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EXAMINATION TIMELINE

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

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

TERM I		TERM II	
PT- I	HALF- YEARLY EXAMINATION	PT- II	ANNUAL EXAMINATION
MAX. MARK 40	MAX. MARK 80	MAX. MARK 40	MAX. MARK 80
Scaled down to 20	Scaled down to 50	Scaled down to 20	Scaled down to 50

The Sustainable Development Goals (SDGs),

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

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

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



ENGLISH

PRESCRIBED TEXT BOOKS:

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

INTERNAL ASSESSMENT

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

<p>Project (5 Marks) Keeping all the elements of a good advertisement in mind, design an advertisement.</p> <p>Rubrics:(1 mark Each)</p> <ul style="list-style-type: none"> ● Relevance to content ● Presentation ● Fluency and Accuracy ● Creativity ● Integration of Art 	<p>Project (5 Marks) Project Work (Unity in Diversity), Unit-6 of my English Reader Book. (page no -160)</p> <p>Rubrics:(1 mark Each)</p> <ul style="list-style-type: none"> ● Relevance to content ● Presentation ● Fluency and Accuracy ● Creativity ● Integration of Art
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*Assessment of various skills in English will be assessed through a continuous process.

I. WEIGHTAGE TO FORM OF QUESTIONS

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

SL. NO.	FORM OF QUESTIONS		OBJ/ VSA	SA- I	SA- II	LA	TOTAL
1	Marks for each question		1	2	4 +6	8	21
2	No. of Questions	PT-I/ PT-II	3 (Q1,4,5)	1(Q6)	2(Q2,7)	1(Q3)	7
		Half yearly/ Annual	9(Q1,2,5,6,7,8,9,10,11)	1(Q12)	3(Q3,13,14)	1(Q4)	14
3	Total Marks	PT-I/ PT-II	16	6	10	8	40
		Half yearly/ Annual	46	12	14	8	80

II. Weightage of learning objectives:

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

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

						The following chapters of Term-1 (30%) are included in the Annual Examination. GRAMMAR: English Practice Book • Articles • Modals WRITING: • Notice Writing • E-mail Writing	
	40		80		40		80
READING BONUS SECTION Suggested books for Reading • A Christmas Carol by Charles Dickens • The Three Musketeers by Alexandre Dumas	4			READING BONUS SECTION Suggested books for Reading • Black Beauty by Anna Sewell • Autobiography of APJ Abdul Kalam	4		
TOTAL	40+4				40+4		

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

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

SL. No.	Chapter Name	Learning Outcomes	Pedagogical Processes	Activities For Assessment
1	CHAPTER 1: Monkey Trouble	The learner will be able to: • identify Ruskin Bond's contribution to Children's literature. • read the text with proper pronunciation and pauses. SDG 5-Gender Equality SDG-15 - Life on land	<ul style="list-style-type: none"> Think critically, compare and contrast characters/events /ideas/ themes and relate them to life and try to give opinions about issues. Attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues. Concept map 	<ul style="list-style-type: none"> Draw a sketch (portrait) of his favourite animal stating reasons for his/her liking. Prepare a face mask of a monkey with the help of chart paper. (art integration) Write a diary entry impersonating as one of the characters.

SL. No.	Chapter Name	Learning Outcomes	Pedagogical Processes	Activities For Assessment
2	CHAPTER 2: Birdie, Will You Pet?	<ul style="list-style-type: none"> recite poems with appropriate pause, intonation and pronunciation. compare the life of a free bird in a forest and a caged bird write poems related to freedom. relate quotes associated with freedom. <p>SDG 15-Life on land SDG 16 -Peace, Justice & Strong Institutions</p>	<ul style="list-style-type: none"> Share their experiences/observations through drawing/ tracing / gestures/verbally in a few words/simple sentences in their own language. Compare objects/entities-based on differences/similarities for observable features and sort them in to different categories. 	<ul style="list-style-type: none"> Role play: dialogue between a free bird and a caged bird. Prepare a comic strip presenting the conversation between the child and the little bird. Collect and arrange the objects/ materials such as pebbles, beads, fallen leaves, feathers, pictures etc. from their surroundings and arrange in an innovative manner.
3	CHAPTER 3: A Hero	<ul style="list-style-type: none"> summarize the story. portrait the sketch. debate on the topic 'courage lies in physical strength/mental strength'. <p>SDG 4-Quality Education</p>	<ul style="list-style-type: none"> Raise and respond to questions based on texts in order to demonstrate curiosity and inquisitiveness skills. Speak a few lines using the given clues. Consciously listen to songs/poems/stories/ prose texts in English through interaction and being exposed to print-rich environment. 	<ul style="list-style-type: none"> Draw a sketch (portrait) of his/her hero (only one member) of his/her family member Take a photograph (a selfie) with your father or mother with the description Scramble the letters to form meaningful words.
4	CHAPTER 4: Fight Manju Fight	<ul style="list-style-type: none"> relate quotes associated with positive attitude and how they can inspire us in our daily life. Engage in conversation in English with family, friends and others using appropriate vocabulary. <p>SDG 3- Good Health & Well Being SDG 10- Reduced Inequalities</p>	<ul style="list-style-type: none"> Participate actively and undertake initiatives of care, share empathy, leadership by working together in groups. Listening to a particular audio about a famous personality and complete his/her profile. 	<ul style="list-style-type: none"> Learning by doing: lets us wrap a gift. Dialogues: (Art integrated activity for speaking and writing skill) Write a diary page expressing emotions and feelings in a concise manner
5	CHAPTER 5:	<ul style="list-style-type: none"> list the additions and deletions for making 	<ul style="list-style-type: none"> Read aloud stories and recites poems with 	<ul style="list-style-type: none"> Listen and recite the poem 'I dream a

SL. No.	Chapter Name	Learning Outcomes	Pedagogical Processes	Activities For Assessment
	I DREAM A WORLD	<p>this world a better place to live in.</p> <ul style="list-style-type: none"> interpret the language of love, peace, brotherhood, equality and freedom in one's life. <p>SDG1 -No Poverty. SDG2 -Zero Hunger SDG10- Reduced Inequalities SDG16 -Peace, Justice and Strong Institutions</p>	<p>appropriate pause, intonation and pronunciation.</p> <ul style="list-style-type: none"> Answer questions orally and in writing on a variety of texts – both familiar as well as unfamiliar. Identify and appreciate significant literary elements.in order to demonstrate understanding of their significance in literature and narratives. 	<p>world”</p> <ul style="list-style-type: none"> Participate in group discussion on the topic “World of your dream” Make a poster creating awareness and raising your voice against discrimination in our society on the basis of colour, caste, religion, social status etc. Design a poster on “My Dream World”.
6	CHAPTER 6: Stone Soup In Bohemia	<ul style="list-style-type: none"> read a variety of texts for pleasure in order to demonstrate extensive reading skills. raise and respond to questions based on texts in order to demonstrate curiosity and inquisitiveness skills. <p>SDG 1 -No Poverty SDG17-Partnerships for The Goals</p>	<ul style="list-style-type: none"> Introduce self, converse with other persons, participate in role play/ make speeches, reproduce speeches of great speakers. Think critically about, characters, events, ideas, themes and relates them to life in order to compare and contrast them. Analyze the character of the soldiers and civilians. 	<ul style="list-style-type: none"> Look at the given picture and speak a few lines: Activity: role play (group activity) Prepare a recipe card of your favorite dish.
7	CHAPTER 7: A Stormy Adventure	<ul style="list-style-type: none"> Ask questions indifferent contexts and situations Explain the difference between typhoon and other kind of storms. Construct the theme of the story. <p>SDG13-Climate Action</p>	<ul style="list-style-type: none"> Concept map Share their experiences such as journeys, visits, etc.in pairs /groups (especially sea voyage) Read stories / plays and locate details, sequence of ideas and events and identify the main idea. 	<ul style="list-style-type: none"> Speak a few lines on one's experience on sea voyage. Make a collage of the sequence in the story. Poster making on sea voyage.
8	CHAPTER 8: The Spider	<ul style="list-style-type: none"> identify words related to flattery. 	<ul style="list-style-type: none"> Attempt to write creatively (stories, 	<ul style="list-style-type: none"> Finger puppets Each student of the

SL. No.	Chapter Name	Learning Outcomes	Pedagogical Processes	Activities For Assessment
	And The Fly	<ul style="list-style-type: none"> draw a contrast between flattery and praise. inculcate the values of a true friend. SDG 10-Reducing Inequalities	<p>poems, posters, etc)</p> <ul style="list-style-type: none"> Recite poems with appropriate expressions and intonation. Identify and appreciate significant literary elements to demonstrate understanding and their significance in literature and narratives. Concept map 	<p>class will be provided two sticks/finger puppets, one of the spiders and one of the flies.</p> <ul style="list-style-type: none"> Crossword puzzle
9	CHAPTER 9: The Human Robot	<ul style="list-style-type: none"> describe the role of different court personalities sketch the character of Prem Chopra and Ram Singh 070 learn the value of truthfulness, honesty and being trustworthy. SDG9-Industry, Innovation and Infrastructure	<ul style="list-style-type: none"> Group discussion Concept map Attempt creative writing, like stories, poems, dialogues, skits etc. 	<ul style="list-style-type: none"> Complete the dialogues (skills: speaking, reading & writing) Draw a picture of a human robot write the traits and abilities of a human robot. Write dialogues from a story, poems, skits, comic strips, brochures, etc. in order to demonstrate creative skills.
10	CHAPTER 10: Friends And Flatterers	<ul style="list-style-type: none"> appreciate poetry as a literary art form. broadens their vocabularies and develop an appreciation of language. distinguish between a real friend and a fake friend with the help of certain qualities. identify poetic devices that create rhythm and its application. SDG 8-Decent Work and Economic Growth	<ul style="list-style-type: none"> Sharing story on flatterers Identification of literary devices. Explanation and discussion Concept map 	<ul style="list-style-type: none"> Prepare a friendship card Differentiate the characteristics of a friend and a flatterer. represent it in a tabular form. Story weaving
11	CHAPTER 11: Chocolates In	<ul style="list-style-type: none"> distinguish between good and bad food 	<ul style="list-style-type: none"> Introduction through video aids Explanation 	SPEAKING (GROUP DISCUSSION)

SL. No.	Chapter Name	Learning Outcomes	Pedagogical Processes	Activities For Assessment
	Your Dreams Too	choices and activities. <ul style="list-style-type: none"> • relate to habits and lifestyle which are harmful to them and make certain changes and imbibe values learnt in the lesson. • write an informal letter suggesting ideas they learnt in the lesson. SDG3-Good Health and Well being	<ul style="list-style-type: none"> • Differentiation between healthy food and junk food • Concept map 	Topics: <ol style="list-style-type: none"> 1. How much time should a child watch T.V.? 2. Do you think that Gopa's mother was overstrict? <ul style="list-style-type: none"> • Role play • Prepare a food pyramid.

HIGHER ODIA

ସହାୟକ ପୁସ୍ତକ: (PRESCRIBED TEXT BOOK:)

ସାହିତ୍ୟ ସୌରଭ: (ସପ୍ତମ ଶ୍ରେଣୀ)

ପ୍ରକାଶକ: ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ ଓଡ଼ିଶା ସରକାର, ଭୁବନେଶ୍ୱର

TERM - I	TERM - II
INTERNAL ASSESSMENT - I (30 marks)	INTERNAL ASSESSMENT - II (30 marks)
ଶ୍ରବଣ ଦକ୍ଷତା (LISTENING SKILL) (5 MARKS)	ଶ୍ରବଣ ଦକ୍ଷତା (LISTENING SKILL) (5 MARKS)
<p>ରେକର୍ଡ ହୋଇଥିବା କୌଣସି ଏକ କ୍ଷୁଦ୍ର କବିତା ଶୁଣିବା ଉପରେ ଆଧାରିତ । (Based on listening to any shortest recorded poem .)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Attentiveness 2. Listening for specific information 3. Understanding 4. Correct Response 5. Accuracy 	<p>ନୈତିକ ମୂଲ୍ୟବୋଧ ଉପରେ ଆଧାରିତ ଏକ ଅଡ଼ିଓ କ୍ଲିପ୍ । (An audio clip based on moral values.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Attentiveness 2. Listening for specific information 3. Understanding 4. Correct Response 5. Accuracy
କଥନ ଦକ୍ଷତା (SPEAKING SKILL) (5 MARKS)	କଥନ ଦକ୍ଷତା (SPEAKING SKILL) (5 MARKS)
<p>ବିଦ୍ୟାର୍ଥୀମାନେ ଯେ କୌଣସି ଜଣେ ମହାପୁରୁଷଙ୍କ ସମ୍ପର୍କରେ ନିଜର ଅଭିମତ ରଖିବେ । (Students will keep their opinion regarding any great Personality.)</p> <p>Rubrics (1 Mark each)</p> <ol style="list-style-type: none"> 1. Fluency 2. Pronunciation and accent 3. Vocabulary 4. Accuracy 5. Presentation 	<p>ଅଭିନୟ ମଞ୍ଚସ୍ଥ : (ଦଳଗତ ଭାବରେ ଅଭିନୟ ମାଧ୍ୟମରେ ଶ୍ରେଣୀ କକ୍ଷରେ ଉପସ୍ଥାପନ କରିବେ ।) Role Play (Group: presented in the classroom through group acting.)</p> <p>Rubrics (1 Mark each)</p> <ol style="list-style-type: none"> 1. Fluency 2. Pronunciation and accent 3. Vocabulary 4. Accuracy 5. Presentation
ପଠନ ଦକ୍ଷତା (READING SKILL) (5 MARKS)	ପଠନ ଦକ୍ଷତା(READING SKILL) (5 MARKS)
<p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଗଦ୍ୟକୁ ଉଚ୍ଚପଠନ କରିବେ କିମ୍ବା ଏକ ପଠିତ କବିତାକୁ ସ୍ୱସ୍ୱରରେ ଆବୃତ୍ତି କରିବେ । (Students will read loudly a prose or recite a poem.)</p> <p>Rubrics (1 Mark each)</p> <ol style="list-style-type: none"> 1. Pronunciation and articulation 2. Fluency and confidence 3. Expression 4. Posture 5. Comprehensibility 	<p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ଗଦ୍ୟକୁ ଉଚ୍ଚପଠନ କରିବେ କିମ୍ବା ଏକ ପଠିତ କବିତାକୁ ସ୍ୱସ୍ୱରରେ ଆବୃତ୍ତି କରିବେ । (Students will read loudly a prose or recite a poem.)</p> <p>Rubrics (1 Mark each)</p> <ol style="list-style-type: none"> 1. Pronunciation and articulation 2. Fluency and confidence 3. Expression 4. Posture 5. Comprehensibility
ଲିଖନ ଦକ୍ଷତା (WRITING SKILL) (5 MARKS)	ଲିଖନ ଦକ୍ଷତା(WRITING SKILL) (5 MARKS)
<p>ବିଦ୍ୟାର୍ଥୀ ଏକ ବସ୍ତୁ / ସ୍ଥାନ / ବ୍ୟକ୍ତି / ଘଟଣାକୁ ଆଧାର କରି ନିଜର ଭାବନାକୁ ଲିଖନ ମାଧ୍ୟମରେ ପରିପ୍ରକାଶ କରିବେ ।</p>	<p>ବିଦ୍ୟାର୍ଥୀମାନେ ପଠିତ 'ସତ୍ତ୍ୱକ ନିରାପତ୍ତା' ବିଷୟକୁ ଆଧାର କରି ଏକ କବିତା ଲେଖିବେ ।</p>

<p>(Students will express their feelings in writing based on an object / place / person / event.)</p> <p>Rubrics (1 mark each)</p> <ol style="list-style-type: none"> 1. Relevance to content 2. Creative presentation 3. Fluency 4. Vocabulary 5. Accuracy 	<p>(Students will write a poem based on the theme "SADAKA NIRAPATTA".)</p> <p>Rubrics (1 mark each)</p> <ol style="list-style-type: none"> 1. Relevance to content 2. Creative presentation 3. Fluency 4. Vocabulary 5. Accuracy
<p>ପୋର୍ଟଫୋଲିଓ (Portfolio) (5 Marks)</p> <p>ଶ୍ରେଣୀ କାର୍ଯ୍ୟ ଓ ଗୃହକାର୍ଯ୍ୟ ଉପସ୍ଥାପନା ଏବଂ ସଂଶୋଧନ କାର୍ଯ୍ୟ । (CW & HW notebook presentation and correction work.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Regularity 2. Task completion 3. Follow Up Action 4. Maintenance of Index 5. Notebook up keep 	<p>ପୋର୍ଟଫୋଲିଓ(Portfolio) (5 Marks)</p> <p>ଶ୍ରେଣୀ କାର୍ଯ୍ୟ ଓ ଗୃହକାର୍ଯ୍ୟ ଉପସ୍ଥାପନା ଏବଂ ସଂଶୋଧନ କାର୍ଯ୍ୟ । (CW & HW notebook presentation and correction work.)</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Regularity 2. Task completion 3. Follow Up Action 4. Maintenance of Index 5. Notebook up keep
<p>ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ(Project) (5 marks)</p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ 'କହିବି କଥାଟି' କବିତାକୁ ଆଧାର କରି ଏକ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିବେ । (Students will prepare a project based on poem KAHIBI KATHATI.) ସହାୟକ ପୁସ୍ତକ : ସାହିତ୍ୟ ସୌରଭ 'ସପ୍ତମ ଶ୍ରେଣୀ' ବିଷୟ : କହିବି କଥାଟି</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Relevance of Content 2. Presentation 3. Fluency and Accuracy 4. Creativity 5. Integration of Art 	<p>ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ(Project) (5 marks)</p> <p>ବିଦ୍ୟାର୍ଥୀମାନେ ଜୟୀରାଜଗୁରୁଙ୍କ ଜୀବନକୁ ଆଧାର କରି ଏକ ପ୍ରକଳ୍ପ ପ୍ରସ୍ତୁତ କରିବେ । (Students will create a project based on the life of Jairajguru.) ସହାୟକ ପୁସ୍ତକ : ସାହିତ୍ୟ ସୌରଭ 'ସପ୍ତମ ଶ୍ରେଣୀ' ବିଷୟ : ମୁକ୍ତି ଯୋଦ୍ଧା ଜୟୀ ରାଜଗୁରୁ</p> <p>Rubrics: (1 Mark Each)</p> <ol style="list-style-type: none"> 1. Relevance of Content 2. Presentation 3. Fluency and Accuracy 4. Creativity 5. Integration of Art

ASSESSMENT STRUCTURE

DESIGN OF QUESTION PAPER: 2024-25

I. Weightage of learning objectives:

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

II. Weightage to form of questions:

Sl. No.	Form of Questions	MCQ	VSA	SA-1	LA-I	LA-II	Total
1	Mark for each question (PT-I/ PT-II/ Half Yearly/ Annual)	01	01	02	05	8/7	
2	Number of PT-I/ PT-II	01	01	02	01	01	06

	questions		(Q:6)	(Q:3)	(Q:1,5)	(Q:4)	(Q:2)	
	Half Yearly/ Annual		02 (Q:8,11)	02 (Q:4,5)	03 (Q:1,7,10)	03 (Q:6,9,12)	02 (Q:2,3)	12
3	Total Marks	PT-I/ PT-II	04	07	16	05	08	40
		Half Yearly/ Annual	08	20	22	15	(8+7) 15	80

(80 Marks of Half-Yearly/Annual will be reduced to 50% weightage.) 30 marks will be allotted for Internal Assessment.

