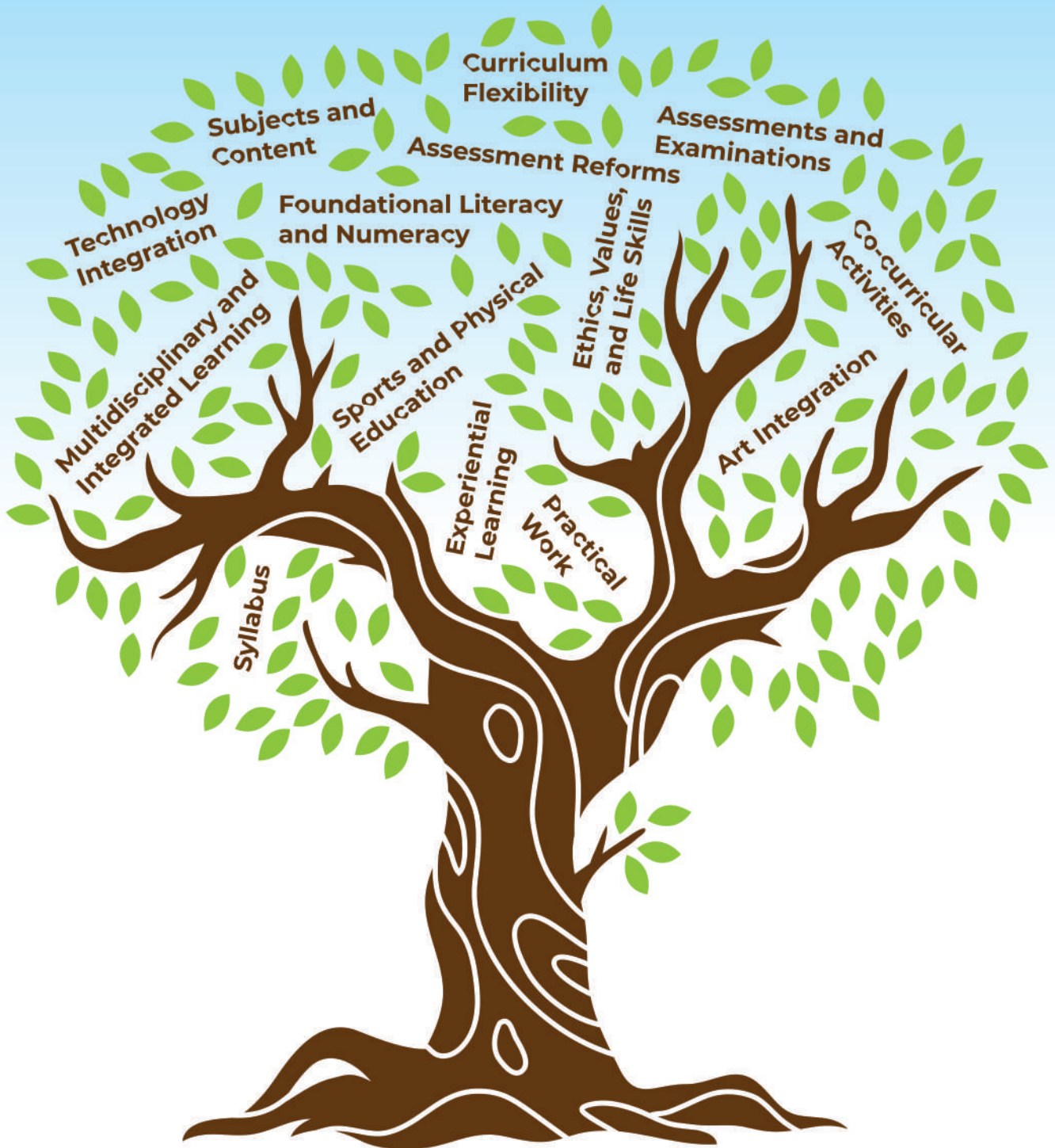




ANNUAL CURRICULUM PLAN 2024-25

CLASS - VIII





CURRICULUM

ODM EDUCATIONAL GROUP

ANNUAL CURRICULUM PLAN | SESSION 2024 - 25

The Annual Curriculum Plan refers to a comprehensive document or outline that provides a structured overview of the educational content and activities to be covered throughout an academic year. It serves as a roadmap for teachers, administrators, and educational institutions to ensure a coherent and balanced delivery of the curriculum.

Objectives of the ACP

- 1. Learning Objectives:** This plan includes specific learning goals and objectives for each subject or topic. These objectives define what students are expected to know, understand, and be able to do by the end of the year.
- 2. Content Outline:** It provides a breakdown of the content to be covered in each subject area. This may include subtopics, chapters, or units to be addressed during different periods of the academic year.
- 3. Assessment and Evaluation:** It specifies assessment methods, such as tests, projects, or presentations, that will be used to evaluate student progress and understanding. It may also include information about grading criteria and the frequency of assessments.
- 4. Integration and Interdisciplinary Connections:** In some cases, it will highlight opportunities for integrating subjects or making interdisciplinary connections. This promotes a holistic and interconnected approach to learning.
- 5.** It serves as a guiding document for teachers, helping them stay organised and focused throughout the academic year. It provides a framework for instructional planning, content delivery, and assessment, ensuring a consistent and well-rounded educational experience for students.
- 6. Resources and Materials:** It also includes the list of the textbooks, supplementary materials, and resources needed for effective teaching and learning. It ensures that teachers have access to appropriate resources to support the curriculum.

Objectives | CBSE Curriculum

1. It aims to provide a comprehensive and holistic educational experience to students.
2. **Child-Centric Approach:** The CBSE curriculum places the student at the centre of the learning process. It recognizes the individuality, abilities, and interests of each student and aims to cater to their unique needs. The curriculum promotes student engagement, critical thinking, and overall development.
3. **Learning Outcomes:** The CBSE curriculum focuses on clearly defined learning outcomes. It specifies the knowledge, understanding, skills, and attitudes that students should acquire at each grade level. Learning outcomes help in setting clear expectations and provide a framework for teaching, learning, and assessment.
4. **Interdisciplinary Approach:** The CBSE curriculum encourages an interdisciplinary approach, integrating knowledge and skills from multiple subjects. It emphasizes connections between different subjects, promoting a holistic understanding of concepts and their real-world applications.
5. **Life Skills and Values:** CBSE places significant importance on the development of life skills and values among students. The curriculum includes components that aim to cultivate values such as honesty, empathy, respect, and responsible citizenship. It also focuses on developing essential life skills such as communication, critical thinking, problem-solving, and collaboration.
6. **Inclusion and Diversity:** CBSE curriculum promotes inclusivity and caters to the diverse needs of students. It recognizes the importance of providing equal opportunities and adapting teaching and assessment strategies to accommodate learners with different abilities, backgrounds, and learning styles.

Examination Details | Session 2024 - 25

*Examination Schedule

| Examination | Tentative Timeline (Exam Starts) | Tentative Timeline (Exam Ends) |
|-----------------------|----------------------------------|--------------------------------|
| Periodic Assessment 1 | 1st July, 2024 | 8th July, 2024 |
| Mid term/Half Yearly | 24th Sept, 2024 | 8th Oct, 2024 |
| Periodic Assessment 2 | 2nd Dec, 2024 | 7th Dec, 2024 |
| Annual | 28th Feb, 2025 | 12th Mar, 2025 |

*The Examination Schedule is tentative & subjected to change depending upon the external factors. If there will be any changes in the schedule/portion, it will be notified well before the examination by the School.

*Marks & Weightage

| Subject | Term 1 Full Marks: 100 | | Term 2 Full Marks: 100 | |
|-------------------|--|--|--|--|
| | P. Assessment 1 - Full Marks - 20 Time - 45 Minutes (Pen & Paper Test) | Mid Term/Half Yearly - Full Marks - 80 Time - 3 Hours | P. Assessment 2 - Full Marks - 20 Time - 45 Minutes (Pen & Paper Test) | Annual - Full Marks - 80 Time - 3 Hours |
| English | | | | |
| H. Hindi | | | | |
| L. Hindi | | | | |
| H. Odia | | | | |
| L. Odia | - Pen & Paper Test: 10 Marks (Weighted Score) | | - Pen & Paper Test: 10 Marks (Weighted Score) | |
| Sanskrit | | | | |
| French | | | | |
| H.Bengali | - SEA: 5 Marks | - Pen & Paper: 80 Marks. | - Transdisciplinary Project: 5 Marks | - Pen & Paper: 80 Marks. |
| L.Bengali | - Notebook Submission: 5 Marks | | - Notebook Submission: 5 Marks | |
| Maths | | | | |
| Social Science | | | | |
| Science | | | | |
| Computer | | | | |

*The Mid Term & Annual Examination will comprise of all major & minor subjects. Evaluation for Minor Subjects will be conducted in their respective periods (starting two weeks to Main Examination).

Examination Portion

➤ English -

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|---|--|---|--|
| <p>Prime English-The Velveteen Rabbit Me n mine-Notice writing Grammar-Word Formation</p> | <p>Prime English The Velveteen Rabbit, It was Long ago, A Question of Grammar, Macavity: The Mystery Cat, On Quitting, Cranes for Sadako, Chimney Sweeper Grammar-Word Formation, Infinitives, Phrasal Verbs, Gerunds, Participles, Intensifier and Mitigators, Modals-1 Me n Mine-Notice Informal Letter, Application writing, Descriptive paragraph, Diary, Letter to the Editor, Speech, E-mail, Article</p> | <p>Prime English-The Time machine Grammar-Quantifiers Me n mine-short Story/ complaint letter/Bio-sketch.</p> | <p>Prime English-Time Machine, Springing to Action, Earth Hour, 'Twas the Night, Cranes For Sadako, Macavity-the mystery cat. Grammar-Modals-1 Quantifiers, Question Tags, Conditionals, Transformation of sentences, Active and Passive, Direct and Indirect Speech, Punctuation, Word Formation, Infinitives Me n Mine-Diary, Complaint Letter, Short Story, Speech, Report, Debate, Bio-sketch</p> |

➤ H. Hindi -

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|--|--|--|---|
| <p>पाठ्य पुस्तक – पाठ-१- हम कर सकते हैं पाठ-२- 'ताई' व्याकरण -वाक्य, मुहावरों से वाक्य बनाना, विरामचिह्न सृजनात्मक लेखन - अनुच्छेद लेखन</p> | <p>पाठ्य पुस्तक – पाठ-१- हम कर सकते हैं पाठ-२- 'ताई' पाठ-४- 'कर्ण का मित्र प्रेम' पाठ-६- प्रियतम पाठ-७- गूदड़ साँई पाठ-८- ' रामायण और महाभारत के महापात्र' व्याकरण -वाक्य, मुहावरों से वाक्य बनाना, विरामचिह्न, विशेषण - विशेष्य, पर्यायवाची शब्द, वचन, अशुद्धिशोधन, लिंग, वचन, शब्दयुग्म। सृजनात्मक लेखन - अनुच्छेद लेखन, पत्र लेखन</p> | <p>पाठ्य पुस्तक – पाठ-९- 'जोबीत गई सोबात गई' पाठ-१०- 'खोटा सिक्का' व्याकरण -क्रिया, काल सृजनात्मक लेखन - अनुच्छेद लेखन, पत्र लेखन (औपचारिक पत्र), सूचना लेखन, संवाद लेखन</p> | <p>पाठ्य पुस्तक – पाठ-१- हम कर सकते हैं पाठ-२- 'ताई' पाठ-४- 'कर्ण का मित्र प्रेम' पाठ-६- प्रियतम पाठ-७- गूदड़ साँई पाठ-८- ' रामायण और महाभारत के महापात्र' पाठ-९- 'जोबीत गई सो बात गई' पाठ-१०- 'खोटा सिक्का' पाठ-१३- ' वेलक म एंजिल' पाठ-१४- 'घीसा' पाठ-१५- 'भक्ति धारा' पाठ- १६- 'बूढ़ी अम्मा' व्याकरण - वाक्य, मुहावरों से वाक्य बनाना, विरामचिह्न, विशेषण -</p> |

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|-------------------------|---|-------------------------|--|
| | (औपचारिक पत्र), सूचनालेखन, संवाद लेखन, | | विशेष्य, पर्यायवाची शब्द, वचन, अशुद्धिशोधन, लिंग, वचन, शब्दयुग्म क्रिया, काल, उपसर्ग - प्रत्यय, संज्ञा, विलोम शब्द। सृजनात्मकलेखन - अनुच्छेदलेखन, पत्रलेखन (औपचारिक पत्र), सूचनालेखन, संवाद लेखन, विज्ञापनलेखन |

➤ **L. Hindi -**

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|--|--|--|--|
| पाठ-१ हम कुछ करके दिखलाएँगे पाठ-३ मुल्ला काल गान व्याकरण - (पाठ्यपुस्तक के भाषाज्ञान में से) सृजनात्मक लेखन - अनुच्छेद लेखन | पाठ-१ हम कुछ कर के दिखलाएँगे पाठ-३ मुल्ला कालगान पाठ-४ फिर क्या हुआ? पाठ-५ पुष्प की अभिलाषा पाठ-६ अग्नि की उड़ान व्याकरण - (पाठ्यपुस्तक के सभी पाठ के भाषाज्ञान में से) सृजनात्मकलेखन - अनुच्छेदलेखन, पत्रलेखन (अनौपचारिक पत्र), संवाद लेखन, विज्ञापन लेखन। | पाठ-७ स्वतंत्रता का महत्व पाठ-९ राष्ट्रगीत व्याकरण - (पाठ्यपुस्तक के भाषाज्ञान में से) सृजनात्मकलेखन - अनुच्छेद लेखन, पत्रलेखन (अनौपचारिक पत्र), संवाद लेखन, विज्ञापन लेखन। | पाठ-१ हम कुछ करके दिखलाएँगे पाठ-३ मुल्ला कालगान पाठ-४ फिर क्या हुआ? पाठ-५ पुष्प की अभिलाषा पाठ-६ अग्नि की उड़ान पाठ-७ स्वतंत्रता का महत्व पाठ-९ राष्ट्रगीत पाठ- ११ असम का पर्व- बिहू पाठ- १२ पौधे कहते पाठ- १३ पाठ शाला व्याकरण - (पाठ्यपुस्तक के सभी पाठ के भाषाज्ञान में से) सृजनात्मक लेखन - अनुच्छेद लेखन, पत्र लेखन (अनौपचारिक पत्र), संवाद लेखन, विज्ञापन लेखन। |

➤ **H. Odia -**

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|--|--|---|--|
| <p>ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ ବିଭାଗ-ଖ : ବ୍ୟାକରଣ – ଓଡ଼ିଆ ଭାଷା, ଧ୍ୱନି ବିଭାଗ-ଗ : ସାହିତ୍ୟ ପାଠ-୧ : ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ ପାଠ-୨ : ରୋଗୀ ସେବା</p> | <p>ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ (୧୨୦ରୁ ୧୫୦ ଶବ୍ଦ ମଧ୍ୟରେ) ବିଭାଗ-ଖ : ରଚନା (୩ଟିରୁ ୧ଟି) ପତ୍ର କିମ୍ବା ଦରଖାସ୍ତ (୨ ରୁ ୧ଟି) ବ୍ୟାକରଣ – ଲିଙ୍ଗ, ବଚନ, ଓଡ଼ିଆ ଭାଷା, ବିଶେଷ୍ୟ ବିଭାଗ-ଗ : ସାହିତ୍ୟ ପାଠ-୧ : ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ ପାଠ-୨ : ରୋଗୀ ସେବା ପାଠ-୩ : ଉଦ୍‌ବୋଧନ ପାଠ-୪ : ଗୁରୁଶିଷ୍ୟ ସମ୍ପର୍କ ଅତିରିକ୍ତ ସାହିତ୍ୟ ପାଠ-୧୨ : ଡାକପୁନ୍‌ସି</p> | <p>ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ ବିଭାଗ-ଖ : ବ୍ୟାକରଣ – ଶୁଦ୍ଧ ରୂପ ବିଭାଗ-ଗ : ସାହିତ୍ୟ ପାଠ-୨ : ଉଦ୍‌ବୋଧନ ପାଠ-୩ : ଶିକ୍ଷାଦାୟୀ ପାଠ-୮ : ଦରିଆଦଖଲ</p> | <p>ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ (୧୨୦ରୁ ୧୫୦ ଶବ୍ଦ ମଧ୍ୟରେ) ବିଭାଗ-ଖ : ରଚନା (୩ଟିରୁ ୧ଟି) ପତ୍ର କିମ୍ବା ଦରଖାସ୍ତ (୨ ରୁ ୧ଟି) ବ୍ୟାକରଣ – ଲିଙ୍ଗ, ବଚନ, ଶୁଦ୍ଧ ଶବ୍ଦ, ବିଶେଷ୍ୟ ବିଭାଗ-ଗ : ସାହିତ୍ୟ ଗଦ୍ୟ ବିଭାଗ ପାଠ-୨ : ରୋଗୀ ସେବା ପାଠ-୯ : ପ୍ରଗତି ଓ ମାନବଧର୍ମ ପାଠ-୮ : ଦରିଆ ଦଖଲ ପଦ୍ୟ ବିଭାଗ ପାଠ-୩ : ଶିକ୍ଷାଦାୟୀ ପାଠ-୪ : ଜାତୀୟ ପତାକା ପାଠ-୫ : ବଶିଷ୍ଠ ଓ ବିଶ୍ୱାମିତ୍ର ଅତିରିକ୍ତ ସାହିତ୍ୟ ପାଠ-୧୪ : ସୁନା ନେଉଳ ପାଠ-୧୫ : ଆହୁତି</p> |

➤ **L. Odia -**

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|---|---|---|--|
| <p>ପାଠ-୧ : ତ୍ରିଶକ୍ତି ପାଠ-୨ : ମହାମାନବ ସ୍ୱାମୀ ଶିବାନନ୍ଦ ବ୍ୟାକରଣ – ବିପରୀତ ଶବ୍ଦ ପାଠ-୧, ୨ ରେ ଥିବା ବ୍ୟାକରଣଗତ ପ୍ରଶ୍ନ</p> | <p>ପାଠ-୧ : ତ୍ରିଶକ୍ତି ପାଠ-୨ : ମହାମାନବ ସ୍ୱାମୀ ଶିବାନନ୍ଦ ପାଠ-୩: ବୈଜ୍ଞାନିକ ଗୋକୁଳାନନ୍ଦ ପାଠ-୪: ବଡ଼ ମଣିଷଙ୍କ ଅଭୁଳା କଥା ପାଠ-୫: କମାରଶାଳରୁ ପ୍ରୟୋଗ ଶାଳା ବ୍ୟାକରଣ – ପୁସ୍ତକ ଅନ୍ତର୍ଗତ ବିପରୀତ ଶବ୍ଦ -୫ ବିଶେଷ୍ୟରୁ ବିଶେଷଣ -୫</p> | <p>ପାଠ-୬: ସୁକ୍ତିମାଳା ପାଠ-୭: ମଣିଷ ପରି ମଣିଷଟିଏ ପାଠ-୮: ବୈକୁଣ୍ଠଧାମ ତିରୁପତି ବ୍ୟାକରଣ – ପୁସ୍ତକ ଅନ୍ତର୍ଗତ ଗଦ୍ୟରୂପ, ପଦ୍ୟରୂପ -୫</p> | <p>ପାଠ-୧୦: ସାତଭାୟା ପାଠ-୧୧: କର୍ମର ଫଳ ପାଠ -୧୨: ମୋ ଭାରତ ମହାନ ପାଠ-୧୩: କଲମ ଆଉ କାଳି (ପଦ୍ୟ) ପାଠ-୧୪: ବଡ଼ ଭୋଜନାଳୟ ଆନନ୍ଦ ବଜାର ପାଠ-୧୫: ଖବରକାଗଜ ହକରରୁ ରାଷ୍ଟ୍ରପତି ପାଠ -୧୬: ପୁଣ୍ୟର ହିସାବ</p> |

