

INDEX

SL NO.	SUBJECT	PAGE NO.
1	ENGLISH	03
2	MATHEMATICS	14
3	SCIENCE	22
4	SOCIAL SCIENCE	32
5	HIGHER ODIA	44
6	HIGHER HINDI	49
7	MORAL EDUCATION	60

EXAMINATION TIME LINE (2024-25)

EXAM	WINDOW TIME	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
PT-I	22 July to 27 July 2024	April to 2 nd week of July	40	1hr 30mins
PT- II	17 September to 27 September 2024	Syllabus for Term – I	80	3 Hours
PT-III	25 November to 30 November 2024	Syllabus covered till PT- III	40	1hr 30mins
ANNUAL	As per guidelines of DAVCAE	Syllabus covered in Term – I and II	80	3 Hours

The Sustainable Development Goals (SDGs),

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

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

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



SYLLABUS-2024-25

CLASS-VIII

ENGLISH

- BOOKS PRESCRIBED:**
1. English Literature- VIII (DAV CMC Publications)
 2. English Practice Book- VIII (DAV CMC Publications)
 3. MY English Reader- VIII (DAV CMC Publications)

ASSESSMENT STRUCTURE

80 Marks	20 Marks Internal Assessment			
Whole Syllabus	Periodic Tests Pen and Paper Tests (5 Marks)	Multiple Assessment (5Marks)	Assessing the Portfolio HW/CW (5 Marks)	Subject Enrichment Activities (5 Marks)
	PT-I PT-II PT-III	<ul style="list-style-type: none"> • Oral test • MCQ tests • Puzzles • Quizzes • Concept map • Field surveys/research • Interviews (with questionnaires) • Class presentation with PPT, • Narrations, • Debate, • Role play, • Extempore, • Creative writing 	PT-I PT-II PT-III	<ul style="list-style-type: none"> • Conversation/Interview, radio shows • Hosting anevent • Oral presentation • Interdisciplinary Project • Extempore/speech, • Bulletin board, • Wall magazine, • E magazine. Newsletter designing

RUBRICS FOR INTERNAL ASSESSMENT

<p>Portfolio -CW/HW: (5 Marks)</p> <ul style="list-style-type: none"> • Maintenance of copy (1 mark) • index and neatness (1 mark) • Timely completion & submission (1 mark) • Originality & Relevance (1 mark) • Display of exemplary work (1 mark) 	<p>Multiple Assessment: (5 marks)</p> <ul style="list-style-type: none"> • Clarity and expression (1mark) • Depth of understanding (1mark) • Connectivity and Integration (1mark) • Effective communication (1mark) • Time management (1mark) 	<p>Subject Enrichment Activities: (5 marks)</p> <ul style="list-style-type: none"> • Creativity and Originality (1mark) • Relevance to Learning • Objectives (1mark) • Engagement and Participation (1mark) • Voice modulation (1 mark) • Integration of Language Skills (1mark) 	<p><u>Interdisciplinary Project (Poster Designing -The Fun They Had)</u></p> <ul style="list-style-type: none"> • Content (1 Mark) • Visual Clarity (1 Mark) • Creativity (1 Mark) • Language (accuracy and vocabulary) (1 Mark) • Innovation and Integration of concepts (1 mark) <p>NOTE: TO BE DONE IN PT-I & PT-II</p>
--	---	---	---

N.B: 3 Periodic Tests to be conducted and average of best 2 scores will be reduced to 5.

WEIGHTAGE TO FORM OF QUESTIONS
(PT-I/PT-II/PT-III/ANNUAL)

S.no	Form of Questions		VSA/OBJ/MCQ	SA-I	SA-II	LA	TOTAL
1	Marks for each question		1	2	4 +6	8	21
2	No. of Questions	PT-I/ PT-III	3(Q 1,4,5)	1(Q6)	2(Q2,3)	1(Q7)	7
		PT-II/ ANNUAL	9(Q1,2,5,6,7,8,9,10,11)	1(Q12)	3(Q3,13,14)	1(Q4)	14
3	Total Marks	PT-I/PT-III	16	6	10	8	40
		PT-II/ ANNUAL	46	12	14	8	80

WEIGHTAGE TO CONTENT

Sl. No.	Name of Unit	Marks PT-I /PT-III	Marks PT-II /ANNUAL
1	Section- A (Reading)	8	20
2	Section – B (Writing and Grammar)	16	30
3	Section – C (Literature)	16	30
	Total	40	80

SYLLABUS(PEN-PAPER TEST)

		PT- I Time: 1:30 Hrs	PT-II Time:3 Hrs	PT-III Time: 1:30 Hrs	ANNUAL Time:3 Hrs
SI No.	Chapter	40 Marks	80 Marks	40 Marks	80Marks
LITERATURE					Whole Syllabus
1	THREE QUESTIONS	✓		✓	
2	GRANNY’S TREE CLIMBING	✓		✓	
3	THE FUN THEY HAD (For Internal Assessment and Project work)	✓		✓	
4	FATHER’S HELP		✓		

5	MY MOTHER		✓		
6	THE LUNCHEON		✓		
7	THE CHILDREN'S SONG			✓	
8	THE CASE OF THE SHARP-EYED JEWELLER			✓	
9	COUPLETS				✓
10	THE UNDESERVED REWARD			✓	
11	BANGLE SELLERS				✓
12	A BAD DREAM				✓
MY ENGLISH READER					
1	CHANGING TIMES	✓		✓	
2	COMPASSIONATE SOULS		✓		
3	ENTERPRISE		✓		
4	NATURE			✓	
5	SPORTS			✓	
6	TOLERANCE				✓
GRAMMAR					
1	TENSE	✓		✓	
2	NARRATION CHANGE	✓		✓	
3	MODALS		✓		
4	SUBJECT-VERB AGREEMENT		✓		
5	CLAUSE AND COMPLEX SENTENCES			✓	
6	LINKERS			✓	
7	ACTIVEPASSIVE VOICE			✓	
8	NON-FINITES				✓

9	PUNCTUATION		✓		
WRITING (SHORT)					
50 words					
1	NOTICE	✓		☒	
2	MESSAGE			✓	
3	DIALOGUE COMPLETION		✓		
4	E-MAIL	✓		✓	
WRITING (LONG)					
100 to 120 words					
1	SPEECH	✓		✓	
2	ARTICLE			✓	
3	Formal letter (LETTER TO EDITOR)			✓	

- Important Notes: Value Based and HOTs questions will be asked in all the examinations.

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

NAME OF THE TEXTBOOK: ENGLISH LITERATURE

CHAPTER/ LESSON	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
THREE QUESTIONS	<p>The learner will be able to:</p> <ul style="list-style-type: none"> • explore the meaning of words like-ambush, intently, threshold. • sketch the character of the king, the bearded man and the Hermit. • narrate the story in their own words. • write a Diary Entry impersonating as one of the characters. • understand the Importance of Present Time, People & Action. <p>SDG -4 QUALITY EDUCATION</p>	<p>The learners will be provided opportunities individually in groups and encouraged to:</p> <ul style="list-style-type: none"> • read texts independently, comprehend, and respond to questions • ask questions on the text. • read the literary texts with understanding for pleasure and enjoyment. • connect the issues in the text to the world outside and think of possible solutions. 	<ul style="list-style-type: none"> • Develop LSRW through role-play. • ask simple questions like names of characters from the story, incidents that the/she likes in the story, etc.

<p>GRANNY'S TREE CLIMBING</p>	<ul style="list-style-type: none"> • identify Ruskin Bond's contribution to Children's literature. • relate the theme of the poem with their day-to-day life. • develop the value of caring for elders. • recite poem with appropriate pause, intonation and pronunciation • think critically, compare and contrast events, ideas & themes. • know poetic devices, rhyme scheme, new words and message of the poem <p>SDG-5 GENDER EQUALITY SDG-3 GOOD HEALTH AND WELL-BEING</p>	<ul style="list-style-type: none"> • recite poems with proper stress and intonation. • use English poems, songs etc. on internet as a resource to develop listening comprehension and understanding the use of tone/ intonation/ stress etc. 	<ul style="list-style-type: none"> • group discussion on the topic 'caring for elderly' • prepare a collage on activities associated with your grandmother.
<p>THE FUN THEY HAD</p>	<ul style="list-style-type: none"> • identify a variety of genres for pleasure reading, specifically science fiction. • use grammar items in context. • acquaint themselves with a scientific story. • write an autobiography impersonating as one of the characters. • Acknowledge the advantages and disadvantages of Mechanical teachers. • transform imagination into reality by designing a futuristic classroom using electronic tools and software (e.g. M.S Paint) <p>SDG -4 QUALITY EDUCATION SDG-9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> • participate in inter active tasks and activities. • design a class in future based on their understanding of the lesson or their own ideas. • will share their own experiences of having virtual classes during pandemic. 	<ul style="list-style-type: none"> • debate on – real books cannot be replaced with E-books. • designing a poster showing different trends of education in the ancient period, contemporary period and future years.
<p>FATHER'S HELP</p>	<ul style="list-style-type: none"> • develop their LSRW skills through activities like role-plays and skit enactment. • understand, analyze and interpret ideas, characters and situations. • realise the importance of truth & honesty and apply these values in their life. • judge situations and apply necessary life skills to escape challenging and unexpected situations. <p>SDG-16 PEACE AND JUSTICE STRONG INSTITUTION</p>	<ul style="list-style-type: none"> • take part in discussions to share their own ideas regarding school as well as to get the ideas of their peers. • comprehend and infer the text • develop their skills of reading and narrating events 	<ul style="list-style-type: none"> • rearrangement of words to make sentences. • vocabulary drill • Concept Map
<p>MY MOTHER</p>	<ul style="list-style-type: none"> • find out more information on other famous personalities and the role of their mothers in their success • Bio-Sketch Writing on Kalam • relate APJ Abdul Kalam's character traits (such as compassion, selflessness and piety) to his mother's teachings. • recite poem with appropriate pause, intonation and pronunciation 	<ul style="list-style-type: none"> • participate in interactive tasks and activities. • read texts independently, comprehend, • and respond to questions • ask questions on the text. • read the literary texts with understanding for pleasure and enjoyment 	<ul style="list-style-type: none"> • sequencing the events of text chronologically • collection of celebrated quotations of APJ Abdul Kalam and making paraphrase of it.

	<ul style="list-style-type: none"> • think critically, compare and contrast characters, events, ideas, themes and relate them to life • develop the values of hardwork, sincerity and honesty. • Learn to adapt with harsh realities of life • know poetic devices, rhyming scheme, new words and message of the poem <p>SDG-1 NO POVERTY</p>		
<p>THE LUNCHEON</p>	<ul style="list-style-type: none"> • design a Menu card for a Posh restaurant • give examples of etiquette of dining and table manners. • illustrate a chart on Balanced Diet. • explain the theme & the message of the chapter. • draw character sketches of the narrator and the lady. • point out the use of irony, humour & sarcasm in the chapter. • appraise the decision taken by the writer that led to his bitter experience. • dramatize the chapter in the form of a Role Play. <p>SDG-3 GOOD HEALTH AND WELLBEING SDG-17 PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> • read stories and other literary texts with understanding for pleasure and enjoyment. • share their own experiences of the real-world situation and relate them with the literary fiction. • follow a chart on balanced diet 	<ul style="list-style-type: none"> • role play of the characters of the drama • converting direct speech statements and questions into indirect speech. • compare the position of a young struggling writer to a renowned writer.
<p>THE CHILDREN'S SONG</p>	<ul style="list-style-type: none"> • recite a patriotic poem. • understand their responsibilities towards their motherland. • spread the message of brotherhood and fellow feeling. • relate the poem to their own life and explain the values learnt in the poem. • write a critical analysis of the poem. • identify the figure of speech. • write a self-composed patriotic poem. <p>SDG -4 QUALITY EDUCATION SDG-16 PEACE AND JUSTICE STRONG INSTITUTION</p>	<ul style="list-style-type: none"> • participate in interactive tasks and activities. • read texts independently, comprehend, and respond to questions • ask questions on the text. • take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening. • engage students in conversation and discussion on various themes. 	<ul style="list-style-type: none"> • poster design /short poem compositions on the theme 'patriotism' • slogan writing on your motherland.

<p>THE CASE OF A SHARP-EYED JEWELLER</p>	<ul style="list-style-type: none"> • know the qualities of a good detective • enlist names of some detective novel series and design a book cover • learn the importance of keen observation. • analyze and interpret different characters and make a story map. <p>SDG-8 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • read stories and other literary texts with understanding for pleasure and enjoyment. • share their own experiences of the real world situation and relate them with the literary fiction. 	<ul style="list-style-type: none"> • role play of the characters of the lesson • converting direct speech statements and questions into indirect speech. • character sketch • create a graphic description based on the summary.
<p>COUPLETS</p>	<ul style="list-style-type: none"> • understand the message implied in the couplets and implement it in real life situations. • pick out the rhyming words and identify the rhyme scheme of the poem. • Compose simple couplets • Know poetic devices, rhyming scheme, new words and message of the poem <p>SDG-16 PEACE AND JUSTICE STRONG INSTITUTION</p>	<ul style="list-style-type: none"> • Recite poems with proper stress and intonation. • Learn about different types of government. • Read the literary texts with understanding for pleasure and enjoyment 	<ul style="list-style-type: none"> • compose, sing and recite collectively songs or poems or couplets. • vocabulary drill • article writing on communal Harmony
<p>THE UNDESERVED REWARD</p>	<ul style="list-style-type: none"> • appreciate the characteristics of a true friendship • examine the characters to write summary • learn values associated with some professions. • think critically, compare and contrast characters, events, ideas, themes and relate them to life <p>SDG -4 QUALITY EDUCATION SDG-1 NO POVERTY</p>	<ul style="list-style-type: none"> • take part in discussions to share their own ideas as well as to get the ideas of their peers. • develop their skills of reading , narrating events and describing people, places and objects. 	<ul style="list-style-type: none"> • rearrangement of words to make sentences. • vocabulary drill • prepare a friendship card and write a message
<p>THE BANGLESELLERS</p>	<ul style="list-style-type: none"> • learn the significance of the bangles for Indian women • understand the various roles played by women in various stages of life. • understand the significance of various colours of the bangles and their association with nature. • identify the various poetic devices. <p>SDG-8 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • read and narrate stories related to Indian tradition. • read and appreciate poems of different genres • compose poems with different elements of nature. 	<ul style="list-style-type: none"> • doing a comparative study of different poems of Sarojini Naidu • Paragraph writing –importance of bangles in Indian culture and tradition.

<p>ABAD DREAM</p>	<ul style="list-style-type: none"> • understand the theme of the play. • develop the skill of finding main idea and getting the relevant details. • develop LSRW skills through dramatization, using appropriate props. • appreciate the value of people who help us • understand the importance of loyalty and good manners. <p>SDG-8 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • read stories and other literary texts with understanding for pleasure and enjoyment. • share their own experiences of the real world situation and relate them with the literary fiction. • respect different professions. 	<ul style="list-style-type: none"> • role play of the characters of the play. • converting direct speech statements and questions into indirect speech. • compare and contrast the character of Mr.Hill with that of Mrs.Hill.
--------------------------	--	--	---

NAME OF THE TEXT BOOK: MY ENGLISH READER

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

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

<p>TOLERANCE</p>	<ul style="list-style-type: none"> • explain how tolerance binds the society. • discuss the importance of Tolerance. • think critically compare and contrast the given topic on tolerance and relate them to life. <p>SDG-16 PEACE, JUSTICE AND STRONG INSTITUTION</p>	<ul style="list-style-type: none"> • read the text independently, comprehend, and respond to questions /ask questions on the text. • read the text with understanding for pleasure and enjoyment • make use of their experiences and relate with their learning. • celebrate tolerance week to spread awareness about necessity of tolerance. 	<ul style="list-style-type: none"> • listening to audio cd and comprehending the questions orally. • draft a speech on the topic ‘tolerance – the need of the Hour’.
-------------------------	--	---	--

NAME OF THE TEXT BOOK: PRACTICE BOOK

<p>CHAPTER /LESSON</p>	<p>LEARNING OUTCOMES</p>	<p>PEDAGOGICAL PROCESS</p>	<p>ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES</p>
<p>TENSES</p>	<p><i>The learner will be able to:</i></p> <ul style="list-style-type: none"> • highlight the verb and tense in a sentence. • write a sentence using the past, present, and future tense • differentiate between two tenses. • change the verb forms. 	<ul style="list-style-type: none"> • learn grammatical rules and sentence structures in order for them to apply these independently in different contexts. • understand various forms of verbs and their usages according to time factor. • practice tenses using worksheets and exercises. 	<ul style="list-style-type: none"> • prepare a tense chart. • present a talk show about hobbies and interests.
<p>NARRATION</p>	<ul style="list-style-type: none"> • define direct speech and indirect speech • distinguish between direct and indirect speech • derive rules from a reported dialogue. • compose a dialogue using direct and indirect forms. 	<ul style="list-style-type: none"> • use rules for converting direct to indirect speech in their day-to-day conversation. • use direct speech with correct punctuations and reporting verbs. • practice Narration using worksheets and exercises. 	<ul style="list-style-type: none"> • arrange a virtual interview with grandparents and ask them about their education system. • Mind map
<p>MODALS</p>	<ul style="list-style-type: none"> • identify modal verbs in a context/sentence. • use modal verbs in writing • illustrate use of can/can’t, may/mayn’t, and should/shouldn’t to express permission, prohibition, doubt and obligation. 	<ul style="list-style-type: none"> • learn the difference between primary and modal auxiliaries. • use modal auxiliaries correctly in their conversation. • practice Modals using worksheets and exercises. 	<ul style="list-style-type: none"> • modal verb hunt • conduct interview on skills, abilities and hobbies.