(P.T. I +II = 20% weightage + Half-Yearly/Annual 50% weightage = 70 % + 30 % Internal Assessment = 100%)

SYLLABUS FOR PEN AND PAPER TEST

TERM-I				TERM-II			
PERIODIC TEST-I (40 marks) Time: 1 hr 30 mins.	MARKS	Half-Yearly Examination (80 marks) Time: 3 Hrs.	MARKS	PERIODIC TEST-II (40 marks) Time: 1 hr 30 mins.	MARKS	Annual Examination (80 marks) Time: 3 Hrs.	MARKS
'କ' ବିଭାଗ (ପଠନ) ଅପଠିତ ଗଦ୍ୟାଂଶ	10	'କ' ବିଭାଗ (ପଠନ) ଅପଠିତ ଗଦ୍ୟାଂଶ	10	'କ' ବିଭାଗ (ପଠନ) ଅପଠିତ ଗଦ୍ୟାଂଶ	10	'କ' ବିଭାଗ (ପଠନ) ଅପଠିତ ଗଦ୍ୟାଂଶ	10
'ଖ' ବିଭାଗ(ଲିଖନ) ୧. ରଚନା	8	'ଖ' ବିଭାଗ(ଲିଖନ) ୧. ରଚନା ୨. ପତ୍ର	15	'ଖ' ବିଭାଗ(ଲିଖନ) ୧. ରଚନା	8	'ଖ' ବିଭାଗ(ଲିଖନ) ୧. ରଚନା ୨. ପତ୍ର/ଦରଖାସ୍ତ୍ର	15
'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ପାଠ୍ୟପୁସ୍ତକରୁ ୧. ଶବ୍ଦାର୍ଥ ୨. ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ ୩. ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ	7	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ପାଠ୍ୟ ପୁସ୍ତକରୁ ୧. ଶବ୍ଦାର୍ଥ ୨. ବାକ୍ୟଗଠନ ୩. ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ ୪. ସମୋଚ୍ଚାରିତ ଶବ୍ଦ ୫. ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ ୬. ପ୍ରତିଶବ୍ଦ ୭. ଗଦ୍ୟରୂପ ୮. ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ	20	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ପାଠ୍ୟ ପୁସ୍ତକରୁ ୧. ଶବ୍ଦାର୍ଥ ୨. ଗଦ୍ୟରୂପ ୩. ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ	7	'ଗ' ବିଭାଗ (ବ୍ୟାକରଣ) ପାଠ୍ୟ ପୁସ୍ତକରୁ ୧. ଶବ୍ଦାର୍ଥ ୨. ବାକ୍ୟଗଠନ ୩. ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ ୪. ସମୋଚ୍ଚାରିତ ଶବ୍ଦ ୫. ଗଦ୍ୟରୂପ ୬. ପ୍ରତିଶବ୍ଦ ୭. ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ ୮. ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ	20
'ଘ' ବିଭାଗ (ସାହିତ୍ୟ) କବିତା ୧. କଳାମାଣିକରେ ୨. ତାରା-ସୂର୍ଯ୍ୟ ପ୍ରବନ୍ଧ ୧. ରାମାୟଣ କଥା କାହାଣୀ ଓ ଗଳ୍ପ ୧. ମାଡ଼ହାଣ୍ଡି କଥା	15	'ଘ' ବିଭାଗ (ସାହିତ୍ୟ) କବିତା ୧. କଳାମାଣିକରେ ୨. ତାରା-ସୂର୍ଯ୍ୟ ୩. ଦେଖିନାହିଁ କେତେଦିନୁ ଖଣ୍ଡଗିରି ୪. କହିବି କଥାଟି ପ୍ରବନ୍ଧ ୧. ରାମାୟଣ କଥା ୨. ସତ୍ୟର ପୂଜାରୀ ଆଚାର୍ଯ୍ୟ ହରିହର ୩. ମୃତ୍ୟୁ ବିଜୟୀ ବାଳକ କାହାଣୀ ଓ ଗଳ୍ପ ୧. ମାଡ଼ହାଣ୍ଡି କଥା ୨. ଏ ମଣିଷକୁ ପଥର କଲା କିଏ	35	'ଘ' ବିଭାଗ (ସାହିତ୍ୟ) କବିତା ୧. ଛୋଟ ମୋର ଗାଆଁଟି ୨. ବାଲୁତ ବୀର ସେ ପ୍ରବନ୍ଧ ୧. ସଡ଼କ ନିରାପତ୍ତା କାହାଣୀ ଓ ଗଳ୍ପ ୧. ବିପଳର ଉଦ୍ଧାର	15	'ଘ' ବିଭାଗ (ସାହିତ୍ୟ) କବିତା ୧. ଛୋଟ ମୋର ଗାଆଁଟି ୨. ବାଲୁତ ବୀର ସେ ୩. ଛୋଟରୁ ବଡ଼ ୪. ତଟିନୀର ଖେଦ ପ୍ରବନ୍ଧ ୧. ସଡ଼କ ନିରାପତ୍ତା ୨. କାଠରୁ ଭାତ , ଘାସରୁ ଦୁଧ, ବାୟୁରୁ ଚିନି କାହାଣୀ ଓ ଗଳ୍ପ ୧. ବିପଳର ଉଦ୍ଧାର ୨. ମନରେ ଆସୁ ମୋ' ଭଲ ଭାବନା କ୍ରୀବନୀ	35

		<p>ଜୀବନୀ ୧. ମୋ' ପିଲାବେଳ କଥା ଏକାଙ୍କିକା ୧. ଆମେ ଧରଣୀ ବୁକୁର ଶିଶୁ</p>			<p>୧. ବୀର ସୁରେନ୍ଦ୍ର ସାଏ ୨. ମୁକ୍ତି ଯୋଦ୍ଧା ଜୟୀ ରାଜଗୁରୁ ଏକାଙ୍କିକା ୧. ଦରଜା ଖୋଲି ଦେବା</p>	
<p>(ଉତ୍ତମ ପାଠକ) ପଠନ ପାଇଁ ପରାମର୍ଶିତ ପୁସ୍ତକ । ୧. ପୁସ୍ତକର ନାମ – ମହତ କଥା (ବିଷୟ -କର୍ତ୍ତବ୍ୟ ହିଁ ଭଗବାନ) ପ୍ରକାଶକ – ଶକ୍ତି ପବ୍ଲିଶର୍ସ ୨. ପୁସ୍ତକର ନାମ – ପିଲାଙ୍କ ନୀତିଶିକ୍ଷା (ବିଷୟ -ସାଧୁତାର ପୁରସ୍କାର) ପ୍ରକାଶକ – ନବଦିଗନ୍ତ</p>	4			<p>(ଉତ୍ତମ ପାଠକ) ୧. ପୁସ୍ତକର ନାମ -ଉଡ଼ତା ଥାଳିଆ (ବିଷୟ -ଉଡ଼ତା ଥାଳିଆ) ପ୍ରକାଶକ – ବିଦ୍ୟାପୁରୀ ୨. ପୁସ୍ତକର ନାମ -ଭକ୍ତକବି ମଧୁସୂଦନ ରାଓ ପ୍ରକାଶକ – ବିଜୟିନୀ ପବ୍ଲିକେଶନ୍ସ</p>	4	
Total	40+4		80		40+4	80

Important Instructions for students

I. The chapters taught in periodic Tests will be included in the Term examinations.

II. The following chapters of Half Yearly (30%) will be included in the Annual Examinations.

ଲିଖନ : ପତ୍ରଲିଖନ ,ବ୍ୟାକରଣ : ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ ,ଶୂନ୍ୟସ୍ଥାନ ପୂରଣ

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

ଶିକ୍ଷଣ ଫଳାଫଳ LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
୧.	କଳା ମାଣିକରେ (କବିତା)	<ul style="list-style-type: none"> ଅଭିମନ୍ୟୁ ସାମନ୍ତ ସିଂହାରଙ୍କ ସାହିତ୍ୟିକ କୃତି ବିଷୟରେ ଜାଣିବେ । କବିତାର ନିର୍ଦ୍ଦିଷ୍ଟ ଶୈଳୀ ସହିତ ପରିଚିତ ହେବେ । ସ୍ଵର ସହିତ ଆବୃତ୍ତି ନିମନ୍ତେ କ୍ଷମ ହେବେ । ବିଦ୍ୟାର୍ଥୀମାନେ କବିତାରେ ଅନ୍ତର୍ନିହିତ ଥିବା ବାସ୍ତବ୍ୟତା ମାତୃହୃଦୟର ଆବେଗକୁ ସୁନ୍ଦରଭାବେ ବର୍ଣ୍ଣନା କରିବେ । <p>SDG – 04-ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG – 15-ସ୍ଥଳଭାଗରେ ଜୀବନ</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> କବିତାଟିକୁ ସ୍ଵର ଦେଇ ଅଭ୍ୟାସ । କୃଷକର ପ୍ରିୟ ପାଞ୍ଚଟି ଜିନିଷର ଚିତ୍ରକରି ନାମ ଲେଖିବେ । ବାସ୍ତବ୍ୟ ମମତାଭରା ତୁମ ମାଆଙ୍କ ସହିତ ଫଟୋଚିତ୍ର ନେଇ କୋଲାଜ ପ୍ରସ୍ତୁତ କରିବେ ।
୨.	ତାରା-ସୂର୍ଯ୍ୟ (କବିତା)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ତାରା ଓ ସୂର୍ଯ୍ୟଙ୍କର ଆବଶ୍ୟକତାକୁ ଅନୁଭବ କରିବାରେ ସମର୍ଥ ହେବେ । 'ଆମ ସୂର୍ଯ୍ୟ ଆମ ପାଇଁ ସବୁଠୁ ଉଜ୍ଜ୍ଵଳ' ଏହି ବିଚାରଧାରାକୁ ବିଦ୍ୟାର୍ଥୀ ହୃଦବୋଧ କରିବେ କବିତାର ଅନ୍ତର୍ନିହିତ ଭାବବୋଧକୁ 	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବିଦ୍ୟାର୍ଥୀମାନେ ନିଜେ ବିଭିନ୍ନ ଗ୍ରହ ଉପଗ୍ରହ ହେବା ସହିତ ସୂର୍ଯ୍ୟ ଓ ପୃଥିବୀ ମଧ୍ୟରେ ଥିବା ଦୂରତାକୁ ସ୍ପଷ୍ଟ କରିବେ । ବିଦ୍ୟାର୍ଥୀମାନେ ତାରା – ସୂର୍ଯ୍ୟକୁ

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
		<p>ହୃଦ୍‌ବୋଧ କରିବାରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସମର୍ଥ ହେବେ ।</p> <p>SDG – 10-ଅସମାନତା ହ୍ରାସ</p> <p>SDG – 17-ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>		ଆଧାର କରି ନିଜେ ଛୋଟ କବିତା ଲେଖିବେ ।
୩.	ଦେଖିନାହିଁ କେତେ ଦିନୁ ଖଣ୍ଡଗିରି (କବିତା)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଉତ୍କଳର ଐତିହ୍ୟ ସ୍ମୃତି ବହନ କରୁଥିବା ଖଣ୍ଡଗିରିର ଅତୀତ ଗୌରବକୁ ମନେ ପକାଇବେ । ଖଣ୍ଡଗିରି ବର୍ତ୍ତମାନ କିପରି ଓଡ଼ିଶାର ଏକ ଦର୍ଶନୀୟ ସ୍ଥାନରେ ପରିଣତ ହୋଇଛି ସେ ସମ୍ପର୍କରେ ଧାରଣା ପାଇବେ । କବିତାର ଅନ୍ତର୍ନିହିତ ଭାବବୋଧକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସମର୍ଥ ହେବେ । <p>SDG- 8 -ଉତ୍ତମ କାର୍ଯ୍ୟ ଓ ଆର୍ଥିକ ବିକାଶ</p> <p>SDG-17-ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବିଦ୍ୟାର୍ଥୀମାନେ 'ଖଣ୍ଡଗିରି'ର ଇତିହାସ ସମ୍ପର୍କିତ ବିଭିନ୍ନ ଛବି ସଂଗ୍ରହ କରିବେ । ଗୋପବନ୍ଧୁଙ୍କ ରଚିତ ଯେ କୌଣସି କବିତାର କିଛି ଅଂଶ ଶ୍ରେଣୀ ଗୃହରେ ଆବୃତ୍ତି କରିବେ ।
୪.	କହିବି କଥାଟି (କବିତା)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ପୁରୁଷୋତ୍ତମ, ଯଯାତି, ବୀରଖାରବେଳ ଆଦି ଆମ ପୂର୍ବପୁରୁଷଙ୍କ ସ୍ମରଣୀୟ କୀର୍ତ୍ତି ସଂପର୍କରେ ସ୍ମରଣ କରିବାରେ ସମର୍ଥ ହେବେ । ଉତ୍କଳର ଐତିହ୍ୟ ଓ ସଂସ୍କୃତିକୁ ଛାତ୍ରଛାତ୍ରୀ ହୃଦ୍‌ବୋଧ କରିବେ । କବିତାର ଅନ୍ତର୍ନିହିତ ଭାବବୋଧକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସମର୍ଥ ହେବେ । <p>SDG – 04-ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p> <p>SDG-17-ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଶାର ପ୍ରାଚୀନ ମନ୍ଦିରଗୁଡ଼ିକର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ । ଓଡ଼ିଶାରେ ଶାସନ କରିଥିବା ବିଭିନ୍ନ ରାଜାମାନଙ୍କର ଫଟୋଚିତ୍ର ସଂଗ୍ରହ କରିବେ । ଉତ୍କଳମାଟିର ବରପୁତ୍ରମାନଙ୍କ ରଚିତ କେତେକ କାବ୍ୟ ଓ ଏହାର ରଚୟିତା ସମ୍ପର୍କିତ ଏକ କୁଇଜ ଆୟୋଜନ କରାଯିବ ।
୫.	ଛୋଟ ମୋର ଗାଆଁଟି (କବିତା)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଗ୍ରାମୀଣ ଜୀବନର ରୂପଚିତ୍ର (ପ୍ରାକୃତିକ ଦୃଶ୍ୟ) ସଂପର୍କରେ ସ୍ମରଣ କରିବାରେ ସମର୍ଥ ହେବେ । ବିଦ୍ୟାର୍ଥୀମାନେ ପଲ୍ଲୀରେ ବାସ କରୁଥିବା ଲୋକମାନଙ୍କର ସରଳ ଜୀବନ ପ୍ରତି ନିଜର ଅଭିମତ ରଖିବେ । କବିତାର ଅନ୍ତର୍ନିହିତ ଭାବବୋଧକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ସମର୍ଥ ହେବେ । <p>SDG – 4-ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p> <p>SDG 15- ଭୂପୃଷ୍ଠରେ ଜୀବନ</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଓଡ଼ିଆ ଭାଷାରେ ପୁରସ୍କୃତ ହୋଇଥିବା କେନ୍ଦ୍ର ସାହିତ୍ୟ ଏକାଡ଼େମୀ ଓ ଜ୍ଞାନପୀଠ ପୁରସ୍କାର ପ୍ରାପ୍ତ କବି ଓ ଲେଖକ ମାନଙ୍କର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ । ଗାଆଁ ଓ ସହର ମଧ୍ୟରେ ଥିବା ବିଭେଦତା ସମ୍ପର୍କିତ ନିଜ ବିଚାରଧାରାକୁ ଶ୍ରେଣୀ କକ୍ଷରେ ଉପସ୍ଥାପନ କରିବେ ।

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
				<ul style="list-style-type: none"> ଗ୍ରାମ୍ୟ ଦୃଶ୍ୟ ଅଙ୍କନ କରିବେ ।
୬.	ବାଲୁତ ବୀର ସେ (କବିତା)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ନଚିକେତା, ଧର୍ମପଦ ଓ ବାଞ୍ଜିରାଉତ ପରି ବାଲୁତ ବୀରମାନଙ୍କ ତ୍ୟାଗକୁ ଶ୍ରେଣୀ କକ୍ଷରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । ବାଞ୍ଜିରାଉତ କିପରି ନିଜର ଅପୂର୍ବ ସାହାସ ତଥା କର୍ତ୍ତବ୍ୟନିଷ୍ଠାର ଯେଉଁ ପ୍ରେରଣା ରୂପକ ବାଞ୍ଜା ସମାଜକୁ ପ୍ରଦାନ କରିଛନ୍ତି ତାହାକୁ ଛାତ୍ରଛାତ୍ରୀମାନେ ହୃଦ୍‌ବୋଧ କରିବେ । କବିତାର ଅନ୍ତର୍ନିହିତ ଭାବବୋଧକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ଛାତ୍ରଛାତ୍ରୀମାନେ କ୍ଷମ ହେବେ । <p>SDG -4-ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG- 10- ଅସମାନତା ହ୍ରାସ SDG 17- ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବିଦ୍ୟାର୍ଥୀମାନେ ଶ୍ରେଣୀକକ୍ଷରେ ନଚିକେତା , ଧର୍ମପଦ ଓ ବାଞ୍ଜିରାଉତଙ୍କ ସମ୍ପର୍କରେ ନିଜର ଅଭିମତ ରଖିବେ । ଛାତ୍ରଛାତ୍ରୀମାନେ ବାଲୁତ ବୀର ବାଞ୍ଜିରାଉତଙ୍କ ସମ୍ପର୍କରେ ସଚିତ୍ର ବିବରଣୀ ପ୍ରଦାନ କରିବେ ।
୭.	ଛୋଟରୁ ବଡ଼ (କବିତା)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଛୋଟ ବେଳର କଥାକୁ ସ୍ମରଣ କରିବାରେ ସମର୍ଥ ହେବେ । ଛୋଟ ଓ ବଡ଼ ମଧ୍ୟରେ ଥିବା ବିଭେଦତାକୁ ଛାତ୍ରଛାତ୍ରୀମାନେ ହୃଦ୍‌ବୋଧ କରିପାରିବେ । 'ଛୋଟରୁ ବଡ଼' ବିଷୟ ଭିତ୍ତିକ ବିଚାର ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG – 4-ଗୁଣାତ୍ମକ ଲକ୍ଷ୍ୟ SDG 17-ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବିଦ୍ୟାର୍ଥୀମାନେ 'ଛୋଟରୁ ବଡ଼'କବିତାରେ ଯେଉଁ ସବୁ କ୍ଷୁଦ୍ର ମଧ୍ୟରେ ବୃହତର ପରିଚୟ ପାଇଲେ ତାହାର ଚିତ୍ର ଆଙ୍କି ନିଜ ଶ୍ରେଣୀ କକ୍ଷକୁ ସଜାଇବେ । ଛାତ୍ରଛାତ୍ରୀମାନେ କବିତାଟିକୁ ମୁଖସ୍ଥ କରି ଶ୍ରେଣୀ କକ୍ଷରେ ଗାନ କରିବେ ।
୮.	ତଟିନୀର ଖେଦ (କବିତା)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ପ୍ରକୃତିର ରୂପଚିତ୍ର ସଂପର୍କରେ ସ୍ମରଣ କରିବାରେ ସମର୍ଥ ହେବେ । ଶୁଦ୍ଧ ଜଳର ଆବଶ୍ୟକତା ଏବଂ ଦୂଷିତ ଜଳର କୁପରିଣାମ ବିଷୟରେ ଧାରଣା ପାଇବେ । କଳକାରଖାନାର ଦୂଷିତ ପଦାର୍ଥ କିପରି ନାକ ନର୍ଦ୍ଦମାରୁ ଯାଇ ନଦୀରେ ମିଶି ମଧୁର ଜଳକୁ ବିଷାକ୍ତ କରୁଛି ସେ ବିଷୟରେ ଛାତ୍ରଛାତ୍ରୀମାନେ ଅବଗତ ହେବେ । 'ତଟିନୀର ଖେଦ' ବିଷୟ ଭିତ୍ତିକ ବିଚାର ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । 	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ କବି ପରିଚୟ ଆବୃତ୍ତି ବ୍ୟାଖ୍ୟା ଚିତ୍ରାଙ୍କନ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଶ୍ରେଣୀ କକ୍ଷରେ ପରିବେଶ ସଚେତନତା ସମ୍ପର୍କରେ ଏକ ବକ୍ତୃତା ପ୍ରତିଯୋଗିତା କରିବେ । ନଦୀକୁ ନେଇ ଛାତ୍ରଛାତ୍ରୀମାନେ କବିତାଟିଏ ଲେଖିବେ । ବିଦ୍ୟାର୍ଥୀମାନେ ନଦୀ ଓ ସମୁଦ୍ରର କଥୋପକଥନକୁ ସଂଳାପ ଆକାରରେ ଉପସ୍ଥାପନ କରି ଶ୍ରେଣୀ କକ୍ଷରେ ଅଭିନୟ କରିବେ