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|-------------------------|---|-------------------------|--|
| | (ଯେପରି ଆଦରରୁ ଆଦୃତ) ଏକପଦରେ ପ୍ରକାଶ କର - ୫ ପ୍ରତିଶିକ୍ଷ- ୫ | | ନିକାଶ ବ୍ୟାକରଣ-ବିପରୀତ ଶିକ୍ଷ-୫ ଗନ୍ଧରୂପ ପଦ୍ୟରୂପ-୫ ବିଶେଷ୍ୟରୁ ବିଶେଷଣ-୫ ପ୍ରତିଶିକ୍ଷ-୫ |

➤ **Sanskrit -**

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|--|---|---|---|
| ଅପଠିତ – ଅବବୋଧନମ୍ ଶବ୍ଦରୂପ ପ୍ରକରଣମ୍ 'ଘ' ଭାଗ: ପଠିତାବବୋଧନମ୍ ପାଠ:-୧ ସନ୍ଧି – (ସ୍ଵର), ଦୀର୍ଘ, ଗୁଣ, ବୃଦ୍ଧି | 'କ' ଭାଗ: ଅପଠିତ – ଅବବୋଧନମ୍ 'ଖ' ଭାଗ: ରଚନାତ୍ମକ – କାର୍ଯ୍ୟମ୍ 'ଗ' ଭାଗ: ଅନୁପ୍ରଯୁକ୍ତ – ୱାକରଣମ୍ 'ଘ' ଭାଗ: ପଠିତାବବୋଧନମ୍ ପାଠ:-୧, ୨, ୩, ୫, ୬, ୭ ସନ୍ଧି, ସମାସ:, ପ୍ରତ୍ୟୟ: ,ଅବ୍ୟୟ, ସମୟ | 'କ' ଭାଗ: ଅପଠିତ – ଅବବୋଧନମ୍ 'ଖ' ଭାଗ: ପଠିତାବବୋଧନମ୍ ପାଠ:-୮, ୯, ୧୦ ଱ାକରଣମ୍ ଱ାଚ୍ୟପରି଱ର୍ତ୍ତନମ୍, ପ୍ରତ୍ୟୟ: | 'କ' ଭାଗ: ଅପଠିତ – ଅବବୋଧନମ୍ 'ଖ' ଭାଗ: ରଚନାତ୍ମକ – କାର୍ଯ୍ୟମ୍ 'ଗ' ଭାଗ: ଅନୁପ୍ରଯୁକ୍ତ – ଱ାକରଣମ୍ 'ଘ' ଭାଗ: ପଠିତାବବୋଧନମ୍ ପାଠ:- ୧, ୩, ୫, ୬, ୯, ୧୦, ୧୧, ୧୨, ୧୩, ୧୪ ପତ୍ରଲେଖନମ୍, ଚିତ୍ର଱ର୍ଣନମ୍, ଅପଠିତ ଅନୁଚ୍ଛେଦ:, ଱ାଚ୍ୟପରି଱ର୍ତ୍ତନମ୍, ସମାସ:, ସମୟ:, ସନ୍ଧି:, ପ୍ରତ୍ୟୟ:, ଅଶୁଦ୍ଧିଶୋଧନମ୍, ସଂଖ୍ୟା: । |

➤ **French -**

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|---|--|---|--|
| Ch 0 La culture et la civilization de la France | Ch 0 La culture et la civilization de la France Ch 1 Un mail de ma cousin Ch 2 La biodiversite Ch 3 Coco Chanel Ch 4 La France Miniature Ch 5 une experience incroyable | Ch 6 La lecture et les jeunes Ch 7 Les tendances alimentaires en France | Ch 6 La lecture et les jeunes Ch 7 Les tendances alimentaires en France Ch 8 Le demenagement a Biarritz Ch 9 Une carte postale et des invitations Ch 10 Le rechauffement |

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|-------------------------|----------------------|-------------------------|--|
| | | | climatique Ch 5 Une experience incroyable |

➤ **H.Bengali**

| Periodic Assessment - 1 | Mid Term/Half-Yearly | Periodic Assessment - 2 | Annual |
|--|---|--|--|
| ১। বসির্গ সন্ধা ২। লিঙিগ, বচন ও পুরুষ ৩। বটবৃক্স | ১। ধাতু, ক্রিয়াকাল, ক্রিয়াকাল ও ভাব ২। ব্যাঘ্রাচার্য বহুল্লাঙুল ৩। কনোনার্ক-শান্তনিকিতেন ৪। বাক্য নর্মানরে শর্ত ও শ্রগৌবভাগ ৫। উপসর্গ ও অনুসর্গ ৬। অভিন্মু | ১। বন্য মহষি ২। সমাস ৩। প্রার্থী | ১। অজন্তা গুহা ২। মহাস্থবরি জাতক তনি ভাই ৩। রাধাচুড়া ৪। প্রতবিদেন ৫। পত্র রচনা ৬। জয় ভারতরে জয় ৭। বাচ্য ৮। বসির্গ সন্ধা ৯। ধাতু ক্রিয়াপদ, ক্রিয়াকাল ও ভাব ১০। লিঙিগ, বচন ও পুরুষ |

➤ **L.Bengali**

| Periodic Assessment - 1 | Mid Term/Half-Yearly | Periodic Assessment - 2 | Annual |
|---|---|-----------------------------------|---|
| ১। প্রভাত ২। ভবচন্দ্র রাজা গবচন্দ্র মন্ত্রী | ১। বদ্বাসাগর ২। শব্বিরাম ৩। তরুণ ৪। গছো বাবা | ১। বাংলা ভাষা ২। দুই দাদার কথা | ১। জীবন ও সূর্য ২। সবার আর্মা ছাত্র ৩। বীরাঙগনা মাতঙগনী ৪। আমার স্কুল জীবন |

➤ **Maths**

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|-----------------------------------|--|---|--|
| 1.Rational Numbers 2.Exponents | 1.Rational Numbers 2.Exponents 3.Squares and Square Roots 4.Cubes and Cube Roots 6.Sets 7.Percent and Percentage 8.Profit , Loss and | 13.Factorisation 14.Linear Equations in One Variable | 13.Factorisation 14.Linear Equations in One Variable 15. Linear inequations 16.Understanding Shapes 17.Special Types Quadrilateral |

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|-------------------------|---|-------------------------|--|
| | Discount 9. Interest 10. Direct and Inverse Variations 11. Algebraic Expressions 12. Identities | | 18. Constructions 21. Area of a Trapezium And a Polygon 22. Surface Area Volume and capacity 23. Data Handling 24. Probability 1. Rational Numbers 2. Exponents 3. Squares and Square Roots 4. Cubes and Cube Roots 12. Identities |

➤ **Social Science**

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|---|--|--|---|
| History: Ch-2: The Establishment of Company Power Civics: Ch-1: The Constitution & the Need for laws Geography: Ch-1: Resources Map pointing: No topics | History: Ch-2: The establishment of Company Power Ch-4: Rural Life and Society Ch-7: The Revolt of 1857 Civics: Ch-1: The Constitution And The Need For Laws Ch-2: Ideas And Ideals Of The Indian Constitution Ch-3: The Union Legislature Geography: Ch-1: Resources Ch-2: Land, soil And Water resources Ch-3: Natural vegetation And Wildlife Ch-4: Minerals And Power Resources Map pointing: History: Revolt of 1857. Geography: | History: Ch-8: Education And British Rule Civics: Ch-4: The Union Executive Geography: Ch-5: Agriculture Map pointing: No topics | History: Ch-2: The Establishment Of Company Power Ch-4: Rural Life and Society Ch-8: Education And british rule Ch-9: Women And Reform Ch-13: The Nationalist Movement Ch-14: The Struggle For Independence Civics: Ch-1: The Constitution And The Need For Laws Ch-2: Ideas And Ideals Of The Indian Constitution Ch-4: The Union Executive Ch-5: The Judiciary |

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|-------------------------|----------------------|-------------------------|---|
| | Ch-2, Ch-3, Ch-4 | | Geography: Ch-1:Resources Ch-2: Land, Soil And Water Resources Ch-5: Agriculture Ch-6: Industries Ch-8: Human Resources Map pointing: His-The Nationalist Movement Geo-Ch-5 & 6 |

➤ **Science**

| Periodic Assessment - 1 | Mid Term/Half Yearly | Periodic Assessment - 2 | Annual |
|--|---|--|--|
| Physics Ch-2-Physical quantities and measurement (Upto Relative Density) Chemistry Ch-1 Matter (States of matter, Kinetic Theory of Matter and Law of Conservation of Mass) Biology Ch-1 Transport in Plants | Physics Ch-2 Physical quantities and measurement Ch-3- Force and pressure Ch- 4 Energy Ch-5 Light Energy Biology Ch-1-Transport in Plants Ch-2-Reproduction in Plants Ch-3-Reproduction in Humans Ch-4- Ecosystems Chemistry Ch-1 Matter, Ch-2 Physical and Chemical changes, Ch-3 Elements Compounds and Mixtures, Ch-4 Atomic Structure Ch 5 Language of Chemistry | Physics Ch-6-Heat Transfer Chemistry Ch-5 Language of Chemistry Biology Ch- Endocrine System and Adolescence | Physics Ch-5-Light energy Ch-6-Heat transfer Ch-7-Sound Ch-8-Electricity Biology Ch-5- Endocrine System and Adolescence Ch-6-The Circulatory System Ch-7- Nervous System Ch-8-Diseases and First Aid Ch-9- Food Production Physics Chemistry Ch-5 Language of Chemistry Ch-6 Chemical reactions Ch-7 Hydrogen Ch-8 Water Ch-9 Carbon and its Compounds |

Internal Assessment

➤ English -

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|--|---|---|
| Role Play Debate Speech Group Discussion Quiz Rubrics-1 mark each Content Expression Delivery Language Voice Modulation | CHILD LABOUR/Green Revolution PPT preparation and presentation Rubrics Comprehension Presentation Research Lay out Group co-ordination | Rubrics Regularity (1 mark) Maintenance of NB with index and neatness(1mark) Writing relevant answers (1 mark) Follow up action (1 mark) Task completion (1 mark) |

➤ H. Hindi -

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|--|--|
| 1. सामयिक आकलन (Current Assessment -5) सस्वरपाठ -1 स्पष्टता -1 प्रस्तुति -2 समयप्रबंधन -1 | 2. बहुविध आकलन (Multiple Assessment -5) सजगता (चौकस) -1 यादरखना -1 सहीउत्तर -2 समयप्रबंधन -1 | 3. पोर्टफोलियो / कक्षाकार्य - गृहकार्य (Portfolio -5) लिखावट -1 इंडेक्स के साथ कॉपी का रखरखाव -1 प्रासंगिक उत्तर लिखना -2 समय परसब मिशन -1 |

➤ L. Hindi -

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|--|---|
| 1. सामयिक आकलन (Current Assessment -5) सस्वरपाठ -1 स्पष्टता -1 प्रस्तुति -2 समयप्रबंधन -1 | 2. बहुविध आकलन (Multiple Assessment -5) सजगता (चौकस) -1 यादरखना -1 सहीउत्तर -2 समयप्रबंधन -1 | 3. पोर्टफोलियो / कक्षाकार्य - गृहकार्य (Portfolio -5) लिखावट -1 इंडेक्स के साथ कॉपी का रखरखाव -1 प्रासंगिक उत्तर लिखना -2 समय पर सब मिशन -1 |

➤ H. Odia

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|--|--|--|
| Multiple Assessment (Art Integrated Activity) ପଞ୍ଜାବ ବନାମ ଓଡ଼ିଶା (ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ) Rubrics:- | Multiple Assessment Linguistics Analysis-(5 Marks) ପଢ଼ିତ ଜଗନ୍ନାଥ ଦାସ - ଓଡ଼ିଆ ଭାଗବତ (ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ) | Portfolio :(Home Work)-(5 Marks) Rubrics:- ଗୃହକର୍ମ ଏବଂ ଶ୍ରେଣୀକର୍ମ ଖାତା ମୂଲ୍ୟାୟନ ୧. ସୁନ୍ଦର ହସ୍ତାକ୍ଷର |

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|---|---|
| ଅଭିବ୍ୟକ୍ତି ଭାଷାଦକ୍ଷତା ସ୍ୱଳ୍ପ ଉଚ୍ଚାରଣ ଏବଂ ବ୍ୟାକରଣ ଜ୍ଞାନ ବିଷୟବସ୍ତୁ ନିର୍ଦ୍ଧାରିତ ସମୟଜ୍ଞାନ | Rubrics:- ଅଭିବ୍ୟକ୍ତି ଭାଷାଦକ୍ଷତା ସ୍ୱଳ୍ପ ଉଚ୍ଚାରଣ ଏବଂ ବ୍ୟାକରଣ ଜ୍ଞାନ ବିଷୟବସ୍ତୁ ନିର୍ଦ୍ଧାରିତ ସମୟଜ୍ଞାନ | ୨. ନିର୍ଭୁଲ ବନାନ ୩. ଶବ୍ଦଜ୍ଞାନ ୪. ସ୍ୱଳ୍ପଲିଖନ ୫. ସୂଚୀପତ୍ର |

➤ **L. Odia -**

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|--|---|
| Multiple Assessment (Art Integrated Activity) ପଞ୍ଚାବ ବନାନ ଓଡ଼ିଶା (ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ) Rubrics:- ଅଭିବ୍ୟକ୍ତି ଭାଷାଦକ୍ଷତା ସ୍ୱଳ୍ପ ଉଚ୍ଚାରଣ ଏବଂ ବ୍ୟାକରଣ ଜ୍ଞାନ ବିଷୟବସ୍ତୁ ନିର୍ଦ୍ଧାରିତ ସମୟଜ୍ଞାନ | Multiple Assessment Linguistics Analysis-(5 Marks) ପଞ୍ଚିତ ଜଗନ୍ନାଥ ଦାସ - ଓଡ଼ିଆ ଭାଗବତ (ପ୍ରକଳ୍ପ କାର୍ଯ୍ୟ) Rubrics:- ଅଭିବ୍ୟକ୍ତି ଭାଷାଦକ୍ଷତା ସ୍ୱଳ୍ପ ଉଚ୍ଚାରଣ ଏବଂ ବ୍ୟାକରଣ ଜ୍ଞାନ ବିଷୟବସ୍ତୁ ନିର୍ଦ୍ଧାରିତ ସମୟଜ୍ଞାନ | Portfolio :(Home Work)-(5 Marks) Rubrics:- ଗୃହକର୍ମ ଏବଂ ଶ୍ରେଣୀକର୍ମ ଖାତା ମୂଲ୍ୟାୟନ ୧. ସୁନ୍ଦର ହସ୍ତାକ୍ଷର ୨. ନିର୍ଭୁଲ ବନାନ ୩. ଶବ୍ଦଜ୍ଞାନ ୪. ସ୍ୱଳ୍ପଲିଖନ ୫. ସୂଚୀପତ୍ର |

➤ **Sanskrit -**

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|---|---|
| Multiple Assessment Listening Skill- (5 Marks) ଶ୍ରବଣକାର୍ଯ୍ୟ Rubrics:- 1. Attentiveness-1 2. Memorization-1 3. Correct Answer-2 4. Time Management-1 | Multiple Assessment Linguistics Analysis-(5 Marks) ସୁଭାଷିତାନି Rubrics:- 1. Content-1 2. Clarity -1 3. Systematic Presentation -2 4. Timely Submission-1 | Portfolio : (Class Work)-(5 Marks) Rubrics:- 1 Handwriting-1 2. Maintenance of copy with Index -1 3. Writing relevant answers-2 4. Timely Submission-1 |

➤ **French -**

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|--|--|---|
| Multiple Assessment Listening Skill- (5 Marks) Rubrics:- 1. Attentiveness-1 2. Memorization-1 | Multiple Assessment Linguistics Analysis-(5 Marks) Rubrics:- 1. Content-1 2. Clarity -1 | Portfolio :(Class Work)-(5 Marks) Rubrics:- 1. Handwriting-1 2. Maintenance of copy with Index-1 |

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|---|---|
| 3. Correct Answer-2 4. Time Management-1 | 3. Systematic Presentation -2 4. Timely Submission-1 | 3. Writing relevant answers - 2 4. Timely Submission-1 |

➤ **H. Bengali-**

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|--|---|
| <p>১। বৃক্ষের উপকারিতা সম্বন্ধে অনুচ্ছেদে রচনা করবে। এর ফলে পড়ুয়াদের চিন্তন ক্ষমতা বৃদ্ধি পাবে।</p> <p>২। রবীন্দ্রনাথ ঠাকুরের চিত্র এঁকে তাঁর জীবনী সম্বন্ধে লেখে। এর ফলে পড়ুয়াদের প্রকাশ করার ক্ষমতা বৃদ্ধি পাবে।</p> <p>৩। মহাভারতের যুদ্ধ সম্বন্ধে লেখে। এর ফলে পড়ুয়াদের নজির থেকে লেখার ক্ষমতা বৃদ্ধি পাবে।</p> | <p>১। অভিনিযুর চক্রবযুহে প্রবশে চিত্র সহকারে দেখোও। এর ফলে পড়ুয়াদের মহাভারতের ইতহাস সম্বন্ধে ধারণা জন্মাবে।</p> <p>২। ক্রিয়ার কাল ছক্রে মাধ্যমে দেখোও। এর ফলে পড়ুয়াদের সময় সম্বন্ধে অবগত হবে।</p> <p>৩। শান্তনিকিতেন এর কৌনার্ক মন্দরিরে একটা মডলে তরৈি করবে। এর ফলে পড়ুয়াদের শান্তনিকিতেনের কৌনার্ক মন্দরির তরৈির কারণ সম্পর্কে অবগত হবে।</p> | <p>১। বিষয়বস্তু সম্পর্কে শিক্ষার্থীর উপলব্ধি এবং প্রাসংগিক প্রয়োগ করার ক্ষমতা মূল্যায়ন করতে হবে।</p> <p>। তাদের প্রতিক্রিয়াগুলির সঠিকতা এবং গভীরতা বিবেচনা করতে হবে।</p> <p>২। ছুটির বাড়ির কাজে প্রদর্শিত সৃজনশীলতার স্তর মূল্যায়ন করতে হবে। আসল ধারণাগুলি সন্ধান করতে হবে, অনন্য দৃষ্টিভিগুর্গা, এবং উদ্ভাবনী পন্থা মূল্যায়ন করতে হবে।</p> <p>৩। শিক্ষার্থীর সমালোচনামূলকভাবে চিন্তা করার, তথ্য বিশ্লিষণ করার এবং যৌক্তিক যুক্তি উপস্থাপন করার ক্ষমতা মূল্যায়ন করুন।</p> <p>। প্রমাণ-ভিত্তিক যুক্তি এবং সঠিক রাযের জন্ম দেখুন।</p> <p>৪। উপস্থাপনা এবং ভিজুয়াল আপলি প্রয়োগ: বাড়ির কাজে সামগ্রিক উপস্থাপনা বিবেচনা করে লেখার মান, পরিচ্ছন্নতা এবং মূল্যায়ন করতে হবে এবং ভিজুয়ালরে যথায়থ ব্যবহার, যমেন ডায়াগ্রাম, চার্ট বা চিত্র।</p> <p>৫। নরিদশেকি মনে চলা: শিক্ষার্থী কতটা প্রদত্ত নরিদশেকি বা নরিদশোবলী অনুসরণ করছে তা মূল্যায়ন করতে</p> |

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|-----------------------------|---------------------------|--|
| | | হবে, ছুটির দিনে বাড়ির কাজ. বনিয়াস, শব্দ সীমা, এবং কনোনা নরিদষ্টি প্রয়োগজনীয়তা আনুগত্য ববিচেনা করতে হবে। |

