style="list-style-type: none"> Know the significance of various festivals. Understand the values that we learn from festivals. Find out the delicacies associated with each festival. SDG NO- 10 REDUCED INEQUALITIES | <ul style="list-style-type: none"> Participate in different cultural/national/ environmental festivals/occasions organised in/at home/school/community. Sharing experiences through stories, poems, slogans, reports about the events narration/creative writing (poem/story). | <ul style="list-style-type: none"> Paste the pictures of your favourite festivals. |
| 4 | CH-4 AN IDEAL HOME | <ul style="list-style-type: none"> Keep their surroundings and houses clean. Maintain hygiene in the house. Save the things and reduce the amount of waste thrown from their homes each day. SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES SDG NO- 15 LIFE ON LAND | <ul style="list-style-type: none"> Observe different types of houses in your locality to discuss about their features. | <ul style="list-style-type: none"> Make a poster on an ideal home. |
| 5 | CH-5 BRICKS AND BRIDGES | <ul style="list-style-type: none"> Be aware and responsible in performing their duties. Differentiate the benefits of modern and ancient building materials. Differentiate between temporary and permanent houses. SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO- 17 PARTNERSHIPS FOR THE GOALS | <ul style="list-style-type: none"> Observe the materials used in a construction site. Identification of different types of bridges. Video/ppts | |
| 6 | CH-6 WASTE MANAGEMENT | <ul style="list-style-type: none"> Compare between biodegradable and non-biodegradable waste. Reuse waste materials from home, school and offices. Mention the methods of waste disposal and benefits of recycling. SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | <ul style="list-style-type: none"> Manipulate local /waste material to create/ improvise patterns, drawings, models, motifs, collage. Poem/story/slogans to create awareness. | <ul style="list-style-type: none"> Make a paper bag. |
| 7 | CH-7 THE WORKS WE DO | <ul style="list-style-type: none"> Understand the dignity of labour. Explain the importance of pride in the quality work. Differentiate between manual and intellectual labour. SDG NO- 05 GENDER EQUALITY SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION | <ul style="list-style-type: none"> Interact with people (vegetable sellers, flower sellers, gardeners, farmers, drivers, health and defence personnel, etc.) and share experiences about their work, their skills and tools used by them. | |
| 8 | CH-8 LEISURE TIME | <ul style="list-style-type: none"> Identify the names of some traditional games. Differentiate between outdoor | <ul style="list-style-type: none"> Interact with the people of a locality and observe their leisure time activities. | <ul style="list-style-type: none"> Make a collage on different indoor and |

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| | | <p>and indoor games.</p> <ul style="list-style-type: none"> Identify advantages of playing games and sports. <p>SDG NO- 03 GOOD HEALTH AND WELL BEING SDG NO- 04 QUALITY EDUCATION</p> | <ul style="list-style-type: none"> Participate actively and undertake initiatives for care, share, empathy, leadership by working together in groups e.g. In different indoor/outdoor/local/contemporary activities and games. | <p>outdoor games.</p> |
| 9 | CH-9 DIRECTIONS | <ul style="list-style-type: none"> Differentiate between a map and sketch. Understand the language of a map and the symbols to be used on a map. Find the exact location and directions. <p>SDG NO- 04 QUALITY EDUCATION</p> | <ul style="list-style-type: none"> Observe the movement of the Sun and identify the direction. Observe and identify different directions through games. Identification of various components of the map. | <ul style="list-style-type: none"> Draw a compass and mark cardinal and intermediary directions. |
| 10 | CH-10 TRAVEL AND TOURS | <ul style="list-style-type: none"> Discuss about different means of tourism. Be aware of the endangered species of animals. Make posters on this topic. <p>SDG NO- 08 DECENT WORK AND ECONOMIC GROWTH SDG NO- 11 SUSTAINABLE CITIES AND COMMUNITIES</p> | <ul style="list-style-type: none"> Visit community/museum/wildlife sanctuaries/natural sources of water/mountains/forests/monuments/tourist places. Present photos from their travel diary. | <ul style="list-style-type: none"> Make a brochure of the state you like the most. |
| 11 | CH-11 LET US TRAVEL | <ul style="list-style-type: none"> Identify the negative impact of the expanding role of means of transport. Select the steps that can be used to reduce vehicular pollution. Be aware that means of transport are a part and parcel of our life. <p>SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG NO- 12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p> | <ul style="list-style-type: none"> Classroom exhibition on different vehicles. Interact with the elders and differentiate between olden and modern means of transport. | |
| 12 | CH-12 LET US COMMUNICATE | <ul style="list-style-type: none"> Know the different ways of communication. Understand how the electronic media has Influenced our lives. Understand advantages and disadvantages of television. <p>SDG NO- 07 AFFORDABLE AND CLEAN ENERGY SDG NO- 09 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p> | <ul style="list-style-type: none"> Observe and identify different means of communication from their locality. Explore/read books, newspaper clippings, audio, stories/poems, pictures/videos/tactile /raised material/web resources/library and other resources beside textbooks. | |
| 13 | CH-13 INDIA OUR MOTHERLAND | <ul style="list-style-type: none"> Realize the value of patriotism and Nationhood Know the qualities that make Indian citizens good human beings. Realize why our country is a unique country. <p>SDG NO- 10 REDUCED INEQUALITIES SDG NO- 13 CLIMATE ACTION SDG NO- 14 LIFE BELOW WATER</p> | <ul style="list-style-type: none"> Observe and explore the immediate surroundings, i.e., home, school and neighbourhood for different objects for their simple observable physical features (diversity, places of living, food habits, needs, group behaviour, etc.) Visit local area and observe different types of landforms. | <ul style="list-style-type: none"> Make models of different landforms using waste paper/ Modeling clay. |