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
		<p>SDG – 06-ବିଶୁଦ୍ଧ ଜଳ ଓ ପରିମଳ</p> <p>SDG-13-ଜଳବାୟୁ କାର୍ଯ୍ୟ</p> <p>SDG-14- ଜଳଭାଗରେ ଜୀବନ</p>		
୯.	ରାମାୟଣ କଥା (ପ୍ରବନ୍ଧ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ରାମାୟଣରେ ବର୍ଣ୍ଣିତ ରାମଚନ୍ଦ୍ରଙ୍କ ଆଦର୍ଶ ଚରିତ୍ର ସମ୍ପର୍କରେ ନିଜର ଅଭିମତ ପ୍ରକାଶ କରିବେ । ବିଦ୍ୟାର୍ଥୀମାନେ ପିତୃଭକ୍ତି , ସତ୍ୟରକ୍ଷା , ଭ୍ରାତୃଭକ୍ତି , ପତିବ୍ରତା ଭଳି ମହତଗୁଣକୁ ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ । 'ରାମାୟଣକଥା' ବିଷୟ ଭିତ୍ତିକ ବିଚାରଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG – 04-ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p> <p>SDG-17-ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା,</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱାକରଣ 	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ପିତାମାତାଙ୍କ ପ୍ରତି କର୍ତ୍ତବ୍ୟ ଉପରେ ଶ୍ରେଣୀ ଗୃହରେ ଆଲୋଚନା କରିବେ । ରାମାୟଣ ସମ୍ପର୍କିତ କୌଣସି ଏକ ଦୃଶ୍ୟର ଚିତ୍ର ଲଗାଇ ସେ ବିଷୟରେ ବର୍ଣ୍ଣନା କରିବେ । ବିଷୟ ଅନ୍ତର୍ଗତ ଶବ୍ଦକୁ ନେଇ ଖେଳ ଖେଳିବେ । (ଶେଷ ଯେଉଁଠି ଆରମ୍ଭ ସେଇଠି)
୧୦.	ସତ୍ୟର ପୂଜାରୀ ଆଚାର୍ଯ୍ୟ ହରିହର (ପ୍ରବନ୍ଧ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ସତ୍ୟର ପୂଜାରୀ ଆଚାର୍ଯ୍ୟ ହରିହରଙ୍କ ଜୀବନର ମହତ୍ତ୍ୱପୂର୍ଣ୍ଣ ଗୁଣାବଳୀ ବିଷୟରେ ଅବଗତ ହେବେ । ନିଷ୍ଠା ହିଁ ସଫଳତାର ଚାବିକାଠି ଏହା ହୃଦୟଙ୍ଗମ କରିବେ । ବିଦ୍ୟାର୍ଥୀମାନେ ସେବା, ତ୍ୟାଗ, ଭଳି ମହତଗୁଣକୁ ବୋଧ କରିବା ସହିତ ସତ୍ୟ ଓ ସଂକଳ୍ପ ରକ୍ଷା ସମ୍ପର୍କରେ ଜାଣିବେ । 'ସତ୍ୟର ପୂଜାରୀ ଆଚାର୍ଯ୍ୟ ହରିହର' ବିଷୟ ଭିତ୍ତିକ ବିଚାରଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG –03-ଉତ୍ତମ ସ୍ୱାସ୍ଥ୍ୟ ଓ କଲ୍ୟାଣ</p> <p>SDG – 04-ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p> <p>SDG –6- ବିଶୁଦ୍ଧ ଜଳ ଓ ପରିମଳ ।</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱାକରଣ ଦୃଶ୍ୟଗ୍ରାହ୍ୟ ପ୍ରଦର୍ଶନ । 	<ul style="list-style-type: none"> ବିଦ୍ୟାର୍ଥୀମାନେ ସତ୍ୟବାଦୀ ବନବିଦ୍ୟାଳୟ ସମ୍ବନ୍ଧରେ ତଥ୍ୟ ସଂଗ୍ରହ କରିବେ । ଆଚାର୍ଯ୍ୟ ହରିହରଙ୍କ ଚିତ୍ର ଲଗାଇ ତାଙ୍କର ସୁଗୁଣାବଳୀ ବିଷୟରେ ବର୍ଣ୍ଣନା କରିବେ ।
୧୧.	ମୃତ୍ୟୁ ବିଜୟୀ ବାଳକ (ପ୍ରବନ୍ଧ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଧର୍ମ ଦେବତାଙ୍କ ଉଦ୍ଦାରତା ବିଷୟରେ ଜାଣିବେ । ନଚିକେତାଙ୍କ ସାହସ,ସତ୍ୟପ୍ରତି ନିଷ୍ଠା ,ପିତୃଭକ୍ତି , ସତ୍ୟରକ୍ଷା ଭଳି ମହତଗୁଣକୁ ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ । 'ମୃତ୍ୟୁ ବିଜୟୀ ବାଳକ' ବିଷୟ ଭିତ୍ତିକ ବିଚାରଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG – 04-ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱାକରଣ ଦୃଶ୍ୟଗ୍ରାହ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ପୌରାଣିକ ଉପାଖ୍ୟାନରୁ ନଚିକେତାଙ୍କ ପରି ମହାନ ଚରିତ୍ରମାନଙ୍କୁ ପଢି ଶିକ୍ଷଣୀୟ କଥା ସଂଗ୍ରହ କରି ଶ୍ରେଣୀ କକ୍ଷରେ ପ୍ରଦର୍ଶନ କରିବେ 'ମୃତ୍ୟୁବିଜୟୀ ବାଳକ' ବିଷୟକୁ ଆଧାର କରି ଛାତ୍ରଛାତ୍ରୀମାନେ ଏକ ଏକାଙ୍କିକା ଶ୍ରେଣୀ କକ୍ଷରେ ପ୍ରସ୍ତୁତ କରିବେ ।

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
୧୨.	ସଡ଼କ ନିରାପତ୍ତା (ପ୍ରବନ୍ଧ)	<ul style="list-style-type: none"> ବିଦ୍ୟାଥୀମାନେ ସଡ଼କ ନିରାପତ୍ତାର ନିୟମ ସମ୍ପର୍କରେ ଅବଗତ ହେବା ସହିତ ପରିବାରକୁ ସଚେତନ କରାଇବାରେ ସମର୍ଥ ହେଲେ । ଦୁର୍ଘଟଣା ପ୍ରତି ସଚେତନ ହେବା ସମ୍ପର୍କରେ ଶିଖିବେ । 'ସଡ଼କ ନିରାପତ୍ତା' ବିଷୟ ଭିତ୍ତିକ ବିଚାର ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସକ୍ଷମ ହେବେ । <p>SDG – 04-ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG –16 –ଶାନ୍ତି, ନ୍ୟାୟ ଓ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ SDG – 17-ଲକ୍ଷ୍ୟପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ରାସ୍ତାରେ ବ୍ୟବହୃତ ସଙ୍କେତଗୁଡ଼ିକ ସଂଗ୍ରହ କରି ଖାତାରେ ସଂଲଗ୍ନ କରିବେ ଓ ନିଜ ପରିବାର ସହିତ ଏ ସମ୍ପର୍କରେ ଆଲୋଚନା କରିବେ । ଗ୍ରାଫିକ୍ ଲାଇଟ୍ ଓ କେନ୍ଦ୍ରୀୟ କ୍ରସିଂର ଏକ ଚିତ୍ର ଖାତାରେ ଅଙ୍କନ କରିବେ । ଛାତ୍ରଛାତ୍ରୀ ସଡ଼କ ସୁରକ୍ଷା , ଦୁର୍ଘଟଣାର କାରଣ ,ଗ୍ରାଫିକ୍ ନିୟମ ,ଯାତାୟତ ଜନିତ ସମସ୍ୟାକୁ ଆଧାର କରି ସଚେତନତା ମୂଳକ ଉଚ୍ଚ ପ୍ରସ୍ତୁତ କରିବେ ।
୧୩.	କାଠରୁ ଭାତ , ଘାସରୁ ଦୁଧ , ବାୟୁରୁ ଚିନି (ପ୍ରବନ୍ଧ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଭିନ୍ନ ଶ୍ରେତସାର , ସ୍ନେହସାର ଓ ପୁଷ୍ଟିସାର ଜାତୀୟ ଖାଦ୍ୟ ଶସ୍ୟ ସମ୍ପର୍କରେ ମନେ ପକାଇବାରେ ସକ୍ଷମ ହେବେ । ଆଜିର ସମାଜରେ ବିଜ୍ଞାନ ଓ ପ୍ରଯୁକ୍ତିବିଦ୍ୟା କିପରି ଖାଦ୍ୟ ସମସ୍ୟାକୁ ଦୂର କରିବାର ସକ୍ଷମ ହେବ ସେ ସମ୍ପର୍କରେ ଜ୍ଞାନ ଅର୍ଜନ କରିବେ । 'କାଠରୁ ଭାତ , ଘାସରୁ ଦୁଧ , ବାୟୁରୁ ଚିନି' ବିଷୟ ଭିତ୍ତିକ ବିଚାର ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG – 08-ଉତ୍କୃଷ୍ଟ କାର୍ଯ୍ୟ ଓ ଆର୍ଥିକ ଅଭିବୃଦ୍ଧି, SDG –09-ଶିଳ୍ପ ନବ ସୃଜନ ଓ ଭିତ୍ତିଭୂମି SDG –12- ଦାୟିତ୍ୱପୂର୍ଣ୍ଣ ବ୍ୟବହାର ଓ ଉତ୍ପାଦନ</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଉଭିଦ କିପରି ଖାଦ୍ୟ ପ୍ରସ୍ତୁତ କରେ ସେ ସମ୍ପର୍କରେ ପ୍ରକଟ ପ୍ରସ୍ତୁତ କରି ନିଜ ଶ୍ରେଣୀ କକ୍ଷରେ ପ୍ରଦର୍ଶନ କରିବାରେ ସମର୍ଥ ହେବେ । ଆଧୁନିକ ଯୁଗରେ କିପରି ଭାବରେ ଫଳ ଓ ଶସ୍ୟ ଉତ୍ପାଦନ ବୃଦ୍ଧି କରାଯାଇପାରିବ ସେ ବିଷୟରେ ଶ୍ରେଣୀ ଗୃହରେ ଆଲୋଚନା କରାଯିବ ।
୧୪.	ମାଡ଼ହାଣ୍ଡି କଥା (ଗଳ୍ପ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ 'ଆଳସ୍ୟ ଯେ ଦୁଃଖର କାରଣ' ସେ ବିଷୟରେ ଧାରଣା ପାଇବେ ଓ ଦୁଃଖୀର ହୃଦୟକୁ ଦେବାଦେବୀ ଚିହ୍ନିପାରନ୍ତି ବୋଲି ଜାଣିବେ । 'କର୍ମ ହିଁ ଭଗବାନ' ଏ ବିଚାର ଧାରାକୁ ବ୍ୟାବହାରିକ ଜୀବନରେ ପ୍ରୟୋଗ କରିବା ନିମନ୍ତେ ସମସ୍ତେ ସଂକଳ୍ପ ନେବେ । 'ମାଡ଼ହାଣ୍ଡି କଥା' ବିଷୟ ଭିତ୍ତିକ ବିଚାର 	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ପାଠରେ ବ୍ୟବହୃତ ହୋଇଥିବା ଲୌକିକ ଶବ୍ଦକୁ ନେଇ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ । 'ମାଡ଼ହାଣ୍ଡି' ଗଳ୍ପରୁ ଯାହା ଶିକ୍ଷାଲାଭ କଲେ ସେ ସମ୍ପର୍କରେ ବର୍ଣ୍ଣନା କରି ନିଜର ଜଣେ ଅଳସୁଆ ସାଙ୍ଗ ନିକଟକୁ ଏକ ଚିଠି ଲେଖିବେ । 'ମାଡ଼ହାଣ୍ଡି' ଗଳ୍ପକୁ ନିଜ ଶ୍ରେଣୀ

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସ୍ତାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
		ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । SDG – 01- ଦାରିଦ୍ର୍ୟ ଦୂରୀକରଣ, SDG –02- କ୍ଷୁଧା ନିବାରଣ SDG –4- ଗୁଣାତ୍ମକ ଶିକ୍ଷା		କକ୍ଷରେ ଅଭିନୟ ମାଧ୍ୟମରେ ଉପସ୍ଥାପନ କରିବେ ।
୧୫.	ଏ ମଣିଷକୁ ପଥର କଲା କିଏ (ଗଳ୍ପ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଗଳ୍ପ ମାଧ୍ୟମରେ ମାନବିକ ଗୁଣକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ । ନିଷ୍ଠୁର ପ୍ରଶାସକ ନିକଟରେ ନିରୀହ ମଣିଷ କିପରି ପାଷାଣ ପାଲଟି ଯାଏ , ତାହା ବିଦ୍ୟାର୍ଥୀ ହୃଦ୍‌ବୋଧ କରିବେ । ବିଷୟ ଭିତ୍ତିକ ବିଚାର ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ ସମର୍ଥ ହେବେ । SDG – 13- ଜଳବାୟୁ କାର୍ଯ୍ୟ, SDG –15- ଭୂ ପୃଷ୍ଠରେ ଜୀବନ	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ଓଡ଼ିଶାରେ ଥିବା ରାଜପ୍ରସାଦ ଗୁଡ଼ିକର ଚିତ୍ର ଓ ତଥ୍ୟ ସଂଗ୍ରହ କରିବେ । 'ସାଂପ୍ରତିକ ସମୟରେ ପରିବେଶ ସୁରକ୍ଷା ଏକ ଆହ୍ୱାନ' ଶୀର୍ଷକ ଏକ ରଚନା ଲେଖିବେ ।
୧୬.	ବିପନ୍ନର ଉଦ୍ଧାର (ଗଳ୍ପ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଗଳ୍ପ ମାଧ୍ୟମରେ ମାନବିକ ଗୁଣକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ । ବିପଦ ଓ ପ୍ରତିକୂଳ ପରିସ୍ଥିତିକୁ ଭୟ ନକରି ଦୁର୍ଗତ ମଣିଷର ସେବା କରିବା ନିମନ୍ତେ ଛାତ୍ରଛାତ୍ରୀମାନେ କ୍ଷମ ହେବେ । 'ବିପନ୍ନର ଉଦ୍ଧାର' ବିଷୟ ଭିତ୍ତିକ ବିଚାର ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ କ୍ଷମ ହେବେ । SDG – 13 ଜଳବାୟୁ କାର୍ଯ୍ୟ SDG –4- ଗୁଣାତ୍ମକ ଶିକ୍ଷା	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> 'ଆହେ ଦୟା ମୟ ବିଶ୍ୱବିହାରୀ' ପ୍ରାର୍ଥନାଟିକୁ ଶ୍ରେଣୀ କକ୍ଷରେ ସମସ୍ତ ବିଦ୍ୟାର୍ଥୀ ଆବୃତ୍ତି କରିବେ ବିଜୁପଟ୍ଟନାୟକ ବିମାନବନ୍ଦରକୁ ଆସୁଥିବା ଉଡ଼ାଜାହାଜମାନଙ୍କର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ । ଭାରତରେ ଘଟିଥିବା ବିମାନ ଦୁର୍ଘଟଣା ସମ୍ପର୍କିତ ଚିତ୍ର ଓ ତଥ୍ୟ ସଂଗ୍ରହ କରି ଖାତାରେ ଲଗାଇବେ ।
୧୭.	ମନରେ ଆସୁ ମୋ' ଭଲ ଭାବନା (ଗଳ୍ପ)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ଗଳ୍ପ ମାଧ୍ୟମରେ ପ୍ରକୃତ ସୁଖପାଇବାର ବାଟକୁ ଖୋଜିପାଇବାରେ ସମର୍ଥ ହେବେ । ଛାତ୍ରଛାତ୍ରୀମାନେ ସୁଖ ଅନ୍ୱେଷଣର ବିଚାରଧାରାକୁ ହୃଦ୍‌ବୋଧ କରିପାରିବେ । ବିଷୟ ଭିତ୍ତିକ ବିଚାର ଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ଭାବରେ ଉପସ୍ଥାପନ କରିବାରେ କ୍ଷମ ହେବେ । 	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶବ୍ଦର ସ୍ୱତ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ନୀତିଶିକ୍ଷାମୂଳକ ଗଳ୍ପଟିଏ ଲେଖି ସାଙ୍ଗକୁ ଶୁଣାଇବେ । ବିଦ୍ୟାର୍ଥୀମାନେ 'ମନରେ ଆସୁ ମୋ' ଭଲ ଭାବନା' ଗଳ୍ପକୁ ଆଧାର କରି ଏକ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରସ୍ତୁତ କରିବେ । ମନ ମଧ୍ୟରେ ସୃଷ୍ଟି ହେଉଥିବା ଅମାନବୀୟ ଗୁଣଗୁଡ଼ିକୁ ନିୟନ୍ତ୍ରଣ କରିବା ନିମନ୍ତେ ଧ୍ୟାନର ମହତ୍ତ୍ୱକୁ