➤ **L.Bengali-**

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|--|--|
| <p>১। স্বরবর্ণেরে চহ্ন বা কার যোগে ২টি করে শব্দ লখেো। এর ফলে পড়ুয়াদরে চন্থন ক্ষমতা বৃদ্ধি পাবে।</p> <p>২। সরব পাঠ করতে দেওয়া হবে। এর ফলে পড়ুয়াদরে পড়ার এবং অক্ষর চনোর ক্ষমতা বৃদ্ধি পাবে।</p> <p>৩। তোর স্কুল জীবন সম্বন্ধে ৫টি বাক্য লখেো। এর ফলে পড়ুয়াদরে চন্থন ক্ষমতা বৃদ্ধি পাবে।</p> | <p>১। বদিয়াসাগরে চতির ঁকে তাঁর সম্বন্ধে ৫টি বাক্য লখেো।</p> <p>২। স্বরবর্ণেরে চহ্ন বা কার যোগে</p> <p>১টি শব্দ চতির সহকারে লখেো।</p> <p>৩। মাতঙগনি হাজার ছবি ঁকে তাঁর বীরত্ব সম্বন্ধে লখেো। এর ফলে পড়ুয়াদরে ইতহাস সম্বন্ধে ধারণা জন্মাবে।</p> | <p>১। বযিবস্তু সম্পর্কে শিক্ষার্থীর উপলব্ধি এবং প্রাসঙগিক প্রয়োগ করার ক্ষমতা মূল্যায়ন করতে হবে। । তাদের প্রতিক্রিয়াগুলির সঠিকতা এবং গভীরতা ববিচেনা করতে হবে।</p> <p>২। ছুটির বাড়ির কাজে প্রদর্শতি সৃজনশীলতার স্তর মূল্যায়ন করতে হবে। আসল ধারণাগুলি সন্ধান করতে হবে, অনন্য দৃষ্টিভিঙগি, এবং উদ্ভাবনী পন্থা মূল্যায়ন করতে হবে।</p> <p>৩। শিক্ষার্থীর সমালোচনামূলকভাবে চন্থিত করার, তথ্য বিশ্লেষণ করার এবং যৌক্তিক যুক্তি উপস্থাপন করার ক্ষমতা মূল্যায়ন করুন । প্রমাণ-ভিত্তিক যুক্তি এবং সঠিক রায়ে জন্ম দেখুন।</p> <p>৪। উপস্থাপনা এবং ভজিযুয়াল আপলি প্রয়োগ: বাড়ির কাজে সামগ্রিক উপস্থাপনা ববিচেনা করে লখোর মান, পরিচ্ছন্নতা এবং মূল্যায়ন করতে হবে এবং ভজিযুয়ালে যথায়থ ব্যবহার, যমেন ডায়াগ্রাম, চার্ট বা চতির।</p> <p>৫। নরিদশেকি মনে চলা: শিক্ষার্থী কতটা প্রদত্ত</p> |

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|-----------------------------|---------------------------|---|
| | | <p>ନିର୍ଦ୍ଦେଶିକା ବା ନିର୍ଦ୍ଦେଶୋବଳୀ ଅନୁସରଣ କରୁଛି ତା ମୂଲ୍ୟାୟନ କରତେ ହବେ, ଛୁଟିର ଦିନିରେ ବାଡ଼ିର କାଜ. ବନ୍ଧ୍ୟାସ, ଶବ୍ଦ ସୀମା, ଏବଂ କୌଣସି ନିର୍ଦ୍ଦେଶିତ ପ୍ରୟୋଜନୀୟତା ଆନୁଗତ୍ୟ ବିଚିନା କରତେ ହବେ।</p> |

➤ **Maths**

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|--|--|--|
| <ol style="list-style-type: none"> To add two algebraic expressions (polynomials) using different strips of cardboard. To subtract a polynomial from another Polynomial. To verify the diagonals of a rectangle and a square are of equal length. To Explore the Relationship between length (in cm) and area(in sq cm) of 65 squares of different dimensions drawn on a squared paper. | <p>Maths Art Integrated Project Comparison between two states: Punjab and Orissa compare the population, crop production and area using Bar Graph, Pie Chart and Histogram.</p> | <p>CW/HW: (5 Marks) RUBRICS Regularity (1 mark) Maintenance of copy with index and neatness (1 mark) Writing relevant answers (1 mark) Follow up action (1 mark) Task completion (1 mark)</p> |
| <ol style="list-style-type: none"> To obtain formula for area of Rhombus. To Measure the Time Spent by You on the various Activities on a Particular Day that is 1. School 2. Homework 3. Play 4. Sleep 5. Watching TV 6. Others <p>LAB ACTIVITY: (5 Marks) RUBRICS</p> <ul style="list-style-type: none"> Timely submission (1 mark) Originality (1 mark) Neatness (1 mark) Presentation skill (1 mark) Creativity (1 mark) | | <p>CW/HW: (5 Marks) RUBRICS Regularity (1 mark) Maintenance of copy with index and neatness(1 mark) Writing relevant answers (1 mark) Follow up action (1 mark) Task completion (1 mark)</p> |

➤ **Social Science**

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|---|--|---|
| <p>SEA -1: Prepare a report on recent Municipal Election in your city.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Presentation- 5 marks • Creativity - 5 marks • Content- 5 marks • Innovation- 5 marks | <p>SEA-2: On a political map of India locate 5 industrial regions of India.</p> <p>Rubrics</p> <ul style="list-style-type: none"> • Clarity • Labelling • Neatness | <p>CW/HW: (5 Marks)</p> <p>RUBRICS</p> <p>Regularity (1 mark)</p> <p>Maintenance of copy with index and neatness (1 mark)</p> <p>Writing relevant answers (1 mark)</p> <p>Follow up action (1 mark)</p> <p>Task completion (1 mark)</p> |

➤ **Science**

| Subject Enrichment Activity | Transdisciplinary Project | Homework Submission |
|--|--|---|
| <p>Subject Enrichment Activity (5 marks)</p> <p>SEA- 1 Minimum two best science activities to be evaluated for Term-I Exam.</p> <p>Rubrics : Theme/Concept – 1 Mark Presentation – 2 Marks Preparation(Model making/Chart making/PPT) – 2 Marks</p> <p>Physics: Explain the working principle of Floatation of different objects in our day to day life</p> <p>Biology:-To demonstrate that the plants lose water through leaves.</p> <p>Mid Term:</p> <p>Chemistry:- Verify the law of conservation of mass, when solution of Barium Chloride($BaCl_2$) mixes with solution of sodium sulphate (Na_2SO_4) a conical flask to produce insoluble Barium Sulphate and solution of sodium chloride. Support your activity with a labelled diagram.</p> | <p>Trans Disiplinary Project (5 marks)</p> <p>Theme: Comparison of different dams and production of electricity in your state and your paired state (according to listing of states by CBSE for art integrated learning)</p> <p>Rubrics : Theme/Concept - 1 Mark Presentation- 2 Marks Preparation (Model making/ Chart making/PPT - 2 Marks</p> | <p>C.W & H.W (5 marks)</p> <p>Rubrics: - 1 Mark each</p> <ol style="list-style-type: none"> 1. Neatness 2. Creativity 3. Timely Submission 4. Content 5. Diagrammatic representation <p>(5 marks) for Internal assessment from PA-I and PA- II Mark each should be evaluated as an average.</p> |
| <p>*Activities to be evaluated for as in 2nd term portion and participation in Science Exhibition as well.</p> | | |

Blueprint & Learning Outcomes | Session 2023 - 24

Subject - English

Prescribed Books : PRIME ENGLISH, ENGLISH GRAMMAR, ME n' MINE

Publisher : NEXT EDUCATION, SARASWATI PUBLICATION

A. Blueprint

i. Periodic Assessment 1 -

| Chapters | Mark Distribution | | | | |
|--|-------------------|-------------|----------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 5 Marks | Total |
| Q1. Reading Comprehension (Section -A) (Factual or Literary Passage in about 300-350 words MCQs/Objective type questions) | 5 | 0 | 0 | 0 | 5 |
| Writing and Grammar (Section- B) Q2. Writing-one out of two questions to be answered in about 100-120 words. Q3. Grammar-(MCQs/Supply type/fill in the blanks, 4 out of five questions to be answered) | 4 | 0 | 0 | 1 | 9 |
| Q4. Literature (Section-C) Three out of four questions to be answered in 30-40 words each) | 0 | 3 | 0 | 0 | 6 |
| Q(M) | 9(1) | 3(2) | 0 | 1(5) | 20 |

ii. Mid Term/Half-Yearly Examination -

| Chapters | Mark Distribution | | | | |
|--|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 5 Marks | 8 Marks | Total |
| Reading Comprehension(Section-A) Q1. One Discursive passage in 400-450 words Q2. One factual passage in 300-350 words/ A short poem (MCQ/Objective type questions to be framed) | 10 + 5 | 0 | 0 | 0 | 15 |
| Section-B (Writing and Grammar) Q3. Shortcomposition (Notice in 50 words/ short story/ report writing/ bio-sketch in 100 Words, Options to be provided) | 0 | 0 | 2 | 0 | 10 |
| Q4. Long composition (Article/ Speech/ Email/Letter Writing in 150 words, options to be provided) | 0 | 0 | 0 | 1 | 8 |

CHANGING YOUR TOMORROW

| Chapters | Mark Distribution | | | | |
|--|-------------------|---------|---------|---------|-----------|
| | 1 Mark | 2 Marks | 5 Marks | 8 Marks | Total |
| Grammar- Fill in the blanks/do as directed/ identify the error/ supply the correct answer (Four questions to be set from Prime English contextual grammar)(Q5,6 & 7) | 7 + 6 + 4 | 0 | 0 | 0 | 17 |
| Section-C (Literature) Q8 & 9. Two Extracts-one from poem and one from prose consisting of four questions each. Q10. Six short answer type questions in 30 words to be framed from poem and prose chapters. Q11. Two Long Answer Type questions in 100 words each to be framed one each from prose and poem. | 8 | 0 | 0 | 0 | 8 |
| | 0 | 6 | 0 | 0 | 12 |
| | 0 | 0 | 2 | 0 | 10 |
| Q(M) | | | | | 80 |

iii. Periodic Assessment 2 -

| Chapters | Mark Distribution | | | | |
|--|-------------------|-------------|----------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 5 Marks | Total |
| Q1. Reading Comprehension (Section -A) (Factual or Literary Passage in about 300-350 words MCQs/Objective type questions) | 5 | 0 | 0 | 0 | 5 |
| Writing and Grammar (Section- B) Q2. Writing-one out of two questions to be answered in about 100-120 words. Q3. Grammar-(MCQs/Supply type/fill in the blanks, 4 out of five questions to be answered) | 4 | 0 | 0 | 1 | 9 |
| Q4. Literature (Section-C) Three out of four questions to be answered in 30-40 words each) | 0 | 3 | 0 | 0 | 6 |
| Q(M) | 9(1) | 3(2) | 0 | 1(5) | 20 |

iv. Annual Examination -

| Chapters | Mark Distribution | | | | |
|---|-------------------|---------|---------|---------|-----------|
| | 1 Mark | 2 Marks | 5 Marks | 8 Marks | Total |
| Reading Comprehension(Section-A) Q1. One Discursive passage in 400-450 words Q2. One factual passage in 300-350 words/ A short poem (MCQ/Objective type questions to be framed) | 10 + 5 | 0 | 0 | 0 | 15 |
| Section-B (Writing and Grammar) Q3. Shortcomposition (Notice in 50 words/ short story/ report writing/ bio-sketch in 100Words, Options to be provided) Q4. Long composition (Article/ Speech/ Email/Letter Writing in 150 words, options to be provided) Q5, 6 & 7. Grammar- Fill in the blanks/do as directed/identify the error/ supply the correct answer(Four questions to be set from Prime Englishcontextual grammar) | 0 | 0 | 2 | 0 | 10 |
| | 0 | 0 | 0 | 1 | 8 |
| | 7 + 6 + 4 | 0 | 0 | 0 | 17 |
| Section-C (Literature) Q8 & 9.Two Extracts-one from poem and one from prose consisting of four questions each. Q10. Six short answer type questions in 30 words to be framed from poem and prose chapters. Q11. Two Long Answer Type questions in 100 words each to be framed one each from prose and poem. | 8 | 0 | 0 | 0 | 8 |
| | 0 | 6 | 0 | 0 | 12 |
| | 0 | 0 | 2 | 0 | 10 |
| Q(M) | | | | | 80 |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|----------------------|---|
| The Velveteen Rabbit | <ul style="list-style-type: none"> Appreciate the language of toys and see a world in them |
| It was Long Ago | <ul style="list-style-type: none"> Nostalgia is not always painful, rather reminds the rich memories |

| Name of the Chapter | Learning Outcomes |
|---------------------------|---|
| A Question of Grammar | <ul style="list-style-type: none"> Understanding the value of childhood and simplicity of life |
| Macavity: The Mystery Cat | <ul style="list-style-type: none"> Wicked qualities of the animals may surpass the human's |
| On Quitting | <ul style="list-style-type: none"> Quitters never win and winners never quit |
| Cranes for Sadako | <ul style="list-style-type: none"> Bombs are not the solution to any predicament the earth is facing |
| The Chimney Sweeper | <ul style="list-style-type: none"> Be sympathetic and eradicate child labour |
| The Time Machine | <ul style="list-style-type: none"> Impossible is possible if you believe in yourself. Science can achieve the impossible |
| Springing to Action | <ul style="list-style-type: none"> Fail after rise but never fail to rise |
| Earth Hour | <ul style="list-style-type: none"> Learn to be sensitive and take steps to conserve resources |
| 'Twas the Night | <ul style="list-style-type: none"> Analyse the concept of 'fun' |

Subject - Higher Hindi

Prescribed Books:

- 1- Saragam-8
- 2- Publication : Saraswati Publication

A. Blueprint

i. Periodic Assessment 1 -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|----------------|---------------------|------------------------|------------|
| 'क' विभाग | अपठित गद्यांश | 5 | 1 x 5 | 5 |
| 'ख' विभाग | व्याकरण | 4 | 1 x 4 | 4 |
| 'ग' विभाग | पाठ्यपुस्तक से | 1 2 | 1x 4 2 x 2 | 8 |
| 'घ' विभाग | सृजनात्मक लेखन | 3 | 1 x 3 | 3 |
| कुलसंख्या | | | | 20 |

ii. Mid Term / Half-yearly Examination -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|----------------|---------------------|---|------------|
| 'क' विभाग | अपठित गद्यांश | 2 | 1 x 7 1 x 7 | 14 |
| 'ख' विभाग | व्याकरण | 16 | 1 x 16 | 16 |
| 'ग' विभाग | पाठ्यपुस्तक से | | 1 x 5 2 x 3 1 x 5 2 x 3 4 x 2 | 30 |
| 'घ' विभाग | सृजनात्मक लेखन | | 5 x 1 5 x 1 5 x 1 5 x 1 | 20 |
| कुलसंख्या | | | | 60 |

iii. Periodic Assessment 2 -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|----------------|---------------------|------------------------|------------|
| 'क' विभाग | अपठित गद्यांश | 5 | 1 x 5 | 5 |
| 'ख' विभाग | व्याकरण | 4 | 1 x 4 | 4 |
| 'ग' विभाग | पाठ्यपुस्तक से | 2 1 | 2 x 2 1 x 3 | 7 |
| 'घ' विभाग | सृजनात्मक लेखन | 4 | 1 x 4 | 4 |
| कुलसंख्या | | | | 20 |

iv. Annual Examination -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|-----------|----------------|---------------------|----------------------------------|------------|
| 'क' विभाग | अपठित गद्यांश | 2 | 1 x 7 1 x 7 | 14 |
| 'ख' विभाग | व्याकरण | 16 | 1 x 16 | 16 |
| 'ग' विभाग | पाठ्यपुस्तक से | | 1 x 5 2 x 3 1 x 5 2 x 3 | 30 |

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|----------------|---------------------|----------------------------------|------------|
| | | | 4 x 2 | |
| 'घ' विभाग | सृजनात्मक लेखन | | 5 x 1 5 x 1 5 x 1 5 x 1 | 20 |
| कुलसंख्या | | | | ८० |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|--|--|
| पाठ- १ - हम कर सकते हैं | <ul style="list-style-type: none"> जीवन में कभी भी हार नहीं माननी चाहिए। निरंतर आगे बढ़ते रहना ही जीवन का नाम है। |
| पाठ- २ - 'ताई' | <ul style="list-style-type: none"> बच्चे प्यार के भूखे होते हैं। उनके साथ स्नेहपूर्वक व्यवहार करने से वे भी उसी प्रकार स्नेहपूर्वक व्यवहार करने हैं। |
| पाठ- ४- 'कर्ण का मित्र प्रेम' | <ul style="list-style-type: none"> मित्र वही जो एक मित्र की मदद करे। सबसे बड़ा धर्म ' मित्रधर्म ' होता है। |
| पाठ-६- प्रियतम | <ul style="list-style-type: none"> बच्चों को कर्म निष्ठ होना चाहिए। अपने सच्चे कर्म में ही ईश्वर के दर्शन होते हैं। |
| पाठ-७- गूदड़ साँई | <ul style="list-style-type: none"> वास्तव में बच्चों से ही जीवन सुखमय होता है। भगवान के रूप को बच्चों में ही देखा जा सकता है। |
| पाठ- ८- ' रामायण और महाभारत के महापात्र' | <ul style="list-style-type: none"> माता - पिताकी सेवा से बढ़कर संसार में कुछ नहीं है। जिसने माता - पिताकी सेवा करली उसने संसार में सबकुछ पालिया। |
| पाठ- ९ - 'जो बीतगई सो बातगई' | <ul style="list-style-type: none"> जीवन निरंतर चलने का नाम है। सुख - दुख जीवन के दो पहलू हैं। हर परिस्थिति में समान भाव से रहना चाहिए। |
| पाठ-१० - 'खोटा सिक्का' | <ul style="list-style-type: none"> गलती करना गलत नहीं, उसे सुधारना आवश्यक है। परिस्थिति वशकी गई गलती को सोच - समझकर सुधारा जा सकता है। |
| पाठ- १३- ' वेलकम एंजेल' | <ul style="list-style-type: none"> पर्यावरण की समस्या का निवारण करना हर मनुष्य का कर्तव्य है। |

| Name of the Chapter | Learning Outcomes |
|-----------------------|---|
| | <ul style="list-style-type: none"> अधिक से अधिक पेड़ लगाना चाहिए। |
| पाठ- १०- 'घोसा' | <ul style="list-style-type: none"> छोटे - से - छोटे काम को भी उत्तरदायित्व से निभाना चाहिए। बड़ों की बात माननी चाहिए। |
| पाठ- ११ - 'भक्तिधारा' | <ul style="list-style-type: none"> भक्ति भगवान पर विश्वास का एक माध्यम है। |
| पाठ- १६-'बूढ़ीअम्मा ' | <ul style="list-style-type: none"> माँ प्रथम गुरु होती हैं। माँ की सीख व संस्कार सही दिशामें ले जाती है और एक अच्छे नागरिक का निर्माण करते हैं। |

Subject - Lower Hindi

Prescribed Books:

- 1- Saragam-5
- 2- Publication : Saraswati Publication

A. Blueprint

i. Periodic Assessment 1 -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|----------------|---------------------|------------------------|------------|
| 'क'विभाग | अपठित गद्यांश | 5 | 1 x 5 | 5 |
| 'ख'विभाग | व्याकरण | 4 | 1 x 4 | 4 |
| 'ग'विभाग | पाठ्यपुस्तक से | 2 1 | 2 x 2 1 x 3 | 7 |
| 'घ'विभाग | सृजनात्मक लेखन | 4 | 1 x 4 | 4 |
| कुलसंख्या | | | | 20 |

ii. Mid Term/Half-Yearly Examination –

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|----------|----------------|---------------------|-------------------------|------------|
| 'क'विभाग | अपठित गद्यांश | 2 | 1 x 7 1 x 7 | 14 |
| 'ख'विभाग | व्याकरण | 16 | 1 x 16 | 16 |
| 'ग'विभाग | पाठ्यपुस्तक से | | 1 x 5 2 x 3 1 x 5 | 30 |