<p>SUBJECT-VERB AGREEMENT</p>	<ul style="list-style-type: none"> • learn the most common rules for subject/verb agreement. • learn to identify proper and improper subject / verb agreement in their own and peer writing. • create their own sentences using proper subject / verb agreement. 	<ul style="list-style-type: none"> • use subject and verb correctly in a supplied context. • identify proper and improper subject/ verb agreement in their own and peer writing. • practice Subject-Verb Agreement using worksheets and exercises. 	<ul style="list-style-type: none"> • find the partner. (write half of the sentence on cards and let the students find the missing half from their peers.)
<p>CLAUSES AND COMPLEX SENTENCES</p>	<ul style="list-style-type: none"> • identify the components of a compound-complex sentence • determine whether or not a sentence is compound-complex • compose a compound-complex sentence 	<ul style="list-style-type: none"> • identify grammatical features such as–phrases, clauses and sentences • write, read, and discover different kinds of sentences. • organize sentences coherently 	<ul style="list-style-type: none"> • storytelling using different kinds of sentences. • paragraph writing using complete sentences.
<p>LINKERS</p>	<ul style="list-style-type: none"> • students will be able to identify words that function as conjunctions • students will be able to differentiate between subordinating and coordinating conjunctions • students will be able to correctly use conjunctions to link simple sentences together 	<ul style="list-style-type: none"> • organize the thoughts and use them to create something new. • practice Linkers using worksheets and exercises. • organize sentences coherently 	<ul style="list-style-type: none"> • prepare a checklist of likes and dislikes of your friend using different linkers.
<p>ACTIVE AND PASSIVE VOICE</p>	<ul style="list-style-type: none"> • distinguish between active and passive voice in sentences • understand why active or passive voice is appropriate to use in certain contexts • create sentences in the active and passive voice 	<ul style="list-style-type: none"> • implement passive voice in daily interaction. • practice process writing using worksheets and exercises. • organize sentences coherently 	<ul style="list-style-type: none"> • recipe writing • compose a speech /dialogue/small play using passive voice. • prepare a news report.
<p>NON-FINITES</p>	<ul style="list-style-type: none"> • match the terms associated with verbals with their meanings. • use finite verbs for the given actions and change them to non-finite verbs (verbals) –gerund, participle and infinitive. • use verbals to convey specific meanings and add variety to writing. 	<ul style="list-style-type: none"> • analyse infinitives, gerunds and participles • remember the rule of non-finites • practise non-finites using worksheets and exercises. 	<ul style="list-style-type: none"> • Quiz • Mind map
<p>PUNCTUATION</p>	<ul style="list-style-type: none"> • differentiate between commonly used punctuation marks and rarely used punctuation marks. • understand punctuation through correct usage in contexts. • justify punctuation marks in a randomly selected text. 	<ul style="list-style-type: none"> • explore how punctuation imparts meaning. • use real world examples for editing practice. • practise punctuation using worksheets and exercises. 	<ul style="list-style-type: none"> • prepare a chart of punctuation rules. • find out them missing punctuation in a given text.

MATHEMATICS

PRESCRIBED BOOKS: SECONDARY MATHEMATICS CLASS- VIII (DAV, CMC)

REFERENCE BOOKS:

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

ASSESSMENT STRUCTURE

DAV Board Exam (80 Marks)		Internal Assessment (20 Marks)			
68Marks	10+2=12Marks	05 marks	05 marks	05 marks	05 marks
Short / Long Answers and case study questions	MCQs /AR	Pen and Paper Test	Multiple Assessment	Portfolio	Subject Enrichment Activity
		PT-1 PT-2 PT-3	Quiz Model making/Art integrated project, Role play Oral Test	CW & HW	Maths Lab Activities/Experiments NB: Suggested Activities (3 Numbers) & Mandatory Activities (2 Numbers)

RUBRICS FOR INTERNAL ASSESSMENT

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

N.B: 3 Periodic Tests to be conducted and average of best 2 scores will be reduced to 5.

(PT – I & PT – II)

Suggested Lab Activities :5marks

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

Mandatory Activity:

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

(PT-III & ANNUAL EXAMINATION)

Multidisciplinary Project: 5 marks

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

Suggested Lab Activities:

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

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

- (a) Square (b) Equilateral triangle (c) Isosceles triangle (d) Rectangle (e) Parallelogram (f) Rhombus

Art Integrated Activities (At least One)

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

Project work/ Experiential Learning Activities (Any One):

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

Recreational Activities (Any One):

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

WEIGHTAGE TO FORM OF QUESTIONS

(PT-I/PT-II/PT-III/ANNUAL)

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

SYLLABUS (PEN – PAPER TEST)

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

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

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

<p>CUBES AND CUBE ROOTS</p>	<ul style="list-style-type: none"> • recognize cube of an even natural number is even. • understand cube of an odd natural number is odd. • identify cube and cube root of negative numbers is negative • define the cube of a number and cube root of a number. • identify the perfect cubes. • explain the properties of cubes of numbers. • express the prime factorization of perfect cube numbers in triplets. • apply prime factorization for finding the cube root of a number. • solve the word problems related to the cubes and cube roots. • extend their understanding by solving different questions. • relate the cubes and cube roots to the solid cubes. • design different patterns related to cubes of numbers. <p>SDG 9-INDUSTRY INNOVATION AND INFRASTRUCTURE (THROUGH PATTERN TRIES TO LEARN DIFFERENT SHAPES AND STRUCTURES)</p>	<ul style="list-style-type: none"> • evolve the understanding of the concepts of different properties of cubes of numbers. 	<ul style="list-style-type: none"> • to observe some given number patterns on cubes of numbers and write their next three steps/rows.
<p>EXPONENTS AND RADICALS</p>	<ul style="list-style-type: none"> • understand the symbolism and role of an exponent and base to find values. • understand the rules of exponents and apply them in simplifying simple expressions • demonstrate how to use the radical sign in multiplying, dividing, and simplifying expressions. • simplify complex fractions having exponents in both numerator and denominator using the rules and quick simplifying methods. <p>SDG 8 - DECENT WORK AND ECONOMIC GROWTH(TO PROMOTE SUSTAIN INCLUSIVE AND SUSTAINABLE GROWTH EXPONENTIALLY)</p>	<ul style="list-style-type: none"> • use different contexts in Mathematics to appreciate the necessity of representing numbers in exponential form. 	<ul style="list-style-type: none"> • finding powers of different bases e.g 2 & 3 by paper folding.

<p>DIRECT AND INVERSE VARIATION</p>	<ul style="list-style-type: none"> • define variation, direct variation, and inverse variation. • give example of direct variation and inverse variation. • classify the type of variation from the given question. • differentiate the types of variation and solve the questions accordingly. • compare the types of variation and solve the questions to get unknown variable. • solve the problems on time and work as well as time and distance using the concepts of direct and inverse variations. • create and formulate questions based on direct and inverse variation. <p>SDG 1- NO POVERTY SDG 2 -GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • provide daily life situations based on direct and inverse variations 	<p>List out the situations from the day-today life from the following situations.</p> <ul style="list-style-type: none"> • amount of work done and time taken. • number of persons and time taken to complete a work. • speed of a moving body and distance travelled by keeping time as constant. • speed of a moving body and time taken by keeping distance constant.
<p>PROFIT, LOSS AND DISCOUNT</p>	<ul style="list-style-type: none"> • understand the concept of profit and loss. • calculate S.P/C.P. • apply the concept of discount. • understand the concept of GST and its calculation. <p>SDG 8 - DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • explore different examples from daily life situation based on profit/loss and discount that show the use of percentage 	<ul style="list-style-type: none"> • collect a bill/cash memo for your recent shopping and calculate discount and GST from it
<p>COMPOUND INTEREST</p>	<ul style="list-style-type: none"> • distinguish between simple interest and compound interest. • calculate the compound interest from amount, using the formula or otherwise. • calculate compound interest when compounded annually, half-yearly and quarterly. • analyse and calculate growth and depreciation applicable in various situations. <p>SDG 8- DECENT WORK AND ECONOMIC GROWTH SDG 9-INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> • create and discuss daily life situations involving the use of compound interest 	<ul style="list-style-type: none"> • comparison of interest when it is compounded annually, semi-annually and quarterly for the same sum at the same rate and for the same time period and make a decision which option is better in different situation.
<p>ALGEBRAIC IDENTITIES</p>	<ul style="list-style-type: none"> • distinguish between identity and equation. 	<ul style="list-style-type: none"> • verify the various algebraic identities by taking rectangular 	<p>To verify the following algebraic identity by paper cutting and pasting</p>

	<ul style="list-style-type: none"> • learn the application of identities. • factorise the algebraic expressions using the identities. • apply identities in different practical situations. <p>SDG 10-REDUCED INEQUALITIES (REDUCE INEQUALITIES AMONG STUDENTS) EG: BEHAVIOUR LEARNING GAPS</p>	<p>and square cardboard</p>	<p>method. $(a+b)^2 = a^2 + 2ab + b^2$</p>
<p>POLYNOMIALS</p>	<ul style="list-style-type: none"> • identify coefficients and degree of polynomials. • divide a polynomial in one variable by a monomial or a binomial. • verify the dividend by using $\text{divisor} \times \text{quotient} + \text{remainder}$. • understand and appreciate the factor of a polynomial when remainder is zero. <p>SDG16- PEACE AND JUSTICE, STRONG INSTITUTIONS (PROMOTE PEACEFUL AND INCLUSIVE SOCIETIES FOR SUSTAINABLE DEVELOPMENT AND PROVIDE ACCESS TO JUSTICE BY DIVIDING OPPORTUNITIES EQUALLY AMONG THE STUDENTS)</p>	<ul style="list-style-type: none"> • explore division of polynomials using different methods. 	<p>division of polynomials using square grid and colour beads.</p>
<p>LINEAR EQUATIONS IN ONE VARIABLE</p>	<ul style="list-style-type: none"> • solve linear equation in one variable. • convert the language problem into a linear equation based on different life situations. <p>SDG 5 - GENDER EQUALITY</p>	<ul style="list-style-type: none"> • create and calculate the value of unknown quantity in a linear equation using different methods. 	<ul style="list-style-type: none"> • finding the solution of an equation using paper cutting and pasting method.
<p>PARALLEL LINES</p>	<ul style="list-style-type: none"> • comprehend lines are parallel • divide a line segment equally into desired number of parts. • analyze how the concept of copying of an angle is used in dividing a line segment. <p>SDG 4- QUALITY EDUCATION (PROMOTE QUALITY EDUCATION FOR PARALLEL DEVELOPMENT)</p>	<ul style="list-style-type: none"> • identify the transversal and the angles formed by a transversal with two lines. Students can be asked to give some examples form the surroundings 	<ul style="list-style-type: none"> • to verify a pair of alternate interior angles and corresponding angles are equal when a transversal intersects two parallel lines.
<p>UNDERSTANDING QUADRILATERALS</p>	<ul style="list-style-type: none"> • Solve problems related to angles of quadrilaterals in angle sum property. • verify properties of parallelogram and establishes their relationship between them 	<ul style="list-style-type: none"> • draw different types of quadrilaterals, ask them to measure angles of all quadrilaterals, and verify that sum of 	<ul style="list-style-type: none"> • to verify that the sum of the exterior angles drawn in any order of any polygon is 360° by paper cutting and

	<p>through reasoning.</p> <ul style="list-style-type: none"> • generalize properties of different types of quadrilaterals. <p>SDG 9- INDUSTRY INNOVATION AND INFRASTRUCTURE (BUILT RESILIENT INSTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION USING DIFFERENT GEOMETRICAL SHAPES)</p>	<p>four angles of a quadrilateral is 360°</p>	<p>pasting method.</p>
CONSTRUCTION OF QUADRILATERALS	<ul style="list-style-type: none"> • construct a quadrilateral with given conditions. • comprehend whether construction of a quadrilateral with given data is possible or not. <p>SDG 9-INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> • construct the quadrilaterals by using ruler and compasses. 	<p>to verify that</p> <ul style="list-style-type: none"> • the diagonals of a rectangle are equal. • the diagonals of a rhombus bisect each other at right angle.
INTRODUCTION TO GRAPHS	<p>The learners will be able to</p> <ul style="list-style-type: none"> • correlate its application in different places in real life. • locate the position of an object or place with reference to other location. <p>SDG 3 - GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • plotting of points on cartesian plane. Also provide daily life situations based on graph 	<ul style="list-style-type: none"> • construction of distance-time graph to represent a given data.
MENSURATION	<ul style="list-style-type: none"> • solve the problems involving surface area & volume of different solid shapes • compare the surface area & volume of different solid shapes. • verify Euler's formulae for regular polyhedrons • visualize different solid shapes. <p>SDG 14 - LIFE ON LAND (FINDING AREA AND VOLUME OF DIFFERENT SHAPES WHICH EXIST IN THE NATURE)</p>	<ul style="list-style-type: none"> • through discussion motivate them to arrive at the formula for perimeter, area and volume of a rectangle, square, trapezium, parallelogram, and rhombus 	<ul style="list-style-type: none"> • to derive the formula for the total surface area of a right circular cylinder.
STATISTICS AND PROBABILITY	<ul style="list-style-type: none"> • differentiate between terms observation, raw data, range, class marks, frequency, frequency table. • differentiate between raw data, ungrouped & grouped data. • represent the given data through pictorial representations viz. histogram and pie chart and can interpret the same. • determine the probability under different 	<ul style="list-style-type: none"> • interpret the data from a histogram. Also draw a histogram to represent a given data 	<ul style="list-style-type: none"> • write how much time you spent during a day in the following headings (a) school (b) homework (c) play (d) sleep (e) others. Represent the above data in a pie-chart.

	<p>given situations.</p> <p>SDG 3 - GOOD HEALTH AND WELL-BEING</p> <p>SDG 8-DECENT WORK AND ECONOMIC GROWTH</p> <p>SDG 13-CLIMATE ACTION</p>		
<p>ROTATIONAL SYMMETRY</p>	<ul style="list-style-type: none"> • distinguish between line symmetry and rotational symmetry. • calculate the angle of rotation about a fixed point of different objects. <p>SDG 11-SUSTAINABLE CITIES AND COMMUNITIES (MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE SHAPE, RESILIENT AND SUSTAINABLE USING SYMMETRICAL PATTERNS AND DESIGN)</p>	<ul style="list-style-type: none"> • identify symmetrical figures from their environment and which shows rotational symmetry. 	<ul style="list-style-type: none"> • to find the angle of rotation and order of rotational of square, equilateral triangle, and Isosceles triangle.