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
		SDG – 16 -ଶାନ୍ତି, ନ୍ୟାୟ ଓ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ		ଗୁରୁତ୍ୱ ଦେବେ ।
୧୮.	ମୋ ପିଲାବେଳ କଥା (ଜୀବନୀ)	<ul style="list-style-type: none"> • ବିଦ୍ୟାର୍ଥୀ ଜୀବନୀ ସାହିତ୍ୟ ଅଧ୍ୟୟନ କରି ଜୀବନ ପଥର ପ୍ରକୃତ ସ୍ୱରୂପକୁ ବୁଝିବାରେ ସମର୍ଥ ହେବେ । • ବିଦ୍ୟାର୍ଥୀମାନେ ରମାଦେବୀଙ୍କ ଜୀବନାଦର୍ଶ ସହିତ ନିଜକୁ ପରିଚିତ କରିବେ । • ବିଦ୍ୟାର୍ଥୀ ଜୀବନୀ ସାହିତ୍ୟ ମଧ୍ୟରେ ଅନ୍ତର୍ନିହିତ ବୌଦ୍ଧିକ ଓ ଭାଷାଗତ ଉଦ୍ଦେଶ୍ୟକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG – 04- ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG –16-ଶାନ୍ତି ନ୍ୟାୟ ଓ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ SDG –17-ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲେଖକ ପରିଚୟ • ଉଚ୍ଚପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ୱସ୍ୱୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ଓଡ଼ିଶାର ପ୍ରସିଦ୍ଧ ଲେଖକମାନଙ୍କର ଏକ ତାଲିକା ପ୍ରସ୍ତୁତ କରିବେ । • ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀ ଖୁଦିରାମ ବୋଷଙ୍କ ଜୀବନାଦର୍ଶକୁ ଆଧାର କରି ଏକ ନାଟକ ମଞ୍ଚସ୍ଥ କରିବେ • ରମାଦେବୀଙ୍କ ଜୀବନୀକୁ ନେଇ ଏକ ନାଟକ ପ୍ରସ୍ତୁତ କରିବେ ।
୧୯.	ବୀର ସୁରେନ୍ଦ୍ର ସାଏ (ଜୀବନୀ)	<ul style="list-style-type: none"> • ବିଦ୍ୟାର୍ଥୀ ବୀର ସୁରେନ୍ଦ୍ର ସାଏଙ୍କ ସଂଗ୍ରାମ ଓ ସଂଘର୍ଷମୟ ଜୀବନକୁ ବୁଝିବାରେ ସମର୍ଥ ହେବେ । • ଜୀବନର ଅନ୍ୟନାମ ସଂଘର୍ଷ ଓ ସ୍ୱାଧୀନତା ହାସଲ ପାଇଁ ଆତ୍ମବଳିଦାନ ହିଁ ଶ୍ରେଷ୍ଠ ବଳିଦାନ ଏ କଥାକୁ ବିଦ୍ୟାର୍ଥୀମାନେ ହୃଦ୍‌ବୋଧ କରିବେ । • ବିଦ୍ୟାର୍ଥୀ ଜୀବନୀ ସାହିତ୍ୟ ମଧ୍ୟରେ ଅନ୍ତର୍ନିହିତ ବୌଦ୍ଧିକ ଓ ଭାଷାଗତ ଉଦ୍ଦେଶ୍ୟକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG – 4-ଗୁଣାତ୍ମକ ଶିକ୍ଷା SDG –16-ଶାନ୍ତି ,ନ୍ୟାୟ ଓ ଶକ୍ତିଶାଳୀ SDG –17- ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲେଖକ ପରିଚୟ • ଉଚ୍ଚପଠନ • ଆଲୋଚନା • ନୂତନ ଶବ୍ଦର ସ୍ୱସ୍ୱୀକରଣ • ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> • ବିଦ୍ୟାର୍ଥୀମାନେ ବୀର ସୁରେନ୍ଦ୍ର ସାଏଙ୍କ ଭଳି ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀମାନଙ୍କ ଚିତ୍ର ସଂଗ୍ରହ କରି କୋଳାଜ ପ୍ରସ୍ତୁତ କରିବେ । • ସୁରେନ୍ଦ୍ରସାଏଙ୍କ ପରିବାର ବୃକ୍ଷ ପ୍ରସ୍ତୁତ କରିବେ । • ବୀର ସୁରେନ୍ଦ୍ର ସାଏଙ୍କ ଉପରେ ଏକ ବକ୍ତୃତା ପ୍ରତିଯୋଗିତାରେ ବିଦ୍ୟାର୍ଥୀମାନେ ସକ୍ରିୟ ଅଂଶ ଗ୍ରହଣ କରିବେ ।
୨୦.	ମୁକ୍ତିଯୋଦ୍ଧା ଜୟୀ ରାଜଗୁରୁ	<ul style="list-style-type: none"> • ଛାତ୍ରଛାତ୍ରୀମାନେ ଜୟୀରାଜଗୁରୁଙ୍କ ସଂଗ୍ରାମ ଓ ସଂଘର୍ଷମୟ ଜୀବନୀ ସହିତ ନିଜକୁ ପରିଚିତ କରାଇପାରିବେ । • ଦେଶ ପାଇଁ ଆବଶ୍ୟକ ପଡ଼ିଲେ ପ୍ରାଣବଳି 	<ul style="list-style-type: none"> • ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ • ଲେଖକ ପରିଚୟ • ଉଚ୍ଚପଠନ • ଆଲୋଚନା 	<ul style="list-style-type: none"> • ଜୟୀରାଜଗୁରୁଙ୍କ ତ୍ୟାଗ , ସାହସିକତା ଓ ଦେଶପ୍ରେମକୁ ନେଇ ବିଦ୍ୟାର୍ଥୀମାନେ ଏକ କ୍ଷୁଦ୍ର

କ୍ରମିକ ସଂଖ୍ୟା	ବିଷୟର ନାମ	ଶିକ୍ଷଣ ଫଳାଫଳ	ପ୍ରସାବିତ ଶୈକ୍ଷିକ କାର୍ଯ୍ୟଧାରା	ପରାମର୍ଶିତ କ୍ରିୟାକଳାପ
	(ଜୀବନୀ)	<p>ଦେବା, ଏ କଥାକୁ ବିଦ୍ୟାର୍ଥୀମାନେ ହୃଦ୍‌ବୋଧ କରିବେ ।</p> <ul style="list-style-type: none"> ଜୀବନୀ ସାହିତ୍ୟ ମଧ୍ୟରେ ଅନ୍ତର୍ନିହିତ ବୌଦ୍ଧିକ ଓ ଭାଷାଗତ ଉଦ୍ଦେଶ୍ୟକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG – 04- ଗୁଣାତ୍ମକ ଶିକ୍ଷା, SDG – 16-ଶାନ୍ତି ,ନ୍ୟାୟ ଓ ଶକ୍ତିଶାଳୀ ଅନୁଷ୍ଠାନ SDG – 17 -ଲକ୍ଷ୍ୟ ପ୍ରାପ୍ତି ନିମନ୍ତେ ସହଭାଗିତା</p>	<ul style="list-style-type: none"> ନୂତନ ଶିକ୍ଷକ ସ୍ୱସ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<p>ନାଟକ ପ୍ରସ୍ତୁତ କରିବେ ।</p> <ul style="list-style-type: none"> ଜୟରାଜଗୁରୁଙ୍କ ସଂପର୍କରେ ଅନ୍ୟ କବି ଓ ଲେଖକଙ୍କର ଲେଖା ସଂଗ୍ରହ କରି ପଢ଼ିବେ । ସ୍ୱାଧୀନତା ସଂଗ୍ରାମୀଙ୍କ ଜୀବନାଦର୍ଶରେ ଜୟରାଜଗୁରୁଙ୍କ ସ୍ଥାନକୁ ଆଧାର କରି ଏକ ପ୍ରବନ୍ଧ ଲେଖିବେ ।
୨୧	ଆମେ ଧରଣୀ ବୁକୁର ଶିଶୁ (ଏକାଙ୍କିକା)	<ul style="list-style-type: none"> ବିଦ୍ୟାର୍ଥୀ ବିଦ୍ୟାଳୟରେ ମଞ୍ଚସ୍ଥ କରିଥିବା ବିଭିନ୍ନ କ୍ଷୁଦ୍ର ନାଟକକୁ ମନେପକାଇବାରେ ସମର୍ଥ ହେବେ । ବିଦ୍ୟାର୍ଥୀମାନେ ଏକାଙ୍କିକାର ସଂଳାପଗୁଡ଼ିକ ସ୍ୱସ୍ତ ଉଚ୍ଚାରଣ ତଥା ସହଜ ଅଭିବ୍ୟକ୍ତି ସହିତ ସୁନ୍ଦରଭାବରେ ଅଭିନୟ କରିବେ । ଏକାଙ୍କିକା ମଧ୍ୟରେ ଅନ୍ତର୍ନିହିତ ଭାବ ଓ ଭାଷାଗତ ଉଦ୍ଦେଶ୍ୟକୁ ହୃଦ୍‌ବୋଧ କରିବାରେ ସମର୍ଥ ହେବେ । <p>SDG – 09-ଶିଳ୍ପ ନବସୃଜନ ଏବଂ ଭିତ୍ତି SDG –04-ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶିକ୍ଷକ ସ୍ୱସ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ବିଦ୍ୟାର୍ଥୀମାନେ ‘ଆମେ ଧରଣୀ ବୁକୁର ଶିଶୁ’ ଏକାଙ୍କିକାଟିକୁ ଶ୍ରେଣୀ ଗୃହରେ ଉପସ୍ଥାପନ କରିବେ । ମାନବିକତା କୁ ଆଧାର କରି କେତୋଟି ଉକ୍ତି ପ୍ରସ୍ତୁତ କରିବେ ।
୨୨	ଦରଜା ଖୋଲି ଦେବା (ଏକାଙ୍କିକା)	<ul style="list-style-type: none"> ଛାତ୍ରଛାତ୍ରୀମାନେ ବିଦ୍ୟାଳୟରେ ମଞ୍ଚସ୍ଥ କରିଥିବା ବିଭିନ୍ନ କ୍ଷୁଦ୍ର ନାଟକକୁ ମନେପକାଇବାରେ ସମର୍ଥ ହେବେ । ଛାତ୍ରଛାତ୍ରୀମାନେ ଜାତି ,ଧର୍ମ, ବର୍ଣ୍ଣ ,ବୟସ ନିର୍ବିଶେଷରେ ଶିକ୍ଷାକୁ ସାର୍ବଜନୀନ କରିବା ପ୍ରତି ସମସ୍ତଙ୍କର ଭୂମିକାକୁ ହୃଦ୍‌ବୋଧ କରିବେ । ରକ୍ତଦାନ ଏକ ମହତ ଦାନ – ଏ ସମ୍ପର୍କିତ କ୍ଷୁଦ୍ର ନାଟକ ପ୍ରସ୍ତୁତ କରି ସଚେତନତା ସୃଷ୍ଟି କରିବେ । <p>SDG – 2-କ୍ଷୁଧା ନିବାରଣ SDG -10-ଅସମାନତା ହ୍ରାସ , SDG -4-ଗୁଣାତ୍ମକ ଶିକ୍ଷା</p>	<ul style="list-style-type: none"> ପୂର୍ବ ଜ୍ଞାନ ପରୀକ୍ଷଣ ଲେଖକ ପରିଚୟ ଉଚ୍ଚପଠନ ଆଲୋଚନା ନୂତନ ଶିକ୍ଷକ ସ୍ୱସ୍ୱୀକରଣ ଦୃଶ୍ୟଶ୍ରାବ୍ୟ ପ୍ରଦର୍ଶନ 	<ul style="list-style-type: none"> ‘ଦରଜା ଖୋଲିଦେବା’ ଏକାଙ୍କିକାଟିକୁ ଶ୍ରେଣୀ ଗୃହରେ ଉପସ୍ଥାପନ କରିବେ । ‘ରକ୍ତଦାନ ମହତ ଦାନ ‘। ଏ ବିଚାର ଧାରା ସମ୍ପର୍କିତ କିଛି ଉକ୍ତି ପ୍ରସ୍ତୁତ କରିବେ । ରକ୍ତଦାନକୁ ଆଧାର କରି ଏକ କ୍ଷୁଦ୍ର ଗଳ୍ପ ଲେଖିବେ ।

HIGHER HINDI

PRESCRIBED BOOKS:

1. ज्ञान सागर -7 (Published by DAV CMC)
2. अभ्यास सागर-7 (Published by DAV CMC)
3. सुरभिका - 8

INTERNAL ASSESSMENTS

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

<p>3- अभिव्यक्ति 4- आसन 5- बोधगम्यत</p>	<p>3- अभिव्यक्ति 4- आसन 5- बोधगम्यत</p>
<p>लेखन कौशल (5 अंक) किसी वस्तु/व्यक्ति /घटना का वर्णन करें । रूब्रिक (प्रत्येक 1 अंक)</p> <ol style="list-style-type: none"> 1. सामग्री की प्रासंगिकता 2. रचनात्मक प्रस्तुति 3. प्रवाह 4. शब्दावली 5. शुद्धता 	<p>लेखन कौशल (5 अंक) किसी वस्तु/व्यक्ति /घटना का वर्णन करें । रूब्रिक (प्रत्येक 1 अंक)</p> <ol style="list-style-type: none"> 1. सामग्री की प्रासंगिकता 2. रचनात्मक प्रस्तुति 3. प्रवाह 4. शब्दावली 5. शुद्धता
<p>पोर्ट फोलियो (5 अंक) कक्षा कार्य व गृहकार्य रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. समयानुसार 2. क्रमानुसार 3. सृजनात्मकता 4. भाषाई शुद्धता 5. कक्षा कार्य के प्रति जुड़ाव 	<p>पोर्टफोलियो (5 अंक) कक्षा कार्य व गृहकार्य रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. समयानुसार 2. क्रमानुसार 3. सृजनात्मकता 4. भाषाई शुद्धता 5. कक्षा कार्य के प्रति जुड़ाव
<p>परियोजना (5 अंक) विषय-किसी भी तीन ऋतु पर कोलाज बनाइए। रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. समयानुसार 2. प्रस्तुतीकरण 3. मौलिकता 4. सृजनात्मकता 5. चित्रों का औचित्व 	<p>परियोजना (5 अंक) एक भारत श्रेष्ठ भारत के अंतर्गत विषय-ओडिशा और पंजाब के खान-पान का तुलनात्मक अध्ययन रूब्रिक (प्रत्येक पर 1 अंक)</p> <ol style="list-style-type: none"> 1. समयानुसार 2. सृजनात्मकता 3. सटीक जानकारी 4. प्रस्तुतीकरण 5. स्वच्छता

ASSESSMENT STRUCTURE

DESIGN OF QUESTION PAPER:2024-25

I. Weightage of learning objectives:

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

II. Weightage to form of questions:

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

SYLLABUS FOR PEN PAPER TESTS

	TERM - I				TERM-II			
	PERIODIC TEST-1 (F. M -40)	M A R K S	HALF YEARLY (F. M -80)	M A R K S	PERIODIC TEST-2 (F. M -40)	M A R K S	ANNUAL EXAM (F. M -80)	M A R K S
पठन कौशल	अपठित गद्यांश	5	अपठित गद्यांश	10	अपठित गद्यांश	5	अपठित गद्यांश	10
लेखन कौशल	लेखन अनुच्छेद लेखन	5	लेखन • अनुच्छेद लेखन • पत्र लेखन • संवाद लेखन • चित्र लेखन	20	लेखन पत्र लेखन	5	लेखन • अनुच्छेद लेखन • पत्र लेखन • संवाद लेखन • चित्र लेखन	20
व्याकरण	अभ्यास सागर से विषय- 1. बारह मासा 2. नाटक में नाटक 3. निर्मला, साँप	10	अभ्यास सागर से 1. संयुक्त व्यंजन 2. अनुस्वार एवं अनुनासिक 3. संज्ञा 4. पर्यायवाची	20	अभ्यास सागर से 1. उस रात की बात 2. दोहे 3. साहस को सलाम	10	अभ्यास सागर से 1. क्रिया-विशेषण 2. पर्यायवाची शब्द 3. विलोम 4. वचन 5. श्रुति सम भिन्नार्थक शब्द	20

	और सयाल		5. विलोम 6. वाक्यांशों के लिए एक शब्द 7. मानक वर्तनी/ शुद्ध रूप 8. उपसर्ग/प्रत्यय 9. मुहावरे 10. विसर्ग 11. वचन बदलो 12. सर्वनाम 13. विशेषण 14. क्रिया 15. विराम चिह्न का वाक्य में प्रयोग <u>संधि विच्छेद</u> (दीर्घ, वृद्धि, गुण) <u>समास</u> (अव्ययीभाव, तत्पुरुष, कर्मधारय समास)				6. काल व उसके भेद 7. रूढ़, यौगिक, योगरूढ़ 8. संयुक्त क्रिया, रंजक क्रिया, समुच्चयबोधक अव्यय 9. तत्सम/ तद्भव शब्द 10. अनुप्रास अलंकार 11. विराम चिह्न 12. कारक चिह्न <u>संधि विच्छेद</u> (यण, अयादि) समास (द्विगु, द्वंद्व, बहुव्रीहि समास)	
पाठ्य पुस्तक	पाठ्य-पुस्तक ज्ञान -सागर से विषय- 1. बारह मासा 2. नाटक में नाटक 3. निर्मला, साँप और सयाल	20	पाठ्यपुस्तक ज्ञान -सागर से 1. बारहमासा 2. नाटक में नाटक 3. निर्मला, साँप और सयाल 4. बातूनी 5. राजू का सपना (केवल पढ़ने के लिए)	30	पाठ्यपुस्तक ज्ञान -सागर से 11. उस रात की बात 12. दोहे साहस को सलाम	20	पाठ्य पुस्तक ज्ञान -सागर से 11. उस रात की बात 12. दोहे 13. साहस को सलाम 14. एस. रामानुजन (केवल पढ़ने के लिए) 15. अन्न दाता कृषक 16. देश भक्त पुरु 17. काकी	30

			6. समय 7. स्कूल की छुट्टियाँ 8. एवरेस्ट की चुनौती 9. सवाल का जवाब 10. झंडा ऊँचा रहे हमारा (केवल पढ़ने के लिए)				18. बाल-लीला और कुंडलिया 19. गणेशोत्सव 20. कर्मवीर	
Reading Bonus Section	1. दो बैलों की कथा 2. काबुली वाला	4			1. स्वामी विवेकानंद 2. ईदगाह	4		
	TOTAL	40+4		80		40+4		80

Important Instructions for students

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

II. The following chapters of Half Yearly (30%) will be included in the Annual Examinations.

व्याकरण- विलोम, पर्यायवाची, विराम चिह्न, वाक्यांशों के लिए एक शब्द

लेखन- औपचारिक पत्र

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

LEARNING OUTCOMES & PEDAGOGICAL PROCESSES:

SL NO	पाठ/विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
1	बारह मासा	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> कविता का रसास्वादन कर पाते हैं । हिंदी महीनों के नाम से परिचित हो पाते हैं । उनके व्याकरणिकज्ञान में बढ़ोत्तरी हो पाती है । उनके रचनात्मक तथा कल्पनात्मक शैली के तहत अपने अनुभवों की अभिव्यक्ति स्वरचित कविता के माध्यम से करने हेतु आत्मविश्वास में बढ़ोत्तरी हो पाती है। <p>SDG13 -जलवायु परिवर्तन, SDG15-भूमि पर जीवन</p>	पूर्व ज्ञान परीक्षण, चित्र प्रदर्शन, कवि परिचय, सामूहिक चर्चा, व्याख्या, वीडियो प्रदर्शन, व्याकरणिक क्रिया कलाप	*जो ऋतु आपको सबसे अच्छी लगती है, उस पर एक छोटी सी कविता लिखिए। हिन्दी कैलेंडर निर्माण।

SL NO	पाठ/विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
2	नाटक में नाटक	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> पाठ के सारांश अपने शब्दों में बता पाते हैं। पुस्तकालय की पुस्तकों द्वारा विभिन्न नाटक एवं नाट्यकारों के संबंध में जानकारी हासिल कर पाते हैं। विद्यार्थी मंच पर नाटक कर पाते हैं। अनुस्वार, अनुनासिक, मुहावरे, वचन आदि के भेद जानकर उसके प्रयोग कर पाते हैं। अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर दे पाते हैं। <p>SDG17 -लक्ष्य हेतु भागीदारी</p>	पूर्व ज्ञान परीक्षण, वीडियो, लेखक परिचय, शब्दार्थ, व्याख्यान, व्याकरणिक क्रिया कलाप	*इस पाठ पर नाटक मंचन कीजिए।
3	निर्मला, साँप और सयाल	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बोल और लिख पाते हैं। सच्ची मित्रता का महत्व समझ पाते हैं। सभी का सम्मान करते हैं। कठिन परिस्थिति में भी दूसरों की सहायता करने में सक्षम हो पाते हैं। नकारात्मक सोच और गुणों को त्यागकर सकारात्मक सोच तथा भावों को अपना पाते हैं। अपनी समझ के अनुसार पाठको किसी भी रूप में प्रस्तुत कर पाते हैं जैसे कहानी, नाटक और संवाद लेखन आदि। व्याकरणिक ज्ञान में बढ़ोतरी होती है। <p>SDG 8- सम्मान जनक कार्य और आर्थिक विकास</p>	पूर्व ज्ञान परीक्षण, वीडियो, लेखक परिचय, शब्दार्थ, व्याख्यान, व्याकरणिक क्रियाकलाप	*किसी एक प्रदेश की लोककथा सुनाइए। *अभिनय द्वारा अपने चेहरे से दिए गए भावों को अभिव्यक्त कीजिए-गुस्से से छटपटाना, टकटकी लगाकर देखना, भयभीत होना, खुशहोना।
4	बातूनी	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बता पाते हैं। उपसर्ग और प्रत्यय को पहचान कर उनमें अंतर बता पाते हैं। अपने बातचीत के ढंग में बदलाव लाते हैं। अपनी समझ के आधार पर पूछे गए प्रश्नों के उत्तर देते हैं। 	पूर्वज्ञान आधारित क्रियाकलाप, आदर्शवाचन, लेखक परिचय, पीपीटी, पाठ आधारित वीडियो, कार्य प्रपत्र,	*संवाद लेखन *इस पाठ को नाटक के रूप में मंचन कीजिए।