CHANGING YOUR TOMORROW

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|----------------|---------------------|----------------------------------|------------|
| | | | 2 x 3 4 x 2 | |
| 'घ' विभाग | सृजनात्मक लेखन | | 5 x 1 5 x 1 5 x 1 5 x 1 | 20 |
| कुलसंख्या | | | | ८० |

iii. Periodic Assessment 2 –

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|----------------|---------------------|------------------------|------------|
| 'क' विभाग | अपठित गद्यांश | 5 | 1 x 5 | 5 |
| 'ख' विभाग | व्याकरण | 4 | 1 x 4 | 4 |
| 'ग' विभाग | पाठ्यपुस्तक से | 2 1 | 2 x 2 1 x 3 | 7 |
| 'घ' विभाग | सृजनात्मक लेखन | 4 | 1 x 4 | 4 |
| कुलसंख्या | | | | 20 |

iv. Annual Examination –

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|----------------|---------------------|---|------------|
| 'क' विभाग | अपठित गद्यांश | 2 | 1 x 7 1 x 7 | 14 |
| 'ख' विभाग | व्याकरण | 16 | 1 x 16 | 16 |
| 'ग' विभाग | पाठ्यपुस्तक से | | 1 x 5 2 x 3 1 x 5 2 x 3 4 x 2 | 30 |
| 'घ' विभाग | सृजनात्मक लेखन | | 5 x 1 5 x 1 5 x 1 5 x 1 | 20 |
| कुलसंख्या | | | | ८० |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|------------------------------|---|
| पाठ-१ हम कुछ कर के दिखलाएँगे | <ul style="list-style-type: none"> बच्चों में मानवीय गुण तथा निराश लोगों में आशाकादीपक जला ने की प्रेरणा देना। |
| पाठ-३ मुल्ला कालगान | <ul style="list-style-type: none"> बुद्धि मानीसे शक्तिशाली व्यक्ति को भी हराया जा सकता है। |
| पाठ-४ फिर क्या हुआ? | <ul style="list-style-type: none"> किसी से प्रश्न पूछने से पहले उसकी परिस्थिति के बारे में जानना ज़रूरी है। |
| पाठ-५ पुष्प की अभिलाषा | <ul style="list-style-type: none"> देश परत्याग और बलिदान करने को तत्पर रहना। देश - प्रेम सर्वो परिप्रेम है। |
| पाठ-६ अग्रिकी उड़ान | <ul style="list-style-type: none"> मनुष्य में उदारता की सच्ची भावना होनी चाहिए। एकरा स्ताबंदहो जाने पर हमें रूकना नहीं चाहिए बल्कि हमें बिना वक्त गंवाए दूसरे रास्ते कीत रफ बढ़ते रहना चाहिए। |
| पाठ-७ स्वतंत्रता का महत्व | <ul style="list-style-type: none"> हमें बे जुबान प्राणी को बंदीबना करन हीं रखना चाहिए। जीव - जंतु प्रकृति काए कहि स्सा होते हैं। |
| पाठ-९ राष्ट्रगीत | <ul style="list-style-type: none"> बच्चों के मन में देश - प्रेम की भावना कावि कास करना। |
| पाठ- ११ असम का पर्व- बिहू | <ul style="list-style-type: none"> वह राष्ट्र उतना ही विकसित होगा जहाँ अधिक पर्वतथा त्योहार होंगे। विश्व में भारत अनेकता में एकता का उदाहरण है। |
| पाठ- १२ पौधे कहते | <ul style="list-style-type: none"> हमेंस दैवपेड़ -पौधों की रक्षाकरनी चाहिए। अपने स्वार्थ के लिए उन्हें हानि नहीं पहुँचा ना चाहिए। |
| पाठ- १३ पाठशाला | <ul style="list-style-type: none"> सत्य सब से बडी शक्ति और गुण है। सत्य के पथ पर चल ने से व्यक्ति महान बनता है। |

Subject - Higher Odia

Prescribed Books:

- 1- ସାହିତ୍ୟିକା
- 2- Publication : ବିଦ୍ୟାଳୟ ଓ ଗଣଶିକ୍ଷା ବିଭାଗ, ଓଡ଼ିଶା ସରକାର

A. Blueprint

i. Periodic Assessment 1 -

| Section | Description | Type of Questions | Total Marks |
|------------------------------------|--|----------------------|-------------|
| ଅଜଣା ଅନୁଚ୍ଛେଦ | ସଂକ୍ଷିପ୍ତ ମୂଳକ ପ୍ରଶ୍ନ | 1 x 5 = 5 | 5 |
| ବ୍ୟାକରଣ- ଓଡ଼ିଆ ଭାଷା, ଧ୍ୱନି ସାହିତ୍ୟ | ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ମୂଳକ ପ୍ରଶ୍ନ | 1 x 5 = 5 | 5 |
| ପାଠ-୧ : ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ | (କବିତା ଏବଂ ପ୍ରବନ୍ଧ ବିଭାଗରୁ) | 2 x 2 = 4 | 4 |
| ପାଠ-୨ : ରୋଗୀ ସେବା | ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | 1 x 6 = 6 | 6 |
| | | ପୂର୍ଣ୍ଣସଂଖ୍ୟା | ୨୦ |

ii. Mid Term/Half-Yearly Examination -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|---------------------------------------|----------------------------------|---|----------------------------------|------------|
| ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ | 5 | 2 x 5 | 10 |
| ବିଭାଗ-ଖ : ରଚନା/ପତ୍ରଲିଖନ/ ଦରଖାସ୍ତ୍ର | ଦୀର୍ଘଉତ୍ତର ମୂଳକ (୩ଟିରୁ ୧ଟି) | 3 | 1 x 8 | 15 |
| | ପତ୍ରଲିଖନ (୨ଟିରୁ ୧ଟି) | 2 | 1 x 7 | |
| ବିଭାଗ-ଗ : ବ୍ୟାକରଣ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ | ଭାଷା - ୫ ବିଶେଷ୍ୟ - ୫ ବଚନ- ୫ ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ - ୫ | 1 x 5 1 x 5 1 x 5 1 x 5 | 20 |
| ବିଭାଗ-ଘ : ସାହିତ୍ୟ | ସଂକ୍ଷିପ୍ତ ଏବଂ ଦୀର୍ଘ ଉତ୍ତରମୂଳକ | ସରଳାର୍ଥ - ପ୍ରବନ୍ଧ (୨ଟିରୁ ୧ଟି) | (1 x 5 = 5) | 35 |
| | | ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | (2 x 3 = 6) (1 x 4 = 4) | |
| | | ପଦ୍ୟ (ସରଳାର୍ଥ) | (1 x 5 = 5) | |
| | | ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | (2 x 3 = 6) (1 x 4 = 4) | |
| | | ଗଳ୍ପ ଏକାଙ୍କିକା | (1 x 5 = 5) | |
| | | | ପୂର୍ଣ୍ଣସଂଖ୍ୟା | ୮୦ |

iii. Periodic Assessment 2 –

| Section | Description | Type of Questions | Total Marks |
|----------------------|-----------------------------|-------------------|-------------|
| ଅଜଣା ଅନୁଚ୍ଛେଦ | ସଂକ୍ଷିପ୍ତ ମୂଳକ ପ୍ରଶ୍ନ | 1 x 5 = 5 | 5 |
| ବ୍ୟାକରଣ- ଶୁଦ୍ଧିଶିଳ୍ପ | ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ | 1 x 5 = 5 | 5 |
| ସାହିତ୍ୟ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ମୂଳକ ପ୍ରଶ୍ନ | | |
| ପାଠ- ୨ : ଉଦ୍‌ବୋଧନ | (କବିତା ଏବଂ ପ୍ରବନ୍ଧ ବିଭାଗରୁ) | 2 x 2 = 4 | 4 |
| ପାଠ-୩ : ଶିକ୍ଷାଦାକ୍ଷୀ | ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | 1 x 6 = 6 | 6 |
| ପାଠ-୮ : ଦରିଆଦଖଲ | | | |
| | | ପୂର୍ଣ୍ଣସଂଖ୍ୟା | ୨୦ |

iv. Annual Examination –

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|-------------------------------------|----------------------------------|---|----------------------------------|------------|
| ବିଭାଗ-କ : ଅଜଣା ଅନୁଚ୍ଛେଦ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ | 5 | 2 x 5 | 10 |
| ବିଭାଗ-ଖ : ରଚନା/ପତ୍ରଲିଖନ/ ଦରଖାସ୍ତ | ଦୀର୍ଘଉତ୍ତର ମୂଳକ (୩ଟିରୁ ୧ଟି) | 3 | 1 x 8 | 15 |
| | ପତ୍ରଲିଖନ (୨ଟିରୁ ୧ଟି) | 2 | 1 x 7 | |
| ବିଭାଗ-ଗ : ବ୍ୟାକରଣ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ | ଶୁଦ୍ଧିଶିଳ୍ପ - ୫ ବିଶେଷ୍ୟ - ୫ ବଚନ - ୫ ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ - ୫ | 1 x 5 1 x 5 1 x 5 1 x 5 | 20 |
| ବିଭାଗ-ଘ : ସାହିତ୍ୟ | ସଂକ୍ଷିପ୍ତ ଏବଂ ଦୀର୍ଘ ଉତ୍ତରମୂଳକ | ସରଳାର୍ଥ - ପ୍ରବନ୍ଧ (୨ଟିରୁ ୧ଟି) | (1 x 5 = 5) | 35 |
| | | ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | (2 x 3 = 6) (1 x 4 = 4) | |
| | | ପଦ୍ୟ (ସରଳାର୍ଥ) | (1 x 5 = 5) | |
| | | ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | (2 x 3 = 6) (1 x 4 = 4) | |
| | | ଗଛ ଏକାଙ୍କିକା | (1 x 5 = 5) | |
| | | | ପୂର୍ଣ୍ଣସଂଖ୍ୟା | ୮୦ |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|-----------------------------|---|
| ପାଠ-୧ : ବୃକ୍ଷ ମାହାତ୍ମ୍ୟ | <ul style="list-style-type: none"> • ବୃକ୍ଷମାନେ ସର୍ବଦା ଜହକାଳ ଓ ପରକାଳରେ ମଣିଷର ଉପକାର କରିଥାନ୍ତି । • ବୃକ୍ଷକୁ ସାଧୁ ବା ସୁଜନ ବ୍ୟକ୍ତି ସହ ତୁଳନା କରି ଅନ୍ୟର ଉପକାର କରିବାକୁ ପ୍ରୋତ୍ସାହନ । • ବୃକ୍ଷ ବିନା ପ୍ରାଣୀଜଗତ ଚିଷ୍ଟିପାରିବ ନାହିଁ ଏହି ବାର୍ତ୍ତା ସମଗ୍ର ମାନବ ସମାଜକୁ ପ୍ରେରଣା ତଥା ସଚେତନ କରିବାର ପ୍ରୟାସ । • ବୃକ୍ଷ ହିଁ ମଣିଷର ଜୀବନ ଜୀବିକା । • ସବୁଜ ଏବଂ ସୁନ୍ଦର ପରିବେଶ ଗଠନରେ ବୃକ୍ଷର ଅବଦାନ ଅପରିହାର୍ଯ୍ୟ ବୋଲି ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଅବଗତ କରାଇବା । |
| ପାଠ-୨ : ଉଦ୍‌ବୋଧନ | <ul style="list-style-type: none"> • ମାତୃଭାଷାକୁ ଭଲ ପାଇବା ପାଇଁ ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କୁ ପ୍ରେରଣା ପ୍ରଦାନ କରିବା । • ମାତୃଭାଷାର ଉନ୍ନତି ପାଇଁ କାମକରିବାକୁ ଉପଦେଶ ଦେବା । • ନିଜେ ସଚେତନ ହେବା ସହ ଅନ୍ୟ ମାନଙ୍କୁ ସଚେତନ କରିବା । • ଛାତ୍ରଛାତ୍ରୀ ମାନଙ୍କୁ କର୍ମକରିବାର ପ୍ରେରଣା ପ୍ରଦାନ କରିବା । |
| ପାଠ-୩: ଶିକ୍ଷାଦୀକ୍ଷା | <ul style="list-style-type: none"> • ଶିକ୍ଷା ଗ୍ରହଣ ମାନେ ଖାଲି ଜ୍ଞାନ ନୁହେଁ ତତ୍‌ସହିତ ଚରିତ୍ର ଗଠନ ପ୍ରତି ଧ୍ୟାନ ଦେବା । • ଯାହାକୁ ଆମେ ଶିକ୍ଷା ଗ୍ରହଣ କରୁ ତାକୁ ନିଜ ଜୀବନର ପ୍ରତ୍ୟେକ କ୍ଷେତ୍ରରେ ପ୍ରୟୋଗ କରିବା । • ପିତୃଭକ୍ତି, ମାତୃଭକ୍ତି ଏବଂ ଗୁରୁଜନ ଭକ୍ତି ସର୍ବଦା ଶିକ୍ଷାଦାନ କରିବା । |
| ପାଠ-୪: ଜାତୀୟ ପତାକା | <ul style="list-style-type: none"> • ଜାତୀୟ ପତାକା କବିତା ମାଧ୍ୟମରେ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ଦେଶ ଓ ଜାତିକୁ ଭଲ ପାଇବା ଏହାର ଉନ୍ନତି ପାଇଁ ପ୍ରୋତ୍ସାହନ କରିବା । |
| ପାଠ-୫: ବଶିଷ୍ଠ ଓ ବିଶ୍ୱାମିତ୍ର | <ul style="list-style-type: none"> • କ୍ଷମା ହିଁ ଜୀବନର ମୂଳମନ୍ତ୍ର - ଏହି ମହାମନ୍ତ୍ରରେ ଅଭିମନ୍ବିତ ହେବା • ଅତିରିକ୍ତ କ୍ରୋଧ ହିଁ ସର୍ବନାଶର କାରଣ • ନମ୍ରତା ହିଁ ଜୀବନର ଶ୍ରେଷ୍ଠ ବ୍ରତ |
| ପାଠ-୬: ରୋଗୀସେବା | <ul style="list-style-type: none"> • ‘ସେବା ଏକ ମହତ୍‌ଗୁଣ’ - ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଶିକ୍ଷାପ୍ରଦାନ । • ପିତା-ମାତା ଏବଂ ବୃଦ୍ଧ-ବୃଦ୍ଧା ସେବା କରିବାକୁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ପ୍ରୋତ୍ସାହନପ୍ରଦାନ । • ପ୍ରତ୍ୟହ ପିତା-ମାତାଙ୍କ ପ୍ରତି କର୍ତ୍ତବ୍ୟ ସମ୍ପାଦନ କରିବା ଏବଂ ତାଙ୍କ ସେବା କରିବା ପାଇଁ ଶିକ୍ଷାଦାନ । • ‘ପିତା-ମାତା ଜୀବନ୍ତ ଦେବତା’ - ଏହି ମୂଲ୍ୟବୋଧ ଜାଗ୍ରତ କରିବା । |

| Name of the Chapter | Learning Outcomes |
|-----------------------------|---|
| ପାଠ-୭: ଗୁରୁ-ଶିଷ୍ୟ ସମ୍ପର୍କ | <ul style="list-style-type: none"> ଗୁରୁ ଓ ଶିଷ୍ୟ ମଧ୍ୟରେ ସଂପର୍କ ଉପସ୍ଥାପନା କରିବା ସହ ଏହାର ମାଧୁର୍ଯ୍ୟତା ଏବଂ ମହିମା ରକ୍ଷା କରିବା ପାଇଁ ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କୁ ଉଦ୍‌ବୋଧନ । |
| ପାଠ-୮: ଦରିଆ ଦଖଲ | <ul style="list-style-type: none"> ମହାତ୍ମାଗାନ୍ଧୀଙ୍କ ନେତୃତ୍ୱ କଥା ସାଧାରଣ ଆଭିମୁଖ୍ୟ – ଇତିହାସର ପୃଷ୍ଠଭୂମି ଉପରେ ଆଧାରିତ ଲବଣ ସତ୍ୟାଗ୍ରହ ସଂପର୍କରେ ଅବଗତ ହେବା । ବିଶେଷ ଆଭିମୁଖ୍ୟ – ସ୍ୱାଧୀନତା ଆନ୍ଦୋଳନ ସମୟର ଦାଣ୍ଡି ଲବଣ ସତ୍ୟାଗ୍ରହ ଓ ମହାତ୍ମା ଗାନ୍ଧୀଙ୍କ ନେତୃତ୍ୱ ସଂପର୍କରେ ଅବଗତ ହେବା । |
| ପାଠ-୯: ପ୍ରଗତି ଓ ମାନବଧର୍ମ | <ul style="list-style-type: none"> ମନର ବ୍ୟାପକତା ହେଲେ ସମାଜର ବ୍ୟାପକତା ହୋଇଥାଏ । ଉତ୍ସାହନ ପ୍ରଣାଳୀ ବୃଦ୍ଧି ପାଇଁ ପ୍ରବିଧି ବିଜ୍ଞାନର ଆବଶ୍ୟକତା ସଂପର୍କରେ ଜାଣିବା । ସମାଜର ପ୍ରଗତି ପାଇଁ ମାନବ ଧର୍ମ ଓ ସାମାଜିକତାର ଆବଶ୍ୟକତା ରହିଛି । ସମାଜକୁ ଛାଡି ମଣିଷ ବଞ୍ଚିପାରିବ ନାହିଁ ଏକଥା ଶିକ୍ଷା ଦେବା । |
| ପାଠ-୧୦: ବୈଜ୍ଞାନିକ ମନୋବୃତ୍ତି | <ul style="list-style-type: none"> ପିଲାମାନଙ୍କୁ ବିଜ୍ଞାନ ମନସ୍କ କରାଇବା ବିଜ୍ଞାନର ବିଭିନ୍ନ ନୂଆ ନୂଆ ଉଦାହରଣ ବିଷୟରେ ଅବଗତ କରାଇବା |
| ପାଠ-୧୧: ଚେକ-ଆଡକ | <ul style="list-style-type: none"> ଅନ୍ଧବିଶ୍ୱାସ ଠାରୁ ଦୂରେଇ ରହିବା ଶିକ୍ଷା ହିଁ ଜୀବନର ମୂଳମନ୍ତ୍ର |
| ପାଠ-୧୨: ଡାକମୁନ୍ଦି | <ul style="list-style-type: none"> କଥା ସମ୍ପ୍ରାପ୍ତ ଫକିରମୋହନ ସେନାପତିଙ୍କ ସମ୍ପର୍କରେ ଜ୍ଞାନ ପିତାମାତାଙ୍କ ସେବା କରିବା ପ୍ରତ୍ୟେକ ସନ୍ତାନଙ୍କ ପବିତ୍ର କର୍ତ୍ତବ୍ୟତା ମାନବିକ ମୂଲ୍ୟବୋଧର ସୁରକ୍ଷା |
| ପାଠ-୧୩: ହରିହରା ଭେଟି | <ul style="list-style-type: none"> ମାନବିକ ମୂଲ୍ୟବୋଧର ମହତ୍ତ୍ୱକୁ ପ୍ରତିଫଳିତ କରିବା ଏକ କରୁଣଦୃଶ୍ୟ କିଭଳି ବ୍ୟକ୍ତିର ମାନସିକ ପରିବର୍ତ୍ତନର ରୂପାନ୍ତରରେ ସହାୟକ ହୁଏ ତାହାକୁ ଅବଗତ କରାଇବା ଜଣେ ନିଷ୍ଠୁର ବ୍ୟକ୍ତିର ହୃଦୟରେ ସ୍ନେହ ମମତାର ଫଲ୍‌ଗୁ ଜାଗ୍ରତ କରାଇବା |
| ପାଠ-୧୪: ସୁନା ନେଉଳ | <ul style="list-style-type: none"> ପାରିବାରିକ ମୂଲ୍ୟବୋଧ ସଂପର୍କରେ ଅବଗତ ହେବା ନିଃସ୍ୱାର୍ଥ ଦାନର ମହତ୍ତ୍ୱ ବିଷୟରେ ଅବଗତ ହେବା ମାନବିକ ମୂଲ୍ୟବୋଧର ସୁରକ୍ଷା |

| Name of the Chapter | Learning Outcomes |
|---------------------|---|
| ପାଠ-୧୫ : ଆହୁତି | <ul style="list-style-type: none"> ପାରିବାରିକ ମୂଲ୍ୟବୋଧ ସଂପର୍କରେ ଅବଗତ ହେବା ପିତାମାତାଙ୍କ ସେବା କରିବା ପ୍ରତ୍ୟେକ ସନ୍ତାନଙ୍କ ପବିତ୍ର କର୍ତ୍ତବ୍ୟ ମାନବିକ ମୂଲ୍ୟବୋଧର ସୁରକ୍ଷା |