SCIENCE AND TECHNOLOGY

PRESCRIBED TEXT BOOK:

1. THE LIVING WORLD -A BOOK OF SCIENCE AND TECHNOLOGY – VIII (DAV CMC PUBLICATION)

REFERENCE BOOK:

1. NCERT SCIENCE EXEMPLAR (CLASS –VIII)

ASSESSMENT STRUCTURE

80 Marks Annual Exam	20 Marks Internal Assessment			
Written test Prescribed Annual Syllabus as per DAVCAE 80 Marks	Periodic Assessment (Pen Paper Test) (5 Marks)	Subject enrichment Activity (5 Marks)	Multiple Assessment Activity (5 Marks)	Portfolio (5 Marks)
	PT-I PT-II PT-III	1st Activity Art integration Activity. 2nd Activity Mobile Lab Kit Making.	Multiple Assessment includes observations such as Quizzes, Oral tests, Debates, Role play, Bulletin board, Group discussion, Field work, Puzzles, Interdisciplinary project.	Includes journals, notebook work, assignment /worksheets.

INTERNAL ASSESSMENT

<p>SUBJECT ENRICHMENT ACTIVITY:(5 marks)</p> <p>Art Integrated Activity Activities can be given from the following chapters: Ch-8 Conservation of plants and animals Ch-9 Crop production and its management Ch-17 Stars and solar system Ch-19 Pollution of Air</p> <p>MULTIPLE ASSESSMENT (5 marks) (Group activity)</p> <ol style="list-style-type: none"> 1. Role play – Stars and Solar System. 2. Case study on Pollution of air. 3. Graphical Representation on increase in cost of Petrol/diesel in last 5 years. 	<p>SUBJECT ENRICHMENT ACTIVITY:(5 marks)</p> <p>Mobile Lab Kit Making</p> <ol style="list-style-type: none"> 1. Prepare a temporary mount of onion peel. 2. Physical and chemical properties of metals and non-metals. 3. Refraction of light through a glass slab, glass prism and spherical lenses. 4. Demonstration showing properties of liquid pressure. <p>MULTIPLE ASSESSMENT (5 marks) (Group activity)</p> <ol style="list-style-type: none"> 1. Role play – Do’s and Don’ts during an earthquake. 2. Case study on Pollution of water 3. Bulletin board on Conservation of water.
--	---

RUBRICS FOR INTERNAL ASSESSMENT

PORTFOLIO	ART INTEGRATION	MOBILE LAB KIT	ROLE PLAY
Collection of data (1mark)	Creativity (1mark)	Understanding the concept. (1 Mark)	Content knowledge (1mark)
Content (1mark)	Presentation (1mark)	Experimental setup and proper technique. (1 Mark)	Perfection (1mark)
Use of time and effort(1mark)	Relevancy (1mark)	Collection of data and observation correctly (1 Mark)	Relevancy (1mark)
creativity(1mark)	Aesthetic sense (1mark)	Work with precision, neatness and accuracy (1 Mark)	Presentation(1mark)
Presentation (1mark)	Team work (1mark)	Relating with theoretical knowledge through viva (1 mark)	Co-ordination (1 mark)

CASE STUDY	BULLETIN BOARD	GRAPHICAL REPRESENTATION
Collection of data (1mark)	Collection of data (1mark)	Collection of data (1mark)
Interpretation of data (1mark)	Content knowledge (1mark)	Content knowledge (1mark)
Relevancy (1mark)	Creativity (1mark)	Interpretation of data (1mark)
Presentation(1mark)	Relevancy (1mark)	Relevancy (1mark)
Social context (1 mark)	Presentation(1mark)	Presentation (1mark)

N.B: 3 Periodic Tests to be conducted and average of best 2 scores will be reduced to 5.

WEIGHTAGE TO FORM OF QUESTIONS

(PT-I/PT-II/PT-III/ANNUAL)

S.no	Form of Questions		MCQ/ Assertion&Reason	CBQ	SA-I	SA-II	LA	TOTAL
1	Marks for each question		1	4 (1+1+2)	2	3	5	
2	No. of Questions	PT-I/ PT-III	5(MCQ)+2(AR)	2	3	3	2	17
		PT-II/ ANNUAL	15(MCQ)+4(AR)	4	6	6	3	38
3	Total Marks	PT-I/PT-III	7	8	6	9	10	40
		PT-II/ ANNUAL	19	16	12	18	15	80

SYLLABUS (PEN - PAPER TEST)

Sl. No.	Name of the Chapters	Periodic Test- I (40 Marks) Time:1Hr 30mins	Periodic Test-II/Half yearly (80 Marks) Time : 3 Hrs	Periodic Test-III (40 Marks) Time :1Hr 30 mins	Annual Examination (80 Marks) Time : 3 Hours As per the DAV Board Schedule
1	Ch-1 The Cell: Its Structure and Function			✓	✓
2	Ch-2 Microorganisms: Friends or Foes		✓		✓
3	Ch- 3Metals and Non-metals			✓	✓
4	Ch- 4 Force and Pressure	✓	✓		✓
5	Ch -5 Friction		✓		✓
6	Ch- 6 Sources of energy		✓		✓
7	Ch- 7 Combustion	✓	✓		✓
8	Ch -8 Conservation of Plants and Animals		✓		
9	Ch- 9 Crop Production & its Management	✓	✓		
10	Ch-10 Refraction and Dispersion of Light			✓	✓
11	Ch 11The Human Eye				✓
12	Ch12 Sound				✓
13	Ch 13 Synthetic Fibres and Plastics				✓
14	Ch 14 Reproduction in Animals				✓
15	Ch 15 Reaching the Age of Adolescence				✓
16	Ch16 Electric Current and its Chemical Effects		✓		✓
17	Ch 17 Stars and Solar System	✓			
18	Ch 18 Earthquakes			✓	
19	Ch- 19 Pollution of Air		✓		

20	Ch 20 Pollution of Water			✓	
	TOTAL MARK	40	80	40	80

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

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

<p>METALS</p>	<ul style="list-style-type: none"> understand the different physical properties of metals and non metals and their applications (based on these properties). differentiate between chemical behaviour of metals and non metals towards air, water and acids. relate displacement reaction of metals with reactivity series. comment upon noble metals and uses of metals, nonmetals and alloys. <p>SDG 9- INDUSTRIES INNOVATION AND INFRASTRUCTURE</p>	<p>(burning of mg-ribbon)</p> <ul style="list-style-type: none"> reaction of metal with water (mg with water) reaction of zinc metal with dilute sulphuric acid to show the formation of hydrogen gas. reflective thinking with real life examples study of periodic table and making charts picture display (periodic table) 	<p>reactions of metals and non-metals through chemical equations.</p> <ul style="list-style-type: none"> Identification of alloys used in our day-to-day life.
<p>CH. 4 FORCE AND PRESSURE</p>	<ul style="list-style-type: none"> define, identify and classify force and its types. understand the concept of pressure and its applications <p>SDG 4. -QUALITY EDUCATION</p>	<ul style="list-style-type: none"> effects of force various properties of liquid pressure applications of atmospheric pressure. (demonstration) 	<ul style="list-style-type: none"> Lab activity to show the relation between force and pressure. properties of liquid pressure. existence of atmospheric pressure. Use pictures/science toons to show different types of forces.
<p>CH.5 FRICTION</p>	<ul style="list-style-type: none"> identify various types of friction. appreciate that friction is a necessity as well as nuisance. understand the methods of increasing and decreasing friction. <p>SDG 4- QUALITY EDUCATION</p>	<ul style="list-style-type: none"> different types of friction static friction is a self adjusting friction. factors affecting fluid friction. (demonstration) 	<p>lab activity to show</p> <ul style="list-style-type: none"> factors affecting friction. comparison between static, sliding and rolling friction.
	<ul style="list-style-type: none"> classify the sources of 	<ul style="list-style-type: none"> exploration: 	<ul style="list-style-type: none"> exit card (to identify

<p>CH:6-SOURCES OF ENERGY</p>	<p>energy on the basis of their occurrence, physical state and availability.</p> <ul style="list-style-type: none"> • understand what are fossil fuels, their occurrence in nature and their processing. • know about different types of fuels. • understand the importance of cleaner fuels and alternative sources of energy. <p>SDG 7 -AFFORDABLE AND CLEAN ENERGY</p>	<p>(torch with and without battery – to show the sources of energy)</p> <ul style="list-style-type: none"> • interactive / participative method: petroleum and its products. 	<p>different types of sources of energy)</p> <ul style="list-style-type: none"> • preparation of chart: (coal and its types depending on composition) • Group discussion on importance of cleaner fuel. • Graphical representation on increase in cost of petrol/diesel in last 10 years.
<p>CH:7-COMBUSTION</p>	<ul style="list-style-type: none"> • understand the term combustion and the conditions required for combustion. • differentiate between the types of combustion and understand the consequences of incomplete combustion. • know about various methods used to control fire. • understand different zones of flame.appreciate the properties of a good fuel <p>SDG 11-SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> • reflective thinking with real life examples. <p>demonstration method:</p> <ul style="list-style-type: none"> • candle and jar activity [to show air(oxygen) is necessary for combustion] • paper cup activity (to show ignition temperature is needed for combustion) • candle activity (to show the different zones of a candle) 	<ul style="list-style-type: none"> • Identification of combustible and non-combustible substances. • Group discussion on types of combustion. • Drawing of different zones of a candle flame.
<p>CH-8 CONSERVATION OF PLANTS AND ANIMALS</p>	<ul style="list-style-type: none"> • know deforestation and its consequences. • understand the importance of migration and biodiversity. • know about ways to conserve biodiversity. <p>SDG 13 –CLIMATE</p>	<ul style="list-style-type: none"> • design a Brochure on national park / bio-diversity park / wild life sanctuary. • take out a rally to create awareness about “importance of tree” 	<ul style="list-style-type: none"> • prepare ppt on: <ul style="list-style-type: none"> - endangered species. - vulnerable species. - endemic species. • oral presentation on domestic & global consequences of

	ACTION		
			deforestation. • locate biosphere reserves in india in the political map of india.
CH:9 - CROP PRODUCTION AND ITS MANAGEMENT	<ul style="list-style-type: none"> understand the various agricultural practices. appreciate and analyse the methods of crop improvement & their protection. <p>SDG 2- ZERO HUNGER</p> <p>SDG 3- GOOD HEALTH AND WELLBEING</p>	<ul style="list-style-type: none"> collect the names and photo-copy of various agricultural implements. encourage learners to visit the crop field near their locality. encourage learners to visit various agricultural exhibitions. design different agricultural implements using clay /dough. 	<ul style="list-style-type: none"> Make collage of various tools used in agricultural practices. Perform experimental activity to show the effect of manure and fertilizer in plant growth. Prepare documentation on the knowledge of hybridization.
CH. 10 REFRACTION AND DISPERSION OF LIGHT	<ul style="list-style-type: none"> understand the concept of refraction using various types of optical devices and its causes. draw and identify images formed by concave and convex lens for different positions of the object. <p>SDG 9- INDUSTRIES INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> bending of pencil, apparent raising of a coin in water etc refraction through glass slab . image formation by spherical lenses. dispersion through prism. (demonstration) 	lab activity to show <ul style="list-style-type: none"> refraction of light in day today activities refraction of light through glass slab. dispersion of light in a prism. ray diagrams to show the image formation by concave and convex lenses for different positions of the object.
CH. 11 THE HUMAN EYE	<ul style="list-style-type: none"> draw the structure and appreciate the function of human eye. understand the various defects of vision and ways to take care of eyes. be sensitised towards the resources available for visually challenged. <p>SDG 3- GOOD HEALTH AND WELLBEING</p>	collaborative approach <ul style="list-style-type: none"> structure of human eye function of different parts of an eye inquiry based approach various defects of eye optical and non-optical aids braille system 	<ul style="list-style-type: none"> draw a well labelled diagram of human eye. make a model of human eye using waste materials available at home. make a chart of different eye care tips. survey on defects of vision among the students of the class and their family members.
	<ul style="list-style-type: none"> know the mechanism of production of sound by 	<ul style="list-style-type: none"> production of sound .sound needs a medium to 	(a) lab activity to show <ul style="list-style-type: none"> the propagation of sound

<p>CH. 12 SOUND</p>	<p>humans and various animals.</p> <ul style="list-style-type: none"> • understand the mechanism of propagation of sound. • identify the causes and effects of noise pollution and ways to limit noise pollution. <p>SDG 3 - GOOD HEALTH AND WELLBEING</p>	<p>propagate</p> <ul style="list-style-type: none"> • speed of light in different media <p>inquiry learning</p> <ul style="list-style-type: none"> • sound pollution • characteristics of sound (demonstration) 	<p>waves through different mediums.</p> <ul style="list-style-type: none"> • in a scrap file, paste the pictures of various musical instruments and identify the vibrating part in each of them. • make a poster to create awareness to minimise sound pollution. <p>(b) Power point presentation on ‘cause and effects of noise pollution and measures to be taken to minimise its effects of noise pollution’.</p>
<p>CH: 13- SYNTHETIC FIBERS AND PLASTICS</p>	<ul style="list-style-type: none"> • understand what synthetic fibres are. • know about different types of synthetic fibres and plastics and their properties, advantages and disadvantages. • differentiate between thermoplastics and thermosetting plastics. • know and get sensitised towards the damage caused by plastic waste and measures to control their damage. <p>SDG 11 -SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> •perform activity to show different stuffs of clothes (talk about natural and synthetic fibre) •process of polymerization can be explained by showing a necklace of beads •perform an activity to show the action of water on different types of fibres. •discussion cum interaction method (merits and demerits of synthetic fibres) (demonstration method:)) 	<ul style="list-style-type: none"> • collection of samples of various types of clothes made from synthetic and natural fibres and paste it on a chart paper and label them. • ppt presentation on types of fibre. • Make a planter by using a PET bottle/ used tyre. • Draw posters and write slogans(self created) on ‘Say No To Plastics’.

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

	<p>SDG17 - PARTENERSHIP FOR THE GOALS</p>	<ul style="list-style-type: none"> • prepare a chart to show the various information about all the planets of the solar system. 	
<p>CH. 18 EARTHQUAKES</p>	<ul style="list-style-type: none"> • understand earthquakes, their causes and effects. • relate Richter scale readings with intensity of earthquakes. • acquire skills of disaster management. <p>SDG 8-DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • case study • cause and effects of earthquake • intensity of various earthquakes and the destruction caused in each case • safety precautions to protect against earthquake. <p>(interactive and participation method)</p>	<ul style="list-style-type: none"> • on the world map, indicate the places where tsunami has occurred or is most likely to occur • role play on do's and don'ts during an earthquakes.
<p>CH: 19- POLLUTION OF AIR</p>	<ul style="list-style-type: none"> • understand air pollution and its causes. • know about the harmful effects of major air pollutants. • understand the phenomena of green house effect and global warming, their causes and consequences. • know about different methods of controlling air pollution. <p>SDG 13-CLIMATE ACTION</p>	<ul style="list-style-type: none"> • discussion cum interaction method • group discussion on acid rain, green house effect and global warming. 	<ul style="list-style-type: none"> • concept map (pollutants, effects and control of air pollution) • graphical representation: (effect of global warming on earth – year vs. temperature)
<p>CH: 20 POLLUTION OF WATER</p>	<ul style="list-style-type: none"> • understand water pollution and its causes. • know about ways of purifying water. • appreciate the need for control of water pollution. • sensitise themselves and others towards water conservation. <p>SDG 6-CLEAN WATER AND SANITATION 14-LIFE BELOW WATER</p>	<ul style="list-style-type: none"> • discussion cum interaction method • demonstration: colour, odour and ph of water available inside school. 	<ul style="list-style-type: none"> • concept map (pollutants, effects and control of water pollution) • survey (colour, odour and pH of water from various sources) • street play on 'JAL HI JEEVAN HAI'. • Case study on conservation of water bodies.

SOCIAL SCIENCE

PRESCRIBED TEXT BOOKS:

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

The Social Science Syllabus has been divided into three units.

