

National School Curriculum

# INSTRUCTIONAL GUIDE FOR TVET (TAILORING)

CLASSES XI & XII



**Department of Curriculum and Professional Development**  
Ministry of Education, Royal Government of Bhutan



“Your parents, relatives, and friends would be very proud of what you have achieved. At your age, to have completed your studies is your personal accomplishment. Your knowledge and capabilities are a great asset for the nation. I congratulate you for your achievements. Finally, your capabilities and predisposition towards hard work will invariably shape the future of Bhutan. You must work with integrity, you must keep learning, keep working hard, and you must have the audacity to dream big.”

- *His Majesty Jigme Khesar Namgyel Wangchuck*

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## Foreword

COVID-19 has suddenly caused unforgiving disruptions in public education all over the world and brought about threats of fragmentation due to disparities in accessibility and connectivity in many systems. In Bhutan too, continuity of education and learning has been severely affected as a result of nationwide school closures and due to restrictions and health protocols. The disruptions have led to challenges in many existing patterns and trends in education resulting in a massive shift away from teaching and learning in traditional settings.

In the new normal education, human interaction and well-being are a priority. Digital technology that enables communication, collaboration and learning across distance, is a source of innovation and expanded potentials. As we embrace this exceptional opportunity to transform the world, and as we reimagine the organization of our educational institutions and learning environments, we need to think about where we want to go.

In the post COVID 19 era, we must prioritize the development of the whole person not just academic knowledge. Inspiration for the change can be drawn from the 1996 Delors report, *Learning the treasure within*, in its specification of four pillars of learning as “learning to know”, “to do”, “to be”, and “to live together”. Therefore, curricula must be increasingly perceived as an integrated and based on themes and problems that allows learners to learn to live in peace with our common humanity and our common planet. This has the potential in the development of a strong base of knowledge about one’s self and about the world and find purpose and be better able to participate in social and political milieu.

The National School Curriculum is, not just a mere response to the pandemic, but also a culmination of the curriculum reform work for the last four years by the then Royal Education Council. It is an attempt to transform education from the teaching of “what” to learning of “how” and “why” towards empowering learners with the transversal competencies and the 21st century skills, and preparing them to be lifelong learners. We are optimistic that this move orients our education process towards nurturing nationally rooted and globally competent citizens.

Wish all our learners and teachers a life enriching experiential teaching and learning.  
Tashi Delek.

**Tashi Namgyel,**

**Director**

## Introduction

Technical and Vocational Education and Training (TVET) is aimed at providing knowledge and skills for employment. It comprise education, training and skills development related to a wide range of occupational fields, production, services and livelihood. The Department of Curriculum and Professional Development, Ministry of Education envisages that the TVET curriculum has a place in the mainstream education system, as it is the case in most of the education systems of the developed world. The formal Technical and Vocational Education and Training (TVET) began in 1965 at Don Bosco Technical School (DBTS), in Kharbandi (presently known as Rinchending) in Phuntsholing. Even after that, major curriculum reform was planned by the then Department of Curriculum Research and Development (DCRD) in an attempt to make education relevant to the Bhutanese society through diversification of Secondary Education Curriculum in the schools, which included the introduction of TVET.

As per 'National Education Framework' developed collaboratively by the Royal Education Council (REC) and the Ministry of Education (MoE), it provides a pathway on integrating technical/vocational education in the mainstream school education curriculum and as elective subjects in higher classes (NEF, 2009; page 64).

With the collaborative efforts of the Ministry of Labour and Human Resources and the erstwhile Department of Curriculum Research and Development, Vocational Curriculum has been introduced in the schools with assistance from TTIs since 2011. After the first MoU that was signed between MoE and MoLHR in 2011, the second MoU was signed again in 2014, to improve technical/vocational courses. The technical/vocational courses offered by the TTIs/IZCs are adapted and redesigned and are offered in schools aligning to the 'Bhutan Education Blue Print' 2014-2024, which recommends upscaling and diversification of TVET in schools through the provision of alternative pathways in schools and the tertiary education systems, owing to the limited access to such courses, despite the growing demand for technical skills in the country.