Subject - Lower Odia

Prescribed Books:

- 1- ଆମ ଭାଷା ଆମ ସାହିତ୍ୟ
- 2- Publication : ଅଜଞ୍ଜା

A. Blueprint

i. Periodic Assessment 1 –

| Section | Description | Type of Questions | Total Marks |
|--|--|-------------------------------------|-------------|
| ଅଜଞ୍ଜା ଅନୁଚ୍ଛେଦ | ସଂକ୍ଷିପ୍ତ ମୂଳକ ପ୍ରଶ୍ନ | 1 x 5 = 5 | 5 |
| ବ୍ୟାକରଣ- ଶୁଦ୍ଧ ଶବ୍ଦ ସାହିତ୍ୟ ପାଠ-୧, ପାଠ-୨ | ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ମୂଳକ ପ୍ରଶ୍ନ (କବିତା ଏବଂ ପ୍ରବନ୍ଧ ବିଭାଗରୁ) ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | 1 x 5 = 5 2 x 2 = 4 1 x 6 = 6 | 5 4 6 |
| | | ପୂର୍ଣ୍ଣସଂଖ୍ୟା | ୨୦ |

ii. Mid Term/Half-Yearly Examination -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|---------------------------------------|----------------------------------|---|----------------------------------|------------|
| ବିଭାଗ-କ : ଅଜଞ୍ଜା ଅନୁଚ୍ଛେଦ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ | 5 | 2 x 5 | 10 |
| ବିଭାଗ-ଖ : ରଚନା/ପତ୍ରଲିଖନ/ ଦରଖାସ୍ତ୍ର | ଦୀର୍ଘଉତ୍ତର ମୂଳକ | 2 | 1 x 8 1 x 7 | 15 |
| ବିଭାଗ-ଗ : ବ୍ୟାକରଣ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ | ବିପରୀତ ଶବ୍ଦ-୫ ଏକପଦରେ ପ୍ରକାଶ କର - ୫ ପ୍ରତିଶବ୍ଦ-୫ ବିଶେଷ୍ୟ-ବିଶେଷଣଗତ - ୫ (ପୁସ୍ତକ ଅନ୍ତର୍ଗତ ବ୍ୟାକରଣ) | 1 x 5 1 x 5 1 x 5 1 x 5 | 20 |
| ବିଭାଗ-ଘ : ସାହିତ୍ୟ | ସଂକ୍ଷିପ୍ତ ଏବଂ ଦୀର୍ଘ ଉତ୍ତରମୂଳକ | ସରଳାର୍ଥ - ପ୍ରବନ୍ଧ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର | (1 x 5 = 5) (2 x 3 = 6) | 35 |

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|----------------------|---------------|---------------------|------------------------|------------|
| | | ବସ୍ତୁନିଷ ପ୍ରଶ୍ନ | (1 x 4 = 4) | |
| | | ପଦ୍ୟ (ସରଳାର୍ଥ) | (1 x 5 = 5) | |
| | | ସଂକ୍ଷିପ୍ତ ଉତ୍ତର | (2 x 3 = 6) | |
| | | ବସ୍ତୁନିଷ ପ୍ରଶ୍ନ | (1 x 4 = 4) | |
| | | ଚିତ୍ରବର୍ଣ୍ଣନା | (1 x 5 = 5) | |
| ପୂର୍ଣ୍ଣସଂଖ୍ୟା | | | | ୮୦ |

iii. Periodic Assessment 2 –

| Section | Description | Type of Questions | Total Marks |
|-------------------------------|--|-------------------|-------------|
| ଅଜ୍ଞା ଅନୁଚ୍ଛେଦ | ସଂକ୍ଷିପ୍ତ ମୂଳକ ପ୍ରଶ୍ନ | 1 x 5 = 5 | 5 |
| ବ୍ୟାକରଣ- ଶୁଦ୍ଧିକରଣ ସାହିତ୍ୟ | ଅତିସଂକ୍ଷିପ୍ତ ପ୍ରଶ୍ନ ସଂକ୍ଷିପ୍ତ ଉତ୍ତର ମୂଳକ ପ୍ରଶ୍ନ | 1 x 5 = 5 | 5 |
| ପାଠ-୨: ସୂକ୍ଷ୍ମମାଳା | (କବିତା ଏବଂ ପ୍ରବନ୍ଧ ବିଭାଗରୁ) | 2 x 2 = 4 | 4 |
| ପାଠ-୨: ମଣିଷ ପରି ମଣିଷଟିଏ | ବସ୍ତୁନିଷ ପ୍ରଶ୍ନ | 1 x 6 = 6 | 6 |
| ପାଠ-୮: ବୈକୁଣ୍ଠଧାମ ତିରୁପତି | | | |
| ପୂର୍ଣ୍ଣସଂଖ୍ୟା | | | ୨୦ |

iv. Annual Examination -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|--------------------------------------|----------------------------------|--|----------------------------------|------------|
| ବିଭାଗ-କ : ଅଜ୍ଞା ଅନୁଚ୍ଛେଦ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ | 5 | 2 x 5 | 10 |
| ବିଭାଗ-ଖ : ରଚନା/ପଠୁଲିଖନ/ ଦରଖାସ୍ତ୍ର | ଦୀର୍ଘଉତ୍ତର ମୂଳକ | 2 | 1 x 8 1 x 7 | 15 |
| ବିଭାଗ-ଗ : ବ୍ୟାକରଣ | ସଂକ୍ଷିପ୍ତ ଉତ୍ତରମୂଳକ | ବିପରୀତ ଶବ୍ଦ-୫ ଏକପଦରେ ପ୍ରକାଶ କର - ୫ ପ୍ରତିଶବ୍ଦ-୫ ଲିଙ୍ଗ ପରିବର୍ତ୍ତନ - ୫ | 1 x 5 1 x 5 1 x 5 1 x 5 | 20 |
| ବିଭାଗ-ଘ : ସାହିତ୍ୟ | ସଂକ୍ଷିପ୍ତ ଏବଂ ଦୀର୍ଘ ଉତ୍ତରମୂଳକ | ସରଳାର୍ଥ - ପ୍ରବନ୍ଧ | (1 x 5 = 5) | 35 |

CHANGING YOUR TOMORROW

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|---------|---------------|---------------------|------------------------|------------|
| | | ସଂକ୍ଷିପ୍ତ ଉତ୍ତର | (2 x 3 = 6) | |
| | | ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | (1 x 4 = 4) | |
| | | ପଦ୍ୟ (ସରଳାର୍ଥ) | (1 x 5 = 5) | |
| | | ସଂକ୍ଷିପ୍ତ ଉତ୍ତର | (2 x 3 = 6) | |
| | | ବସ୍ତୁନିଷ୍ଠ ପ୍ରଶ୍ନ | (1 x 4 = 4) | |
| | | ଚିତ୍ରବର୍ଣ୍ଣନା | (1 x 5 = 5) | |
| | | | ପୂର୍ଣ୍ଣସଂଖ୍ୟା | ୮୦ |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|--------------------------------|---|
| ପାଠ-୧: ତ୍ରିଶକ୍ତି | <ul style="list-style-type: none"> ପିଲାମାନେ ଜ୍ଞାନ, ସତ୍ୟ ଓ ଧର୍ମର ମହତ୍ତ୍ୱ ବୁଝିବେ ସତ୍ୟ ଓ ଅସତ୍ୟ ପଥରେ ଗଲେ ଆମର ଲାଭ ଓ କ୍ଷତି ବିଷୟରେ ଜାଣିବେ ଉଦାହରଣ -କେଉଁ ପଥ ମଣିଷ ପାଇଁ ଉପଯୋଗୀ ତାହାର ମହତ୍ତ୍ୱ ଜାଣିବେ । ଜ୍ଞାନର ବିଭିନ୍ନ ସୋପାନ ଗୁଡ଼ିକୁ ଜାଣିବେ |
| ପାଠ-୨: ମହାମାନବ ସ୍ୱାମୀ ଶିବାନନ୍ଦ | <ul style="list-style-type: none"> ସାଧନାବଳରେ ମଣିଷ କିପରି ଉଚ୍ଚସ୍ଥାନର ଅଧିକାରୀ ହୋଇପାରିବ, ତାହା ବିଭିନ୍ନ ଗପ ମାଧ୍ୟମରେ ଅବଗତ ହେବେ । ‘ଶିବାନନ୍ଦ’ଙ୍କ ପରି ଅନ୍ୟାନ୍ୟ ସାଧୁସବୁଙ୍କ ବିଷୟରେ ଜାଣିବେ । ଯେଉଁମାନଙ୍କ ଅବଦାନକୁ ଏ ମାଟି ଭୁଲିପାରିବ ନାହିଁ, ସେହିଭଳି ମହାନ ବ୍ୟକ୍ତିତ୍ୱକୁ ନେଇ ପ୍ରବନ୍ଧ ଲେଖା ଶିଖିବେ । |
| ପାଠ-୩: ବୈଜ୍ଞାନିକ ଗୋକୁଳାନନ୍ଦ | <ul style="list-style-type: none"> “ଇଚ୍ଛାଶକ୍ତି ଆଗରେ ଦାରିଦ୍ର୍ୟତା ହାର ମାନେ” ଏହା ଉପରେ ଶ୍ରେଣୀ ଆଲୋଚନାରେ ଭାଗ ନେବେ । (ବିଷୟର ସାହଯ୍ୟ ନେଇପାରିବେ) ବିଭିନ୍ନ ବୈଜ୍ଞାନିକଙ୍କ ଜୀବନୀ ଲେଖିବେ ଓ ଜାଣିବେ । ପିତାମାତାଙ୍କ ଭୂମିକା ଆମ ଜୀବନରେ କିଭଳି ପ୍ରଭାବ ପକାଇ ଥାଏ ତାହା ଜାଣିବେ । |
| ପାଠ-୪: ବଡ଼ ମଣିଷଙ୍କ ଅଭୁଲା କଥା | <ul style="list-style-type: none"> ମଧୁବାବୁଙ୍କ ଜୀବନୀ ବିଷୟରେ ଅବଗତ ହେବେ । ତାଙ୍କପରି ଅନ୍ୟାନ୍ୟ ମହାପୁରୁଷଙ୍କ ବିଷୟରେ ଜାଣିବେ । ଧନଠାରୁ ଜ୍ଞାନ ଓ କୌଶଳ ବଡ଼ । |

| Name of the Chapter | Learning Outcomes |
|------------------------------|---|
| ପାଠ-୪: କମାରଶାଳରୁ ପ୍ରୟୋଗ ଶାଳା | <ul style="list-style-type: none"> ମହାନ ବୈଜ୍ଞାନିକ ଲୁଇ ପାସ୍ତର, କ'ଣ ବିଷୟରେ ଜ୍ଞାନ ଅବଗତ ହେବେ । କେଉଁ ରୋଗ ପାଇଁ ଇଞ୍ଜେକ୍ସନ୍ ଆବଶ୍ୟକ ଜାଣିବେ । ମଣିଷର ମଙ୍ଗଳକାମୀ ହେଉଛି ବିଜ୍ଞାନ ପ୍ରବନ୍ଧ । |
| ପାଠ-୬: ସୂକ୍ଷ୍ମମାଳା | <ul style="list-style-type: none"> କେତୋଟି ସୂକ୍ଷ୍ମମାଳା ଛନ୍ଦ ଲେଖିବେ । ଉଦାହରଣ - ପ୍ରାଣୀର ଭଲ ମନ୍ଦବାଣୀ. ବିଭିନ୍ନ ପାଦଚିନ୍ତା କଲେ ଆମକୁ କଣ ମିଳେ । ଅସତ୍ୟ ପଥରେ ଗୋଡ଼ କାଢ଼ିଲେ ଆମର କି କ୍ଷତି ହୁଏ । ସେ ସମ୍ପର୍କରେ ଅବଗତ । |
| ପାଠ-୭: ମଣିଷ ପରି ମଣିଷଟିଏ | <ul style="list-style-type: none"> ସମୟାନୁବର୍ତ୍ତିତା ପ୍ରବନ୍ଧକୁ ଅନୁସରଣ କରିବେ । ଆଦର୍ଶ ଶିକ୍ଷକଙ୍କ ବିଷୟରେ ଜାଣିବେ । ମହାପୁରୁଷ ମାନଙ୍କ ବିଷୟରେ ଜାଣିବେ । |
| ପାଠ-୮: ବୈକୁଣ୍ଠଧାମ ତିରୁପତି | <ul style="list-style-type: none"> ତିରୁପତି ମନ୍ଦିର ପରି ଅନ୍ୟାନ୍ୟ ପ୍ରସିଦ୍ଧ ମନ୍ଦିର ନାମ ଜାଣିବେ । କେତୋଟି ଦାର୍ଶନିକ ସ୍ଥାନର ନାମ । ଭ୍ରମଣ କାହାଣୀ ସମ୍ପର୍କରେ ସୂଚନା ପ୍ରାପ୍ତ । |
| ପାଠ-୧୦: ସାତଭାୟା | <ul style="list-style-type: none"> ସାତଭାୟା ଗାଁ ପରି ନିଜ ଗାଁର ଦୃଶ୍ୟକୁ ଜାଣିବେ । କୁନ୍ସାର ଚାଷ କିପରି ହୁଏ, ସେ ସମ୍ପର୍କରେ ଅବଗତ । ଦେବାଦେବୀଙ୍କ ପ୍ରଭାବ ବା ପୂଜାପାଠ ଦ୍ଵାରା ଆମର କି ଲାଭ ହୁଏ । |
| ପାଠ-୧୧: କର୍ମର ଫଳ | <ul style="list-style-type: none"> କର୍ମ ଅନୁସାରେ ଫଳ - ଏହାର ଉଦାହରଣ ଦେଇ ଅନ୍ୟାନ୍ୟ କେତୋଟି ଉଦାହରଣ । (ପିଲାଙ୍କ ନିଜ ଜୀବନୀରେ ପ୍ରଭାବ ଆଲୋଚନା) ଦୁଃଖମଙ୍ଗଳର ପ୍ରଭାବ କଣ ପଡ଼େ ଆଲୋଚନା । ମଣିଷ ନିଜର ସାଙ୍ଗ ଦେଖିବାକୁ କରିବା ଉଚିତ୍ । କୁସଙ୍ଗ ଓ ସୁସଙ୍ଗ ମଧ୍ୟରେ ପାର୍ଥକ୍ୟ । |
| ପାଠ - ୧୨ : ମୋ ଭାରତ ମହାନ | <ul style="list-style-type: none"> ଜବାହରଲାଲ୍ ନେହେରୁଙ୍କ ଜୀବନୀ ଅବଗତ ହେବେ । ତାଙ୍କ ପରି ଧନ୍ୟାନ୍ୟ ମହାପୁରୁଷଙ୍କ ବିଷୟରେ ଜାଣିବେ । (ସ୍ଵାଧୀନତା ସଂଗ୍ରାମୀ) ସ୍ଵାଧୀନତା ଆଣିବା ପାଇଁ ବଳୀଦାନ ଦେଇଥିବା ମଣିଷଙ୍କ ବିଷୟରେ ଆଲୋଚନା ଜାଣିବ । |
| ପାଠ-୧୩: କଲମ ଆଉ କାଳି (ପଦ୍ୟ) | <ul style="list-style-type: none"> କଲମ କିଏ କାହାର କରିଥିଲେ ? କଲମ କେତେ ପ୍ରକାରର ଅଛି ଓ ଆମର କି କାମରେ ଲାଗେ ଜାଣିବେ । କଲମ କାଳିର ବ୍ୟବହାର ପୂର୍ବରୁ ମନୁଷ୍ୟ କାହାର ବ୍ୟବହାର କରୁଥିଲେ । |

| Name of the Chapter | Learning Outcomes |
|----------------------------------|--|
| | <ul style="list-style-type: none"> କଳମ କାଳି ଯଦି ନ ଥାନ୍ତା ତେବେ ଆମେ କି ଅସୁବିଧାରେ ପଡିଥାନ୍ତେ । ଆଲୋଚନା ହେବ । |
| ପାଠ-୧୪: ବଡ଼ ଭୋଜନାଳୟ ଆନନ୍ଦ ବଜାର | <ul style="list-style-type: none"> ଆନନ୍ଦ ବଜାର କେଉଁଠି କେଉଁଠି ଅଛି, ଏହାର ନାମ ଆନନ୍ଦ ବଜାର କାହିଁକି । ଏ ସମ୍ପର୍କରେ ଜ୍ଞାନାର୍ଜନ । ଚାରୋଟି ଧାମର ନାମ ଜାଣିବେ । ଅବତା, ଜଗନ୍ନାଥ ସଂସ୍କୃତି, ରତ୍ନବେଦୀ ପରି ଅନ୍ୟାନ୍ୟ ଜରୁରୀ ସ୍ଥାନର ଅବଗତ । |
| ପାଠ-୧୫: ଖବରକାଗଜ ହକରରୁ ରାଷ୍ଟ୍ରପତି | <ul style="list-style-type: none"> ଅବଦୁଲକଲାମଙ୍କ ଜୀବନୀ ଅବଗତ ତାଙ୍କ ପରି ଅନ୍ୟାନ୍ୟ ବୈଜ୍ଞାନିକଙ୍କ ଉଦ୍ଭାବନ ଜିନିଷ ସହିତ ନାମ ଆଲୋଚନା ଦାରିଦ୍ର୍ୟ ମଧ୍ୟରେ ସଫଳତା ଡର୍କ ନିଷ୍ଠା ଓ ସାଧନା – ମହିଷକୁ ଉଚ୍ଚ ବାନରକ କରିଥାଏ । |
| ପାଠ -୧୬: ପୁଣ୍ୟର ହିସାବ ନିକାଶ | <ul style="list-style-type: none"> ମୁନି ରକ୍ଷିକ ଆଶ୍ରମର ପ୍ରଭାବ ରାଜାଙ୍କୁ ମୁନିରକ୍ଷିକ ଶିକ୍ଷା ପ୍ରଦାନ । ଗର୍ବ ଅହକାର ମହିଷକୁ ବଡ଼ କରିନଥାଏ । ଏହି ଗଛର ଆଧାରରେ ଜାଣିବା । ମୁନିରକ୍ଷିମାନେ ଧର୍ମର ବହୁ ଉର୍ଦ୍ଧ୍ୱରେ ଆଲୋଚନା । |
| ପାଠ-୧୭: ଆଇ | <ul style="list-style-type: none"> ଆଇ ପରି ତୁମ ପରିବାରରେ ଆଉ କିଏ ତୁମକୁ ସ୍ନେହ ଆକଟ କରେ ଜାଣିବା । ବିଭିନ୍ନ ପର୍ବପର୍ବାଣୀକୁ ଅବଗତ ହେବେ । ବିଭିନ୍ନ ବ୍ୟାକରଣୀକ ଜ୍ଞାନ ଧାରଣା । ପାରିବାରିକ ମୂଲ୍ୟବୋଧ । ଗୁରୁ – ଗୁରୁଜନମାନଙ୍କ ସମ୍ପର୍କର ଜାଣିବା । |

Subject - Sanskrit

Prescribed Books:

- 1- Ruchira-3, Manika Sanskrit Byakaran
- 2- Publication : NCERT

A. Blueprint

i. Periodic Assessment 1 -

| Chapters | Mark Distribution | | | | |
|--------------------|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| अपठित अनुच्छेदः | 5 | 0 | 0 | 0 | 5 |
| व्याकरणम् (सन्धिः) | 5 | 0 | 0 | 0 | 5 |