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

Annual Exam (80 Marks)	Internal Assessment (20 Marks)			
Prescribed Annual Syllabus as per DAVCAE 80 Marks	Pen Paper Test 5 Marks PT-I PT-II PT-III	Multiple Assessment 5 Marks Each student will be assessed by using the following tools. 1.Oral Test 2.Individual/Group work/PPT/Content-Based Video 3.Field work 4. Class Discussion (Quiz, debate, role play, bulletin board, etc.)	Portfolio 5 Marks <u>A. Notebooks/CW, HW -3 Marks.</u> 1. Regularity & Neatness-1 2. Maintenance of Index -1 3. Follow up Action -1 <u>B. Curricular and co-curricular achievements-2 Marks</u> (Assessment will be done related to social science like heritage quiz, school exhibition, vigilance awareness week, etc.	Subject Enrichment Activities 5 Marks Activity: (Projects/Maps/Models) Ch-4: Mineral and Energy Resources (Map work) Ch-12: Impact of British Rule in India (Collage Making/Album) Ch-21:Social Justice and Marginalized (A Case Study on SCs/STs/OBCs)

**ASSESSMENT STRUCTURE
RUBRICS FOR INTERNAL ASSESSMENT**

MAP WORK:	COLLAGE MAKING/ALBUM	CASE STUDY
Accuracy (1 mark)	Content accuracy (1 mark)	Content accuracy (1 mark)
Identification (1 mark)	Originality (1 mark)	Originality (1 mark)
Index (1 mark)	Pictography (1 mark)	Analysis (1 mark)
Labeling (1 mark)	Creativity (1 mark)	Presentation and Creativity (1 mark)
Neatness (1 mark)	Presentation (1 mark)	Bibliography (1 mark)

N.B: 3 Periodic Tests to be conducted and average of best 2 scores will be reduced to 5.

**WEIGHTAGE TO FORM OF QUESTIONS
(PT-I/PT-II/PT-III/ANNUAL)**

S.no	Form of Questions	VSA (MCQ)	SOURCE BASED QUESTION	SA-I	SA-II	LA	MAP WORK	TOTAL	
1	Marks for each question	1	4	2	3	5	1		
2	No. of Questions	PT-I/ PT-III	9	1	3	2	3	-	18
		PT-II/ ANNUAL	16	3	6	3	5	2	35
3	Total Marks	PT-I/PT-III	9	4	6	6	15	-	40
		PT-II/ ANNUAL	16	12	12	9	25	4(G)+2(H)	80

SYLLABUS(PEN-PAPER TEST)

Chapters	PT - I (40 Marks) Time: 1hr 30mins	PT- II (80 Marks) Time : 3hrs	PT- III (40 Marks) me: 1hr 30mins.	Annual Examination (80 Marks) Time:3hrs
Geography - Unit-I - Resources and Development				
1- Resources: Utilization and Development	✓	✓	-	✓
2- Natural Resources-Land, Soil and Water	-	✓	-	✓
3- Natural Resources-Vegetation and Wild life	-	✓		✓
4-Mineral and Energy Resources.	Internal Assessment using multiple strategies(Tool 2)			
5- Agriculture			✓	To be assessed in PPT-III only and will not be evaluated in the Annual Examination
6- Manufacturing Industries	-To be assessed under Subject enrichment Activities (Tool-3)			
7-Human Resources	-	-	-	✓
HISTORY - UNIT: II OUR PASTS -III				
Ch : 8- The Modern Period	✓	✓	-	✓
9- Establishment of Company Rule in India.	Internal Assessment using multiple strategies (Tool-2) (Preparing an album on any given war)			
10-Colonialism: Rural & Tribal Societies	-	✓	-	✓

: 11-The First War of Independence-1857	-	✓	-	✓
Ch:12- Impact of British Rule in India	To be assessed under Subject enrichment Activities (Tool-3) (Preparing a collage on any one impact-Positive/Negative/social)			
Ch:13- Colonialism & Urban change.	-	-	✓	To be assessed in PT -III only and will not be evaluated in the Annual Examination
:14- The Nationalist Movement (1870 to 1947)	-	-	-	✓
: 15- India Marches Ahead.				✓
POLITICAL SCIENCE- Unit-III : RULE OF LAW AND SOCIAL JUSTICE				
:16- Our Constitution	✓	✓		✓
: 17- Fundamental Rights, Fundamental Duties and Directive Principles of State Policy.	✓	✓	-	✓
: 18-The Union Govt.—The Legislature.	-	✓		✓
Ch : 19-The Union Government: The Executive	-	-	✓	✓
Ch-20- The Union Govt. - The Judiciary.	-	-	-	✓
Ch:21- Social Justice and the Marginalized.			✓	To be assessed in PT-III only and will not be evaluated in the Annual Examination.
Ch:22- Safeguarding the Marginalized.	To be assessed under Subject enrichment Activities (Tool-3) (Prepare a case study on any onre SCs/STs/OBCs)			

MAP WORK
HISTORY (2 Marks)

(For Locating and Labelling of the following items)

Note: On the outline political map of India

Ch-11: The First War of Independence-1857

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

Ch.14: Nationalist Movement (1870-1947)

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

MAP WORK
GEOGRAPHY (4 MARKS)

(Test Items for Identification)

Note: On the outline political map of the world

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

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

Ch.3- Natural Resources: Vegetation and Wildlife

a. Tropical Evergreen Forests

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

b. Tropical Deciduous Forests

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

c. Mediterranean Forests

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

d. Temperate Softwood Forests

- I. Northern Canada
- II. Higher latitudes of Europe and Asia

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

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER /TOPIC	LEARNING OUTCOME	PEDAGOGICAL STRATEGY	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
CH:1- RESOURCES: UTILIZATION & DEVELOPMENT	<p>The learners will:</p> <ul style="list-style-type: none"> • explain the meaning of resources and the factors affecting the utilization of resources • understand the classification and uses of resources • realise the need and methods of conservation of resources • analyse the meaning of sustainable development. <p>SDG 8 - DECENT WORK AND ECONOMIC GROWTH. SDG 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> • students are allowed to be active in the process of understanding and gaining knowledge about different types of resources and the 17 sdgs. 	<p>Map Work- on an outline map of the world, show any three developed and developing countries.</p> <p>Pictorial Chart- prepare a pictorial chart showing the classification of resources giving at least a suitable example of each resource.</p> <p>Hotspot image/Flashcards – explore the meaning of Sustainable Development Goals.</p>
CH:-2- NATURAL RESOURCES- LAND, SOIL & WATER	<ul style="list-style-type: none"> • explain the significance of natural resources like land, soil and water. • compare the land use pattern of selected countries. • recognise the factors influencing 	<ul style="list-style-type: none"> • the learners will work together to solve the environmental problem, build strategies and create ideas for the conservation of soil, land, and water. 	<p>Map Work- On an outline map of the world, locate and label i) areas of high rainfall. ii) areas of Low rainfall</p> <p>Poster making with Slogan: Prepare a poster on soil conservation and water conservation with the slogan</p> <p>Tabular Presentation -collect</p>

	<p>soil formation, the causes of soil erosion, need and ways for the conservation of soil.</p> <ul style="list-style-type: none"> • identify the areas of high and low rainfall. • understand the objectives of multipurpose river valley projects and its impact on the environment. <p>SDG 15- LIFE ON LAND. SDG 14- LIFE BELOW WATER SDG 13 - CLIMATE ACTION. SDG 6 - CLEAN WATER AND SANITATION.</p>		<p>information about 5 major Multipurpose River Valley Projects of India and then complete the table under the following heads:</p> <ol style="list-style-type: none"> 1.name of the project 2. river 3.beneficiary States <p>Debate – Environmental impacts of Multipurpose River Valley Project.</p>
<p>CH:3- NATURAL RESOURCES- VEGETATION & WILD LIFE</p>	<ul style="list-style-type: none"> • learn about different types of forests and its importance. • identify the natural vegetation of different places of the world. • asses the difference and importance of wildlife, National parks and Sanctuaries. • importance of wildlife in ecological balance and forest life. <p>SDG 17- PARTNERSHIP FOR THE GOALS. SDG 15- LIFE ON LAND. SDG 14 - LIFE BELOW WATER SDG-13 - CLIMATE ACTION.</p>	<ul style="list-style-type: none"> • students are given a learning environment that helps them to connect with natural vegetation and wildlife and their significance. 	<p>Map: on an outline map of the world, locate and label the different types of forests.</p> <p>Tabular Chart- Prepare a tabular chart on the National park of india under the following columns.</p> <ol style="list-style-type: none"> i. Name of the National Park ii. Location (State) iii. Bird/Animal <p>Picture Pasting – Paste pictures of tress or plants having medicinal value and write it's uses.</p>
<p>CH-4-MINERAL & ENERGY RESOURCES.</p>	<ul style="list-style-type: none"> • explain the occurrence of different minerals. • the classification of different minerals and its distribution in India/ world. • understand the need to conserve mineral and energy resources and suggest measures for it. <p>SDG-7 - AFFORDABLE AND CLEAN ENERGY. SDG- 12 - RESPONSIBLE CONSUMPTION AND PRODUCTION.</p>	<ul style="list-style-type: none"> • students will explore different minerals resources and energy resources. • suggest ideas for the conservation of energy resources. 	<p>Map Work- on outline maps of the world, locate and label the following ÷</p> <ol style="list-style-type: none"> a) Iron ore b) Bauxite c) Coal d) Petroleum e) Copper <p>Project- comparative Study on Conventional and Non-Conventional sources of energy.</p>
<p>CH:5- AGRICULTURE</p>	<ul style="list-style-type: none"> • describe importance and factors affecting agriculture. • classifies different types of Agriculture. 	<ul style="list-style-type: none"> • students will engage in different activities and will work on live problem-solving during class 	<p>Map Work- on the outline map of India, locate and label the leading producer states of the following crops÷</p>

	<ul style="list-style-type: none"> describes major crops, types of farming and agricultural practices in her/his own area/state. interprets the world map for distribution of major crops. locates places relates distribution of major Crops. analyses the agricultural practices in USA and India. justifies judicious use of natural resources. such as water, soil, forest, etc. to maintain developments in all areas. analyses the factors due to which some countries are known for production of major crops, e.g., wheat, rice, cotton, jute, etc., and locates these countries on the world map. draws interrelationship between types of farming and development in different regions of the world. <p>SDG 15- LIFE ON LAND. SDG 2 - ZERO HUNGER.</p>	<p>time.</p>	<ul style="list-style-type: none"> rice wheat cotton jute tea coffee <p>Collage Making- collect pictures of various traditional and modern agricultural implements. Make a collage with their names and their uses.</p> <p>Mind Map – prepare a mind map of different types of agriculture and write their features.</p> <p>PPT: prepare a PPT on major crops of India and the world under the following: soil type, Temperature, Rainfall, Major producing areas in the world and India.</p> <p>Bulletin Board- “Be a food waste warrior”- suggest some tips to reduce food waste in the school canteen and at home. Paste it on the class/school bulletin board.</p>
<p>CH:6- MANUFACTURING INDUSTRIES</p>	<ul style="list-style-type: none"> define the term manufacturing industry, industrial region, information technology. understand the important facts about Iron and Steel Industry, Cotton Textile Industry and Information Technology. classify different types of industries. explain the growth and development of various industries in India and the world. justify why is the iron and steel industry considered basic to the industrial development of any country. create awareness among others about ‘Make in India ‘project through slogans and posters. <p>SDG 15- LIFE ON LAND. SDG 2 - ZERO HUNGER.</p>	<ul style="list-style-type: none"> students are expected to explore, challenged, improved and refined their knowledge about the major manufacturing industries of the world and India 	<p>Flow Chart – prepare a flow chart showing the classification of industries.</p> <p>Map Work – 1. major industrial regions of the world. 2. major industrial regions in India.</p> <p>Group Discussion – industrial pollution is a challenge to the maintenance of the environment</p>

<p>CH:7-HUMAN RESOURCES</p>	<ul style="list-style-type: none"> • understand the utility and value of resources over time and space. • analyse the factors responsible for utilisation of resources • classify resources • justifies human as an important resource for development of other resources. • explores various ways for sustainable development and resource conservation. <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION. SDG 17 - PARTNERSHIP FOR THE GOALS. SDG 3- GOOD HEALTH AND WELL-BEING.</p>	<ul style="list-style-type: none"> • the students will learn through observation, reflection, problem-solving, and creation. 	<p>Pie Diagram – prepare a pie diagram showing the continent-wise distribution of the world population. Map Work – On an outline political map of India, show the density of the population of India according to the latest census. Graphical presentation – Bar graph on ÷</p> <ul style="list-style-type: none"> • growth of population in india (1951-2011) • sex ratio in the most populous countries of the world in 2011. • sex ratio in india from 1951-2011. • comparative study of population pyramid between India and Japan.
<p>CH: 8- THE MODERN PERIOD</p>	<ul style="list-style-type: none"> • identify the events related to modern period. • illustrate the different sources of information about modern period. • compare the sources of modern periods with sources of other periods. • value the importance of history on the basis of events, persons and dates. • design an album on the sources of modern period. <p>SDG 4- QUALITY EDUCATION.</p>	<ul style="list-style-type: none"> • recall the ancient and medieval to construct modern period • enlist the objectives behind each source of information • highlight the artefacts of colonial period in constructing modern period. 	<ul style="list-style-type: none"> • timeline on the three periods of Indian History. • flow chart on various sources of information of modern period • pairing and sharing – picture identification • MAP- architectural findings in Presidential settlement.
<p>CH: 9- ESTABLISHMENT OF COMPANY RULE IN INDIA.</p>	<ul style="list-style-type: none"> • enlists about the dates, events and important personalities. • investigates different methods by which the British acquired land and kingdoms in India. • outlines the causes and consequences of the Indo-Colonial wars. • examine the success of the English power in India. 	<ul style="list-style-type: none"> • frame timeline in chronological order. • analyses the journey from traders to imperial power. • assess the battle of buxar as the turning point in indian history. • arrange the causes and results of each war in a tabular form. 	<ul style="list-style-type: none"> • flow chart each war. • time line. • preparing an album on any one war. • MAP-Identification and location of places associated with each war.

	<ul style="list-style-type: none"> evaluates the policies of Indians for the cause of failure. creates the time line charts for each war. <p>SDG 11- SUSTAINABLE CITIES AND COMMUNITIES</p>		
CH: 10- COLONIALISM: RURAL & TRIBAL SOCIETIES	<ul style="list-style-type: none"> explain different Land Revenue Systems and their impacts. asses the causes and events of Peasants revolts. analyses reason behind the exploitation of Tribals. summarize the causes and Consequences of the Tribal Revolts in India. recognize the impact of colonialism on Indian crafts and industries. identify the events that lead to the development of modern industries in India. <p>SDG 11: SUSTAINABLE CITIES AND COMMUNITIES. SDG 16: - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> understand the reasons for adoption of different revenue settlements. aware about the importance of the commercial crops in strengthening colonial power. analyses the causes of tribal revolts against British policies. appraise the growth of modern industries in India. 	<ul style="list-style-type: none"> concept map on commercial crops. sketch noting on tribes. table on tribal revolts. MAP-Locating regions associated with different revenue settlements with their features.
CH: 11-THE FIRST WAR OF INDEPENDENCE -1857	<ul style="list-style-type: none"> explain the causes of 1857 Revolt and its nature. identify the important centers and leaders of the Revolt. describe the suppression of the Revolt. assess the reasons for the failure of the 1857 Revolt. appreciate the outcome of the revolt known as First War of Independence. <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> design a mind map based on the different causes of the first war of independence. sketch the course of the revolt on map of India. demonstrations of the various events through ppt. 	<ul style="list-style-type: none"> mind map. flow chart. venn diagram on the result of the revolt. who am i? map-course of the revolt.
CH:12- IMPACT OF BRITISH RULE IN INDIA	<ul style="list-style-type: none"> explain the education policy of the Britishers and its impact in India. recognise the role of different 	<ul style="list-style-type: none"> outline the measures taken by the British colonial power in educating the Indian society. assess the positive and negative 	<ul style="list-style-type: none"> collage on social impact of British education policy. venn diagram on positive and negative impact of British

	<p>social reformers in Indian society.</p> <ul style="list-style-type: none"> access the impact of social reforms in bringing changes in Indian society. <p>SDG 8- DECENT WORK AND ECONOMIC GROWTH. SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION. SDG 4- QUALITY EDUCATION.</p>	<p>aspects of the British educational policy.</p> <ul style="list-style-type: none"> appraise the role of the social reformers with colonial powers in bringing changes in Indian society. 	<p>education policy.</p> <ul style="list-style-type: none"> MAP-Identify places associated with the social reformers and their contributions.
<p>CH:13- COLONIALISM & URBAN CHANGE.</p>	<ul style="list-style-type: none"> describe the process of De-urbanisation. explain the process of urbanization of Calcutta and Delhi. recognise the reasons for introduction of railways by the British in India. realise the merits and demerits of the introduction of the Railways. assess the impact of the British policies on Indian painting, literature and Architecture. <p>SDG 11- SUSTAINABLE CITIES AND COMMUNITIES. SDG 9- INDUSTRY, INNOVATION AND INFRASTRUCTURE.</p>	<ul style="list-style-type: none"> Comparison between the concept of urbanization and deurbanization. Compile the factors related to urbanization. Appreciate the growth and development of art and architecture with the coming of the British. 	<ul style="list-style-type: none"> timeline for changes in delhi- pre-capital and post-capital. venn diagram on urbanization of calcutta and delhi. concept map on development of railways in india. map-relocation of capital cities with factors behind it.
<p>CH:14- THE NATIONALIST MOVEMENT (1870 TO 1947)</p>	<ul style="list-style-type: none"> define the meaning of nationalism. Identify the changes occurred in the course of national movement in India. understand the different trends of the national movement. establish links with different events of freedom movement through pictures. assess the role of different nationalist leaders in the freedom struggle. make a picture collage of leaders of the national movement. identify the places associated with the freedom struggle on the outline political map of India. outlines the course of the Indian national movement from the 1870s till Independence analyses the significant developments in the process of nation building. <p>SDG 17 - PARTNERSHIP FOR THE GOALS.</p>	<ul style="list-style-type: none"> recognize the factors of nationalism leading to the formation of inc. analyse the differences in the thoughts of the moderates and radicals. summarize the impact of British divide and rule policy on the freedom movement. inculcate the values associated with Gandhian methods among the Indians. interpret the impact of various mass movements in strengthening the freedom struggle. 	<ul style="list-style-type: none"> timeline on all sessions of the Indian National Congress. forming the word garden with specific events of national movement. presentation of causes and impact of each mass movement. MAP-Sessions of INC, places associated with major events of the national movement.