GENERAL KNOWLEDGE

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

| EXAMINATION | MONTH | CHAPTERS TO BE TAUGHT |
|-------------|-------------|---|
| Term -1 | APRIL & MAY | CH-1- LANGUAGE & LITERATURE. FROM PAGE NO.-1 TO 13 |
| | JUNE & JULY | CH.2- ENVIRONMENT AROUND FROM PAGE NO.-14 TO 26 SOLAR SYSTEM |
| | AUGUST | CH.3 – WORLD AROUND US PG 27 TO 38 DIFFERENT STATES & ITS CAPITAL |
| | SEPTEMBER | REVISION & HALF YEARLY EXAMINATION |
| Term -2 | OCTOBER | CH.4- ART & CULTURE. PAGE NO-39 TO 46 |
| | NOVEMBER | CH.5-MATH MAGIC PAGE NO.-47 TO 52 DISTRICTS OF ODISHA |
| | DECEMBER | CH.5-MATH MAGIC PAGE NO.-53 TO 57 EMINENT PERSONALITIES OF INDIA. |
| | JANUARY | CH.6- SPORTS & GAMES PAGE NO. 58 TO 66 |
| | FEBRUARY | REVISION & ANNUAL EXAMINATION |

COMPUTER

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

| EXAMINATION | MONTH | CHAPTERS TO BE TAUGHT |
|-------------|-------------|--|
| Term – 1 | APRIL & MAY | CH-1. COMPUTER –A MACHINE |
| | JUNE & JULY | CH-2. MORE ON TUX PAINT CH-3. EXPLORING TUX PAINT (CONT.) |
| | AUGUST | CH-3. EXPLORING TUX PAINT CH-4. LOGO - I |
| | SEPTEMBER | REVISION & HALF YEARLY EXAMINATION |
| Term – 2 | OCTOBER | CH-5. LOGO-II (CONT.) |
| | NOVEMBER | CH-5. LOGO-II CH-6. WRITER- GETTING STARTED |
| | DECEMBER | CH-7. EDITING IN WRITER |
| | JANUARY | CH-8. INTERNET AS A POOL OF INFORMATION |
| | FEBRUARY | REVISION & ANNUAL EXAMINATION |