CHANGING YOUR TOMORROW

| Chapters | Mark Distribution | | | | |
|--------------------|-------------------|----------|----------|----------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| सुभाषितानि | 10 | 0 | 0 | 0 | 10 |
| TOTAL (Q) M | 20 | 0 | 0 | 0 | 20 |

ii. Mid Term/Half-Yearly Examination -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|---|---------------------|------------------------|------------|
| 'क' विभाग | अपठित गद्यांश | 10 | 1 x 10 | 10 |
| 'ख' विभाग | चित्रलिखनम्, पत्रलिखनम्, वार्तालापम् | 15 | 1 x 15 | 15 |
| 'ग' विभाग | अनुप्रयुक्त व्याकरणम् | 25 | 1 x 25 | 25 |
| 'घ' विभाग | पठित अवबोधनम् | 30 | 1 x 30 | 30 |
| कुलसंख्या | | | | ८० |

iii. Periodic Assessment 2 -

| Chapters | Mark Distribution | | | | |
|---------------------------------------|-------------------|----------|----------|----------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| अपठित अनुच्छेदः | 5 | 0 | 0 | 0 | 5 |
| व्याकरणम् (वाच्यपरिवर्तनम्, प्रत्ययः) | 5 | 0 | 0 | 0 | 5 |
| पठित अवबोधनम् | 10 | 0 | 0 | 0 | 10 |
| TOTAL (Q) M | 20 | 0 | 0 | 0 | 20 |

iv. Annual Examination -

| SECTION | QUESTION TYPE | NUMBER OF QUESTIONS | MARKS OF EACH QUESTION | FULL MARKS |
|------------------|---|---------------------|------------------------|------------|
| 'क' विभाग | अपठित गद्यांश | 10 | 1 x 10 | 10 |
| 'ख' विभाग | चित्रलिखनम्, पत्रलिखनम्, वार्तालापम् | 15 | 1 x 15 | 15 |
| 'ग' विभाग | अनुप्रयुक्त व्याकरणम् | 25 | 1 x 25 | 25 |
| 'घ' विभाग | पठित अवबोधनम् | 30 | 1 x 30 | 30 |
| कुलसंख्या | | | | ८० |

CHANGING YOUR TOMORROW

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|---|--|
| पाठ- १ : सुभाषितानि | <ol style="list-style-type: none"> साहित्य सङ्गीत कलायाः महत्त्वम् लोभस्य दुष्परिणामः । कीदृशाः जनाः किम् नश्यन्ति तत् सम्बन्धित ज्ञानम् । महतां प्रकृतेः । परैरपि वर्धते तत् सम्बन्धित ज्ञानम् । वृक्षस्य महत्त्वम् सम्बन्धित ज्ञानम् ज्ञानस्य वृद्धिः पठन लिखनस्य क्षमतायाः वृद्धिः |
| पाठ- २ : विलस्य वाणी न कदापि में श्रुता | <ol style="list-style-type: none"> नैतिकज्ञानस्य वृद्धिः 'वृद्धिःर्यस्य वलं तस्य' सम्बन्धित ज्ञानम् छात्राणाम् मनसी उपस्थित बुद्धेः विकाश वैदिकज्ञानस्य वृद्धिः अर्जितज्ञानस्य दृढीकरणम् |
| पाठ- ३ : डिजीभारतम् | <ol style="list-style-type: none"> 'डिजिटल इण्डिया' सम्बन्धित ज्ञानम् । वहुविद्या अनुप्रयोगाः (App) ज्ञानम् बोधज्ञानस्य वृद्धिः |
| पाठ- ५ : कण्टकेनैव कण्टकम् | <ol style="list-style-type: none"> धर्मं धमनं पापे पुण्यम् वृद्धिःर्यस्य वलं तस्य प्रत्युत्पन्नमतिताथाः उपकारिता बोधज्ञानस्य दृढीकरणम् |
| पाठ- ६ : गृहं शून्यं सुतां विना | <ol style="list-style-type: none"> सुता गृहस्य भुषणम् नार्यः महानता बोधज्ञानस्य परीक्षा |
| पाठ- ७ : भारतजनताऽहम् | <ol style="list-style-type: none"> "भारतस्य" महानता सम्बन्धित ज्ञानम् विज्ञान सङ्गीतं सर्वम् भारते परिपूर्णाः तत् सम्बन्धित ज्ञानम् उत्सवप्रियाः भारतीयाः, श्रमप्रियाः बोधज्ञानस्य परीक्षा |
| पाठ- ९ : सप्तभगिन्यः | <ol style="list-style-type: none"> देश सम्बन्धित ज्ञानम् सप्तराज्यानां सम्यक् ज्ञानम् । देशस्य गृणगौखज्ञानम् । प्राकृतिक सम्वृद्धेः ज्ञानम् देशस्य एकता सम्बन्धित ज्ञानम् । भिन्नतायाः मध्ये एकता अस्माकम् मूलमन्त्रम् । |

| Name of the Chapter | Learning Outcomes |
|------------------------------------|---|
| | ७. बोधज्ञानस्य दृढीकरणम् |
| पाठ-१०: नीति नवनितम् | १. नैतिकज्ञानस्य वृद्धिः २. गुरुजनानाम् आदरः ३. गुरुजनानाम् उपदेशान् पालयितव्य ४. मातापित्रोः सेवा करणीयम् ५. पितामाता तथा आचार्यस्य च सेवाकरणीयः ६. सुख दुःख सम्बन्धित ज्ञानम् ७. बोधज्ञानस्य दृढीकरणम् ८. मनः पुतं समाचरेत् । |
| पाठ-११: सावित्रीबाई फुले | १. नारीशिक्षायाः महत्वम् । २. महीयसीमहिलानाम् सम्बन्धेः ज्ञानम् । ३. नारीशिक्षायाः महत्वम् सम्बन्धित ज्ञानम् ४. अस्पृश्यता निवारणम् सम्बन्धितज्ञानम् ५. सामाजिककरीतिनां विरोधम् ६. साहित्य रचना छात्रे अग्रगणया ७. दृढज्ञानस्य बोधनम् |
| पाठ-१२: कः रक्षति कः रक्षितः | १. पर्यावरणस्य सम्बन्धित ज्ञानम् २. प्लाष्टिकस्य दुरपयोगः सम्बन्धित ज्ञानम् ३. मुर्तिकायाम् लयभावात् परिवेशः प्रदुषितः भवति । ४. बोधज्ञानस्य दृढीकरणम् |
| पाठ-१३: क्षितौ राजते भारतस्व भूमिः | १. भारतस्य महानता सम्बन्धित ज्ञानम् २. आधुनिक मिसाइल सम्बन्धित ज्ञानम् ३. वैज्ञानिक सम्बन्धित ज्ञानम् ४. कवीनाम् सम्बन्धित ज्ञानम् ५. बोधज्ञानस्य दृढीकरणम् |
| पाठ-१४: आर्यभट्टः | १. महान् गणित् आर्यभट्टस्य जन्म सम्बन्धित ज्ञानम् २. सूर्यः स्थिरः पृथ्वी चला चञ्चला सम्बन्धितज्ञानम् । ३. चन्द्रग्रहण तथा सूर्यपराग सम्बन्धित ज्ञानम् ४. बोधज्ञानस्य दृढीकरणम् |

Subject - FRENCH

Prescribed Book: Nouvel Apprenons le français 4

Publisher: New Saraswati House

A. Blueprint

i. Periodic Assessment 1 -

| Chapters | Mark Distribution | | | | |
|---|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| Ch 0 la culture et la civilization de la France | 10 | 5 | 0 | 0 | 20 |

ii. Mid Term/Half-Yearly Examination -

| Chapters | Mark Distribution | | | | |
|---|-------------------|--------------|-------------|--------------|-----------|
| | 1 Mark | 2 Marks | 5 Marks | 10 Marks | Total |
| Ch 0 la culture et la civilization de la France | 5 | 3 | 0 | 0 | 11 |
| Ch1 un mail de ma cousin | 7 | 2 | 0 | 0 | 11 |
| Ch 2 La biodiversite | 7 | 2 | 0 | 0 | 11 |
| Ch 3 Coco Chanel | 5 | 2 | 1 | 0 | 14 |
| Ch 4 La France Miniature | 7 | 2 | 1 | 0 | 16 |
| Ch 5 une experience incroyable | 5 | 1 | 0 | 1 | 17 |
| TOTAL | 36(1) | 12(2) | 2(5) | 1(10) | 80 |

iii. Periodic Assessment 2 -

| Chapters | Mark Distribution | | | | |
|---|-------------------|-------------|----------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 5 Marks | Total |
| Ch 6 La lecture et les jeunes | 5 | 1 | 0 | 1 | 12 |
| Ch 7 Les tendances alimentaires en France | 6 | 1 | 0 | 0 | 8 |
| TOTAL | 11(1) | 2(2) | 0 | 1(5) | 20 |

iv. Annual Examination -

| Chapters | Mark Distribution | | | | |
|---|-------------------|--------------|-------------|--------------|-----------|
| | 1 Mark | 2 Marks | 5 Marks | 10 Marks | Total |
| Ch 6 La lecture et les jeunes | 5 | 3 | 0 | 0 | 11 |
| Ch 7 Les tendances alimentaires en France | 7 | 2 | 0 | 0 | 11 |
| Ch 8 Le demenagement a Biarritz | 7 | 2 | 1 | 0 | 16 |
| Ch 9 Une carte postale et des invitations | 5 | 2 | 1 | 0 | 14 |
| Ch 10 Le rechauffement climatique | 7 | 2 | 0 | 1 | 21 |
| Ch 5 Une experience incroyable | 5 | 1 | 0 | 0 | 7 |
| TOTAL | 36(1) | 12(2) | 2(5) | 1(10) | 80 |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|---|---|
| Ch 0 la culture et la civilization de la France | French Culture and Geography |
| Ch1 un mail de ma cousin | How to communicate over Telephone |
| Ch 2 La biodiversite | Describe a Person |
| Ch 3 Coco Chanel | Say something about things |
| Ch 4 La France Miniature | Narrate any past events |
| Ch 5 une experience incroyable | Speaking about Journey |
| Ch 6 La lecture et les jeunes | Reading an Article |
| Ch 7 Les tendances alimentaires en France | Talking about food |
| Ch 8 Le demenagement a Biarritz | Talking about future Booking a reservation |
| Ch 9 Une carte postale et des invitations | Accepting / refusing an invitation |
| Ch 10 Le rechauffement climatique | Talking about seasons Talking about Global Warming |

Subject – H. Bengali

A. Blueprint

i. Periodic Assessment 1 -

| Chapters | Mark Distribution | | | | |
|-----------------------------|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| বোধ পরীক্ষন (Comprehension) | ৫ | - | - | - | ৫ |
| বসির্গ সন্ধা | ২ | ১ | - | - | ৪ |
| লঙ্গি, বচন ও পুরুষ | ২ | ১ | - | - | ৪ |
| বটবৃক্ষ | - | - | ১ | ১ | ২ |
| | ৯ | ৪ | ১ | ৪ | ২০ |

ii. Mid Term Examination -

| Chapters | Mark Distribution | | | | |
|--|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| বোধ পরীক্ষন (Comprehension) | ১০ | - | - | - | ১০ |
| সাহিত্য ধারা (ব্যাঘ্রাচার্য বৃহল্লাঙুল, কনোরক- শান্তনিকিতেন, অভমিন্যু) সঠকি উত্তরটি বছে লখেো | ১৪ | - | - | - | ১৪ |
| ব্যাকরণ (খাতু, ক্রয়িপদ, ক্রয়িার কাল ও ভাব, বাক্য গরিমানরে শর্ত ও শ্রগৌবভাগ, উপসর্গ ও অনুসর্গ) | ১৬ | ৬ | - | - | ২২ |
| সাহিত্য ধারা (ব্যাঘ্রাচার্য বৃহল্লাঙুল, কনোরক- শান্তনিকিতেন, অভমিন্যু) বর্গনা মূলক প্রশ্ন | - | - | ৬ | ৪ | ১০ |
| | ৪০ | ৬ | ৬ | ১৬ | ৬৮ |

iii. Periodic Assessment 2 -

| Chapters | Mark Distribution | | | | |
|-----------------------------|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| ବୋଧ ପରୀକ୍ଷନ (Comprehension) | ୫ | - | - | - | ୫ |
| ବନ୍ଧ୍ୟ ମହସି | ୨ | ୧ | - | - | ୩ |
| ସମାସ | ୨ | ୧ | - | - | ୩ |
| ପ୍ରାର୍ଥୀ | - | - | ୧ | ୧ | ୨ |
| | ୯ | ୨ | ୧ | ୨ | ୧୪ |

iv. Annual Examination -

| Chapters | Mark Distribution | | | | |
|--|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| ବୋଧ ପରୀକ୍ଷନ (Comprehension) | ୧୦ | - | - | - | ୧୦ |
| ସାହିତ୍ୟ ଧାରା (ଅଜନ୍ତା ଗୁହା, ମହାସ୍ତବରୀ ଜାତକ ତନି ଭାଈ, ରାଧାଚୁଡ଼ା, ଜୟ ଭାରତରେ ଜୟ) ସଂକ୍ଷିପ୍ତ ଉତ୍ତରଟି ବଢ଼େ ଲେଖିବେ | ୧୫ | - | - | - | ୧୫ |
| ବ୍ୟାକରଣ (ବାଚ୍ୟ, ବସିର୍ଗ ସନ୍ଧି, ଧାତୁ, କ୍ରିୟାପଦ, କ୍ରିୟାର କାଳ ଓ ଭାବ, ଲଙ୍ଘି, ବଚନ ଓ ପୁରୁଷ) | ୧୬ | ୬ | - | - | ୨୨ |
| ସାହିତ୍ୟ ଧାରା (ଅଜନ୍ତା ଗୁହା, ମହାସ୍ତବରୀ ଜାତକ ତନି ଭାଈ, ରାଧାଚୁଡ଼ା, ଜୟ ଭାରତରେ ଜୟ) ବର୍ଣ୍ଣନା ମୂଳକ ପ୍ରଶ୍ନ | - | - | ୬ | ୨ | ୮ |
| ପ୍ରତିବିଦେନ | - | - | - | ୧ | ୧ |
| ପତ୍ର ରଚନା | - | - | - | ୧ | ୧ |
| | ୩୧ | ୬ | ୬ | ୩ | ୪୬ |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|---|---|
| ୧। ବସିର୍ଗ ସନ୍ଧା | ଶବ୍ଦ ସର୍ଥକି ଭାବେ ଉଚ୍ଚାରଣ କରତେ ଏବଂ ସନ୍ଧାରି ଫଳେ ଶବ୍ଦରେ ଶ୍ରୁତମାଧୁର୍ଯ୍ୟ ବୃଦ୍ଧି ପାୟ। |
| ୨। ଲଞ୍ଜିଗ, ବଚନ ଓ ପୁରୁଷ | ଲଞ୍ଜିଗ ଅଧ୍ୟାୟରେ ମାଧ୍ୟମେ ସ୍ତ୍ରୀ-ପୁରୁଷ ଜାତୀରି ଭାଦେ ବୁଝାତେ ପାରବ। ବଚନ ଏର ମାଧ୍ୟମେ କୌଣୌ କଞ୍ଚିର ସଂଖ୍ୟା ସମ୍ବନ୍ଧେ ଧାରଣା ଲାଭ କରବ। ପୁରୁଷ ବଳତେ ପୁରୁଷ ଜାତୀୟ ପ୍ରାଣୀକେ ନା ବୁଝାୟି କ୍ରିୟାର କର୍ତ୍ତା ଏବଂ କର୍ମରେ ଏକ ବଶିଷେ ଭାବରୂପକେ ବୌଝାୟ। |
| ୩। ବଟବୃକ୍ଷ | ବଟଗାଞ୍ଚରେ ଉପକାରତା ସମ୍ବନ୍ଧେ ଅବଗତ ହବ। |
| ୪। ଧାତୁ, କ୍ରିୟାପଦ କ୍ରିୟାର କାଳ ଓ ଭାବ | କ୍ରିୟାପଦ ଗର୍ଥନରେ ମୂଳ ଉଂସ, କ୍ରିୟା ସମ୍ପାଦତା ହଠ୍ଠାର ସମୟକାଳ ଏବଂ କ୍ରିୟାଟି ସମ୍ପନ୍ନ ହଠ୍ଠାର ସମୟ ମନରେ ଭାବ କୌ ଛାଲି ସହି ସମ୍ବନ୍ଧେ ଅବଗତ ହବ। |
| ୫। ବ୍ୟାଘ୍ରାଚାର୍ଯ୍ୟ ବୃହଲ୍ଲଞ୍ଜୁଳ | ସୁନ୍ଦରବନରେ ବାଘାଦେରେ ମାନୁଷରେ ପ୍ରତୀ ଧାରଣା ସମ୍ବନ୍ଧେ ଅବଗତ ହବ। |
| ୬। କୌନାରକ- ଶାନ୍ତନିକିତେନ | ରବୀନ୍ଦ୍ରନାଥ ଠାକୂର ସ୍ଥାପତି ଶାନ୍ତନିକିତେନରେ କୌନାରକ ମନ୍ଦିରରେ ମାଧୁର୍ଯ୍ୟ ସମ୍ପରକେ ଅବଗତ ହବ। |
| ୭। ବ୍ୟାକରଣ ନର୍ମିମାନରେ ଶ୍ରୁତ ଓ ଶ୍ରଣୌବଭାଗ | ଏକଟି ସମ୍ପୂର୍ଣ୍ଣ ବାକ୍ଯ ଗର୍ଥନ କରାର ଜନ୍ୟ ବଶେ କତକଗୁଳା ନୟିମ ବା ଶ୍ରୁତ ଅବଳମ୍ବନ କରତେ ହୟ ଏବଂ ବାକ୍ଯେ କତକଗୁଳା ଅଂଶ ଥାକେ ଓ ସହି ଅଂଶଗୁଳା ଏକତ୍ରତା ହୟେ କୌଭାବେ ସୁଗର୍ଥତା ବାକ୍ଯ ହୟ, ସହି ବସିଷ୍ଠେ ଅବଗତ ହବ। |
| ୮। ଉପସର୍ଗ ଓ ଅନୁସର୍ଗ | ଧାତୁ ଓ ଶବ୍ଦରେ ପୂର୍ବେ କଞ୍ଚି ଅବ୍ଠୟ ଯୁକ୍ତ ହୟେ ଧାତୁ ବା ଶବ୍ଦରେ ଅର୍ଥରେ ପାର୍ଥକ୍ଯ ଘଟାଞ୍ଚେ ଏବଂ ଅନୁସର୍ଗରେ କ୍ଷତ୍ରେ କଞ୍ଚି ଅବ୍ଠୟ ନାମ ପଦରେ ପଢ଼େ ବସେ ବାକ୍ଯକେ ତରାନ୍ବତି କରେ। |
| ୯। ଅଭିମିନ୍ୟୁ | ଅଭିମିନ୍ୟୁରେ ଚକ୍ରବୃହ୍ଠେ ପ୍ରବଶେରେ ସାହସକିତାର ଇତାହାସ ସମ୍ବନ୍ଧେ ଧାରଣା ଲାଭ କରବ। |
| ୧୦। ବନ୍ୟ ମହସି | ଗଲ୍ପଟା ପାଠ କରେ ପଢ଼ୁହାରା ସହି ସମସ୍ତ ମାନୁଷରେ ସମ୍ବନ୍ଧେ ଜାନବନେ ଯାରା ନଜିରେ ସ୍ଵାର୍ଥରେ କଥା ନା ଭାବେ ପଢ଼ରେ ଜନ୍ୟ ଭାବନେ। |
| ୧୧। ସମାସ | ଏକଟି ବାକ୍ଯକେ ସଂକ୍ଷିପ୍ତ ଆକାର କରେ ବ୍ୟାକରଣରେ ସୌନ୍ଦର୍ଯ୍ୟ ବୃଦ୍ଧି କରାର କୌଶଳ ସମ୍ବନ୍ଧେ ଅବଗତ ହବ। |
| ୧୨। ପ୍ରାର୍ଥୀ | କବି ସୁକାନ୍ତ ଥୁବ ସୁନ୍ଦର ଭାବେ ସାଧାରଣ ମାନୁଷରେ ଦୁଃଖ, କଷ୍ଟରେ କଥା ଏବଂ ତାଦେ ସାହାୟରେ ଅନ୍ୟାଦେ ଏଗୟି ଆସାର ଆହ୍ଵାନ ଦସିଛେନ। |

| Name of the Chapter | Learning Outcomes |
|-----------------------------|---|
| ১৩। অজন্তা গুহা | অজন্তা গুহার ইতহাস সম্বন্ধে জ্ঞান লাভ করবে। |
| ১৪। মহাস্থবরির জাতক তনি ভাই | গল্পটি পাঠ করে স্থরির , স্থবরির ও অস্থরির -এই তনি ভাইয়ের জীবনী সম্বন্ধে জানবে। |
| ১৫। রাধাচূড়া | কবিতাটি পাঠ করে রাধাচূড়া ফুলের সৌন্দর্য সম্বন্ধে জ্ঞান লাভ করবে। |
| ১৬। প্রতবিদেন | কোনো একটা ঘটনা ঘটে গেছে সেটাকে সংবাদ পত্রের আকারে প্রকাশ করার ধরন সম্বন্ধে অবগত হবে। |
| ১৭। পত্র রচনা | বভিন্ন ধরনের চর্চা লখোর ধরন শখিবে। |
| ১৮। জয় ভারতের জয় | আলকেজান্ডারের ভারত জয়ের অদম্য ইচ্ছা এবং তার বিরুদ্ধে ভারত মায়ে সন্তানদেরে রুখে দাঁড়ানোর ইতহাস সম্বন্ধে অবগত হবে। |
| ১৯। বাচ্য | মানুষের কথা বলার বশিষে ভঙ্গরি জন্ম যভোবে ক্রয়ির রূপেরে পরবির্তন ঘটে সেই সম্বন্ধে অবগত হবে। |