<p>CH:15- INDIA MARCHES AHEAD.</p>	<ul style="list-style-type: none"> recall the main features Indian Independent Act 1947. realise the significance of Indian Constitution. understand the importance of working of Indian democracy. differentiate between the National political Party and Regional Parties. explain the path of India’s economic and agricultural growth. highlight the main features of India’s Foreign policy. synthesize the importance of Vision 2020. <p>SDG 8 - DECENT WORK AND ECONOMIC GROWTH. SDG 2- ZERO HUNGER SDG 3- GOOD HEALTH AND WELL- BEING.</p>	<ul style="list-style-type: none"> discuss the provisions of Indian Independence Act. recognize the factors for India’s adoption of democracy. illustrate the importance of rise of regional parties in Indian democracy. enlist the measures adopted in achieving immediate economic growth. identify the challenges faced by the newly independent India. examine the Indian foreign policy based on Panchasheel. 	<ul style="list-style-type: none"> chai pe charcha- corruption is a major challenge hampering the growth of India. poster-making on the bond that unite all of us in spite of differences. prepare a PPT presentation on ‘How far has India achieved its goal- Vision 2020.
<p>Ch:16- OUR CONSTITUTION</p>	<ul style="list-style-type: none"> recognise the importance of Rule of law. appreciate the constitution as the Primary source of laws for a democracy. illustrate the vision and Values of the constitution. analyses the features of the constitution. defends the validity of the norms of the Constitution. creates a sense of continuous involvement with the constitution as a living document. <p>SDG 8- DECENT WORK AND ECONOMIC GROWTH. SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTIONS SDG 4 – QUALITY EDUCATION SDG-8: DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> recognise the concept of the rule of law in the composition of Indian constitution. differentiate between the need and purpose of the constitution. the learner will be able to comprehend the vision in relation to basic feature of our constitution. 	<ul style="list-style-type: none"> concept map on the need and purpose of constitution. fish bowl-specific terms related to the chapter. flow chart- Basic features of the constitution. MAP-(World) -The countries from whom India adopted varied features for our constitution.

<p>CH: 17- FUNDAMENTAL RIGHTS, FUNDAMENTAL DUTIES & DIRECTIVE PRINCIPLES OF STATE POLICY.</p>	<ul style="list-style-type: none"> interprets the aspects of secularism and the circumstance for which it is inserted in the preamble. analyzes the articles of Fundamental Rights with its significance in Indian scenario. appreciates the social values to be imbibed from Gandhian principles. <p>SDG 8 -DECENT WORK AND ECONOMIC GROWTH. SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION. SDG 4- QUALITY EDUCATION. SDG 2 -ZERO HUNGER. SDG 1- NO POVERTY.</p>	<ul style="list-style-type: none"> the learner will be able to understand his role as citizen in a democratic set up. identify the provisions as per the fundamental rights. aware about the limitations and restrictions of the fundamental rights as per the need of the society. appreciate the provisions related to the harmonious life practiced by different religious communities. 	<ul style="list-style-type: none"> day and Night Game - Fundamental rights. one -minute paper- fundamental duties. word collage on directive principles of State Policy. slogan on communal harmony.
<p>CH: 18-THE UNION GOVT.— THE LEGISLATURE.</p>	<ul style="list-style-type: none"> realise the need for federal structure in India. explain the significance of the division of powers and subjects between different levels of government. compare between the composition, tenure, qualification and functions of Lok Sabha and Rajya Sabha. understand the role of speaker in Lok Sabha and Chairman of Rajya Sabha. <p>SDG 5 -GENDER EQUALITY.</p>	<ul style="list-style-type: none"> classify Indian governments at different levels. categorise various subjects in the Union, State, Concurrent and residuary subjects. recall UAF as the principal feature of democracy. compare Lok Sabha and Rajya on the basis of composition, tenure, qualification and presiding officer. Elaborate the powers and functions of the Union Parliament. 	<ul style="list-style-type: none"> flow chart on Union Government. collage of issues on any one list from newspaper. flash card on Lok Sabha vs Rajya Sabha. MAP-State with low number of constituencies.
<p>CH: 19-THE UNION EXECUTIVE</p>	<ul style="list-style-type: none"> explain the nature and the working of the Parliamentary system of Government. differentiate between Real and Nominal Executive. comprehend the process of election of the President of India and its Impeachment. understand the powers and functions of President and Vice President. identify the composition, powers and functions of the Council of Ministers and Prime Minister of India. value the significance of Coalition Government in the present-day politics. <p>SDG 12 - RESPONSIBLE</p>	<ul style="list-style-type: none"> differentiate between the nominal and executive head. explain the process of election of the President of India. aware about the nominal powers of the President of India. elaborate on the collective responsibility of the Council of Ministers. 	<ul style="list-style-type: none"> presidential election-Sketch noting. mind map on powers and functions of the President. MAP- Identify the home states of all the Presidents of India.

	<p>CONSUMPTION AND PRODUCTION. SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>		
<p>CH-20- THE UNION GOVT. - THE JUDICIARY.</p>	<ul style="list-style-type: none"> explain the concept and importance of Independent Judiciary system in India. know about Jurisdiction of Supreme Court of India. know about Jurisdiction of High Courts and Subordinate Courts of India. identify the significance of Lok Adalat in India. understand the importance of Public Interest Litigation. <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> argument on single unified judicial system in India. classify the cases as per civil and criminal matters. outline the powers and functions of the Supreme court and the High courts. elaborate the Collegium system in Indian judiciary. highlight the importance of Lok Adalat and PIL for the common people. 	<ul style="list-style-type: none"> comparative study on the High court with the Supreme Court. flow chart on the subordinate courts and the features. post card and PIL. MAP-The place where the first Lok Adalat was held. MAP-The three north-eastern states where High courts have been set up.
<p>CH:21- SOCIAL JUSTICE & THE MARGINALIZED</p>	<ul style="list-style-type: none"> explain the meaning of marginalized groups and their problems. enlist the Constitutional Provisions for safeguarding the interest of the marginalized groups. appreciate the steps taken by the government for the welfare of the minorities and marginazed groups. <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> recognise and categorize the weaker sections such as SCs, STs, OBCs, minorities and the creamy layers. point out the marginalized groups from among them. highlight the different welfare schemes introduced by the government for their upliftment. 	<ul style="list-style-type: none"> showcase the hardship of tribal life in India. (Case study) MAP-States rich in tribal communities.
<p>CH:22- SAFEGUARDING THE MARGINALIZED</p>	<ul style="list-style-type: none"> explain the concept of social justice, problems faced by marginalized groups. analyses the steps taken by the government of India for the welfare of the marginalized. analyses the importance of policy of Reservation. <p>SDG 10- REDUCED INEQUALITIES.</p>	<ul style="list-style-type: none"> aware the learners about the various constitutional provisions specified for the marginalized groups. review the exploitation by the atrocities towards the marginalized sections. interpret the role of government in rehabilitation of manual scavengers. 	<ul style="list-style-type: none"> flow chart on the constitutional provisions that safeguard the marginalized sections of society. collage making-Prevention of Atrocities Act, 1989. tabular presentation of programs launched by the government for the upliftment of the weaker sections with their objectives. MAP-Indian cities that have fared well on cleanliness parameters under the Swachh Bharat Mission.

SUBJECT –HIGHER ODIA

PRESCRIBED TEXTBOOKS:

୧. ସାହିତ୍ୟିକା –ଅଷ୍ଟମ ଶ୍ରେଣୀ

ପ୍ରକାଶକ–ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

୨. ଆମ ଓଡ଼ିଆ ବ୍ୟାକରଣ-ଅଷ୍ଟମ ଶ୍ରେଣୀ

ପ୍ରକାଶକ – ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

ASSESSMENT STRUCTURE

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

PT-I & PT-II: Scenery Narration
PT-III & ANNUAL : Extempore

SUBJECT ENRICHMENT ACTIVITIES

PT-I & PT-II : Inter Disciplinary Project
PT-III & ANNUAL : Story Writing

RUBRICS FOR INTERNAL ASSESSMENT

PORTFOLIO(CW/HW)	EXTEMPORE	SCENERY NARRATION	STORY WRITING
Regularity(1Mark) Maintenance of Copy (1 Mark) Writing relevant answers (1 Mark) Follow up action (1 Mark) Task Completion (1 Mark)	Construction of theme (1 Mark) Use of language (1 Mark) Systematic presentation (1 Mark) Voice modulation (1 Mark) Timely completion (1 Mark)	Content (1 Mark) Creativity (1 Mark) Language (1 Mark) Understanding(1 Mark) Time management (1 Mark)	Plot Construction (1 Mark) Characterization (1 Mark) Timely Completion (1 Mark) Language (1 Mark) Message (1 Mark)

DESIGN OF QUESTION PAPER: 2024-25

I. Weightage of learning objectives:

Objectives	Reading	Writing	Grammar	Literature	Total
% of Marks	25%	20%/ 17.5%	12.5%/ 15%	30%	100
PT-I/ /PT-III	10	08/07	05/ 06	17	40
% of Marks	12.5%	18.75%	31. 25%	43.75%	100
PT-II & Annual	10	15	20	35	80

II. Weightage to form of questions:
(PT-I/ PT-II/ PT-III/ Annual)

Sl. No.	Form of Questions	MCQ	VSA	SA-1	LA-I	LA-II	Total	
1	Mark for each question	01	01	02	05	8/7		
2	Number of questions	PT-I/ PT-III	01 (Q:7)	03 (Q:3,4,8)	02 (Q:1,6)	01 (Q:5)	01 (Q:2)	08
		PT-II/ Annual	02 (Q:10,13)	05 (Q:4,5,6,7,14)	03 (Q:1,9,12)	02 (Q:8,11)	02 (Q:2,3)	14
3	Total Marks	PT-I/ PT-III	03	08 (PT-I) 09 (PT-III)	16	5	08 (PT-I) 07 (PT-III)	40
		PT-II/ Annual	08	25	22	10	(8+7) 15	80

(80Marks of Half-Yearly/Annual will be reduced to 50% weightage.) 30marks will be allotted for Internal Assessment.
(P.A. 1 +2 = 20% weightage + Half-Yearly/Annual 50% weightage = 70 % + 30 % Internal Assessment = 100%)

SYLLABUS (PEN-PAPER TEST)

PERIODIC TEST-I (40 Marks) TIME- 1 Hr 30 mins	PERIODIC TEST-II /HY (80 Marks) TIME- 3 Hrs	PERIODIC TEST-III (40 Marks) TIME- 1 Hr 30 mins	ANNUAL EXAM (80 Marks) (Time – 3 Hrs)
'କ' ବିଭାଗ – (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	'କ' ବିଭାଗ – (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	'କ' ବିଭାଗ – (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ	'କ' ବିଭାଗ – (ପଠନ) ୧. ଅପଠିତ ଗଦ୍ୟାଂଶ
'ଖ' ବିଭାଗ - (ଲିଖନ) ୧. ରଚନା	'ଖ' ବିଭାଗ - (ଲିଖନ) ୧. ରଚନା ୨. ଦରଖାସ୍ତ୍ର	'ଖ' ବିଭାଗ - (ଲିଖନ) ୧. ଦରଖାସ୍ତ୍ର	'ଖ' ବିଭାଗ - (ଲିଖନ) ୧. ରଚନା ୨ ଦରଖାସ୍ତ୍ର
'ଗ' ବିଭାଗ- (ବ୍ୟାକରଣ) ୧. ବର୍ଣ୍ଣ (ସ୍ଵର, ବ୍ୟଞ୍ଜନ) ୨. ଲିଙ୍ଗ, ବଚନ, ପୁରୁଷ	'ଗ' ବିଭାଗ- (ବ୍ୟାକରଣ) ୧. ବର୍ଣ୍ଣ (ସ୍ଵର, ବ୍ୟଞ୍ଜନ) ୨. ଲିଙ୍ଗ, ବଚନ, ପୁରୁଷ ୩. ତତ୍ପଦ, ତତ୍ତ୍ଵବ ଶବ୍ଦ ୪. ବାକ୍ୟ ଚିହ୍ନାଂଶ (ସରଳ, ଯୌଗିକ, ଜଟିଳ) ୫. ବିଶେଷ୍ୟ (ନାମ, ଜାତି, ବସ୍ତୁ, ଗୁଣ, କ୍ରିୟା)	'ଗ' ବିଭାଗ- (ବ୍ୟାକରଣ) ୧. ବିଶେଷଣ (ଗୁଣ, ଅବସ୍ଥା, ସଂଖ୍ୟା, ପୁରୁଣ, ପରିମାଣ) ୨. ସର୍ବନାମ (ବ୍ୟକ୍ତିବାଚକ, ପୁଞ୍ଜବାଚକ, ସମ୍ବନ୍ଧବାଚକ, ଗୁରୁତ୍ଵଆରୋପକ)	'ଗ' ବିଭାଗ- (ବ୍ୟାକରଣ) ୧. କ୍ରିୟା (ସମାପିକା, ଅସମାପିକା, ପ୍ରେରଣାର୍ଥକ) ୨. ଅବ୍ୟୟ (ସଂଯୋଜକ, ବିଯୋଜକ, ସମ୍ବୋଧନ ସୂଚକ)
'ଘ' ବିଭାଗ(ସାହିତ୍ୟ) କବିତା- ୧. ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ ପ୍ରବନ୍ଧ- ୧. ରୋଗୀସେବା ଅତିରିକ୍ତ ସାହିତ୍ୟ ୧. ଡାକମୁନସି	'ଘ' ବିଭାଗ(ସାହିତ୍ୟ) କବିତା - ୧. ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ ୨. ଉଦ୍ଭୋଧନ ୩. ଶିକ୍ଷାଦୀକ୍ଷା ପ୍ରବନ୍ଧ- ୧. ରୋଗୀସେବା ୨. ଗୁରୁ-ଶିଷ୍ୟ ସମ୍ପର୍କ ୩. ଦରିଆ ଦଖଲ ଅତିରିକ୍ତ ସାହିତ୍ୟ ୧. ଡାକମୁନସି ୨. ସୁନା ନେତ୍ର	'ଘ' ବିଭାଗ(ସାହିତ୍ୟ) କବିତା - ୧. ଜାତୀୟ ପତାକା ପ୍ରବନ୍ଧ- ୧. ପ୍ରଗତି ଓ ମାନବ ଧର୍ମ ଅତିରିକ୍ତ ସାହିତ୍ୟ ୧. ଦଶହରା ଭେଟି	'ଘ' ବିଭାଗ(ସାହିତ୍ୟ) କବିତା - ୧. ବଶିଷ୍ଠ ଓ ବିଶ୍ଵାମିତ୍ର ପ୍ରବନ୍ଧ- ୧. ବୈଜ୍ଞାନିକ ମନୋବୃତ୍ତି ୨. ଚେଳ ଆତଙ୍କ ଅତିରିକ୍ତ ସାହିତ୍ୟ ୧. ଆହୁତି (Including PA-I, PA-II/ HY & PA-III Syllabus)