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		<ul style="list-style-type: none"> कक्षा में होने वाली गतिविधियों में भाग लेते हैं। <p>SDG 4- गुणवत्ता शिक्षा</p>	व्याकरणिक क्रियाकलाप	
6	समय	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> कविता पढ़कर मुख्य भाव/अर्थ समझ पाते हैं। कविता की लय और ताल का आनंद उठाते हैं। समय का महत्व समझ कर उसके अनुकूल काम कर पाते हैं। अन्य कविताएँ पढ़ने और लिखने के लिए प्रेरित होते हैं। आरोह-अवरोह एवं हाव-भाव के साथ कविता पठन की शैली का विकास तथा शुद्ध वर्तनी का लेखन कर पाते हैं। <p>SDG 15- भूमि पर जीवन</p>	पीपीटी, पूर्व ज्ञान परीक्षण, कवि परिचय, शब्दार्थ, व्याख्यान, दृश्य-श्रव्य क्रियाकलाप, व्याकरणिक क्रिया कलाप	*समय के महत्व पर आधारित कविताओं, दोहों का संकलन कीजिए और कक्षा में सुनाइए।
7	स्कूल की छुट्टियाँ	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> कहानी पठन का उद्देश्य प्राप्त हो पाता है। उद्देश्य के अनुगमन हेतु प्रयास के विभिन्न मार्ग प्रशस्त हो पाते हैं। नकारात्मक भावनाओं से परे सकारात्मक भावनाओं को अपना पाते हैं। व्याकरण ज्ञान में वृद्धि हो पाती है। भाषाई ज्ञान तथा कौशलों के विकास हेतु वर्तनी गत अशुद्धियों का समाधान हो पाता है। <p>SDG 17- लक्ष्य हेतु भागीदारी</p>	पीपीटी, पूर्वज्ञान परीक्षण, लेखक परिचय, शब्दार्थ, व्याख्यान, दृश्य-श्रव्य क्रियाकलाप, चित्रवर्णन, व्याकरणिक क्रियाकलाप	*अपनी मनपसंद की कोई लघुकथा सुनाइए। *इस पाठ का नाटक के रूप में मंचन कीजिए।
8	एवरेस्ट की चुनौती	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> एवरेस्ट की चढ़ाई के बारे में जानकारी प्राप्त करते हैं। जीवन में आनेवाली चुनौतियों का सामना कर पाते हैं। पाठ में आए कुछ नए तकनीकी व विशेष प्रयोगों की जानकारी प्राप्त करते हैं। वर्तनीगत अशुद्धियों का सुधार कर पाते हैं। रचनात्मकता तथा कल्पनाशीलता के अंतर्गत अपने जीवन के विशेष पलों का वर्णन कर 	किसी यात्रा वर्णन पर पीपीटी, पूर्वज्ञान परीक्षण, लेखक परिचय, शब्दार्थ, व्याख्यान, दृश्य श्रव्य क्रियाकलाप, व्याकरणिक क्रियाकलाप	*पहाड़ी यात्रा पर जाने से पहले क्याक्या-तैयारियाँ करनी चाहिए? उनकी एक सूची तैयार कीजिए। कौन-कौन से भारतीय

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		<p>पाते हैं।</p> <ul style="list-style-type: none"> व्याकरणिक प्रयोगों का ज्ञान प्राप्त कर पाते हैं। कला एकीकरण का प्रयोग कर संवाद लेखन, अनुच्छेद लेखन आदि कर पाते हैं। <p>SDG 13- जलवायु परिवर्तन SDG 17- लक्ष्य हेतु भागीदारी</p>		<p>एवरेस्ट की चोटी पर पहुँच चुक हैं उनके नाम लिखिए।</p>
9	सवाल का जवाब	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> पाठ के सारांश को अपने शब्दों में लिख पाते हैं। दूसरों की सहायता करने के लिए प्रेरित हो पाते हैं। सकर्मक और अकर्मक क्रिया के भेद को पहचान कर दोनों में अंतर कर पाते हैं। रचनात्मक तथा कल्पनात्मक शैली के तहत अनुभवों की अभिव्यक्ति कर पाते हैं। SDG 1- गरीबी का अंत 	<p>पीपीटी, पूर्वज्ञान परीक्षण, लेखक परिचय, शब्दार्थ, व्याख्यान, दृश्य-श्रव्य क्रियाकलाप, व्याकरणिक क्रियाकलाप</p>	<p>* 'सवाल का जवाब' को नाटक के रूप में ढालते हुए कक्षा में मंचन कीजिए।</p> <p>* सत्य की राह में चलने वाले कोई भी संत-महात्माजी की आत्मकथा लिखिए।</p>
11	उस रात की बात	<p>विद्यार्थी</p> <ul style="list-style-type: none"> प्रस्तुत पाठ से अपने जीवन में मानवीय व्यवहार जैसे मूल्यों को अपनाने के लिए प्रेरित हो पाते हैं। रचनात्मक तथा कल्पनात्मक शैली के तहत अपने अनुभवों की अभिव्यक्ति, स्वरचित कहानी के माध्यम से करने के कारण आत्मविश्वास में बढ़ोत्तरी होती है। नकारात्मक गुणों को त्यागकर सकारात्मक भावों को अपनाने की सीख ले पाते हैं। व्याकरणिक ज्ञान में बढ़ोत्तरी होती है। भाषाई ज्ञान तथा कौशलों के विकास हेतु वर्तनीगत अशुद्धियों का समाधान होता है। <p>SD 10 -असमानता में कमी</p>	<p>चित्र प्रदर्शन, पूर्वज्ञान परीक्षण, लेखक परिचय, शब्दार्थ, व्याख्यान, दृश्य-श्रव्य क्रियाकलाप, व्याकरणिक क्रियाकलाप</p>	<p>* इस कहानी को नाटक के रूप में कक्षा में मंचन कीजिए।</p> <p>* आप ज़रूरतमंदों की किस प्रकार सहायता कर सकते हैं, कक्षा में सुनाइए।</p>

SL NO	पाठ/विषय	सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
12	दोहे	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बता पाते हैं। समास को पहचान कर उनमें अंतर बता पाते हैं। अपने व्यवहार में बदलाव लाते हैं। अपनी समझ के आधार पर पूछे गये प्रश्नों के उत्तर देते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं। <p>SDG 16- शांति, न्याय और सुदृढ़ संस्थान</p>	<p>पूर्वज्ञान परीक्षण, शब्दार्थ, व्याख्यान, पीपीटी, दृश्य श्रव्य क्रियाकलाप, वीडियो, सस्वर वाचन, व्याकरणिक क्रियाकलाप</p>	<p>*विद्यार्थियों के द्वारा दोहा गायन *कबीर जी के दोहों का संकलन</p>
13	साहस को सलाम	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> पाठ का सारांश अपने शब्दों में बता पाते हैं। कक्षा में होने वाली गतिविधियों में भाग ले पाते हैं। परिश्रम ही सफलता की कुंजी है, के महत्व को जान पाते हैं। पुस्तकालय से पुस्तकों के द्वारा अरुणिमासिन्हा के बारे में अधिक जानकारी प्राप्त कर पाते हैं। <p>SDG 5- लैंगिक समानता</p>	<p>पीपीटी, पूर्वज्ञान परीक्षण, लेखक परिचय, शब्दार्थ, व्याख्यान, दृश्य-श्रव्य क्रियाकलाप, प्रेमचंद की कहानियों पर फिल्म प्रदर्शन, व्याकरणिक क्रियाकलाप</p>	<p>*एवरेस्टकी चोटी पर पहुँचनेवाली प्रथम महिला पर्वतारोही बछेंद्रीपाल के जीवन के बारे में जानकारी प्राप्त कर के कक्षा में सुनाइए।</p>
15	अन्नदाता कृषक	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> पाठ में दिए गए कविता के भाव को समझने में सक्षम हो पाते हैं। विद्यार्थी पाठ में दिए कविता की लय, ताल और तुक का आनंद ले पाते हैं। कविता में भाव को अपने परिवेश के साथ जोड़ने में सक्षम हो पाते हैं। विद्यार्थी अपनी संरचनात्मक एवं कल्पनात्मक अभिव्यक्ति को उन्नत कर पाते हैं। <p>SDG 2 -शून्य भुखमरी</p> <p>SDG-8- सम्मानजनक कार्य और आर्थिक विकास</p>	<p>पीपीटी, पूर्वज्ञान परीक्षण, कवि परिचय, शब्दार्थ, व्याख्यान, दृश्य-श्रव्य क्रियाकलाप, व्याकरणिक क्रियाकलाप</p>	<p>*'किसान' पर आधारित कविताओं का संकलन कर के उसे कक्षा में सुनाइए। *भारत के किस राज्य में किस फसल की पैदावार अधिक होती है, उनकी सूची तैयार कीजिए।</p>

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16	देशभक्त पुरु	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> पाठ के सारांश को अपने शब्दों में बता पाते हैं। ऐतिहासिक घटनाओं को जानने में रुचिले होते हैं। नाटक को कहानी के रूप में अभिव्यक्त कर पाते हैं। स्वरचित देशभक्ति कविता लिख पाते हैं। <p>SDG16- शांति, न्याय और सुदृढ़ संस्थान</p>	<p>पूर्वज्ञान परीक्षण, लेखकपरिचय, शब्दार्थ, व्याख्यान, पीपीटी, दृश्य-श्रव्य क्रियाकलाप, व्याकरणिक क्रियाकलाप</p>	<p>*एकांकी 'देशभक्त पुरु' का कक्षा में मंचन कीजिए।</p> <p>*'युद्ध का जवाब युद्ध से देना चाहिए या अहिंसा और शांति से' इस विषय पर वाद-विवाद का आयोजन कीजिए।</p>
17	काकी	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> कहानी के माध्यम से बच्चे बाल मनोभाव को समझ पाएँगे। रिश्तों की कद्र करना जान पाते हैं। उनमें प्रेम, सेवा-सुश्रुषा, उदार आदि भावों का संचार होता है। जीवन की घटना को लेकर कहानी की रचना कर पाते हैं। कहानी की सार कथा को अपने शब्दों में प्रस्तुत कर पाते हैं। <p>SDG 3-स्वस्थ जीवन एवं आरोग्य</p>	<p>पूर्वज्ञान परीक्षण, लेखक परिचय, शब्दार्थ, व्याख्यान, पीपीटी, दृश्य-श्रव्य क्रियाकलाप, व्याकरणिक क्रियाकलाप</p>	<p>*इस पाठ को नाटक के रूप ढालकर इसका कक्षा में मंचन कीजिए।</p> <p>*पतंग का निर्माण।</p>
18	बाल-लीला और कुंडलिया	<p>विद्यार्थी:</p> <ul style="list-style-type: none"> श्रीकृष्ण की बाललीला के संबंध में ज्ञान प्राप्त कर पाते हैं। विद्यार्थी पाठ का सस्वर वाचन करने के साथ-साथ सभी कौशलों का उपयोग कर पाते हैं। किसी भी कार्य को करने के संबंध में अवगत हो पाते हैं। भाषायी ज्ञान तथा कौशलों के विकास हेतु वर्तनीगत अशुद्धियों का समाधान कर पाते हैं। 	<p>दृश्य-श्रव्य क्रियाकलाप, वीडियो, सस्वर वाचन, व्याकरणिक क्रियाकलाप</p>	<p>*'दूसरों की शिकायत करना बुरी आदत है' -इस विषय पर कक्षा में चर्चा कीजिए।</p> <p>*भगवान कृष्ण के विभिन्न चित्रों से कोलाज</p>

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		SDG4-गुणवत्ता शिक्षा		निर्माण।
19	गणेशोत्सव	<ul style="list-style-type: none"> विद्यार्थी: भारतीय संस्कृति, परंपरा और त्योहारों से संबन्धित विविध ज्ञान प्राप्त करते हैं। मेल-मिलाप, भाईचारा शिष्टाचार और आत्मीयता की भावना का विकास कर पाते हैं। व्याकरणिक ज्ञान में वृद्धि होती है। अपनी समझ के अनुसार पाठ को किसी भी रूप में जैसे निबंध, कहानी, संवाद आदि के रूप में प्रस्तुत कर पाते हैं। SDG12-सतत उत्पादन एवं उपभोग	पीपीटी, पूर्वज्ञान परीक्षण, लेखक परिचय, शब्दार्थ, व्याख्यान, दृश्य-श्रव्य क्रिया कलाप, व्याकरणिक क्रिया कलाप	*मिट्टी या पत्तों से गणेश की आकृतियों का निर्माण। *किन्हीं पाँच ओडिशा के त्योहारों का कोलाज निर्माण।
20	कर्मवीर	<ul style="list-style-type: none"> विद्यार्थी: अपनी अभिव्यक्ति मानक भाषा में कर पाते हैं। कविता का भावार्थ समझ कर प्रश्नों का उत्तर दे पाते हैं। कर्मशील बनकर सफलता हासिल करने में सक्षम होते हैं। SDG 8- सम्मान जनक कार्य और आर्थिक विकास 	पीपीटी, पूर्वज्ञान परीक्षण, कवि परिचय, शब्दार्थ, व्याख्यान, दृश्य-श्रव्य क्रियाकलाप,	*कारक के भेदों का पेड़ बनाइए।

MATHEMATICS

PRESCRIBED BOOKS:

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

INTERNAL ASSESSMENT

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM-I (30 MARKS)	TERM-II (30 MARKS)
<p>Evaluation & Inference (5 Marks) Based on Case-based Questions Linear Equation in one variable: To read the information given in the form of a case and solve the questions related to it. RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Content Knowledge • Topic Competency • Timely Completion • Relevance of questions and answers • Originality 	<p>Evaluation & Inference (5 Marks) Based on Case-based Questions Congruent Triangles: To read the information given in the form of a case and solve the questions related to it. RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Content Knowledge • Topic Competency • Timely Completion • Relevance of questions and answers • Originality
<p>Critical Thinking & Problem Solving (5 Marks) Based on Puzzles/Mental Ability Operation on Rational Numbers: To solve Puzzles and solve mental ability questions using different tricks on rational numbers. RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Topic Competency • Timely Completion • Relevance of questions and answers • Originality • Creative Presentation 	<p>Critical Thinking & Problem Solving (5 Marks) Based on Puzzles/Mental Ability Laws of Exponents: To solve Puzzles and solve mental ability questions using different tricks on bases and exponents. RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Topic Competency • Timely Completion • Relevance of questions and answers • Originality • Creative Presentation
<p>Collaboration and Creative Thinking (5 Marks) Triangle and Its Properties: To prepare a PPT presentation on Properties of triangles. RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of content • Creative Presentation • Extent of research • Topic Competency • Originality 	<p>Collaboration and Creative Thinking (5 Marks) Visualizing Solids: To prepare a PPT presentation on views of a 3D object from different angles (Top view, Front view). RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of content • Creative Presentation • Extent of research • Topic Competency • Originality
<p>Value/Ethical Application of concepts (5 Marks) Application of Percentage: Collect the composition of various ingredients/nutrients percentage index box of different products from its wrapper and paste it. Also write five more</p>	<p>Value/Ethical Application of concepts (5 Marks) Application of Perimeter and area in real life Calculate the area of the pathway (cross path/along the boundary) inside the park nearest to your home.</p>

<p>applications of percentage in real life. RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Awareness of purpose • Value acquisition • Outreach /Impact • Topic Competency • Originality 	<p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Awareness of purpose • Value acquisition • Outreach /Impact • Topic Competency • Originality
<p>Portfolio (5 Marks) Based on Maths Lab/Art Integrated Subject Enrichment Activities and Note books from chapters- Operation on Rational Numbers, Triangle and Its Properties RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Regularity • Maintenance of Index • Task Completion • Neatness • Notebook keep up 	<p>Portfolio (5 Marks) Based on Maths Lab/Art Integrated Subject Enrichment Activities and Note books from chapters-Exponents and Powers, Perimeter and Area RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Regularity • Maintenance of Index • Task Completion • Neatness • Notebook keep up
<p>Project & Viva (5 Marks) Based on Research Project on Data handling RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of Content • Creative Presentation • Timely submission • Demonstration • Viva 	<p>Project & Viva (5 Marks) Based on Viva Voice on Symmetry and Visualizing solids RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of Content • Creative Presentation • Timely submission • Demonstration • Viva

WEIGHTAGE TO FORM QUESTIONS

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

SL. NO	FORM OF QUESTIONS		MCQ/ ASSERTION & REASON	CBQ	SA-I	SA-II	LA	TOTAL
1	Marks for each question		1	4(1+1+2)	2	3	5	-
2	No. of Questions	PT-I/ PT-II	5(MCQ)+1(AR)	1	4	4	2	17
		Half yearly/ Annual	10(MCQ)+2(AR)	2	8	8	4	34
3	Total Marks	PT-I/PT-II	6	4	8	12	10	40
		Half yearly/ Annual	12	8	16	24	20	80

SYLLABUS FOR PEN AND PAPER TEST

TERM- I		TERM -II	
Periodic Test - I (40 Marks)	Half yearly (80 Marks)	Periodic Test - II (40 Marks)	Annual (80 Marks)
CHAPTER1 Rational Numbers	CHAPTER1 Rational Numbers	CHAPTER4 Exponents and Powers	CHAPTER 2 Operations on Rational Numbers
CHAPTER2 Operations on Rational Numbers	CHAPTER2 Operations on Rational Numbers	CHAPTER6 Algebraic Expressions	CHAPTER4 Exponents and Powers
CHAPTER 3 Rational Numbers as Decimals	CHAPTER 3 Rational Numbers as Decimals	CHAPTER9 Congruent Triangles	CHAPTER6 Algebraic Expressions
	CHAPTER 5 Application of Percentage		CHAPTER7 Linear Equations in One Variable
	CHAPTER 7 Linear Equations in One Variable		CHAPTER-8 Triangle and Its Properties
	CHAPTER 8 Triangle and Its Properties		CHAPTER 9 Congruent Triangles
	CHAPTER 12 Data Handling		CHAPTER10 Construction of Triangles
			CHAPTER 11 Perimeter and Area
			CHAPTER 13 Symmetry
			CHAPTER 14 Visualizing Solids

* The following chapters of Term-1 (30%) is included in the Annual Examination. CHAPTER 2 -Operations on Rational Numbers, CHAPTER 7-Linear Equations in One Variable and CHAPTER 8 -Triangle and Its Properties.