Subject – L. Bengali

A. Blueprint

i. Periodic Assessment 1 -

| Chapters | Mark Distribution | | | | |
|--------------------------------|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| বর্গ | ২ | - | ১ | - | ৫ |
| প্রার্থনা | ৮ | - | ১ | - | ১১ |
| ভবচন্দ্র রাজা গবচন্দ্র মন্ত্রী | ৪ | - | - | - | ৪ |
| | ১৪ | | ৬ | | ২০ |

ii. Mid Term Examination -

| Chapters | Mark Distribution | | | | | Total |
|------------|-------------------|---------|---|---------|---------|-------|
| | 1 Mark | 2 Marks | | 3 Marks | 4 Marks | |
| বদিয়াসাগর | ১০ | ২ | - | ২ | ১ | ২৪ |
| শবিরাম | ১০ | ২ | - | ২ | - | ২০ |
| তরুণ | ১০ | ২ | - | ১ | ১ | ২১ |
| গছেোবাবা | ১০ | ১ | - | ১ | - | ১৫ |
| | ৪০ | ১৪ | | ১৮ | ৮ | ৮০ |

iii. Periodic Assessment 2 -

| Chapters | Mark Distribution | | | | Total |
|---------------|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | |
| বাংলা ভাষা | ৬ | ১ | ১ | - | ১১ |
| দুই দাদার কথা | ৬ | - | ১ | - | ৭ |
| | ১২ | ২ | ৬ | | ২০ |

iv. Annual Examination -

| Chapters | Mark Distribution | | | | Total |
|--------------------|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | |
| জীবন ও সূর্য | ১০ | ২ | ২ | - | ২০ |
| সবার আমি ছাত্র | ১০ | ২ | ২ | ১ | ২৪ |
| বীরাঙ্গনা মাতঙ্গনী | ১০ | ২ | ১ | - | ১৩ |
| আমার স্কুল জীবন | ১০ | ১ | ১ | ১ | ১৩ |
| | ৪০ | ১৪ | ১৮ | ৮ | ৮০ |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|-----------------------------------|---|
| ১। প্রভাত | কবিতাটি পাঠ করে প্রভাতের সৌন্দর্য সম্বন্ধে অবগত হবে। |
| ২। ভবচন্দ্র রাজা গবচন্দ্র মন্ত্রী | গদ্যাংশটি পাঠ করে পড়ুয়ারা নরীবুদ্ধতির সম্বন্ধে অবগত হবে। |
| ৩। বদ্যাসাগর | বদ্যাসাগরের মহত্ত্ব সম্বন্ধে অবগত হবে। |
| ৪। শিবুরাম | গদ্যাংশটি পাঠ করে পড়ুয়ারা যার যতটুকু আছে তা নিয়েই সন্তুষ্ট থাকা উচিত তা না হলে বড়ো ক্ষতির সম্ভাবনা আছে সেই বিষয়ে অবগত হবে। |
| ৫। তরুণ | কবিতাটি পাঠ করে তরুণ প্রজন্মের উদ্যমতা সম্বন্ধে ধারণা লাভ করবে। |
| ৬। গছোবাবা | মানুষের মনের কুসংস্কারের বিষয়ে অবগত হবে। |
| ৭। বাংলা ভাষা | কবিতাটি পাঠ করে বাংলা ভাষার মধুর্য সম্পর্কে জ্ঞান লাভ করবে। |
| ৮। দুই দাদার কথা | গদ্যাংশটি পাঠ করে দুই ভায়ের সখ সম্বন্ধে পড়ুয়ারা অবগত হবে। |
| ৯। জীবন ও সূর্য | কবিতাটি পাঠ করে জীবনে সূর্য করিণের গুরুত্ব সম্বন্ধে ধারণা লাভ করবে। |
| ১০। সবার আর্মি ছাত্র | কবিতাটি পাঠ করে প্রত্যেকেটা জনিসি থেকেই মশিক্ষা লাভ করা যায় সেই বিষয়ে পড়ুয়ারা অবগত হবে। |
| ১১। বীরাঙ্গনা মাতঙ্গিনী | গদ্যাংশটি পাঠ করে বীরাঙ্গনা মাতঙ্গিনীর বীরত্ব সম্বন্ধে অবগত হবে। |
| ১২। আমার স্কুল জীবন | গদ্যাংশটি পাঠ করে নেতাজী সুভাষচন্দ্র বোসের স্কুল জীবনের অভিজ্ঞতা সম্বন্ধে ধারণা লাভ করবে। |

Subject - Mathematics

Prescribed Books : CONCISE MIDDLE CLASS MATHEMATICS

Publisher : SELINA

A. Blueprint

i. Periodic Assessment 1 -

| Chapters | Mark Distribution | | | | |
|--------------------|-------------------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| 1.Rational Numbers | 2 | 2 | 1 | 0 | 9 |
| 2.Exponents | 2 | 1 | 1 | 1 | 11 |
| Q(M) | 4(1) | 3(2) | 2(3) | 1(4) | 20 |

ii. Mid Term/Half-Yearly Examination -

| Chapters | Mark Distribution | | | | | |
|----------------------------------|-------------------|---------|---------|---------|---------|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Total |
| 1.Rational Numbers | 2 | 1 | 0 | 0 | 0 | 4 |
| 2.Exponents | 1 | 0 | 1 | 0 | 0 | 4 |
| 3.Squares and Square Roots | 2 | 0 | 1 | 0 | 0 | 5 |
| 4.Cubes and Cube Roots | 2 | 0 | 1 | 0 | 0 | 5 |
| 6.Sets | 2 | 0 | 1 | 1 | 0 | 9 |
| 7.Percent and Percentage | 2 | 1 | 0 | 1 | 0 | 8 |
| 8.Profit , Loss and Discount | 2 | 1 | 1 | 0 | 1 | 12 |
| 9. Interest | 2 | 1 | 0 | 1 | 0 | 8 |
| 10.Direct and Inverse Variations | 2 | 1 | 0 | 0 | 1 | 9 |
| 11.Algebraic Expressions | 1 | 0 | 1 | 0 | 1 | 9 |
| 12.Identities | 2 | 0 | 0 | 0 | 1 | 7 |
| Q(M) | 20(1) | 5(2) | 6(3) | 3(4) | 4(5) | 80 |

iii. Periodic Assessment 2 -

| Chapters | Mark Distribution | | | | |
|-------------------------------------|-------------------|-------------|-------------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| 13.Factorisation | 2 | 2 | 1 | 0 | 9 |
| 14.Linear Equations in One Variable | 2 | 1 | 1 | 1 | 11 |
| Q(M) | 4(1) | 3(2) | 2(3) | 1(4) | 20 |

iv. Annual Examination -

| Chapters | Mark Distribution | | | | | |
|--------------------------------------|-------------------|-------------|-------------|-------------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Total |
| 13.Factorisation | 1 | 1 | 1 | 0 | 0 | 6 |
| 14.Linear Equations in One Variable | 1 | 0 | 0 | 0 | 1 | 6 |
| 15. Linear Inequations | 0 | 0 | 1 | 0 | 0 | 3 |
| 16.Understanding Shapes | 2 | 0 | 0 | 0 | 1 | 7 |
| 17.Special Types Quadrilateral | 1(AR) | 1 | 0 | 0 | 0 | 3 |
| 18.Constructions | 0 | 0 | 1 | 0 | 1 | 8 |
| 21.Area of a Trapezium And a Polygon | 1 | 0 | 1 | 0 | 0 | 4 |
| 22.Surface Area Volume and capacity | 1+1(AR) | 1 | 0 | 0 | 1 | 9 |
| 23.Data Handling | 1 | 0 | 1 | 1(CS) | 0 | 8 |
| 24. Probability | 2 | 0 | 0 | 1(CS) | 0 | 6 |
| 1.Rational Numbers | 2 | 0 | 0 | 1(CS) | 0 | 6 |
| 2.Exponents | 2 | 0 | 0 | 0 | 0 | 2 |
| 3.Squares and Square Roots | 1 | 1 | 0 | 0 | 0 | 3 |
| 4.Cubes and Cube Roots | 2 | 1 | 0 | 0 | 0 | 4 |
| 12. Identities | 2 | 0 | 1 | 0 | 0 | 5 |
| Q(M) | 20(1) | 5(2) | 6(3) | 3(4) | 4(5) | 80 |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|------------------------------|--|
| 1.Rational Numbers | <ul style="list-style-type: none"> • Defines rational numbers. • Generalizes properties of addition, subtraction, multiplication and division of rational numbers through patterns. • Finds out desired amount of rational numbers between two given rational numbers. • Represents rational numbers on a number line. |
| 2.Exponents | <ul style="list-style-type: none"> • Solves problems with integral exponents. • Generalizes laws of exponents through simplifications. • Find the sum of very large numbers using standard form. |
| 3.Squares and Square Roots | <ul style="list-style-type: none"> • Identifies a square number • Generalizes the properties of square numbers. • Finds squares and square roots of numbers using different methods. |
| 4.Cubes and Cube Roots | <ul style="list-style-type: none"> • Expresses cube number and explores the one's digit of cubes of numbers ending in 2, 3, 4 etc. • Generalizes interesting patterns of cube numbers. • Finds cubes and cube root of numbers through prime factorization method. |
| 6.Sets | <ul style="list-style-type: none"> • union and intersection of sets. • Disjoint set and complement of a set. • Uses venn-diagram to show the relationship between the sets. |
| 7.Percent and Percentage | <ul style="list-style-type: none"> • Recalls ratios and percentage • Learns Increase or Decrease percent • Applies percentage to Profit and Loss |
| 8.Profit , Loss and Discount | <ul style="list-style-type: none"> • Applies the concept of percent in profit and loss situation. • Finds discount percent and value added tax applying the concept of percent. |
| 9. Interest | <ul style="list-style-type: none"> • Distinguish between simple and compound interest • Apply the formula to calculate simple and compound interest. |

| Name of the Chapter | Learning Outcomes |
|---------------------------------------|--|
| 10. Direct and Inverse Variations | <ul style="list-style-type: none"> • Understands variations and its types • Solves day to day life problem using unitary method. |
| 11. Algebraic Expressions | <ul style="list-style-type: none"> • Classifies a polynomial as monomial, binomial or trinomial. • Constructs as many polynomials as possible using variables. • Perform different operations such as addition, multiplication • and subtraction of algebraic expressions. |
| 12. Identities | <ul style="list-style-type: none"> • Uses various algebraic identities in solving problems of daily life |
| 13. Factorisation | <ul style="list-style-type: none"> • Understanding factorisation by splitting the middle term • Factorisation of difference of two squares |
| 14. Linear Equations in One Variable | <ul style="list-style-type: none"> • Solves problems based on linear equations |
| 15. Linear Inequations | <ul style="list-style-type: none"> • Solve one step inequalities that involve addition, subtraction, multiplication and division. • Graph the solution set on a number line. |
| 16. Understanding Shapes | <ul style="list-style-type: none"> • Represents convex and concave polygons. • Classifies polygon on the basis of its sides. • Solves problems related to angles of a quadrilateral using angle-sum property. • Learns properties of regular polygon. |
| 17. Special Types Quadrilateral | <ul style="list-style-type: none"> • Verifies properties of parallelogram and establishes relationship between them through reasoning |
| 18. Constructions | <ul style="list-style-type: none"> • Construction of different angles, perpendicular bisector of line segment. • Constructs different quadrilaterals using compasses and straight edge. • Draws rough sketches of the quadrilateral to justify the construction. |
| 20. Area of a Trapezium And a Polygon | <ul style="list-style-type: none"> • Solves problems involving area a trapezium, polygon and a circle. |
| 21. Surface Area Volume and capacity | <ul style="list-style-type: none"> • Finds surface area and volume of different 3D |

| Name of the Chapter | Learning Outcomes |
|---------------------|---|
| | shapes like cuboid, cube and cylinder. |
| 22.Data Handling | <ul style="list-style-type: none"> Organizes the data systematically for a given piece of information. Presents a raw data through 'grouped frequency distribution'. Draws bar graphs, double- bar graphs and pie charts. Interprets a data using bar graphs and circle graphs. |
| 23. Probability | <ul style="list-style-type: none"> Understands probability using data through experiments. Knows chance in events like tossing coins, dice. |

Subject - Social Science

Prescribed Books: New Getting Ahead in Social Science

Publisher : Orient Black Swan

A. Blueprint

i. Periodic Assessment 1 -

| Chapters | Mark Distribution | | | | | |
|--------------------------------------|-------------------|-------------|-------------|----------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Total |
| The Establishment of Company Power | 2 | 1 | 1 | 0 | 0 | 7 |
| The Constitution & the Need for laws | 1 | 0 | 0 | 0 | 1 | 6 |
| Resources | 2 | 1 | 1 | 0 | 0 | 7 |
| Q(M) | 5(1) | 2(2) | 2(3) | 0 | 1(5) | 20 |

ii. Mid Term/Half-Yearly Examination -

| Chapters | Mark Distribution | | | | | | |
|------------------------------------|-------------------|---------|---------|---------|---------|-----|-------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Map | Total |
| HISTORY | | | | | | | |
| The Establishment of Company power | 2 | 1 | 1 | 0 | 0 | 0 | 7 |

| Chapters | Mark Distribution | | | | | | |
|---|-------------------|---------|---------|---------|---------|-------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Map | Total |
| Rural Life & Society | 2 | 2 | 1 | 0 | 0 | 0 | 9 |
| The Revolt of 1857 | 2 | 1 | 0 | 0 | 1 | 3Mark | 12 |
| POLITICAL SCIENCE | | | | | | | |
| The Constitution And The Need For Laws | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| Ideas & the Ideals of the Indian Constitution | 2 | 1 | 2 | 0 | 0 | 0 | 10 |
| The Union Legislature-the parliament | 2 | 1 | 1 | 1 | 0 | 0 | 11 |
| GEOGRAPHY | | | | | | | |
| Resources | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| Land,soil & water resources | 2 | 1 | 1 | 0 | 0 | 1Mark | 8 |
| Natural Vegetation & wild-life | 3 | 1 | 1 | 0 | 0 | 1Mark | 9 |
| Mineral & power resources | 0 | 1 | 0 | 0 | 1 | 1Mark | 8 |
| Q(M) | | | | | | | 80 |

iii. Periodic Assessment 2 -

| Chapters | Mark Distribution | | | | | |
|----------------------------|-------------------|-------------|-------------|----------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Total |
| Education And British Rule | 2 | 1 | 1 | 0 | 0 | 7 |
| The Union Executive | 1 | 0 | 0 | 0 | 1 | 6 |
| Agriculture | 2 | 1 | 1 | 0 | 0 | 7 |
| Q(M) | 5(1) | 2(2) | 2(3) | 0 | 1(5) | 20 |

iv. Annual Examination -

| Chapters | Mark Distribution | | | | | | |
|---|-------------------|---------|---------|---------|---------|--------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Map | Total |
| HISTORY | | | | | | | |
| The Establishment of Company Power | 2 | 0 | 1 | 0 | 0 | 0 | 5 |
| Rural Life & Society | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| "Education And British Rule" | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Women And Reform | 2 | 1 | 0 | 0 | 0 | 0 | 4 |
| The Nationalist Movement | 2 | 1 | 0 | 0 | 0 | 3Mark | 7 |
| The Struggle For Independence | 0 | 1 | 0 | 0 | 1 | 0 | 7 |
| POLITICAL SCIENCE | | | | | | | |
| "The Constitution And The Need For Laws" | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| Ideas And Ideals Of The Indian Constitution | 0 | 1 | 1 | 0 | 0 | 0 | 5 |
| The Union Executive | 1 | 1 | 1 | 0 | 0 | 0 | 6 |
| The Judiciary | 1 | 1 | 0 | 1 | 0 | 0 | 7 |
| The Union legislature | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| GEOGRAPHY | | | | | | | |
| "Resources" | 1 | 0 | 1 | 0 | 0 | 0 | 4 |
| Land,Soil And Water resources | 2 | 1 | 0 | 0 | 0 | 0 | 4 |
| Agriculture | 1 | 1 | 1 | 0 | 0 | 1 Mark | 7 |
| Industries | 2 | 1 | 0 | 0 | 0 | 2 Mark | 6 |
| Human Resources | 0 | 1 | 0 | 0 | 1 | 0 | 7 |
| Q(M) | | | | | | | 80 |