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESS

କ୍ରମାଙ୍କ	ପ୍ରସଙ୍ଗ	ଶିକ୍ଷଣ ଫଳାଫଳ/ସତତବିକାଶଲକ୍ଷ୍ୟ(SDG)	ଶୈକ୍ଷିକପ୍ରକ୍ରିୟା	କ୍ରିୟାକଳାପ
୧.	ବୃକ୍ଷମାହାତ୍ମ୍ୟ	ଶିକ୍ଷାର୍ଥୀମାନେ – ଅତିବଡ଼ୀ ଜଗନ୍ନାଥବାସଙ୍କ ପରିଚୟ ତଥା ସାହିତ୍ୟକୃତି ସମ୍ପର୍କରେ ଧାରଣାପାଇବେ। ବୃକ୍ଷର ବିଭିନ୍ନ ଉପକାରିତାକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ପ୍ରଦର୍ଶନ କରିପାରିବେ। SDG- 4,15- ଗୁଣାତ୍ମକଶିକ୍ଷା, ସ୍ଥଳଭାଗରେ ଜୀବନ	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବିପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଶ୍ରେଣୀ ଗୃହରେ ଓଡ଼ିଆ ଭାଗବତପାଠ ବୃକ୍ଷର ବିଭିନ୍ନ ଉପକାରିତାକୁ ଚିତ୍ର ମାଧ୍ୟମରେ ପ୍ରଦର୍ଶନ
୨.	ଉଦ୍ଭୋଧନ	ଶିକ୍ଷାର୍ଥୀମାନେ – ସ୍ଵଭାବକବି ଗଙ୍ଗାଧର ମେହେରଙ୍କ ପରିଚୟ ତଥା ସାହିତ୍ୟକୃତି ସମ୍ପର୍କରେ ଧାରଣା ପାଇବେ। 'ପରିଶ୍ରମହିଁ ସଫଳତାର ଚାବିକାଠି' ଶୀର୍ଷକ ପ୍ରବନ୍ଧ ଲେଖିବା ପାଇଁ ସମର୍ଥହେଲେ। SDG-4,17- ଗୁଣାତ୍ମକଶିକ୍ଷା, ଲକ୍ଷ୍ୟପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବିପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> 'ମାତୃଭାଷାର ଉନ୍ନତିରେ ବିଦ୍ୟାର୍ଥୀଙ୍କ ଭୂମିକା' ଶୀର୍ଷକ ପ୍ରବନ୍ଧ ଲିଖନ ସ୍ଵଭାବକବି ଗଙ୍ଗାଧର ମେହେରଙ୍କ ଲିଖିତ ଅନ୍ୟାନ୍ୟ ପଦ୍ୟାବୃତ୍ତି
୩.	ଶିକ୍ଷାଦୀକ୍ଷା	ଶିକ୍ଷାର୍ଥୀମାନେ – କବି ବୈଷ୍ଣବ ପାଣିଙ୍କ ପ୍ରବନ୍ଧ 'ଗଣକବି' ଉପାଧିର ଯଥାର୍ଥତା ହୃଦୟଙ୍ଗମ କରିବେ । ପିତୃଭକ୍ତି,ଭ୍ରାତୃସ୍ନେହ,ପତିଭକ୍ତି,ସତ୍ୟନିଷ୍ଠା, ଆହାଙ୍କାରଶୂନ୍ୟତା,ଦୃଢ଼ଚିତ୍ତ,ଭଗବତପ୍ରେମ ସମ୍ପର୍କରେ ଧାରଣା ପାଇବେ । SDG-4 - ଗୁଣାତ୍ମକଶିକ୍ଷା	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବିପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ରାମାୟଣର ସଂକ୍ଷିପ୍ତ କଥାବସ୍ତୁ ଉପସ୍ଥାପନ ପ୍ରସଙ୍ଗ ଆଧାରିତ ଚରିତ୍ରାଭିନୟ (ଗୀତିନାଟ୍ୟ)
୪.	ଜାତୀୟ ପତାକା	ଶିକ୍ଷାର୍ଥୀମାନେ – ପଣ୍ଡିତ ଗୋଦାବରୀଶ ମିଶ୍ରଙ୍କର ବହୁବିଧ ପ୍ରତିଭା ସମ୍ପର୍କରେ ଅବଗତହେବେ। ଜାତୀୟ ପତାକା ପ୍ରତି ସମ୍ମାନବୋଧ, ସ୍ଵଦେଶ ପ୍ରେମ ଓ କବିଙ୍କର ସୌନ୍ଦର୍ଯ୍ୟ ଚେତନା ସମ୍ପର୍କରେ ଜ୍ଞାନ ଆହରଣ କଲେ। SDG-4, 10, 16, 17 ଗୁଣାତ୍ମକଶିକ୍ଷା,ଅସମାନତାହ୍ରାସ,ଶାନ୍ତି,ନ୍ୟାୟ,ଯୁକ୍ତ ବଳିଷ୍ଠ ଅନୁଷ୍ଠାନ,ଲକ୍ଷ୍ୟପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବିପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ନିର୍ଦ୍ଦିଷ୍ଟ ସମୟ ସୀମା ମଧ୍ୟରେ ନିର୍ଭୁଲ ଭାବରେ,ନିର୍ଦ୍ଦିଷ୍ଟ ସ୍ଵରରେ ଜାତୀୟ ସଙ୍ଗୀତ ଗାନ ଜାତୀୟ ପତାକାର ଉତ୍ପତ୍ତି ଏବଂ କ୍ରମ ବିକାଶ ସମ୍ପର୍କିତ ସଚିତ୍ର ବିବରଣୀ ପ୍ରଦାନ 'ଜାତୀୟପତାକା' ଶୀର୍ଷକ ସ୍ଵରଚିତ୍ର କବିତା ଲିଖନ
୫.	ବଶିଷ୍ଠବିଶ୍ଵାମିତ୍ର	ଶିକ୍ଷାର୍ଥୀମାନେ – କବି,କବିତାରେ ବର୍ଣ୍ଣିତ ପୌରାଣିକ ଆଖ୍ୟାୟିକା ସମ୍ପର୍କରେ ଧାରଣା ପାଇଲେ। ହିଂସା,କ୍ରୋଧ,ପଶ୍ଚାତ୍ତପ,ଲୋଭ,ମୋହ ଉପରେ ସଭାବ,ଦୟା,ପ୍ରେମ,କ୍ଷମାର ବିଜୟ ସମ୍ପର୍କରେ ଅବଗତହେବେ। SDG-4, 17- ଗୁଣାତ୍ମକଶିକ୍ଷା, ଲକ୍ଷ୍ୟପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ରସବୋଧ କବିତା ଆବୃତ୍ତି ଓ ନାଟ୍ୟାଭିନୟ କବିତାରେ ବର୍ଣ୍ଣିତ ମୂଲ୍ୟବୋଧ ଓ ତଥାକଥିତ ସମାଜରେ ଏହାର ଆବଶ୍ୟକତା ସମ୍ପର୍କରେ ବକ୍ତବ୍ୟ ପ୍ରଦାନ

୬.	ରୋଗୀସେବା	ଶିକ୍ଷାର୍ଥୀମାନେ – ପିତାମାତା ହିଁ ଚଳନ୍ତି ଦେବତା' ଏହାକୁ ଅନୁଭବ କରିବେ । ମାନବ ସେବା ହିଁ ମାଧ୍ୟମ ସେବା' ଏହି ଉଚ୍ଚର ମର୍ମ ବୁଝିବେ । ସେବା କରିବାରେ ଯେଉଁ ଆନନ୍ଦ ମିଳେ ତାହା ଜାଣିବେ । SDG-3,4, 6 - ଉତ୍ତମ ସ୍ୱାସ୍ଥ୍ୟ ଓ ସୁସ୍ଥତା, ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ବିଶୁଦ୍ଧ ଜଳ ଓ ପରିମଳ	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱୀକାରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଘରୋଇ ଚିକିତ୍ସାରେ ବ୍ୟବହୃତ ସାମଗ୍ରୀ ଗୁଡ଼ିକର ତାଲିକା ପ୍ରସ୍ତୁତି 'ପିତାମାତାଙ୍କ ପ୍ରତି କର୍ତ୍ତବ୍ୟ' ଶୀର୍ଷକ ପ୍ରବନ୍ଧ ଲିଖନ
୭.	ଗୁରୁଶିଷ୍ୟ ସମ୍ପର୍କ	ଶିକ୍ଷାର୍ଥୀମାନେ – ଶିକ୍ଷକ ଓ ଛାତ୍ର ମଧ୍ୟରେ ସମ୍ପର୍କର ଆବଶ୍ୟକତା ବିଷୟରେ ଜାଣିବେ । ଗୁରୁ, ଶିଷ୍ୟ ଓ ଅଭିଭାବକର ଶିକ୍ଷାକ୍ଷେତ୍ରରେ ତ୍ରିକୋଣ ଭୂମିକା ବିଷୟରେ ଜାଣିବେ । SDG- 4, 17 ଗୁଣାତ୍ମକ ଶିକ୍ଷା, ଲକ୍ଷ୍ୟପ୍ରାପ୍ତି ନିମନ୍ତେ ସହ ଭାଗିତା	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚ ପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱୀକାରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ପୁରାଣରେ ବର୍ଣ୍ଣିତ ଦୁଇଜଣ ଗୁରୁଭକ୍ତ ଶିଷ୍ୟଙ୍କ କାହାଣୀ ଉପସ୍ଥାପନ 'ସମାଜସେବା' ସମ୍ପର୍କରେ ଦଳଗତ ଆଲୋଚନା
୮.	ଦରିଆଦଖଲ	ଶିକ୍ଷାର୍ଥୀମାନେ – ସ୍ୱାଧୀନତା ଆନ୍ଦୋଳନ ବିଷୟରେ ଜାଣିବେ । ଦେଶାତ୍ମବୋଧ ଭାବରେ ଉଦ୍ଭୁଷ୍ଟ ହୋଇ ଦେଶପାଇଁ କାମକରିବାର ପ୍ରେରଣାପାଇବେ । SDG-4,16, 17- ଗୁଣାତ୍ମକଶିକ୍ଷା, ଶାନ୍ତି, ନ୍ୟାୟଯୁକ୍ତ ବଳିଷ୍ଠ ଅନୁଷ୍ଠାନ, ଲକ୍ଷ୍ୟପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱୀକାରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ସ୍ୱାଧୀନତା ଆନ୍ଦୋଳନ ସମ୍ପର୍କିତ ଚିତ୍ରସଂଗ୍ରହ ଲବଣସତ୍ୟାଗ୍ରହ ସମ୍ପର୍କିତ ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରଦର୍ଶନ
୯.	ପ୍ରଗତି ଓ ମାନବଧର୍ମ	ଶିକ୍ଷାର୍ଥୀମାନେ – ସାମାଜିକ ସହୃଦୟତା ବିଷୟରେ ଅବଗତହେବେ । ନିର୍ମଳ ଆଧ୍ୟାତ୍ମିକତା ଓ ଈଶ୍ୱର ବିଶ୍ୱାସ ଦ୍ୱାରା ସାମାଜିକ ପ୍ରଗତି ଓ ମାନବିକତାର ପ୍ରସାର ସାଧନ ହୋଇପାରିବ ବୋଲି ଜାଣିବେ । SDG-4,8- ଗୁଣାତ୍ମକଶିକ୍ଷା, ଉତ୍କୃଷ୍ଟ କାର୍ଯ୍ୟ ଏବଂ ଅର୍ଥନୀତିକ ଅଭିବୃଦ୍ଧି	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚ ପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱୀକାରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ମାନବିକ ମୂଲ୍ୟବୋଧ ସମ୍ପର୍କରେ ଦଳଗତ ଆଲୋଚନା ପ୍ରବିଧି ବିଜ୍ଞାନର ଉପଯୋଗୀତା ସମ୍ବନ୍ଧରେ ପ୍ରବନ୍ଧ ଲିଖନ
୧୦.	ବୈଜ୍ଞାନିକମନୋବୃତ୍ତି	ଶିକ୍ଷାର୍ଥୀମାନେ – ବିଜ୍ଞାନୋଚିତ ମନୋବୃତ୍ତି ଏବଂ ଅନାସକ୍ତଭାବ କିପରି ସତ୍ୟର ପ୍ରତିଷ୍ଠା କରିପାରେ ସେ ବିଷୟରେ ଜ୍ଞାନଅର୍ଜନ କରିବେ । ସାମ୍ପ୍ରତିକ କାଳରେ ବୈଜ୍ଞାନିକ ମନୋବୃତ୍ତିର ଆବଶ୍ୟକତା ସମ୍ପର୍କରେ ଅବଗତହେବେ । SDG-4,10 - ଗୁଣାତ୍ମକଶିକ୍ଷା, ଅସମାନତାହ୍ରାସ	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱୀକାରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବିଭିନ୍ନ ପ୍ରସିଦ୍ଧ ବୈଜ୍ଞାନିକମାନଙ୍କର ଫଟୋଚିତ୍ର ସଂଗ୍ରହ ଓ ତତ୍ତ୍ୱମୁଖ୍ୟ ଲିଖନ
୧୧.	ଚେକଆଡ଼କ	ଶିକ୍ଷାର୍ଥୀମାନେ – ଗୁଣିଆଠାରୁ ଦୂରରେ ରହି ଚିକିତ୍ସାଶାସ୍ତ୍ର ଉପରେ ବିଶ୍ୱାସ କରିବା ଶିକ୍ଷା କରିବେ । ଅନ୍ଧବିଶ୍ୱାସଠାରୁ ଦୂରରେ ରହିବା ବିଷୟରେ ଶିକ୍ଷା ଅର୍ଜନ କରିବେ । SDG-3,4 ଉତ୍ତମ ସ୍ୱାସ୍ଥ୍ୟ ଓ ସୁସ୍ଥତା, ଗୁଣାତ୍ମକ ଶିକ୍ଷା	<ul style="list-style-type: none"> ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା 	<ul style="list-style-type: none"> ସ୍ୱାସ୍ଥ୍ୟସମ୍ବନ୍ଧୀୟ ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରଦର୍ଶନ କୃଷ୍ଣାକାର ସମ୍ପର୍କରେ କୋଲାଜ ପ୍ରସ୍ତୁତି