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

Sl. No.	Name of the chapter / Topic	Learning Outcomes	Pedagogical Process	Activities for Assessment
1	CHAPTER 1: Rational Numbers	The learner will be able to: <ul style="list-style-type: none"> recall the number system and define rational numbers. understand absolute value of rational numbers. represent rational numbers on the number line. SDG10: REDUCED INEQUALITIES	<ul style="list-style-type: none"> Evolve the understanding of rational numbers and their representation by using number line. Demonstrate the ability to order and compare rational numbers. 	<ul style="list-style-type: none"> Puzzles/quizzes based on rational numbers Model Number line PPT presentation
2	CHAPTER 2: Operations On Rational Numbers	<ul style="list-style-type: none"> explore various properties of operations on rational numbers. apply the properties to solve various problems. acquire problem solving skills by performing calculations to solve various problems. SDG 2: ZERO HUNGER	<ul style="list-style-type: none"> Provide contexts for exploring the rules of addition, subtraction, multiplication and division of rational numbers. Explore and identify more rational numbers between any two given rational numbers. 	<ul style="list-style-type: none"> Puzzles/quizzes based on operations on rational numbers. Case based questions Peer group discussion Mental ability
3	CHAPTER 3: Rational Numbers As Decimals	<ul style="list-style-type: none"> read, write and compare decimals and convert decimal to rational numbers and vice-versa. apply the techniques for adding, subtracting, multiplying, and dividing decimals. SDG 4: QUALITY EDUCATION	<ul style="list-style-type: none"> Express rational numbers as decimal. also classify terminating and non-terminating decimal expansion. istinguish between terminating and non-terminating decimal and different techniques to identify them. 	<ul style="list-style-type: none"> Puzzles/quizzes Case based questions Peer group discussion Mental ability
4	CHAPTER 4: Exponents And Powers	<ul style="list-style-type: none"> recall repeated multiplication of a number by itself and express it in the power notation. express numbers in power notation and will know to write them in expanded form. identify and learn the laws of exponents. SDG 8: DECENT WORK AND ECONOMIC GROWTH	<ul style="list-style-type: none"> Multiplication of numbers can be expressed in exponential form. Explore $2^n / 3^n$ through paper folding activities. Verify laws of exponent by taking examples. 	<ul style="list-style-type: none"> Paper folding activity Puzzles/quizzes PPT presentation Peer group discussion Mental ability
5	CHAPTER 5: Application Of Percentage	<ul style="list-style-type: none"> express percentage as a fraction in lowest term, percentage as decimal, ratio as percentage convert different fractions and decimals into percentage. calculate profit / loss percent, simple interest, 	<ul style="list-style-type: none"> Provide daily life situations based on profit / loss and simple interest that show the use of percentage. Able to calculate profit/loss Provide situation for finding Simple Interest. 	<ul style="list-style-type: none"> Role play taking the situation of profit, loss and SI. Visit to market and bank for live visualisation of profit/loss and simple interest.

Sl. No.	Name of the chapter / Topic	Learning Outcomes	Pedagogical Process	Activities for Assessment
		amount, rate of interest and time duration on a particular deposit or loan. SDG 8: DECENT WORK AND ECONOMIC GROWTH		
6	CHAPTER 6: Algebraic Expressions	<ul style="list-style-type: none"> identify different types of algebraic expressions. multiply monomials, a monomial and a binomial, binomials, a binomial and a trinomial. do factorisation of algebraic expressions by taking out common factors and by regrouping the terms. SDG 10: REDUCED INEQUALITIES	<ul style="list-style-type: none"> Explore multiplication of algebraic expressions through algebraic tiles. Factorise algebraic expression by taking monomial and binomial as common factor. Provide situation for the use of algebraic expressions in daily life. 	<ul style="list-style-type: none"> Multiplication of algebraic expression and its geometrical representation. Apply algebraic expressions in finding area and perimeter.
7	CHAPTER 7: Linear Equations In One Variable	<ul style="list-style-type: none"> identify key words and phrases related to linear equation. solve and verify linear equation in one variable. translate sentences to mathematical equations, and develop strategies to solve problems. solve word problems involving relationships between numbers, geometrical problems involving perimeter. SDG 5: GENDER EQUALITY	<ul style="list-style-type: none"> Provide situations from daily life that lead to setting up of equations. Choosing the appropriate value of the variable that equate both sides. Provide situations to translate sentences to mathematical equations. 	<ul style="list-style-type: none"> Game on linear equation. To build linear equation for a given situation using packets of similar kind.
8	CHAPTER 8: Triangle And Its Properties	<ul style="list-style-type: none"> define the properties of an isosceles triangle. know the angle sum property of a triangle. understand the concept of exterior angle of a triangle and triangle inequality property. apply the Pythagoras theorem and its converse. identify and find Pythagorean triplets. analyze and compare the properties of a median, altitude, centroid, orthocentre, circumcentre and incentre of a triangle. SDG 9: INDUSTRY, INNOVATION AND INFRASTRUCTURE	<ul style="list-style-type: none"> Explore angle sum property, exterior angle property of triangles; and Pythagoras theorem. Verify sum of two sides of a triangle is greater than the third side by preparing model. Visualise centroid, orthocentre, incentre and circumcentre of the triangle. 	<ul style="list-style-type: none"> Geometrical verification of pythagoras's theorem. To verify the exterior angle property of triangle by paper cutting method.

Sl. No.	Name of the chapter / Topic	Learning Outcomes	Pedagogical Process	Activities for Assessment
9	CHAPTER 9: Congruent Triangles	<ul style="list-style-type: none"> recall identical figures, interpret the meaning of congruence and extend it to triangles. explain the different criteria of congruence of triangles. produce counter examples to show that we cannot always draw congruent triangles using any three measurements (in particular show that AAA and SSA are not sufficient conditions). <p>SDG 3: GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> Discussion of identical figures in daily life or surroundings Demonstration of congruent triangles by superimposing method Audio-visual aids to show how to verify the congruency conditions Activity-based method to create (art integrated) designs or borders Questionnaire 	<ul style="list-style-type: none"> Demonstrate different congruent criterion by the method of superposition Making a geometrical figure using congruent triangles Creating a warli art using congruent triangles
10	CHAPTER 10: Construction Of Triangles	<ul style="list-style-type: none"> construct triangle when length of three sides are given (SSS). construct triangle when length of two sides and included angle is given (SAS). construct triangle when two angles and included side is given (ASA). construct triangle when length of hypotenuse and one side of a right-angled triangle is given (RHS). <p>SDG 3: GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> Interaction and drawing using digital tools Demonstration of simple triangles (SSS, SAS, ASA, RHS) by ruler and compass on blackboard (math lab tools) Explanation of measures to be followed while drawing triangles Audio visual aids to show animated drawing of triangles Activity based method to create art integrated designs using triangles 	<ul style="list-style-type: none"> Creating any design by constructing triangles.
11	CHAPTER 11: Perimeter And Area	<ul style="list-style-type: none"> define perimeter and area of closed figures. find out the area of rectangular paths and crossed paths. calculate the area of parallelogram, triangles and circle. establish the relationship between diameter and circumference of a circle. <p>SDG 15: LIFE ON LAND</p>	<ul style="list-style-type: none"> Through discussion method motivate learner to arrive at the area of parallelogram, circle, triangle etc. Interaction to find the area of the given rectangular path and crossed path. Activity to show the relationship between diameter and circumference of a circle. Questionnaire 	<ul style="list-style-type: none"> Creating a dream house project on graph paper and calculating area. Calculating the perimeter and area of different figures using graph paper. Establishing the relationship between diameter and circumference using thread. Deriving the formula for area of parallelogram and circle by paper cutting and pasting method.
12	CHAPTER 12: Data Handling	<ul style="list-style-type: none"> find various representative values for simple data from her/his daily life contexts like mean, median, mode. interpret data using bar graph. draw the double bar graphs using the given data. <p>SDG 8: DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> Find a representative value of data i.e mean, mode or median of ungrouped data. Arrange the data in a tabular form and represent it by bar graphs. Draw inferences for future events from the existing data. 	<ul style="list-style-type: none"> Comparing the marks obtained by the students in all the subjects in PT1 using Bar Graph.

Sl. No.	Name of the chapter / Topic	Learning Outcomes	Pedagogical Process	Activities for Assessment
13	CHAPTER 13: Symmetry	<ul style="list-style-type: none"> identify symmetrical 2-D shapes which are symmetrical along one or more lines. create symmetrical 2-D shapes. recognise the relationship between the number of sides and number of lines of a symmetry of a regular polygon. differentiate between mirror image and water image. SDG 11: SUSTAINABLE CITIES AND COMMUNITIES	<ul style="list-style-type: none"> Identify symmetrical figures from their environment and which has line of symmetry. Visualise the symmetry through paper folding activities. 	<ul style="list-style-type: none"> Showing the lines of symmetry of various geometrical shapes. Creating clay model and show their line of symmetry.
14.	CHAPTER 14: Visualising Solids	<ul style="list-style-type: none"> identify various (3 D) objects from the surroundings with the help of examples. describe and provides examples of edges, vertices and faces of 3D objects. identify the solids and their nets. draw a variety of nets to form solid shapes. represent 3D shapes like cube and cuboids on square dot paper and isometric dot paper. SDG 9: INDUSTRY INNOVATION AND INFRASTRUCTURE	<ul style="list-style-type: none"> Make different 3D shapes with the help of available materials like sticks, paper cutting, etc. Observe various models and nets of 3-dimensional (3D) shapes like cuboid, cylinder, etc. and discuss about the elements of 3D figures such as faces, edges and vertices. 	<ul style="list-style-type: none"> Preparing nets of different solids. Drawing of solids using isometric dot sheet.

SCIENCE AND TECHNOLOGY

- **Prescribed Text Book:**
1. The Living World (A Book of Science and Technology)-VII – DAV College Managing Committee Publication.
- **Reference Book:**
2. NCERT Science Exemplar (class VII)

INTERNAL ASSESSMENT

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM I (30 MARKS)	TERM II (30 MARKS)
<p>1. CRITICAL THINKING & EVALUATION (5)</p> <p>TOPIC- GROUP DISCUSSION ON MODE OF TRANSFER OF HEAT</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Presentation • Content Knowledge • Team Work • Time Management • Creativity 	<p>1. CRITICAL THINKING & EVALUATION (5)</p> <p>TOPIC- TO SHOW THE CHANGE IN COLOUR OF NATURAL INDICATORS BY USING DIFFERENT ITEMS AVAILABLE AT HOME</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Demonstration • Content Knowledge • Observation • Relevance of Materials used • Creativity
<p>2. PROBLEM SOLVING & INFERENCE (5)</p> <p>TOPIC- QUIZ ON CHEMICAL SYMBOLS AND FORMULAE</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Content Knowledge • Topic Competency • Timely Completion • Co-relation • Effectiveness 	<p>2. PROBLEM SOLVING & INFERENCE (5)</p> <p>TOPIC- GRAPHICAL PRESENTATION OF UNIFORM AND NON- UNIFORM MOTION</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Content Knowledge • Topic Competency • Timely Completion • Data Representation • Effectiveness
<p>3. COLLABORATION & CREATIVE THINKING (5)</p> <p>TOPIC- PPT ON TRANSPORTATION IN ANIMALS</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of Content • Creative Presentation • Extent of Research • Confidence • Fluency 	<p>3. COLLABORATION & CREATIVE THINKING (5)</p> <p>TOPIC- RAY DIAGRAMS OF IMAGE FORMATION BY PLANE MIRROR</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Content Knowledge • Timely Submission • Neatness • Proper Placing of Arrow marks • Accuracy

<p>4. VALUE/ETHICAL APPLICATION OF CONCEPTS (5)</p> <p>TOPIC- POSTER MAKING ON WATER SHORTAGE AND ITS CONSERVATION</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of Content • Creative Presentation • Outreach/Impact • Slogan/Message • Aesthetic Sense 	<p>4. VALUE/ETHICAL APPLICATION OF CONCEPTS (5)</p> <p>TOPIC- COLLAGE MAKING BY USING DIFFERENT FOREST PRODUCTS. (ART INTEGRATION)</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of Content • Creative Presentation • Outreach/Impact • Slogan/Message • Aesthetic Sense
<p>5. PROJECT & VIVA (5)</p> <p>TOPIC- MODEL MAKING OF RESPIRATORY SYSTEM OF HUMAN BEING</p> <p>(ART INTEGRATION)</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of Content • Creative Presentation • Use of Low-Cost Materials • Demonstration • Viva 	<p>5. PROJECT & VIVA (5)</p> <p>TOPIC- TABULAR PRESENTATION OF WEATHER CONDITIONS FOR ONE WEEK:</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Relevance of Content • Creative Presentation • Neatness • Data Collection • Conclusion
<p>6. PORTFOLIO (NOTEBOOKS PRESENTATION)</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Regularity • Maintenance of index • Task completion • Neatness • Note book keep up 	<p>6. PORTFOLIO (NOTEBOOKS PRESENTATION)</p> <p>RUBRICS: (1 MARK EACH)</p> <ul style="list-style-type: none"> • Regularity • Maintenance of index • Task completion • Neatness • Note book keep up

SUGGESTED ART INTEGRATED ACTIVITIES

CHAPTER	SUGGESTED ACTIVITIES
CH-1 NUTRITION IN LIVING ORGANISMS AND PLANTS	<ul style="list-style-type: none"> • Slide show on modes of nutrition in plants • Painting (Photosynthesis)
CH-2 NUTRITION IN LIVING ORGANISMS-MAN AND ANIMALS	<ul style="list-style-type: none"> • Model making (different organs or organ system of human being) • Role play on human digestive system.
CH-3 CHEMICAL SUBSTANCES AND PROCESSES	<ul style="list-style-type: none"> • PPT on various chemical reactions • Role play (displacement reaction and chemical compounds)

	<ul style="list-style-type: none"> • Musical presentation of first 20 elements
CH- 4 ACID, BASES AND SALTS	<ul style="list-style-type: none"> • Painting with indicator • PPT on types of salts.
CH-5 HEAT	<ul style="list-style-type: none"> • Talks or lectures on different modes of heat transfer • Painting (land breeze and sea breeze)
CH-6 MOTION AND TIME	<ul style="list-style-type: none"> • Infographics on different types of motion of a body • Slide show on time measuring devices
CH-7 RESPIRATION IN ORGANISMS	<ul style="list-style-type: none"> • PPT on respiration of plants. • Model making of human respiratory system
CH-8 TRANSPORTATION IN ANIMALS	<ul style="list-style-type: none"> • Model making of improvised stethoscope, human excretory system. • Sketching of blood circulation in humans
CH-9 REPRODUCTION IN PLANTS	<ul style="list-style-type: none"> • Slide Show on vegetative propagation, pollination, fertilization, seed dispersal etc. • Sketching of parts of flower, life cycle of flowering plants, Self and cross pollination
CH- 10 SOIL	<ul style="list-style-type: none"> • Clay modelling to explain plasticity and cohesion • Painting of soil profile
CH- 11 ELECTRIC CHARGES AT REST	<ul style="list-style-type: none"> • PPT on different methods of charging a body • Model making of metalleaf electroscope
CH- 12 LIGHT	<ul style="list-style-type: none"> • sketching of reflection of light by plane as well as spherical mirrors • Model making of periscope, kaleidoscope
CH-13 WEATHER CLIMATE AND ADAPTATION	<ul style="list-style-type: none"> • Documentary on different climates of India • Visit to meteorological centre of IMD
CH -14 FABRIC FROM FIBRE	<ul style="list-style-type: none"> • Block printing • Creating art reservoir using waste material (waste or used fabric pieces)
CH-15 FOREST	<ul style="list-style-type: none"> • Photographs on common trees of India. • Field trip to nearby area having forest trees.
CH-16 WATER	<ul style="list-style-type: none"> • Documentary on waste water treatment plant • Newspaper clippings of water shortage
CH-17 ELECTRIC CURRENT AND ITS EFFECT	<ul style="list-style-type: none"> • Model making of electric circuit, Electric bell) • Slide show of various electrical components and their symbols

**WEIGHTAGE TO FORM QUESTIONS
PT- I/ PT-II/ HALF YEARLY/ANNUAL**

SL. NO	FORM OF QUESTIONS		MCQ/ ASSERTION & REASON	CBQ	SA-I	SA-II	LA	TOTAL
1	Marks for each question		1	4	2	3	5	-
2	No. of Questions	PT-I/PT-II	5(MCQ)+2(AR)	2	3	3	2	17
		Half yearly/ Annual	15(MCQ)+4(AR)	4	6	6	3	34
3	Total Marks	PT-I/PT-II	7	8	6	9	10	40
		Half yearly/ Annual	19	16	12	18	15	80

SYLLABUS FOR PEN AND PAPER TEST

Term-I Examination		Term-II Examination	
Periodic Test-I (40 Marks) Time: 1:30 Hours	Periodic test – I &Half Yearly Examination (80 Marks) Time: 3 Hours	Periodic Test-II (40 Marks) Time: 1:30 Hours	Periodic Test- II & Annual Examination (80 Marks) Time: 3 Hours
Ch 1 Nutrition in living organisms-Plants.	Ch 1 Nutrition in living organisms-Plants.	Ch 4 Acid, base and salt	Ch 4 Acid, base and salt
Ch 3 Chemical substances and processes	Ch 3 Chemical substances and processes	Ch 12 Light	Ch 12 light
Ch 5 Heat	Ch 5 Heat	Ch 14 Fabric from fibre	Ch 14 Fabric from fibre
	Ch 2 Nutrition in living organisms -Animals and man		Ch 10 Soil
	Ch 7 Respiration in organisms		Ch 6 Motion and time
	Ch 8 Transportation in animals		Ch 13 Weather, climate and adaptation
	Ch 11 Electric charges at rest		Ch 9 Reproduction in plants
	Ch 16 Water		Ch 15 Forest

	Ch 17 Electric current and its effects		And Chapters of Term I (30%)
			*Ch 2: Nutrition in living organisms (animals and man) *Ch 3: chemical substances and processes *Ch 17: Electric current and its effect

***NB: Annual examination will also include the chapters Ch-2,Ch-3 and Ch-17 i.e. 30% of Term-I**

LEARNING OUTCOMES

NAME OF THE CHAPTER	LEARNING OUTCOME	PEDAGOGICAL PROCESSES	ASSESSMENTS IN THE FORM OF ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
Ch 1- Nutrition in living organism-plants	<ul style="list-style-type: none"> • Recall nutrition • Distinguish between autotrophs and heterotrophs. • Define and classify heterotrophic nutrition with examples. • State and describe the equation of the process of photosynthesis • Recognize the conditions necessary for photosynthesis. • Point out the ways for requirement of the raw materials for photosynthesis. • Explain the structure and working of stomata. • Understand and explain the heterotrophic modes of nutrition in plants. • Compare autotrophic mode of nutrition with that of Saprotrophic mode of nutrition. • Demonstrate Saprotrophic mode of Nutrition in bread mould. • Define Symbiotic Relationship with examples. • Explain the process of Soil Replenishment. <p>SDG – 15(LIFE ON LAND)</p>	<ul style="list-style-type: none"> • Remembers the concept of nutrition and the modes of nutrition in plants. • Understands the process of photosynthesis as a food making process in plants. • Applies the concept of different modes of nutrition in plants and other organisms and represent in a flow chart with examples. • Compares the autotrophic mode of nutrition with that of Saprotrophic mode of nutrition. • Distinguishes between autotrophs and heterotrophs. • Demonstrates Saprotrophic Nutrition in bread 	<ul style="list-style-type: none"> • Collage making on different heterotrophic mode of nutrition in plants. • Prepare a riddles book showing the modes of nutrition with examples. • Students will make a presentation on photosynthesis and the raw materials required for photosynthesis. • Demonstration of saprotrophic nutrition by growing cottony threads on bread to show the process of saprotrophic nutrition in bread mould. • Drawing the diagram of root

		<p>mould.</p> <ul style="list-style-type: none"> • Conducts an activity to show the role of stomata in the process of photosynthesis. • Analyses the concept of replenishment of nutrients in the soil. 	<p>hair to show absorption of water.</p>
<p>Ch 2- Nutrition in living organism- Animals</p>	<ul style="list-style-type: none"> • Recall nutrition and different types of nutrition. • Define different food habits of animals. • Differentiate between saprotrophic and parasitic mode of nutrition. • list different parts of the alimentary canal. • Understand the concept of holozoic nutrition. • Draw and label different parts of digestive system. • SDG – 3 (GOOD HEALTH AND WELLBEING), 14(LIFE BELOW WATER) 	<ul style="list-style-type: none"> • Compares the food before chewing and after chewing to show the presence of starch by using iodine solution. • Understands the different modes of nutrition used by heterotrophs. • Applies the concept of nutrition in humans on obtaining the required nutrition. • Develops the skill of drawing alimentary canal with correct labeling, view of buccal cavity, taste buds on tongue, digestive system of cow. • Relates the concept of nutrition in humans to the nutrition in amoeba and find the differences and similarities. • Creates a concrete concept of organs of the digestive system from the enacted play. • Demonstrate the function of different organs of human digestive system by using a model. 	<ul style="list-style-type: none"> • Making a power point presentation on various ways in which animals ingest their food. • Make a journey chart to trace the journey of food (from plate to energy for life) and write few sentences to highlight the role of the involved parts in the eventful journey. • Making a model of digestive system using clay or plasticine to make the organ (and rubber pipe and ribbons to make the food pipe and small intestine) • Roleplay on a particular organ explaining its structure and function, its importance in the human body.