MORAL EDUCATION**BOOK PRESCRIBED: LIVING WITH VALUES-IV Published by D.A.V. College Managing Committee**

| EXAMINATION | MONTH | CHAPTERS TO BE TAUGHT |
|-----------------|------------|--|
| Term – 1 | APRIL& MAY | CH-1 GAYATRI MANTRA CH-2 THE PATH OF HONESTY |
| | JUNE& JULY | CH-3 GOD IS OMNIPRESENT CH-4 THE TEN-MINUTE MANTRA |
| | AUGUST | CH-5 I TOO HAVE A WORTH CH-6 THE PATH TO SUCCESS CH-7 SWAMI SHRADDHANAND |
| | SEPTEMBER | REVISION & HALF YEARLY EXAMINATION |
| Term – 2 | OCTOBER | CH-8 RESTLESS SRIDHAR |
| | NOVEMBER | CH-9 ALL FOR A GOOD CAUSE CH-10 THE MANGO TREE |
| | DECEMBER | CH-11 ABHINANDAN’S SAGA CH-12 A UNIQUE TREATMENT |
| | JANUARY | CH-13 THIS IS LIFE PRINCIPLES OF ARYA SAMAJ |
| | FEBRUARY | REVISION & ANNUAL EXAMINATION |

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

| Term - 1 | Term - 2 |
|---|---|
| <ol style="list-style-type: none"> 1. Flower vase 2. Fruits drawing <ul style="list-style-type: none"> • Mango, Apple & Grapes • Pine Apple • Banana 3. Wild Animals <ul style="list-style-type: none"> • Lion • Tiger 4. Step by Step (Pg.-1 to 20) | <ol style="list-style-type: none"> 1. Landscape 2. Zoo 3. Craft work <ul style="list-style-type: none"> • Paper cutting 4. Hand puppet making <ul style="list-style-type: none"> • Rabbit 5. Step by Step (Pg.-21 to 40) |

MUSIC

| Term – 1 | Term – 2 |
|--|---|
| <ol style="list-style-type: none"> 1. Hawan Prayer (Yangya Rupa) 2. Vedik Arati(Omm Jaya jagadish pita ..) 3. Patriotic (Odia / Hindi) 4. State Anthem (Bande Utkala Janani) | <ol style="list-style-type: none"> 1. Knowledge about Music. 2. National Anthem 3. Sishu Sangeeta 4. National Song (Vande Mataram...) |

Practice all the prayers written in the diary

DANCE

| Term-1 | Term-2 |
|--|---|
| 1. Asanjukta hasta mudra(28) 2. Sira Veda 3. Stepping 2 (Chauka) | 1. Uses of a sanjukta hasta mudra(5) 2. Stepping 3 (Chauka) 3. Folk Dance |

YOGA

| Term-1 | Term-2 |
|---|---|
| 1. Introduction of Yoga 2. Loosening Exercises 3. Ardha Katichakrasana 4. Ardha Chakrasana 5. Padahastasana 6. Supta Vajrasana 7. Garudasana 8. Ardha Matsyendrasana 9. Surya Namaskara with breathing 10. PRANAYAMA: <ul style="list-style-type: none"> • Nadisodhana | 1. What is posture? 2. Makarasana 3. Natarajasana 4. Paschimottanasana 5. Tiryak Bhujangasana 6. Santoolanasana 7. PRANAYAMA: <ul style="list-style-type: none"> • Bhramari • Sitkari Pranayama 8. Trataka |

GAMES AND SPORTS

| Term-1 | Term-2 |
|---|--|
| 1.Importance of physical activity 2.Warming up Exercise <ul style="list-style-type: none"> • Jogging • Running on the spot • Rotation • Stretching 3.Minor games <ul style="list-style-type: none"> • Ram and ravan • King of the circle • Dog and bone 4.PEC(1 to 10) <ul style="list-style-type: none"> • Touch and come back • Intercepting the ball • Dog and bone • Dribble and pass • Dodge ball • Relay race 5.Indoor Games <ul style="list-style-type: none"> • Chess • Ludo • Table Tenni | 1.Kho-Kho (Basic skills) <ul style="list-style-type: none"> • Sitting position • Chain kho • Dodge kho, Advance kho, Foul, Back kho 2.Athletics <ul style="list-style-type: none"> • Long jump • Running race • Over head ball throw 3.PEC(11 to 20) <ul style="list-style-type: none"> • Relay race • Stretching • Skipping • Shuttle run 5.Indoor Games <ul style="list-style-type: none"> • Chess • Ludo • Carrom • Table tennis |