			<ul style="list-style-type: none"> • ନୂତନଶବ୍ଦର ସ୍ଵୀକାରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	
୧୨.	ଡାକମୁନସି	ଶିକ୍ଷାର୍ଥୀମାନେ – ପିତାମାତାଙ୍କ ପ୍ରତି କର୍ତ୍ତବ୍ୟ ପ୍ରତି ସଚେତନ ହେବେ। ଇଂରାଜୀ ଶିକ୍ଷା ନବଯୁବପିଢ଼ିଙ୍କୁ କିପରି ପଥଭ୍ରଷ୍ଟ କରୁଛି ସେ ବିଷୟରେ ସଚେତନ ହେବେ। ମାନବିକ ସଂବେଦନା ଓ ମୂଲ୍ୟବୋଧର ମହତ୍ତ୍ଵ ଜାଣିଲେ। SDG-4- ଗୁଣାତ୍ମକଶିକ୍ଷା	<ul style="list-style-type: none"> • ପୂର୍ବଜ୍ଞାନପରୀକ୍ଷଣ • ଲେଖକପରିଚୟ • ଉଚ୍ଚପଠନ • ଆଲୋଚନା • ନୂତନଶବ୍ଦର ସ୍ଵୀକାରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ପିତାପୁତ୍ର ସମ୍ବନ୍ଧୀୟ ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରଦର୍ଶନ • ସଂଳାପ କଥନ
୧୩.	ଦଶହରାଭେଟି	ଶିକ୍ଷାର୍ଥୀମାନେ –ନିଷ୍ଠୁରତା ଓ କଠିନତାର ଆବରଣ ଗୁଡ଼ିକ କିପରି ସ୍ନେହ,କରୁଣା ଓ ସହାନୁଭୂତିଦ୍ଵାରା ଅପସରି ଯାଏ ତାହା ଜାଣିବେ। SDG-1, 2, 4 ଦାରିଦ୍ର୍ୟମୁକ୍ତ, କ୍ଷୁଧାଶୂନ୍ୟ, ଗୁଣାତ୍ମକଶିକ୍ଷା	<ul style="list-style-type: none"> • ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲେଖକ ପରିଚୟ • ଉଚ୍ଚପଠନ • ଆଲୋଚନା • ନୂତନଶବ୍ଦର ସ୍ଵୀକାରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ଦୁଃଖୀରକିଙ୍କୁ ସେବା ଆଧାରିତ କବିତା ଲିଖନ • ଗାଳ୍ପିକଙ୍କ କୃତିକୁ ସଂଗ୍ରହକରି କୋଲାଜ ପ୍ରସ୍ତୁତି
୧୪.	ସୁନାନେଉଳ	ଶିକ୍ଷାର୍ଥୀମାନେ – ନିଃସ୍ଵାର୍ଥୀ ଦାନର ମହତ୍ତ୍ଵ ବିଷୟରେ ଅବଗତ ହେଲେ। ଦାତାଙ୍କର ମହନୀୟତା ସମ୍ପର୍କରେ ଅବଗତ ହେବେ । ସଦାସର୍ବଦା ସତ୍ୟର ଜୟ ହୁଏ ବୋଲି ଜାଣିବେ। SDG-2, 4- କ୍ଷୁଧାଶୂନ୍ୟ, ଗୁଣାତ୍ମକଶିକ୍ଷା	<ul style="list-style-type: none"> • ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲେଖକ ପରିଚୟ • ଉଚ୍ଚପଠନ • ଆଲୋଚନା • ନୂତନଶବ୍ଦର ସ୍ଵୀକାରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ନିଃସ୍ଵାର୍ଥୀଦାନର ମହତ୍ତ୍ଵ ସମ୍ପର୍କରେ ସ୍ଵମତ ପ୍ରଦାନ • ଦାନର ମହତ୍ତ୍ଵ ସମ୍ପର୍କରେ ସ୍ଵରଚିତ କବିତା ଆବୃତ୍ତି
୧୫.	ଆହୁତି	ଶିକ୍ଷାର୍ଥୀମାନେ – ପୁତ୍ରକନ୍ୟାମାନଙ୍କର ବ୍ୟକ୍ତିଗତ ସ୍ଵାର୍ଥ ଓ ବସ୍ତୁବାଦୀ ଚିନ୍ତାଧାରା ବିଷୟରେ ଅବଗତ ହେବେ । ମୃତ୍ୟୁପୂର୍ବରୁ ଗୃହସ୍ଵାମୀଙ୍କ ଦ୍ଵାରା କରାଯାଉଥିବା ଉତ୍ତରାଧିକାରୀ (ଇଚ୍ଛାପତ୍ର) ବିଷୟରେଜାଣିଲେ। ନିଜର ପିତାମାତାଙ୍କର ପ୍ରତି ଥିବା ସାମାଜିକଦାୟିତ୍ଵ ଓ କର୍ତ୍ତବ୍ୟବୋଧ ବିଷୟରେ ଅବଗତହେଲେ। SDG- 4 ଗୁଣାତ୍ମକ ଶିକ୍ଷା	<ul style="list-style-type: none"> • ପୂର୍ବଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲେଖକ ପରିଚୟ • ଉଚ୍ଚପଠନ • ଆଲୋଚନା • ନୂତନଶବ୍ଦର ସ୍ଵୀକାରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ଯୌଥ ପରିବାର ବୃକ୍ଷଅଙ୍କନ • ଯୌଥପରିବାରର ଉପାଦେୟତା ସମ୍ପର୍କରେ ଅନୁଚ୍ଛେଦ ଲିଖନ

SUBJECT: HIGHER HINDI**1.Prescribed Text Books:**

1. ज्ञान सागर - 8 (Published by DAV CMC)
2. अभ्यास सागर - 8 (Published by DAV CMC)

ASSESSMENT STRUCTURE:

80 Marks	20 Marks Internal Assessment			
Whole Syllabus	Periodic Tests Pen and Paper Tests (5 Marks)	Multiple Assessment (5 Marks)	Assessing the Portfolio HW/CW (5 Marks)	Subject Enrichment Activities (5 Marks)
	PT-I PT-II PT-III	<p>Individual /pair/group activities with well- defined rubrics एक भारत श्रेष्ठ भारत के अंतर्गत) (5 अंक) (विषय – ओड़िशा और पंजाब के प्रमुख साहित्यकारों (लेखक / कवि) एवं उनकी रचनाओं पर एलबम प्रस्तुति ।</p> <ol style="list-style-type: none"> 1.प्रस्तुतीकरण 2.समयानुसार 3.सृजनात्मकता 4.मौलिकता 5.चित्रों का औचित्य <p>कला समेकन क्रियाकलाप (5 अंक) कल्पना चावला / हेलन केलर के जीवन पर आधारित विवरणिका</p> <ol style="list-style-type: none"> 1.सटीक जानकारी 2.प्रस्तुतीकरण 3.समयानुसार 4.मौलिकता 5.चित्रों का औचित्य 	<p><u>कक्षाकार्य / गृहकार्य</u> <u>1.समयानुसार</u> <u>2.विषयवस्तु</u> <u>3.क्रमानुसार</u> <u>4.स्वच्छता</u> <u>5.भाषाई शुद्धता</u></p> <p><u>कक्षाकार्य / गृहकार्य</u> <u>1.समयानुसार</u> <u>2.विषयवस्तु</u> <u>3.क्रमानुसार</u> <u>4.स्वच्छता</u> <u>5.भाषाई शुद्धता</u></p>	<p>श्रवण कौशल (कहानी/घटना सुनकर बहुवैकल्पिक प्रश्नोत्तर- प्राप्तांक मान्य होगा)</p> <ol style="list-style-type: none"> 1.एकाग्रता 2.स्मरण 3.विशिष्ट जानकारी के साथ प्रस्तुतीकरण 4.भाषाई शुद्धता 5.आत्मविश्वास <p><u>भाषण /संवाद/समाचार वाचन</u></p> <ol style="list-style-type: none"> 1.विषयवस्तु की गहनता 2.आत्मविश्वास 3.प्रवाहमयता 4.प्रस्तुतीकरण 5.भाषण शुद्धता

N.B: 3 Periodic Tests to be conducted and average of best 2 scores will be reduced to 5.

**Weightage to form of Questions
PT-I/PT-II/PT-III/ANNUAL**

S.no	Form of Questions		MCQ	VSA	SA-I	SA-II	LA-I	LA-II	TOTAL
	Marks for each question		1	1	2	3	4	5	-
UNITS	अपठित गद्यांश	PT-I/ PT-III	2	3	-	-	-	-	5
		PT-II/ ANNUAL	4	6	-	-	-	-	10
	व्याकरण	PT-I/PT-III	4	6	-	-	-	-	10
		PT-II/ ANNUAL	10	10	-	-	-	-	20
	पाठ्य पुस्तक	PT-I/PT-III	5	5	3	-	1	-	20
		PT-II/ ANNUAL	6	4	5	2	1	-	30
	लेखन	PT-I/PT-III	-	-	-	-	-	1	5
		PT-II/ ANNUAL	-	-	-	-	-	4	20
TOTAL MARKS		PT-I/PT-III =40 Marks				PT-II/ANNUAL=80Marks			

SYLLABUS(PEN-PAPER TEST):

Periodic Test - I (40 Marks) Time :1hr 30mins	Periodic Test-II (80 Marks) Time :3 hrs	Periodic Test- III (40 Marks) Time :1hr 30mins	Annual Exam (80 Marks) Time :3 hrs
1.अपठित गद्यांश- 2.व्याकरण- (अभ्यास सागर से) 3.पाठ्य पुस्तक 1)हम पंछी उन्मुक्त गगन के 2)असल धन 3)अच्छे पड़ोसी के गुण 4. अनुच्छेद लेखन-	1. <u>पठन</u> अपठित गद्यांश 2. <u>व्याकरण</u> - •अनुस्वार,अनुनासिक •नुक्ता •र का प्रयोग •तत्सम,तद्भव •उपसर्ग,प्रत्यय •पर्यार्यवाची,विलोम	1.अपठित गद्यांश 2.व्याकरण- (अभ्यास सागर से) 3. <u>पाठ्य पुस्तक</u> 11.सितारों से आगे 14. बहू की विदा 19.जीवन का सच 4. पत्र लेखन	1. <u>पठन</u> अपठित गद्यांश 2. <u>व्याकरण</u> - • अनुस्वार • अनुनासिक • नुक्ता • र का प्रयोग • तत्सम,तद्भव • उपसर्ग,प्रत्यय

- वाक्यांश के लिए एक शब्द
- वाक्य शुद्धीकरण
- विराम चिह्न का प्रयोग
- मुहावरे
- अलंकार
- भाववाचक संज्ञा

3. पाठ्य पुस्तक-

1. हम पंछी उन्मुक्त गगन के
2. असल धन
3. अच्छे पड़ोसी के गुण
4. दोपहरी (कविता)
5. आकाश को सात सीढ़ियाँ
(केवल पढ़ने के लिए)
6. आश्रम के अतिथि और संस्मरण
7. अन्याय के खिलाफ लड़ाई
8. दोहे
9. जब भोलाराम ने पंप लगाया
10. बातचीत की कला

4. लेखन

- अनुच्छेद लेखन
- पत्र लेखन
- सूचना लेखन
- संवाद लेखन

- पर्यायवाची, विलोम
- वाक्यांश के लिए एक शब्द
- संधि / संधि विच्छेद
- समास विग्रह/
समस्त पद
- वाक्य रूपांतरण
- अर्थ के आधार पर वाक्य भेद
- वाक्य शुद्धीकरण
- विराम चिह्न का प्रयोग
- मुहावरे
- अलंकार

3. पाठ्य पुस्तक-

1. हम पंछी उन्मुक्त गगन के
2. असल धन
4. दोपहरी (कविता)
5. आकाश को सात सीढ़ियाँ
(केवल पढ़ने के लिए)
6. आश्रम के अतिथि और संस्मरण
7. अन्याय के खिलाफ लड़ाई
8. दोहे
9. जब भोलाराम ने पंप लगाया
10. बातचीत की कला
12. पौधे के पंख
13. सूर और तुलसी के पद
15. कामचोर
16. एक तिनका
(केवल पढ़ने के लिए)
17. सोना
18. निर्माण
19. जीवन का सच

			(For internal assessment 3. अच्छे पढ़ोसी के गुण 11. सितारों से आगे 14. बहू की विदा 20. ईर्ष्या : तू न गई मेरे मन से 4. लेखन <ul style="list-style-type: none"> ● अनुच्छेद लेखन ● पत्र लेखन ● सूचना लेखन ● संवाद लेखन
--	--	--	--

LITERATURE

पाठ का नाम	शैक्षणिक दृष्टिकोण	सीखने के प्रतिफल	प्रस्तावित गतिविधियाँ
<ul style="list-style-type: none"> ● 1.हम पंछी उन्मुक्त गगन के 	<ul style="list-style-type: none"> ● पंछियों की दिनचर्या के वीडियो के माध्यम से पाठ परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● उच्चारण कौशल में आवश्यक सुधार हेतु अनुकरण वाचन ● कविता का लयात्मक गायन । ● अनुस्वार, अनुनासिक, र के रूप और नुक्ता आदि के व्याकरणिक तथ्यों की समझ ● SDG -4 QUALITY EDUCATION 	<ul style="list-style-type: none"> ● बच्चे कविता का रसास्वादन कर पाते हैं ● विद्यार्थी पंछियों के मनोभावों से परिचित हुए । ● कल्पनात्मक शैली के तहत अपने अनुभवों की अभिव्यक्ति स्वरचित कविता के माध्यम से करने के लिए आत्मविश्वास में बढ़ोत्तरी हुई 	<ul style="list-style-type: none"> ● पंछियों पर स्वरचित कविता ● ओड़िशा और महाराष्ट्र के अभ्यारण पर विवर्णिका तैयार ● नारा लेखन ● स्वतन्त्रता के महत्त्व पर अनुच्छेद

<ul style="list-style-type: none"> ● 2. असल धन 	<ul style="list-style-type: none"> ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● अवधारणा नक्शे ● विद्यार्थी को नाटक के विभिन्न तत्वों की जानकारी देना । ● स्पष्टीकरण और चर्चा ● ईमानदारी ,सच्चाई और एक-दूसरे की सहायता करने का भाव। ● विद्यार्थी जीवन की सच्चाई समझकर अपने जीवन में पाठ के मूल्यों को अपनाने का प्रयास करेंगे । <p>SDG 15:LIFE ON LAND</p>	<ul style="list-style-type: none"> ● विद्यार्थी पाठ के सारांश अपने शब्दों में बता पाते हैं । ● अनुस्वार, अनुनासिक, मुहावरे, वचन आदि के भेद जानकर उसका प्रयोग कर पाते हैं । ● अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर दे पाते हैं । ● कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। ● विद्यार्थी सामाजिक परिवेश एवं समस्याओं से जुड़े प्रश्न पूछते हैं । ● सूझ-बूझ,आत्मविश्वास और परिश्रम के महत्त्व को बता पाते हैं । 	<ul style="list-style-type: none"> ● रोल प्ले (बोलने का कौशल) ● अनुस्वार -अनुनासिक का कछुआ ● प्रत्यय जोड़कर नया शब्द बनाना
<ul style="list-style-type: none"> ● 3. अच्छे पड़ोसी के गुण 	<ul style="list-style-type: none"> ● पड़ोसी से संबन्धित प्रश्नों के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● अवधारणा नक्शे ● उच्चारण कौशल में आवश्यक सुधार हेतु अनुकरण वाचन <p>SDG 10: REDUCE INEQUALITIES</p>	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में व्यक्त कर पाते हैं। ● पास -पड़ोस का महत्त्व समझ पाते हैं । ● अपनी समझ के अनुसार पाठ को किसी भी रूप में प्रस्तुत कर पाते हैं जैसे कहानी,नाटक और संवाद लेखन आदि । ● नकारात्मक गुणों को त्याग कर सकारात्मक भावों को अपनाने की सीख मिली। 	<ul style="list-style-type: none"> ● रोल प्ले ● चरित्र रेखाचित्र ● प्रश्नोत्तरी ● शब्द खेल ● चित्रकथा <p>●उपसर्ग-प्रत्यय का पेड़ तैयार करने के लिए कार्ड बोर्ड और स्केच पेन का उपयोग करें।</p>