		<ul style="list-style-type: none"> • Distinguishes the structure and function of different types of teeth of human being (incisors, canine, premolar and molar) 	
Ch 3-Chemical substances and processes	<ul style="list-style-type: none"> • List down various elements, ions, compounds along with their chemical symbols. • Explain the procedure to represent chemical formula of substances. • Use simple mathematical skills and techniques in balancing chemical reactions. • Classify the reactions into different types. • Identify physical and chemical changes in our surrounding. • Decide the product of chemical reactions from its reactants. • SDG – 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE) 	<ul style="list-style-type: none"> • Writes elements, ions and compounds by their chemical symbols. • Discusses and uses the rules and procedures in writing chemical formula. • calculates using given data to balance a chemical equation. • applies scientific concepts of chemical change in daily life. • classifies reactions into different types based on their properties. • conducts simple experiments to verify the reactions. • exhibits creativity in role play, group presentation etc. • Records the observation during experiment; when iron reacts with copper sulphate solution, a new substance (iron sulphate) forms which is light green in colour and copper forms a brown colour coating on iron. • Role play for demonstrating the displacement 	<ul style="list-style-type: none"> • Identifying some changes occurring in the surrounding and classify them in to physical/chemical, slow/fast, reversible/irreversible change • Role playing for demonstrating the displacement reaction by taking an example. • Recording the observation during experiment; when iron reacts with copper sulphate solution, a new substance (iron sulphate) forms which is light green in colour and copper forms a brown colour coating on iron. • To list down ten physical and chemical changes taking place around us. • (AI) Click photographs of any two chemical changes around you and label them. (camera or smart phone may be used) • (AI) displacement reaction to be designed with reference to cricket players.

		reaction by taking an example.	
Ch 4-Acid, bases and salts	<ul style="list-style-type: none"> Define Acids, Bases, Salts. Distinguish between Mineral acids and Organic acids. Describe concentrated acids and dilute acids. Distinguish between Bases and Alkalis. Explain Indicators. Describe neutralisation reaction. State properties of salt. Classify different types of salts. <p>SDG – 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE), 12(RESPONSIBLE CONSUMPTION AND PRODUCTION)</p>	<ul style="list-style-type: none"> lists down different acids, bases and salts. Writes chemical equation for acid-base reaction. discusses and interprets different indicators. Demonstrates neutralization reaction by using different dilute acids and dilute bases. Write the same in the activity format. Records some example of neutralization reactions occurring in our day-to-day life. Demonstrates the colour change during the activity by using different indicators added to acid and bases. 	<ul style="list-style-type: none"> Group /individual activity-to show the colour of natural indicators by using different food items. Enlist any five foods and vegetables along with the acid found in them. AI- Preparation of turmeric paper indicator and making birthday cards using acids and bases.
Ch 5-Heat	<ul style="list-style-type: none"> Define the term Heat &Temperature. Difference between “Heat & Temperature” The effects of Heat. Difference between “Clinical thermometer” and “Laboratory thermometer”. The basics of Heat transfer. The basic approach in minimizing heating/cooling. <p>SDG – 7 (AFFODABLE AND CLEAN ENERGY), 9(INDUSTRY INNOVATION AND INFRASTRUCTURE), 12(RESPONSIBLE CONSUMPTION AND PRODUCTION)</p>	<ul style="list-style-type: none"> Measures temperature in mercury thermometers and convert it into different temperature measuring scales. conducts simple experiments to demonstrate different modes of heat transfer in day today life. Hands on activities to show conduction of heat through a metallic rod by using wax, pins and a spirit lamp. 	<ul style="list-style-type: none"> Measuring the rising in temperature of water when heated and fall in temperature when cool down. Recording observations in tabular form. Hands on activities to show conduction of heat through a metallic rod by using wax, pins and a spirit lamp. Measuring the temperature of water in black container and white

		<ul style="list-style-type: none"> • Demonstrates convectional current while heating water in a transparent container by using potassium permanganate crystals. • Prepares a handmade clinical thermometer by using card board. 	<ul style="list-style-type: none"> • container. • Demonstrate convectional current while heating water in a transparent container by using potassium permanganate crystals.
Ch 6-Motion and time	<ul style="list-style-type: none"> • After the completion of the topic learner will be able to- Understand motion, rest, time, rectilinear motion, speed, average speed, uniform motion, non-uniform motion. • Classify different types of motion. • Differentiate between uniform and non-uniform motion. • Identify different types of motion. calculate speed & solve problems related to motion and time. • Distinguish between periodic motion and non-periodic motion. • Develop problem solving methods. • Compare between different kinds of motions. • Summarize the topic in a systematic manner. • SDG – 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE), 12(RESPONSIBLE CONSUMPTION AND PRODUCTION) 	<ul style="list-style-type: none"> • Prepares a Graphical representation of motion of an object in a graph paper and describes the motion of the object either uniform or non-uniform. • Demonstrates ten examples from day-to-day life situations of uniform and non-uniform motion. • Records the time period of simple pendulum by using stop watch. 	<ul style="list-style-type: none"> • Make a sundial by using card board and pins • Graphical representation of uniform and non – uniform motion. • Recording the time period of simple pendulum by using stop watch
Ch 7- Respiration in organism	<ul style="list-style-type: none"> • Recall the different life processes. • Identify the differences between breathing and Cellular respiration. • Explain different types of respiration. • Demonstrate the process of fermentation. • Sketch the human respiratory system. • Distinguish between Cellular respiration and breathing. • Compare the similarities and differences between respiration in 	<ul style="list-style-type: none"> • Participates in group discussion ‘how smoking is injurious for lungs?’. • Mock drills on how to deal with muscle cramp. • Remembers the process of respiration in organisms to perform various biological activities. 	<ul style="list-style-type: none"> • Prepare a model of human respiratory system by using the materials available to you. • Collage making of respiration in different animals. • Respiration Circus: Students work their way around the practicals answering the questions on their

	<p>plants and animals.</p> <ul style="list-style-type: none"> • Create a model of human respiratory system. • Role play of the various organs of human respiratory system. • SDG – 3 (GOOD HEALTH AND WELLBEING), 12(RESPONSIBLE CONSUPTION AND PRODUCTION) 	<ul style="list-style-type: none"> • Understands ‘why animals and plants breathe.’ • Learns the difference between breathing and respiration , aerobic and anaerobic respiration. • Analyses, how plants and animals breathe in water. • Understands the process of respiration and the molecules involved. • Demonstrates and distinguish between aerobic and anaerobic respiration by taking some examples such as; Formation of lactic acid in our muscle cells, Fermentation process by yeast and release of energy in mitochondria. • Prepares model making of respiratory system of human being (Art integration). 	<p>worksheet Practicals: Breathing into lime water, collecting CO₂, Breathing on mirror</p>
<p>Ch 8- Transportation plants and animals</p>	<ul style="list-style-type: none"> • Recall transportation and different types of processes. • Define transpiration process. • Understand the circulation process. • Know the role of blood circulation. • Explain the role of heart and its function. • Draw and label the diagram of heart and excretory system. 	<ul style="list-style-type: none"> • Understands and remembers different components of blood , various components of plasma. • Describes the role of blood cells. • Recalls the internal structure of the heart and describes the function of heart which outlines its different chambers and valves. . • learns about the 	<ul style="list-style-type: none"> • Slogan writing on the topic “care your heart” • Role play on transportation in xylem and phloem. • 3D model of human excretory system by using available materials. (best out of the waste) • Activity to show that roots are essential for absorption of water and minerals.

	<ul style="list-style-type: none"> • SDG – 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE), 14(LIFE BELOW WATER), 15(LIFE ON LAND) 	<p>organs of the human urinary system and how they help in excretion.</p> <ul style="list-style-type: none"> • Discusses the importance of xylem and phloem tissue in transportation in plants. • Explores the name of respiratory organ of some organisms found commonly in our environment. 	
Ch-9 Reproduction in plants	<ul style="list-style-type: none"> • Understand the concept of reproduction. • Differentiate the types of reproduction in living organisms • Study and understand the various methods of asexual reproduction • Apply the different methods of vegetative propagation in plants in their day-to-day techniques of plantation • Study the concept of sexual reproduction in plants • Identify the different parts of a flower • Compare between unisexual and bisexual flowers citing examples • Predict the importance of pollination in flowers • Understand the different means of dispersal of seeds • SDG – 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE), 12(RESPONSIBLE CONSUMPTION AND PRODUCTION),15(LIFE ON LAND) 	<ul style="list-style-type: none"> • Explores the immediate environment • Visits a nearby garden and explores the process of pollination. • Analyzes the reproductive part of a flower. • Compares and demonstrate difference between unisexual and bisexual flowers. • Carries out vegetative propagation to know the ways how vegetative propagation better than sexual reproduction. • Draws a flower and label the parts of a flower. • Are able to become aware of the dispersal of seeds and the factors responsible for the dispersal of seeds. 	<ul style="list-style-type: none"> • Drawing a neat labelled diagram of the parts of a flower. • absorption of water and minerals through xylem by taking coloured water, twig with white flower and two beakers. • Dissect a flower to show its parts. • Pasting pictures of different methods of vegetative propagation.. • Schematic presentation of concept map of reproduction in plants. • Making of a terrarium.
Ch-10 Soil	<ul style="list-style-type: none"> • Define Soil, Soil Pollution and Soil erosion. • Explain the structure, colour and chemical composition of soil horizon. • Demonstrate the rate of 	<ul style="list-style-type: none"> • Conducts experiment to show infiltration rate and percolation rate of different types of 	<ul style="list-style-type: none"> • Conducting group discussion on soil pollution and soil conservation. • Making different

	<p>percolation and infiltration in different types of soil.</p> <ul style="list-style-type: none"> • Differentiate between Plasticity and Cohesion. • Distinguish between the soil texture of different types of soil. • Appraise the value of soil and its requirement for the growth of crops. • Organize a role play on the importance of soil and its conservation. <p>• SDG – 9 (INDUSTRY INNOVATION AND INFRASTRUCTURE), 12(RESPONSIBLE CONSUMPTION AND PRODUCTION)</p>	<p>soils</p> <ul style="list-style-type: none"> • Demonstrates the different layers of soil and presence of air in the soil. • Discusses the properties of different types of soil. 	<p>decorative items from clay.</p> <ul style="list-style-type: none"> • Drawing of a neat labelled diagram of the soil profile. • Making a chart of crops grown in different types of soil. • Collection of samples of soil of different colours.
<p>Ch-11 Electric charges at rest</p>	<ul style="list-style-type: none"> • Define electrically charged and uncharged objects. • Understand about the good and bad conductors. • Explain about the conductors and insulators. • Choose the different methods of charging an object. • Appraise about how lightning and thunder occur in nature. • Design and demonstrate working of an electroscope. <p>• SDG – 7 (AFFODABLE AND CLEAN ENERGY), 11(SUSTAINABLE CITIES AND COMMUNITIES), 12(RESPONSIBLE CONSUMPTION AND PRODUCTION)</p>	<ul style="list-style-type: none"> • Compares conductors and insulators. • Conducts experiments to show the different charged objects. • Analyze the electrical properties of different metals and non-metals by rubbing. • Demonstrate that charges are produced in pairs. 	<ul style="list-style-type: none"> • Design a simple metal leaf electroscope. • Make a list and collect different conductors and insulators. • Demonstration to show that charges developed in pairs.
<p>Ch-12 Light</p>	<ul style="list-style-type: none"> • Define reflection of light • Understand the laws of reflection • Explain between virtual and real image • Point out the different parts of spherical mirror • Apprise the rules of image formation in a spherical mirror • Draw the diagrams for the images formed by spherical mirror 	<ul style="list-style-type: none"> • Compares between regular and irregular reflection. • Demonstrates the properties of image formed by plane, concave and convex mirrors. • Demonstration of image formation of an object by plane, 	<ul style="list-style-type: none"> • Demonstration of image formed by plane, concave and convex mirrors. • Making models of optical devices like periscope and kaleidoscope. • Drawing of ray diagrams to show the image formed

	<ul style="list-style-type: none"> • SDG – 7 (AFFODABLE AND CLEAN ENERGY), 11(SUSTAINABLE CITIES AND COMMUNITIES), 12(RESPONSIBLE CONSUPTION AND PRODUCTION) 	<p>concave and convex mirrors.</p> <ul style="list-style-type: none"> • Draws ray diagrams of image formed by concave and convex mirrors at different positions. • Explores the use of different types of mirrors in our day-to-day life. • Demonstrates the phenomenon of reflection through different activities. • Designs optical devices using the properties of light. 	<p>by plane, concave and convex mirrors at different positions.</p> <ul style="list-style-type: none"> • Collection of objects that can be used to demonstrate concave and convex mirrors
Ch-13 Weather, climate and adaptation	<ul style="list-style-type: none"> • List the differences between weather and climate. • Describe the elements of weather. • Implement the knowledge to identify different climatic zones of India. • Distinguish between behavioural and structural adaptation in various animals. • Evaluate the effect of climate in the adaptation by the animals in polar regions and tropical rainforests. • Develop the value of conservation of nature. • SDG – 12(RESPONSIBLE CONSUPTION AND PRODUCTION), 13(CLIMATE ACTION) 	<ul style="list-style-type: none"> • Compares the different climate zones of India • Observes the adaptive features of animals found in different climatic conditions. • Group discussion on climate change and its impact on the diversity of species. 	<ul style="list-style-type: none"> • Collection of weather report of five consecutive days in a tabular form or collection of newspaper cuttings for a week long weather report and tabulate the findings. • Making of a chart and pasting of pictures of animals of different climatic zones. • (AI)Prepare a PPT for adaptation of animals in polar and tropical rain forests.
Ch-14 Fabric from fibre	<ul style="list-style-type: none"> • Define the meaning fibre. • Aware about variety of clothing materials. • State the difference between natural and synthetic fibre. • Study different types of clothing materials. • Understand the concept of fibres, fabric. • Know the different sources to get fibres. • Study different plants, animals, and synthetic fibres. 	<ul style="list-style-type: none"> • knows and verifies different the properties of different fibres and their uses. • Lists the handloom products of different regions of India in the light of the existing climatic conditions of India. • Learns about the process of making wool from fleece and 	<ul style="list-style-type: none"> • Collection of the samples and writing the names of fibres obtained from plants and animals. • Making of a model showing the life cycle of a silkworm. • Making of a list of different breeds of sheep found in India and the places

	<ul style="list-style-type: none"> Recall the name of some animals gives wool. Understand the various process of making clothes. SDG – 12(RESPONSIBLE CONSUPTION AND PRODUCTION) 	<p>obtaining silk from silk moth.</p> <ul style="list-style-type: none"> Compares different varieties of silk based on the properties like shine, smoothness, strength. 	<p>where they are found.</p> <ul style="list-style-type: none"> Making of a survey of different varieties of silk made in India and marking of their names in a political map of India.
Ch-15 Forest	<ul style="list-style-type: none"> Learn the life in a forest exhibiting food chains and food webs through role play method. Understand the importance of forest resources for the living beings and environment Study the causes and Consequences of deforestation in our living world. Understand the significance of mineral cycle occurring in nature and associated components. Be aware of the need of afforestation and reforestation. Participate in group discussions, PPTs and Seminars on the various current issues related to forests resources, deforestation, Protected areas. SDG – 12(RESPONSIBLE CONSUPTION AND PRODUCTION), 13(CLIMATE ACTION), 15(LIFE ON EARTH) 	<ul style="list-style-type: none"> Visits a nearby botanical garden/zoological park and explore the different types of plants and animals existing there. Analyses the importance of forests. classifies the living organisms based on their eating habits and differentiates between food chain and food web with examples. sketches a food web in a forest ecosystem and discusses the role of decomposers for maintaining the nutrient cycle. understands the layers of forest with different set of plants and animals and knows the crown of trees makes a flowchart of the crowns near the equator, arctic circle and the adaptive features of the trees. 	<ul style="list-style-type: none"> Making of five food chains and interconnecting them to make a food web. Making a list of important forests of Odisha. Collage making on different types of forest products. make a chart or 3D model showing terrestrial food chain . present the food web of forest in diagrammatic form. students will make a 2D model of different layers of forest. students will make the collage or seed art showing seeds with different dispersal methods.
CH-16 Water	<ul style="list-style-type: none"> Understand the need and importance of water Learn methods of purification of water Learn different methods of sewage 	<ul style="list-style-type: none"> Analyzes the causes of depletion of water table. Creates awareness on conservation of 	<ul style="list-style-type: none"> Poster making on water shortage and its conservation. Collection of information on

	<p>treatment</p> <ul style="list-style-type: none"> • Aware of different ways of conservation of water • SDG – 3(GOOD HEALTH AND WELL BEING), 6(CLEAN WATER AND SANITATION) 	<p>water.</p> <ul style="list-style-type: none"> • Relates processes and phenomena with causes for depletion of water table due to human activities. • describes importance of water. • discusses factors for depletion of water table. 	<p>waste water management in your area.</p> <ul style="list-style-type: none"> • To make a PPT for better water management practices.
<p>Ch-17 Electric current and its effects</p>	<ul style="list-style-type: none"> • Define electric current. • List the different types of effect of electric current. • Explain the role of electricity in their daily life. • Sketch circuit diagrams using symbols of electric devices. • Apprise the use of electric current safely by the help of safety devices • Organize various ways to increase the strength of the electromagnets. • SDG – 7 (AFFODABLE AND CLEAN ENERGY), 11(SUSTAINABLE CITIES AND COMMUNITIES), 12(RESPONSIBLE CONSUPTION AND PRODUCTION) 	<ul style="list-style-type: none"> • Explores the different components of electric circuit. • applies the learning of scientific concepts in day to day life while using electric bell, electric fuse, MCBs and other electric gadgets. • Demonstrates an activity to show the working of an electro magnet • Explores the application of heating effect of electric current and magnetic effect of electric current. • designs simple devices like electromagnet, electric bell, electric crane etc. 	<ul style="list-style-type: none"> • Listing of devices used on the application of heating effect of electric current and magnetic effect of electric current. • Making a model of electro-magnet. • (AI) To draw an electric circuit and label its parts in a chart paper. • (AI) To draw any electric device acting by heating effect and label the element in it.. • (AI) To draw different fuse and find out the devices in which it is used.