B. Learning Outcomes

| Name of Chapters | Learning Outcomes |
|------------------------------------|--|
| HISTORY | |
| The Establishment of Company Power | <ul style="list-style-type: none"> • Introduce the learners to Trading companies and how British power was linked to the formation of colonial administrative structure. • Introduce the learners to battles fought during the expansion of British Empire |
| Rural Life & Society | <ul style="list-style-type: none"> • Introduce the learners to the change over a period of time. • Introduce the learners to the idea that the growth of new crops disrupted the rhythm of peasant life and led to revolt. |
| The Revolt of 1857 | <ul style="list-style-type: none"> • Introduce the learners to the places and leaders of the Revolt of 1857 • Locating and Knowing the present day names of those places and relating those places with present day states. |
| Education and British Rule | <ul style="list-style-type: none"> • Show how the educational system that is seen as universal and normal today has a history. Discuss how the politics of education is linked to question of power and cultural identity. |
| Women and Reform | <ul style="list-style-type: none"> • Discuss why so many reformers focused on the women's question, and how they visualised a change in women's conditions outline the history of new laws that affect women's lives. • Illustrate how autobiographies, biographies and other literature can be used to reconstruct the histories of women |
| The National Movement(1885-1919) | <ul style="list-style-type: none"> • Outline the major developments within the national movement and focus on a detailed study of one major event • Show how contemporary writings and documents can be used to reconstruct the histories of political movements. |
| The Struggle for Independence | <ul style="list-style-type: none"> • Introduce the learners to different freedom fighters who participated in the freedom struggle Elaborate the two stages of struggle for independence • Identify the nationalist movement that rose against the British colonists • Identify form of administration implemented in the |

| Name of Chapters | Learning Outcomes |
|--|--|
| | country before independence Analyze the processes involved in obtaining independence. |
| CIVICS | |
| The Constitution and the Need for laws | <ul style="list-style-type: none"> • Develop an understanding of the rule of law and our involvement with the law. • Understanding the constitution as the primary source of all laws. • Appreciate our continuous involvement with the constitution as living documents. |
| Ideas and Ideals of the Indian Constitution | <ul style="list-style-type: none"> • Students will be able to understand amendments, fundamental rights and fundamental duties. They will develop a holistic understanding of fundamental rights. |
| The Union Legislature-The Parliament | <ul style="list-style-type: none"> • Understand why India chose a parliamentary form of government and gain a sense of the essential elements of the parliamentary form of government. Understand the ways in which the government and other groups respond to each other. |
| The Union Executive | <ul style="list-style-type: none"> • Appreciate the need for a federation in India • Analyze the jurisdiction of union and state government Understand divisions of subjects as mentioned in the three lists with special reference to residuary subjects |
| The Judiciary | <ul style="list-style-type: none"> • Understand the judicial system in India Understand the process of Judicial Review Analyze the new developments of the Indian Judicial system |
| Role Of The Government IN The Development Of The Country | <ul style="list-style-type: none"> • Understand the Purpose of government to develop the economy • Analyse the growth of government responsibility in different areas for the development of the country |
| GEOGRAPHY | |
| Resources | <ul style="list-style-type: none"> • Acquire knowledge on different types of resources Understand the benefits of human resources • Understand the concept of Sustainable development |
| Land,Soil And Water Resources | <ul style="list-style-type: none"> • Familiarize students with land use pattern with changes in the needs of the people • Undersrtand the importance of Land ,soil and water • I identify the different soil types of India |

| Name of Chapters | Learning Outcomes |
|----------------------------------|---|
| | <ul style="list-style-type: none"> Analyse the different methods of conservation |
| Natural Vegetation And Wild Life | <ul style="list-style-type: none"> Understand the Importance Of Natural Vegetation And Wildlife Appraise the efforts made by the government for their conservation Understand the nature of diverse flora and fauna and their distribution develop concern about the need to protect the bio diversity of our country |
| Mineral And Power Resources | <ul style="list-style-type: none"> Analyse the distribution of minerals in India and world and their uses Understand the need to conserve minerals and energy resources Understand the classification of mineral resources |
| Agriculture | <ul style="list-style-type: none"> Understand the meaning and importance of agriculture Identify and explain the various factors affecting agriculture learn about the local, regional and global crops Realize the problems of food security Co-relate different aspects of agriculture that are used by scientists , marketers and producers |
| Industries | <ul style="list-style-type: none"> Understand the importance of Industries and its contribution to national economy Analyse the classification of Industries Understand the factors affecting location of industries |
| Human resources | <ul style="list-style-type: none"> Acquire knowledge on human resources Relate how climate ,topography affect the distribution of population Understand different terms like migration,birth rate,death rateetc. Understand the role and importance of healthy population |

Subject - SCIENCE

Prescribed Books:

- 1- Concise Physics, Concise Chemistry, Concise Biology
- 2- Publication : SELINA

A. Blueprint

i. Periodic Assessment 1 -

| Chapters | Mark Distribution | | | | |
|---|-------------------|-------------|-------------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 5 Marks | Total |
| Physics -Ch-2- Physical Quantities and Measurement | 1 | 1 | 1 | 0 | 6 |
| Chemistry -Ch-1 | 1 | 1 | 1 | 0 | 6 |
| Biology -Ch-1 Transport in Plant | 1 | 1 | 0 | 1 | 8 |
| Q(M) | 3(1) | 3(2) | 2(3) | 1(5) | 20 |

ii. Mid Term/Half-Yearly Examination -

| Chapters | Mark Distribution | | | | | |
|---|-------------------|-------------|-------------|-------------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Total |
| Physics - Ch-2-Physical quantities and measurement | 3 | 0 | 1 | 0 | 0 | 6 |
| Ch-3-Force and pressure | 3 | 0 | 1 | 0 | 0 | 6 |
| Ch-4-Energy | 1 | 1 | 0 | 0 | 1 | 8 |
| Ch-5 Light Energy | 2 | 2 | 0 | 0 | 0 | 6 |
| Chemistry -Ch-1 Matter | 1 | 0 | 1 | 0 | 0 | 4 |
| Ch-3 Elements, Compounds and Mixtures | 0 | 0 | 1 | 0 | 1 | 8 |
| Ch-4 Atomic Structure | 1 | 0 | 1 | 1(CBQ) | 0 | 8 |
| Ch-5 Language of Chemistry | 2 | 2 | 0 | 0 | 0 | 6 |
| Biology -Ch-1-Transport in Plants | 1 | 1 | 1 | 0 | 0 | 6 |
| Ch-2-Reproduction in Plants | 1 | 2 | 1 | 0 | 0 | 8 |
| Ch-3-Reproduction in Humans | 1 | 0 | 1 | 0 | 1 | 9 |
| Ch-4-Ecosystems | 0 | 1 | 1 | 0 | 0 | 5 |
| TOTAL | 16(1) | 9(2) | 9(3) | 1(4) | 3(5) | 80 |

iii. Periodic Assessment 2 -

| Chapters | Mark Distribution | | | | |
|---|-------------------|-------------|-------------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 5 Marks | Total |
| Physics -Ch-6-Heat Transfer | 2 | 2 | 0 | 0 | 6 |
| Chemistry -Ch-6 Chemical Reaction | 1 | 1 | 1 | 0 | 6 |
| Biology -Ch-5-Endocrine System and Adolescence | 1 | 1 | 0 | 1 | 8 |
| Total | 4(1) | 4(2) | 1(3) | 1(5) | 20 |

iv. Annual Examination -

| Chapters | Mark Distribution | | | | | |
|---|-------------------|--------------|-------------|-------------|-------------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | 5 Marks | Total |
| Physics - Ch-5-Light energy | 2 | 2 | 0 | 0 | 0 | 6 |
| Ch-6-Heat transfer | 1 | 1 | 1 | 0 | 0 | 6 |
| Ch-7-Sound | 1 | 1 | 1 | 0 | 0 | 6 |
| Ch-8-Electricity | 1 | 1 | 0 | 0 | 1 | 8 |
| Chemistry - Ch-6 Chemical Reactions | 2 | 0 | 0 | 0 | 1 | 7 |
| Ch-7 Hydrogen | 1 | 0 | 1 | 1(CBQ) | 0 | 8 |
| Ch-8 Water | 2 | 1 | 0 | 0 | 0 | 4 |
| Ch-9 Carbon and Its Compounds | 2 | 1 | 1 | 0 | 0 | 7 |
| Biology -Ch-3-Reproduction in Humans | 2 | 1 | 0 | 0 | 0 | 4 |
| Ch-5-Endocrine System and Adolescence | 1 | 1 | 1 | 0 | 0 | 6 |
| Ch-6-The Circulatory System | 1 | 1 | 1 | 0 | 0 | 6 |
| Ch-7 Nervous System | 1 | 0 | 0 | 0 | 1 | 6 |
| Ch-8 Diseases and First Aid | 1 | 1 | 0 | 0 | 0 | 3 |
| Ch-9 Food Production | 1 | 1 | 0 | 0 | 0 | 3 |
| TOTAL | 19(1) | 12(2) | 6(3) | 1(4) | 3(5) | 80 |

B. Learning Outcomes

| Name of the Chapter | Learning Outcomes |
|-------------------------|---|
| BIOLOGY | |
| 1. Transport in plants. | <ul style="list-style-type: none"> Students will be able to describe how water is transported in plants (through the roots, up the stem, and finally to the leaves and flowers), |

| Name of the Chapter | Learning Outcomes |
|-------------------------------------|--|
| | <ul style="list-style-type: none"> ● Students will be able to conduct an experiment testing for the movement of water within a flowering plant, ● Students will be able to understand that water is transported in leaves through veins, ● Students will be able to describe the release of water out of the leaves in gaseous form. ● Students will be able to identify different modes of transportation and the vehicles used for each mode. |
| 2. Reproduction in plants | <ul style="list-style-type: none"> ● Students will be able to identify plant vegetative and reproductive structures. ● Identify plants that are propagated through stem, root and leaf from the surrounding. ● Interpret that plants reproduce through vegetative propagation resemble their parent plant in all characteristics |
| 3. Reproduction in Humans | <ul style="list-style-type: none"> ● Students will identify the different parts of the male and female reproductive system. ● outline the general structure of the reproductive system (Male and Female). ● Students will define the functions of the different parts of the male and female reproductive system. ● Students will describe the fertilization process. ● Students will identify the requirements for pregnancy to occur. |
| 4. Ecosystems | <ul style="list-style-type: none"> ● Know the living and nonliving components that make up an ecosystem. ● Understand how energy flows through an ecosystem. ● Gain an understanding of how various nutrients are cycled through ecosystems. ● Understand the difference between ecosystems and biological communities. |
| 5. Endocrine System and Adolescence | <ul style="list-style-type: none"> ● Identify the contributions of the endocrine system to homeostasis. ● Discuss the chemical composition of hormones and the mechanisms of hormone action. ● Summarize the site of production, regulation, and effects of the hormones of the pituitary, thyroid, parathyroid, adrenal, and pineal glands. |
| 6. The Circulatory System | <ul style="list-style-type: none"> ● Understands the importance of body fluids. ● Identifies and describes the blood cells, different |

| Name of the Chapter | Learning Outcomes |
|---------------------------|---|
| | <p>types of blood groups and blood coagulation factors.</p> <ul style="list-style-type: none"> • Understands the human circulatory system. • Students will be able to trace the flow of blood throughout the body. • Students will be able to identify where blood enters and leaves the heart and where it becomes oxygenated. • Students will also be able to label the chambers of the heart and trace the flow of blood through it. |
| 7. Nervous System | <ul style="list-style-type: none"> • Name and describe functions of the nervous system. • Define key terms, like neurons and motor functions. • Demonstrate knowledge of the nervous system through writing • Understand that nervous tissues contain both neurons and supporting cells (neuroglial cells). • Understand the nature of neuronal cell bodies, axons, and dendrites and their functional significance. |
| 8. Diseases and First Aid | <ul style="list-style-type: none"> • Students will be able to assess situations and circumstances in order to provide First Aid safely, promptly and effectively in a range of emergencies, such as: administering first aid to an adult casualty who is unconscious • Able to understand how and when to administer first aid. • Able to provide appropriate treatment for the purpose of preserving life. • Able to minimise the consequences of injury until the arrival of medical assistance |
| 9. Food Production | <ul style="list-style-type: none"> • Develop knowledge & interest in Food and Beverage Service basic practices. • Know different equipment used in Restaurant . • Understand basic skills required in the Food and Beverage Service department. • Acquire the skill of testing the main food component in a given food sample • Understand why food habits differ from one region to another. • Recall the importance of fiber and water in our food. |
| PHYSICS | |
| 1. Matter | <ul style="list-style-type: none"> • Demonstrating matter in three states. • Demonstrating change of state, solid to liquid, liquid |

| Name of the Chapter | Learning Outcomes |
|---------------------------------------|---|
| | <p>to gas etc.</p> <ul style="list-style-type: none"> • Demonstrating the phenomenon of melting and boiling. • Engaging children to undertake activities related to melting and boiling, condensation and freezing and make observations followed by discussion. • A Engaging children (individually/in groups) to observe change of state; solid to liquid, liquid to gas and record what is observed. • Explaining the different terms like boiling, melting, freezing, condensation, sublimation etc. with examples from daily life. |
| 2.Physical Quantities and Measurement | <ul style="list-style-type: none"> • Demonstrating the process of measurement of density of a liquid. • Engaging children in practical tasks involving measurement of density of an irregular solid and a liquid. • Engaging children (in group/pairs/individually) in an investigation to find out which object floats in which liquid, given solids of different densities and liquids of different densities. This is to be followed by discussion. • A Guiding children to predict the result of the previous investigation and compare predictions with the outcomes |
| 3.Force and pressure | <ul style="list-style-type: none"> • Demonstration of turning effect of force • Explanation of turning effect and factors on which it depends • Engaging children in task for calculation of turning effect • Demonstration of pressure exerted by a force on an object Explanation: pressure depends on the area of surface on which the force acts • Demonstration of pressure exerted by a liquid • Demonstration of pressure exerted by a gas Explanation of pressure exerted by atmosphere • Engaging children in tasks to show that: <ul style="list-style-type: none"> • Pressure depends on area • Liquids exert pressure • Gases exert pressure |

| Name of the Chapter | Learning Outcomes |
|---------------------|---|
| 4. Energy | <ul style="list-style-type: none"> • Explaining concept of work done with examples from daily life. • A Calculating work done in simple cases and expressing result in proper unit. Explaining kinetic energy and potential energy. A • A Explaining gravitational potential energy. • Solving problems on kinetic and potential energy. • Demonstrating kinetic and potential energy • Using a simple pendulum. Engaging children in problem solving tasks on AKE and PE. |
| 5. Light energy | <ul style="list-style-type: none"> • Demonstrating the phenomenon of refraction Engaging children in pairs, individually or small groups in activities related to refraction • Explaining refraction with suitable examples Demonstrating how concave and convex mirrors work • Representing concave and convex mirror through diagrams by the Touce • Explaining the terms i.e. Focus, principal axis, centre of curvature, radius of curvature with the help of diagrams to children • Engaging children in activities related to image formation by a concave mirror using ray diagram. • Explaining real and virtual images • Demonstrating the dispersion of white light into component colours |
| 6. Heat transfer | <ul style="list-style-type: none"> • Explaining the difference in boiling and evaporation. • Demonstrating linear expansion, area expansion and volume expansion through conducting simple experiments for children. • Explaining expansion with the help of examples from daily life activities. |
| 7. Sound | <ul style="list-style-type: none"> • Explaining terms related to pitch and frequency. • Demonstrating the relation between pitch and frequency. • Demonstration of pitch and frequency of some common musical instruments. • Demonstrating monotone sound. • Demonstrating the relation between loudness and amplitude. |

| Name of the Chapter | Learning Outcomes |
|------------------------------------|--|
| | <ul style="list-style-type: none"> • Explaining units of loudness i.e. decibel. • Engaging children in tasks/ activities related to pitch, loudness, frequency and amplitude. • Engaging children in the design of musical toys. |
| 8. Electricity | <ul style="list-style-type: none"> • Calculating energy consumption using household electricity bills by children. • Helping children identify live, neutral and earth wires. • Demonstrating safety components and their uses. • Demonstrating static electricity. • Demonstrating induction and conduction. • Engaging children in activities related to static electricity. • Demonstrating the construction and working of an electroscope. |
| CHEMISTRY | |
| 1. Matter | <ul style="list-style-type: none"> • Children will be able to understand:- • Describe the main postulates of kinetic theory of matter. • Explain the reason of change of one state of matter into another and vice-versa. • Define and explain the law of conservation of mass using an example |
| 2. Physical and Chemical Changes | <ul style="list-style-type: none"> • Children will be able to understand:- • Illustrate different changes occurring in nature with examples learned in previous classes. • Perform some activities to show some well known changes. • Differentiate between physical and chemical changes and classify the changes |
| 3. Elements Compounds and Mixtures | <ul style="list-style-type: none"> • Children will be able to understand:- • Recall previous knowledge related to elements, compounds and mixtures. • Classify substances into elements, compounds and mixtures on the basis of their properties. • Perform activities to separate components of a mixture. • Explain the principle involved in using a particular |

| Name of the Chapter | Learning Outcomes |
|--------------------------|---|
| | technique in separating a mixture |
| 4. Atomic Structure | <ul style="list-style-type: none"> • Children will be able to understand:- • Describe that an atom consists of electrons, protons and neutrons. • Define atomic number and mass number. • Discuss valency of elements and radicals with respect to the number of hydrogen atoms combining with one atom of the element. |
| 5. Language of Chemistry | <ul style="list-style-type: none"> • Children will be able to understand:- • Recall the symbols of different elements. • Derive the formulae of compounds on the basis of valencies of elements and radicals. • Write chemical equations of a reaction. • Balance chemical equations by applying the law of conservation of mass. |
| 6. Chemical Reactions | <ul style="list-style-type: none"> • Children will be able to understand:- • Describe different types of chemical reactions with examples. • Identify the type of chemical reaction. • Identify different oxides as acidic, basic, amphoteric and neutral. • Explain the effect of heat on oxides of some metals. |
| 7. Hydrogen | <ul style="list-style-type: none"> • Children will be able to understand:- • Describe the preparation of hydrogen from electrolysis of water. • Prepare hydrogen in the lab, using zinc and acid. • Describe properties and uses of hydrogen. • Correlate concepts of oxidation and reduction with addition and removal of oxygen and removal and addition of hydrogen respectively. |
| 8. Water | <ul style="list-style-type: none"> • Children will be able to understand:- • Describe that water dissolves many substances and it is a universal solvent. • Identify a solution, suspension and colloid on the basis of properties. • State the differences between saturated, unsaturated and supersaturated solutions |

| Name of the Chapter | Learning Outcomes |
|-----------------------------|--|
| | <ul style="list-style-type: none"> Describe water of crystallisation Write equations of metals with cold water and steam. Describe hard and soft water Discuss the different methods of softening of water |
| 9. Carbon and Its Compounds | <ul style="list-style-type: none"> Children will be able to understand:- Explain the term allotropy and describe different allotropes of carbon. State the properties of graphite and diamond. Prepare carbon dioxide in the laboratory. Describe the uses of carbon dioxide. Demonstrate different reactions of carbon dioxide with lime water and litmus solutions |

Subject - COMPUTER

Prescribed Books:

- 1- Prescribed Book: Cyber Tools
- 2- Publisher: Kips

A. Blueprint

i. Mid Term / Half-Yearly Examination-

| Chapters | Mark Distribution | | | | |
|---|-------------------|-------------|----------|----------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| Networking Concepts | 10 | 2 | 0 | 0 | 14 |
| Log on to Access | 10 | 2 | 0 | 0 | 14 |
| Working with Queries, Forms and Reports | 10 | 1 | 0 | 0 | 12 |
| Q(M) | 30(1) | 5(2) | 0 | 0 | 40 |

i. Annual Examination-

| Chapters | Mark Distribution | | | | |
|--------------------------------|-------------------|-------------|----------|----------|-----------|
| | 1 Mark | 2 Marks | 3 Marks | 4 Marks | Total |
| Iterative Statements in Python | 15 | 3 | 0 | 0 | 21 |
| Images, Links, Frames in HTML5 | 15 | 2 | 0 | 0 | 19 |
| Q(M) | 30(1) | 5(2) | 0 | 0 | 40 |

| Name of the Chapter | Learning Outcomes |
|---------------------------|--|
| Networking Concepts | <ul style="list-style-type: none"> • The children will be able to know: • Types of Number System • Representation of Decimal Number System • Representation of Binary Number System • Conversion of Decimal to Binary and vice versa. • Representation of Octal Number System • Conversion of Decimal to octal and vice versa. • Representation of Hexa-Decimal Number System • Conversion of Hexa- decimal to decimal and vice versa. |
| Using Excel as a Database | <ul style="list-style-type: none"> • The children will be able to know: • Definition of Database, record, field. • Activation of Form in Excel, adding new records, deleting specific records, searching a record in a Form. • Students will be able to know the use of filters . • Extracting records by applying conditions on multiple fields. • Applying subtotal to get the total of specific data. • How to create report by using Pivot table. |
| Log on to Animate CC | <ul style="list-style-type: none"> • The children will be able to learn: • Working environment of Animate. • Learn the use of menus, tool panel, properties panel, timeline etc. • Learn how to draw the picture and change its outline properties. • Applying linear gradient and radial gradient on a drawing. • Learn to modify or edit an object. • Learn to import a picture. • Know to apply tint tweening in letters of a work. • Applying filters on the letters of a word. |
| More on Python | <ul style="list-style-type: none"> • Learn the various working modes of Python. • Various operators of Python and its use, learn it with examples. • Learn to write algorithms and flowchart. • Learn various control structures and develop programs by using different control structures. • Practice programs on conditional statements as if, if-else and if-elif and else. |
| Introduction to html5 | <ul style="list-style-type: none"> • Students will able to learn |

| Name of the Chapter | Learning Outcomes |
|---------------------|---|
| | <ul style="list-style-type: none">• History of HTML development.• Structure of HTML.• Creating HTML documents.• Learn about elements, tags and attributes.• Learn to use headings, paragraph, line break tags.• Learn about CSS and its types.• Application of various CSS and development of web pages.• Use of various CSS properties. |