<p>4. दोपहरी</p>	<ul style="list-style-type: none"> ● पूर्व-पठन गतिविधि ● व्याख्या और चर्चा ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● पाठ को अपने दैनिक जीवन के संदर्भ में जोड़कर देखेंगे। ● विद्यार्थी सुख-सुविधा में जीवन यापन करने वाले बच्चों एवं अभाव में जीने वाले बच्चों के मध्य तुलना कर पाएँगे। <p>SDG 15 :LIFE ON LAND</p>	<ul style="list-style-type: none"> ● प्रस्तुत पाठ ने हमें अपने जीवन में मानवीय व्यवहार जैसे मूल्यों को अपनाने के लिए प्रेरित किया। ● व्याकरणिक ज्ञान में बढ़ोत्तरी हुई। ● भाषाई ज्ञान तथा कौशलों के विकास हेतु वर्तनीगत अशुद्धियों का समाधान हुआ। 	<ul style="list-style-type: none"> ● अलंकारों की दुनिया ● चित्र लेखन ● कारक का पेड़
<p>6. आश्रम के अतिथि और संस्मरण</p>	<ul style="list-style-type: none"> ● एकांकी के द्वारा प्रस्तावना ● पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे <p>SDG 10:REDUCE INEQUALITIES</p>	<ul style="list-style-type: none"> ● एकांकी और संस्मरण गद्य विधा से परिचित होंगे । ● विद्यार्थी पाठ को पढ़कर मुख्य भाव /अर्थ समझ पाते हैं। ● समय और आतिथ्य का महत्त्व समझकर अपने जीवन में उसका अनुसरण करते हैं। ● अन्य संस्मरण पढ़ने के लिए प्रेरित होते हैं। ● गांधी जी के आदर्शों पर चलने हेतु प्रेरित होंगे । 	<ul style="list-style-type: none"> ● अपने परिवार अथवा दोस्त के साथ बिताए पलों को अपने शब्दों में लिखिए । ● स्लोगन लेखन
<p>7. अन्याय के खिलाफ लड़ाई</p>	<ul style="list-style-type: none"> ● वीडियो द्वारा प्रस्तावना ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● स्वतन्त्रता आंदोलन पर चर्चा <p>SDG 17:PARTNERSHIPS FOR THE GOALS</p>	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में लिख और बोल पाते हैं । ● विद्यार्थियों के चारों कौशलों का विकास हो रहा है । ● देशभक्ति और एकता की भावना से परिचित हो रहे हैं। ● जीवन में अच्छे कार्य करने के लिए उत्साहित होते हैं। ● त्याग और बलिदान की भावना को समझ पाते हैं। ● अन्याय के विरुद्ध आवाज उठा पाते हैं। 	<ul style="list-style-type: none"> ● छात्रों के प्रत्येक समूह को कहानी का एक भाग सौंपना और प्रत्येक समूह को कहानी के उस भाग को संवाद रूप में लिखने के लिए कहना। ● ओड़िशा के दो शहीदों के बारे में जानकारी एकत्र कर सचित्र वर्णन ।

<p>8. दोहे</p>	<ul style="list-style-type: none"> ● पूर्व-पठन गतिविधि ● व्याख्या ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● उच्चारण कौशल में सुधार <p>SDG 15:LIFE ON LAND</p>	<ul style="list-style-type: none"> ● रचनात्मक ,कल्पनात्मक तथा विचारात्मक शक्ति में बढ़ोत्तरी हुई। ● भाषाई ज्ञान तथा कौशलों में अभिवृद्धि हुई। ● लय में दोहा गाकर सुनाते हैं । 	<ul style="list-style-type: none"> ● दोहा गायन ● भक्तिकाल के कवियों का चित्र लगाकर उनके नाम लिखिए ।
<ul style="list-style-type: none"> ● 9. जब भोलाराम ने पंप लगाया 	<ul style="list-style-type: none"> ● वीडियो एड्स के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे <p>SDG 12: RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं । ● पुस्तकालय की पुस्तकों द्वारा भ्रष्टाचार और उसके समाधान के बारे में जानकारियाँ एकत्र करते हैं । ● विशेष्य-विशेषण और उसके भेद पहचान पाते हैं तथा उनके अंतर बता पाते हैं । ● कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं । ● विद्यार्थी सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं । 	<ul style="list-style-type: none"> ● नाट्य मंचन (भ्रष्टाचार पर आधारित) ● विशेषण पर फिशबोन
<ul style="list-style-type: none"> ● 10.बातचीत की कला 	<ul style="list-style-type: none"> ● हास्य संवाद वीडियो के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● मनुष्य-मात्र के स्वभाव एवं व्यवहार की जानकारी 	<ul style="list-style-type: none"> ● पाठ के मूल्यों को अपनाने के लिए प्रेरित होते हैं । ● नकारात्मक गुणों को त्याग कर सकारात्मक भावों को अपनाने की सीख । ● व्याकरणिक ज्ञान में बढ़ोत्तरी हुई। ● भाषाई ज्ञान तथा कौशलों के विकास हेतु वर्तनीगत अशुद्धियों का समाधान हुआ। 	<ul style="list-style-type: none"> ● कहानी को सुनकर बच्चे सारांश लिख सकेंगे। ● आशुभाषण ● संवाद

	<p>करवाना।</p> <ul style="list-style-type: none"> ● कहानी को अपने दैनिक जीवन के संदर्भ में जोड़कर देखेंगे। <p>SDG 17:PARTNERSHIPS FOR THE GOALS</p>		
<ul style="list-style-type: none"> ● 11.सितारों से आगे 	<ul style="list-style-type: none"> ● अंतरिक्ष यात्रा के वीडियो के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे <p>SDG 10:REDUCE INEQUALITIES</p>	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं। ● अपने जीवन का लक्ष्य निर्धारित कर पाते हैं । ● स्वयं कुछ करने के लिए प्रेरित होते हैं। ● समास तथा उसके भेद को पहचान पाते हैं। ● अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर दे पाते हैं। ● भाषाई ज्ञान तथा कौशलों के विकास हेतु वर्तनीगत अशुद्धियों का समाधान कर पाते हैं । 	<ul style="list-style-type: none"> ● विज्ञान भवन भ्रमण ● भारतीय अंतरिक्ष यात्रियों पर पी पी टी तैयार करें ।
<ul style="list-style-type: none"> ● 12.पौधे के पंख 	<ul style="list-style-type: none"> ● कहानी के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● अवधारणा नक्शे <p>SDG 16 - PEACE, JUSTICE AND STRONG INSTITUTION.</p>	<ul style="list-style-type: none"> ● डायरी विधा के प्रति रुचि जागृत होती है। ● सहभागिता की प्रवृत्ति का विकास होता है। ● विद्यार्थियों में भावनात्मक अभिव्यक्ति संबंधी क्षमता का विकास होता है। ● खेलों के महत्त्व और अन्य क्रियाकलापों को समझ पाते हैं। ● जीवन में मित्रों का महत्व समझ पाते हैं। 	<ul style="list-style-type: none"> ● अभिभावक और बालकों के वैचारिक मतभेद पर सारणी तैयार करें । ● मुहावरों की तितली
<ul style="list-style-type: none"> ● 13.सूर और तुलसी के पद 	<ul style="list-style-type: none"> ● वीडियो एड्स के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● विद्यार्थी पाठ में दिए कविता के भाव को समझने में सक्षम हो 	<ul style="list-style-type: none"> ● विद्यार्थी श्रीकृष्ण की बाल – लीला के संबंध में ज्ञान प्राप्त करते हैं । ● विद्यार्थी पाठ को सस्वर वाचन करने के साथ- साथ सभी कौशलों का उपयोग कर पाते हैं । ● किसी भी कार्य को विचार कर करने के 	<ul style="list-style-type: none"> ● दोहा गायन ● राम और कृष्ण पर कोलाज ● अलंकार का हार

	<p>पाएँगे।</p> <ul style="list-style-type: none"> ● कविता में भाव को अपने परिवेश के साथ जोड़ने में सक्षम हो पाएँगे। <p>SDG 10:REDUCE INEQUALITIES</p>	<p>संबंध में अवगत होते हैं।</p> <ul style="list-style-type: none"> ● नए शब्दों से परिचित होते हुए उसके अर्थ और पाठ के भावार्थ को समझ पाते हैं। 	
<ul style="list-style-type: none"> ● 14. बहू की विदा 	<ul style="list-style-type: none"> ● वीडियो एड्स के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे <p>SDG12: RESPONSIBLE CONSUPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का पठन भावानुसार, आरोह-अवरोह के साथ कर पाते हैं। ● विद्यार्थी दहेज, कन्या भ्रूणहत्या जैसी अनेक कुरीतियों के प्रति संवेदनशील बनते हैं। ● विद्यार्थी सामाजिक कुरीतियों का खुलकर विरोध करने में सक्षम बनते हैं। ● विद्यार्थी गंभीर सामाजिक मुद्दों पर लोगों को जागृत करने में समर्थ होते हैं। ● विद्यार्थी अन्य सामाजिक मुद्दों पर अपनी मौखिक अभिव्यक्ति कर पाते हैं। 	<ul style="list-style-type: none"> ● दहेज विरोध में नाट्य मंचन ● नारा लेखन ● वाक्य भेद पर पीपीटी
<ul style="list-style-type: none"> ● 15.कामचोर 	<ul style="list-style-type: none"> ● प्रश्नोत्तर के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे ● कहानी के मूल भाव के ● व्यवहारिक पक्ष को अपनाएँगे। <p>SDG 12: RESPONSIBLE CONSUPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> ● जिम्मेदारी का एहसास होता है। ● शब्द भंडार में वृद्धि होती है। ● समास से परिचित होते हैं। ● अपने शब्दों में व अपनी भाषा में कहानी का अनुवाद कर पाते हैं। ● भाषाई कौशलों का विकास होता है। ● जल संरक्षण करना सीखते हैं। ● किसी भी विषय पर विज्ञापन बना पाते हैं। 	<ul style="list-style-type: none"> ● अकबर बीरबल की कहानी सुनाना। ● स्लोगन ● विज्ञापन
<ul style="list-style-type: none"> ● 17.सोना 	<ul style="list-style-type: none"> ● चिड़ियाघर वीडियो के माध्यम से परिचय 	<ul style="list-style-type: none"> ● जीवों के प्रति सकारात्मक दृष्टिकोण। ● जीवन जीने के प्रति जो दृष्टिकोण है ,बदलेगा। 	<ul style="list-style-type: none"> ● संधि पर फिशबोन ● चिड़ियाघर की सैर

	<ul style="list-style-type: none"> ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे <p>SDG 9:LIFE ON LAND</p>	<ul style="list-style-type: none"> ● सुख-दुख,जीवन-मरण और हर्ष-विषाद पर अपनी सोच में बदलाव आएगा। 	<ul style="list-style-type: none"> ● एक दिन विद्यालय के आगे प्याऊ चलाएंगे ।
● 18.निर्माण	<ul style="list-style-type: none"> ● विभिन्न त्योहारों के चित्र के माध्यम से परिचय ● पूर्व-पठन गतिविधि ● व्याख्या ● अपने पिछले ज्ञान और अनुभवों को साझा करना ● शुरू करने की गतिविधि ● अवधारणा नक्शे <p>SDG 9:INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> ● जीवन में संघर्ष करने की कला सीख पाएंगे । ● जीवन जीने के प्रति जो दृष्टिकोण है ,बदलेगा। ● सुख-दुख,जीवन-मरण और हर्ष-विषाद पर अपनी सोच में बदलाव आएगा। ● कविता आवृत्ति और रचना के प्रति रुचि बढ़ेगी। 	<ul style="list-style-type: none"> ● हरिवंश राय बच्चन की जीवनी लिखेंगे । ● निर्माण और विनाश को दर्शाते हुए सचित्र वर्णन ।
● 19.जीवन का सच	<ul style="list-style-type: none"> ● कोशिश करने वालों की हार नहीं होती वीडियो के माध्यम से परिचय ● व्याख्या ● अपने कर्तव्यों के विषय में जागरूक होंगे ● आलस को त्यागकर कर्मठ बनने की प्रेरणा प्राप्त करेंगे <p>SDG17: PARTNERSHIP FOR GOALS</p>	<ul style="list-style-type: none"> ● विद्यार्थी जीवन की सही समझ प्राप्त कर पाते हैं ● पाठ को पढ़कर प्रश्नों के उत्तर दे पाते हैं ● विद्यार्थी सच्ची लगन, निष्ठा और निरंतर प्रयत्न से अपने लक्ष्य को प्राप्त कर पाते हैं । ● 	<ul style="list-style-type: none"> ● व्यंजन संधि का पीपीटी ● दिव्याङ्ग व्यक्तियों की विशिष्ट पहचान पर आधारित पीपीटी
● 20.ईर्ष्या तू न गई मन से	<ul style="list-style-type: none"> ● विडियों के द्वारा प्रस्तावना ● पूर्व-पठन गतिविधि 	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं । 	<ul style="list-style-type: none"> ● अर्थ के आधार पर वाक्य के भेद पर पीपीटी तैयार करें ।

	<ul style="list-style-type: none">● व्याख्या● अपने पिछले ज्ञान और अनुभवों को साझा करना● अवधारणा नक्शे SDG3:GOOD HEALTH AND WELL BEING	<ul style="list-style-type: none">● अपनी समझ के आधार पूछे गए प्रश्नों के उत्तर देते हैं।● विद्यार्थी के अंदर अच्छे गुणों का विकास हुआ।● विद्यार्थी अर्थ के आधार पर वाक्य के भेद बता पाते हैं।	<ul style="list-style-type: none">● अपने पड़ोसी के साथ तुलनात्मक विवरण
--	---	---	--

MORAL EDUCATION

Prescribed Text Book:

1. Dharma Shiksha (English Medium)

ASSESSMENT STRUCTURE

80 Marks Annual Exam	20 Marks Internal Assessment			
Written test Prescribed Annual Syllabus as per DAVCAE 80 Marks	Periodic Assessment (Pen Paper Test) (5 Marks)	Subject enrichment Activity (5 Marks)	Multiple Assessment Activity (5 Marks)	Portfolio (5 Marks)
	PT-I PT-II PT-III	Assessment of speaking and listening skills	Observation, oral test, individual/group work, quiz, Roleplay, Bulletin Board	PT-I PT-II PT-III

RUBRICS FOR INTERNAL ASSESSMENT

Portfolio -CW/HW: (5 Marks)	Multiple Assessment: (5 marks)	Subject Enrichment Activities: (5 marks)
<ul style="list-style-type: none"> • Maintenance of copy (1 mark) • index and neatness (1 mark) • Timely completion & submission (1 mark) • Originality & Relevance (1 mark) • Display of exemplary work (1 mark) 	<ul style="list-style-type: none"> • Clarity and expression (1mark) • Depth of understanding (1mark) • Connectivity and Integration (1mark) • Effective communication (1mark) • Time management (1mark) 	<ul style="list-style-type: none"> • Creativity and Originality (1mark) • Relevance to Learning • Objectives (1mark) • Engagement and Participation (1mark) • Voice modulation (1 mark) • Integration of Language Skills (1mark)

N.B: 3 Periodic Tests to be conducted and average of best 2 scores will be reduced to 5.

Weightage to form of Questions
PT-I/PT-II/PT-III/ANNUAL

Sl. No.	Form of Questions	MCQ	SA-1	SA-II	LA-I	LA-II	Total	
1	Mark for each question	01	02	03	04	05		
2	Number of questions	PT-I/ PT-III	05	05	05	-	02	17
		PT-II/ Annual	10	06	10	02	04	32
3	Total Marks	PT-1/ PT-III	05	10	15	-	10	40
		PT-II/ Annual	10	12	30	08	20	80

SYLLABUS(PEN-PAPER TEST)

Sl. No.	Name of the Chapters	Periodic Test- I (40 Marks) Time:1hr 30mins (24 th July to 31 st July 2023)	Periodic Test- II/Half yearly (80 Marks) Time : 3 hrs (18 th September to 30 th September 2023)	Periodic Test- III(40 Marks) Time :1hr 30 mins (1 st December to 9 th December 2023)	Annual Examination (80 Marks) Time : 3 Hours As per the DAVBoard Schedule
1	All about god	√	√	√	√
2	The Vedas	√	√	√	√
3	What do the Vedasteach us	√	√	√	√
4	What is dharma		√	√	√
5	The five yajnas		√	√	√
6	A balanced life: its four stage			√	√
7	Rishi Dayanand: the founder of Arya samaj			√	√
8	The ten commandments of Arya samaj			√	√
9	Beliefs and precepts of swami Dayananda				√
10	The martyrs of Aryasamaj				√
11	Mahatma Hansraj andvalue based education				√

Expected Length Of Answers To Different Type Of Questions And Time Management :

Sl No	Types Of Questions	Expected Length Of Answer
1	Long Answer(LA)	80-120 Words
2	Short Answer(SA-II)	50/35-45 Words
3	Short Answer(SA-I)	1 Word To 1 Sentence
4	MCQ's	1 Word Answer

Learning Outcomes:

- Helps one to distinguish between right and wrong.
- Teaching them to be responsible .
- Helps in building a good personal and professional life.
- Helping them develop empathy and respect for others .
- Helps to eliminate problems like violence, dishonesty, jealousy etc from one's life.
- Develop a positive approach to things, self-confidence, and motivation.

- Helps in finding out the true purpose of life . These values help one to be dedicated, unselfish, loving and caring for others.