SOCIAL SCIENCE

PRESCRIBED BOOK:

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

INTERNAL ASSESSMENT

SKILLS AND COMPETENCIES WITH RUBRICS	
TERM-1 (30 MARKS)	TERM -II (30 MARKS)
<p>CRITICAL THINKING & EVALUATION (5 MARKS) ELOCUTION TOPIC- DEMOCRACY AND EQUALITY. RUBRICS:</p> <ul style="list-style-type: none"> • Relevance of Content (1) • Conceptual Clarity (1) • Body Language (1) • Presentation (2) 	<p>CRITICAL THINKING & EVALUATION (5 MARKS) GROUP DISCUSSION TOPIC- CHANGING TREND IN RELIGION- BHAKTI MOVEMENT. RUBRICS:</p> <ul style="list-style-type: none"> • Relevance of Content (1) • Turn Taking (1) • Collaboration (1) • Presentation (2)
<p>PROBLEM SOLVING & INFERENCE (5 MARKS) CASE BASED STUDY TOPIC- NATURAL CALAMITY RUBRICS:</p> <ul style="list-style-type: none"> • Concept (1) • Understanding (1) • Questionnaire (1) • Presentation (2) 	<p>PROBLEM SOLVING & INFERENCE (5 MARKS) INTERVIEW TOPIC-MARKET AROUND US RUBRICS:</p> <ul style="list-style-type: none"> • Relevance of Q & A (1) • Conceptual Clarity (1) • Turn Taking (1) • Confidence (2)
<p>COLLABORATION & CREATIVE THINKING (5 MARKS) POSTER: TOPIC- SOIL CONSERVATION RUBRICS:</p> <ul style="list-style-type: none"> • Relevance of Content (1) • Creativity (1) • Outreach/Impact (1) • Message (2) 	<p>COLLABORATION & CREATIVE THINKING (5 MARKS) FLOW CHART: TOPIC- LIFE ON EARTH RUBRICS:</p> <ul style="list-style-type: none"> • Relevance of Content (1) • Organization of Ideas (1) • Topics and Subtopics (1) • Relationship between Ideas (2)
<p>VALUE/ETHICAL APPLICATION OF CONCEPTS (5 MARKS) SAVE MONUMENT DRIVE: TOPIC- PASTE PICTURE OF A MONUMENT NEARBY RUBRICS:</p> <ul style="list-style-type: none"> • Understanding of Purpose (1) • Extent of Participation (1) • Impact of the Drive (1) • Creativity (2) 	<p>VALUE/ETHICAL APPLICATION OF CONCEPTS (5 MARKS) COMMUNITY SERVICE: TOPIC- LIFE OF A DOMESTIC WORKER RUBRICS:</p> <ul style="list-style-type: none"> • Value Life Acquisition (1) • Awareness of Purpose (1) • Creativity and Originality (1) • Outreach (2)
<p>PROJECT & VIVA (5 MARKS)</p>	<p>PROJECT & VIVA (5 MARKS)</p>

<p>SUBJECT ENRICHMENT TOPIC- TRI-PARTITE STRUGGLE RUBRICS:</p> <ul style="list-style-type: none"> • Collection of Information (1) • Photos and Sketches (1) • Creative and Aesthetics (1) • Viva (2) 	<p>RESEARCH PROJECT TOPIC- PPT-LADAKH VS SAHARA RUBRICS:</p> <ul style="list-style-type: none"> • Relevance of Content (1) • Creative Presentation (1) • Extent of Research (1) • Confidence and Clarity (2)
<p>PORTFOLIO (5 MARKS) TOPIC- NOTE BOOK RUBRICS:</p> <ul style="list-style-type: none"> • Regularity (1) • Maintenance of Copy with Index (1) • Writing Relevant Answers (1) • Task Completion (2) 	<p>PORTFOLIO (5 MARKS) TOPIC- NOTE BOOK RUBRICS:</p> <ul style="list-style-type: none"> • Regularity (1) • Maintenance of Copy with Index (1) • Writing Relevant Answers (1) • Task Completion (2)

**PT- I/PT-II/HALF YEARLY/ANNUAL
 WEIGHTAGE TO FORM QUESTIONS**

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

SYLLABUS FOR PEN PAPER TEST

TERM-I		Term-II	
Periodic Test -I (40 Marks)	Half Yearly Examination (80 Marks)	Periodic Test-II (40 Marks)	Annual Examination (80 Marks)
GEOGRAPHY			
CHAPTER 1- Components Of Environment	CHAPTER 1- Components Of Environment	CHAPTER 4- Air Around Us.	CHAPTER 4- Air Around Us.
CHAPTER 2- Earth And The Changes On It	CHAPTER 2- Earth And The Changes On It	CHAPTER 6- Life On The Earth	CHAPTER 6- Life On The Earth
	CHAPTER 3- The Surface And The Interior Of The Earth		CHAPTER 7- Human Environment

	CHAPTER 5- Water Surrounding The Earth		CHAPTER 8- Land And The People
HISTORY			
CHAPTER 9- Medieval Period	CHAPTER 9- Medieval Period	CHAPTER 14- Regional Powers	CHAPTER 14-Regional Powers
CHAPTER 10 – Rise Of Small Kingdoms In North India	CHAPTER 10 – Rise Of Small Kingdoms In North India	CHAPTER 15- The Mughal Empire	CHAPTER 15- The Mughal Empire
	CHAPTER 11- Rise Of Small Kingdoms In South India		CHAPTER 16- Emergence Of Independent States
	CHAPTER 12- Turkish Invasions In North India		CHAPTER 17- Major Religions
	CHAPTER 13 – Delhi Sultanate		
CIVICS			
CHAPTER 18- Democracy & Equality	CHAPTER 18- Democracy & Equality	CHAPTER 21- Advertising And Democracy	CHAPTER 21- Advertising And Democracy
	CHAPTER 19- Our State Governments		CHAPTER 22- Unpacking Gender
	CHAPTER 20- Media- The Mainstay Of Democracy		CHAPTER 23-Markets Around Us
	<p style="text-align: center;">MAP WORK</p> <p><u>Geography (On the outline map of theWorld) :</u> Gulf Stream, Agulhas, Kuroshio, Brazilian, Oyashio, Peru, Canary, California, (ocean currents)</p> <p><u>History: (Outline Map of India)</u> 1.Kingdom-Rastrakutas, Palas and Gurjara-Pratiharas 2.Place-Kanauj, Tarain, Ajmer, Tanjavur, Kanchipuram, Nalanda</p>		<p style="text-align: center;">MAP WORK</p> <p><u>Geography (On the Outline Map of the World)</u> Llanos, Campos, Savanna, Prairies, Pampas, Steppes, Velds, Downs, Sahara, Amazon,</p> <p><u>History:(Outline Map of India)</u> Cities-Vijayanagar, Golkonda, Bijapur, Gulbarga, Bikaner, Panipat, Chittor</p> <p>The following chapters from Term-1(30%) is included in the Annual Examination. CH-2: The Earth and The Changes On It CH-9:Medieval Period CH-12 :Turkish Invasion In North India CH-19:Our State Governments</p>

LEARNING OUTCOMES AND PEDAGOGICAL PROCESSES

Sl no	Chapter's Name	Learning Outcomes	Pedagogical Strategy	Activities For Assessment
1	CHAPTER 1: Components Of Environment	The learner will be able to: <ul style="list-style-type: none"> describe different components of the environment and their inter-relationship. prepare a coloured diagram showing different spheres of the environment. analyse and creates sensitivity towards environment. SDG 14-Life Below Water. SDG 15-Life On Land.	<ul style="list-style-type: none"> Four spheres of environment through interaction. Demonstration of different spheres of environment through diagram 	<ul style="list-style-type: none"> Diagram of four spheres with features. Locating wild life sanctuaries, national parks and biosphere reserves of India.
2	CHAPTER 2: The Earth And The Changes On It	The learner will be able to: <ul style="list-style-type: none"> identify various agents of gradation and formation of different features. discuss the types of soil and its formation. demonstrate the soil profile. locate and label the areas of major soil types on the outline map of India. show sensitivity to the need for the conservation of soil. SDG 4-Quality Education SDG 15-Life On Land	<ul style="list-style-type: none"> Presentation of agents of gradation through multi-media. Model of soil profile. 	<ul style="list-style-type: none"> Sketch the life of a river from source to mouth with distinctive features. Locate major soil type on an outline map of India.
3	CHAPTER 3: Surface And Interior Of The Earth	The learner will be able to: <ul style="list-style-type: none"> develop the concept and the events associated with the surface and interior of the earth. demonstrate the process of the rock cycle. develop the human values during natural disasters. SDG 4-Quality Education SDG 13 -Climate Action	<ul style="list-style-type: none"> Interior of earth through multi-media. Identification of rocks and minerals through pictures. 	<ul style="list-style-type: none"> Diagram of interior of earth. Case study on recently occurred natural calamity. Sketch of rock cycle.
4	CHAPTER 4: Air Around Us	The learner will be able to: <ul style="list-style-type: none"> explain the structure of atmosphere. represent the composition of air through a diagram and discuss its significance. co-relate various elements of weather and climate. analyse factors contributing to pollution in their surrounding and lists measures to prevent it. SDG 4-Quality education. SDG 15-Life On Land.	<ul style="list-style-type: none"> Pie-chart on composition of air. Diagram on layers of atmosphere with their importance. 	<ul style="list-style-type: none"> Poster making on global warming. Collection of weather report of one week from local newspaper. ~layer of atmosphere with features
5	CHAPTER 5: Water Surrounding The Earth	The learner will be able to: <ul style="list-style-type: none"> discuss various movements of ocean water. locate and label the various ocean currents on the outline map of the world. appreciate the importance of the ocean to mankind. 	<ul style="list-style-type: none"> Various movements of ocean water through video clips. Map skill on various ocean currents 	<ul style="list-style-type: none"> Diagram of water cycle identifying various processes involved. Locate ocean currents on world map.

Sl no	Chapter's Name	Learning Outcomes	Pedagogical Strategy	Activities For Assessment
		SDG 14-Life Below Water		
6	CHAPTER 6: Life On The Earth	The learner will be able to: <ul style="list-style-type: none"> develop understanding of the evolution of life. recognise different types of natural vegetation belts. locate and label different grasslands on the outline map of the world. value the importance of flora and fauna. SDG 15-Life On Land. SDG 17-Partnerships For The Goals.	<ul style="list-style-type: none"> Showing vegetation belt through world map. Presentation of natural vegetation and wild life through multi-media. 	<ul style="list-style-type: none"> Collect information and pictures of endangered species. Prepare a comparative table on various vegetation belts.
7	CHAPTER 7: Human Environment	The learner will be able to: <ul style="list-style-type: none"> recognise factors that impact the development of the settlement. collect the information and pictures related to types of settlement. appreciate the role of transport and communication in the development of global relations. SDG 8-Decent Work And Economic Growth. SDG 9-Industry, Innovation And Infrastructure. SDG 11-Sustainable Cities And Communities.	<ul style="list-style-type: none"> Developments of settlement, transport, communication through multi-media. Debate on merits and demerits of different modes of transportation 	<ul style="list-style-type: none"> Prepare a collage on various transport and communication. Word garden on various mode of transportation.
8	CHAPTER 8: Land And The People	The learner will be able to: <ul style="list-style-type: none"> outline the inter-relationship between the climatic regions and the life of the people in different regions of the world. synthesize the life of indigenous people of Amazon basin and Ganga- Brahmaputra basin through a case study. admire the adaptability of people and learn to live in harmony with nature. SDG 9-Industry, innovation and infrastructure. SDG 15-Life On Land	<ul style="list-style-type: none"> Identification of tropical and sub-tropical through map. Aware the developments taken in the regions through multi-media. 	<ul style="list-style-type: none"> Locate various deserts and grasslands on a world map. Prepare a PPT on Ladakh v/s Sahara.
9	CHAPTER 9: Medieval Period	The learner will be able to: <ul style="list-style-type: none"> comprehend the sources of information about the medieval period. relate the key historical development during the Medieval period occurring in one place with another. appreciate the need of studying the past. SDG17-Partnerships For The Goals	<ul style="list-style-type: none"> Use multi-media to aware the various sources. Demonstration of different sources of information about medieval period. 	<ul style="list-style-type: none"> Prepare a timeline for three periods in Indian history. Draw any one technological change seen during the medieval period with features.
10	CHAPTER 10: Rise Of Small Kingdoms In North	The learner will be able to: <ul style="list-style-type: none"> build knowledge about the age of three empires. 	<ul style="list-style-type: none"> Presentation of Tri-partite struggle through video. Illustrates socio- 	<ul style="list-style-type: none"> on an outline map of India show the kingdoms involved in Tri-partite

Sl no	Chapter's Name	Learning Outcomes	Pedagogical Strategy	Activities For Assessment
	India	<ul style="list-style-type: none"> paraphrase how important kingdoms brought changes in culture and administration in north India. illustrate socio-political and economic changes in society. develop the attitude of tolerance towards other religions. <p>SDG 1-No Poverty</p> <p>SDG 11-Sustainable Cities And Communities</p>	political and economic changes in society through story-telling	struggle and the reason behind it. <ul style="list-style-type: none"> Flow Chart on socio political and economic changes in society.
11	CHAPTER 11: Rise Of Small Kingdoms In south India	The learner will be able to: <ul style="list-style-type: none"> explain the rise of Cholas, Pandyas as the powerful kingdoms in South India. interpret various aspect of governance in South India. develop the attitude for the protection of historical monuments. <p>SDG 1-No Poverty</p> <p>SDG 11-Sustainable Cities And Communities</p>	<ul style="list-style-type: none"> Comparative study of northern kingdoms with south Indian kingdoms. Study of various aspect of governance in south India through a video clip. 	<ul style="list-style-type: none"> Present the same through comparative analysis. Differentiate between temples of north India with south India. Concept map
12	CHAPTER 12: Turkish Invasions In north India	The learner will be able to: <ul style="list-style-type: none"> outline the transformation of Turks from professional guards to rulers. analyse the invasion of Mahmud Ghazni with Muhammad Ghori. value the strength of unity by citing examples. <p>SDG 17-Partnership For The Goals</p>	<ul style="list-style-type: none"> Showing the entry of Turkish invader using Asia map. Interactive session regarding the factors related to the entry of Turkish invaders with impact on Indian Society 	<ul style="list-style-type: none"> Venn diagram on the similarity and differences between the invasions of Mohammad Ghazni with Muhammad Ghori.
13	CHAPTER 13: Delhi Sultanate	The learner will be able to: <ul style="list-style-type: none"> describe the journey of the Muslim empire in India. design a timeline chart showing major dynasties and rulers of the Delhi Sultanate. appreciate the art and architecture of that period. <p>SDG 8-Decent Work For Economic Growth</p> <p>SDG 9-Industry, Innovation And Infrastructure</p>	<ul style="list-style-type: none"> Introduction of Delhi sultanate through multi-media. Discussion and iteration on the journey of the Muslim empire in India. 	<ul style="list-style-type: none"> Design a timeline showing the dynasties of Sultanate period. Flow chart on Journey of the Muslim empire in India
14	CHAPTER 14: Regional Powers	The learner will be able to: <ul style="list-style-type: none"> identify the rise of regional powers after the decline of Delhi Sultanate. prepare a flow chart of socio- cultural life of Vijayanagar empire. develop the value of patriotism and bravery from life of Maharana Pratap. <p>SDG 17-Partnership For The Goals</p>	<ul style="list-style-type: none"> Introduction of regional empire through map. Role play of Maharana Pratap 	<ul style="list-style-type: none"> Prepare a table showing various regional kingdoms with important rulers, region and achievements. Mind map Flow chart of socio-cultural life of Vijayanagar empire.

Sl no	Chapter's Name	Learning Outcomes	Pedagogical Strategy	Activities For Assessment
15	CHAPTER 15: The Mughal Empire	The learner will be able to: <ul style="list-style-type: none"> • discuss the contributions to the establishment of the Mughal empire in India. • design a timeline of different Mughal rulers. • develop the aesthetic values towards art and architecture. • appreciate the policy of religious tolerance of Akbar. SDG 17-Partnership For The Goals	<ul style="list-style-type: none"> • Story telling on the establishment of Mughal Empire • Multi-media. • Discussion on policies of Mughal rulers • study of time - line through multi-media. 	<ul style="list-style-type: none"> • On an outline map of India with the extent of Mughal empire. • Comparative study regarding the policies of Akbar with that of Aurangzeb with relation to the consolation and decline of Mughals as fish bone on downfall of Mughal empire • Designs a timeline of different Mughal rulers.
16	CHAPTER 16: Emergence Of Independent States	The learner will be able to: <ul style="list-style-type: none"> • understand the context and process of new independent kingdoms in India. • analyse the impacts of independent kingdoms on Indian society. • appreciate the bravery of Marathas, Sikhs and Rajputs. SDG 8-Decent Work And Economic Growth	<ul style="list-style-type: none"> • Identify the independent state in relation to map of Mughal empire. • interaction and discussion on the impact of independent kingdoms on India society. 	<ul style="list-style-type: none"> • Prepare a table showing various independent kingdoms with important rulers, region and achievements.
17	CHAPTER 17: Major Religions	The learner will be able to: <ul style="list-style-type: none"> • outline the knowledge of the origin and spread of major religions in India. • prepare a tabular presentation of different religions. • integrate human ideologies of different religions. SDG 16-Peace, Justice And Strong Institution	<ul style="list-style-type: none"> • Introduction through story and video. • Role play on different religions 	<ul style="list-style-type: none"> • Prepare a table on various religion practises in India with their principles and impact. • Group discussion (chai pe charcha) changing trends in religion- Bhakti • Prepares a tabular presentation of different religions.
18	CHAPTER 18: Democracy And Equality	The learner will be able to: <ul style="list-style-type: none"> • understand democracy to maintain equality in the society. • analyse the significance of Universal Adult Franchise in democracy. • develop the feelings of equality from the life of Paro and Sheiko. SDG 16-Peace, justice and strong institution.	<ul style="list-style-type: none"> • Interactive session with recall of work of democratic government. • Introduction of multi party system in relation with present election scenario. • Role of government in democratic setup. 	<ul style="list-style-type: none"> • Prepare a table with symbols and representative of various parties. • Collage of government welfare schemes with their objectives.
19	CHAPTER 19: Our State Government	The learner will be able to: <ul style="list-style-type: none"> • collect the information of several members of legislative assemblies of different states of India. • examine the importance of state legislature 	<ul style="list-style-type: none"> • Introduction of formation of state government through flow chart. • Comparative study of both houses of 	<ul style="list-style-type: none"> • Collect newspaper clippings on news related to state government. • Prepare a collage on issues in state

Sl no	Chapter's Name	Learning Outcomes	Pedagogical Strategy	Activities For Assessment
		and its function and composition. • learn the collective responsibility of government for the development of citizens. SDG 5-Gender Equality SDG 3-Good Health And Wellbeing	legislature.	list. • Map skill on bicameral legislature
20	CHAPTER 20: Media-The Mainstay Of Democracy	The learner will be able to: • classify media. • highlight the interdependence of technology in media. • analyse the role of media in democracy. SDG 4-Quality Education	• Introduction the effects of audio-visual aids in our daily life through interaction in a group. • Discussion and debate on role of media in a .democratic country	• Bubble map on development on media • Interview on social issue
21	CHAPTER 21: Advertising And Democracy	The learner will be able to: • describe various types of advertising. • analyse the impact of advertisement in society. • compile the duties and responsibilities of a consumer in society. SDG 4-Quality Education	• Introduce the process of making an advertisement with objectives through flow chart. • Interaction comparing social advertisement with commercial advertisement.	• Design an advertisement about a product you like most. • Role play consumer forum.
22	CHAPTER 22: Unpacking Gender	The learner will be able to: • develop understanding of gender and its associate stereotype notion in society. • distinguish between different types of gender inequality in the society. • assess the role of education and awareness in establishing gender equality. SDG 5-Gender Equality SDG 10-Reduce Inequality	• Introduction of topic with gender biased activity. • Identify the work of women with respect to invisible, double burden and care-giving.	• Case study on life of a domestic worker. • Pick and draw on the work done by women in a family • Venn diagram on rural and urban women.
23	CHAPTER 23: Market Around Us	The learner will be able to: • identify different types of market. • interpret the role of market in democracy. • appraise the government schemes to eradicate inequality. SDG 9-Industry, innovation and infrastructure.	• Interactive session on different types of .markets • skit / drama on .weekly market	• Interview with regard to market around us. • Collage on role of government regarding endangered markets.