The resolutions of the National School Curriculum Conference 2016, also strongly emphasised the need to upscale and deepen TVET. Accordingly, the TVET framework is developed from classes PP to XII, schools equipped with necessary resources and instructors trained. Tripartite MoU among the then REC, MoE and MoLHR was also signed in 2018 to implement the programmes collaboratively.

Although the TVET curriculum is competency based with more emphasis on hands-on experience, further improvements have been made taking care of cognitive and affective domains besides psychomotor. Teaching and learning approaches have also been enriched with the recommendation to use ICT and online resources. Since the pandemic (COVID-19) has resulted in the closure of schools, it has taught us lessons to be prepared for such an untoward situation in the future. Thus, the National School Curriculum Instructional Guide is prepared not only to encourage blended learning but also to facilitate remote learning. The guide would help the schools to implement the curriculum effectively without limiting to contact teaching/learning besides using a variety of pedagogies.

## Purpose of the Instructional Guide

Among the many definitions of ‘curriculum’ this Instructional Guide underscores the meaning of curriculum as a standard and competency-based sequence of planned learning experiences where learners practise and achieve the proficiency in applying the learning experiences in real life scenarios. These proficiencies, in the curriculum framework, have been stated as “competencies” and ‘objectives’ for each class. In keeping with the principle, ‘less is more’ as stated the National School Curriculum, the contents of the curriculum have been reworked, so that learners can be engaged more in activities that can lead to the acquisition of required skills rather than having them ‘cover the syllabus’.

This Instructional Guide believes that the classroom teachers, as professional individuals, can make the most authentic and reliable judgment about each learner’s learning needs and the learning experiences to be provided to propel the learners in the learning continuum. With these beliefs and principles as the background, the following are the purposes of this document.

- Facilitate learners acquire required skills and competencies.
- Strengthen blended learning, including flipped classroom with multimedia, digital pedagogies and ICT devices and websites as tools to share the responsibility of learning amongst the learners, teachers, the parents and other stakeholders.
- Facilitate the use of Continuous Formative Assessment for learning using diverse appropriate assessment techniques and tools commensurate with individual differences in learning, and gather evidence to guide planning of educational programmes and activities for learners.
- Promote inclusive learning through the blended learning which facilitates learning anywhere, any time with the learner being responsible for the learning.
- Provide suggestive means of acquiring required skills by building interrelationship among, and through, the integration of the four strands of the curriculum.
- Help teachers assume the roles of facilitator, guide, motivator and evaluator.
- Guide teachers, parents and other stakeholders in helping learners achieve their potential.
- Empower teachers to design their own ‘course of study’ or ‘class curriculum’ for their students in line with the National School Curriculum Framework.
- Enhance sharing the burden of responsibility and accountability for learning amongst the stakeholders, including the learners themselves.

In this age of advanced communication and information technology, contents are widely available from a number of sources. Therefore, the teachers can select, structure and sequence the contents as required to best suit the learners’ need while maintaining coherence and consistency. In other words, while the contents of the curriculum are negotiable, the competencies and objectives are not. While, teachers may have access to number of materials, it should be kept in mind that the teaching and learning should be focused on achieving the competencies rather than ‘covering of the syllabus’. The teaching learning materials should be used as means to create a learning environment that is competency-based where the learners need to master the skills presented to them. While designing lesson plans and teaching learning activities, teachers need to ensure that the materials are relevant and appropriate for the given task.

The assessment should be competency-based wherein the teachers should assess the learners' mastery of the skills stated as competencies and objectives for each class. Teachers should use appropriate assessment tools and techniques depending on the nature of the learning activities. The learners should be clearly informed about the success criteria, the areas of assessment and the tools to be used so that they know exactly what tasks are to be performed or expected of them. In the process of the performance, the teacher should continuously provide feedback and, if necessary, modify instructions. Efforts have to be made to ensure that every learner has mastered the skills.

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CLASS XI

ଶ୍ରୀ କର୍ଣ୍ଣ ଦାସ | ଶ୍ରୀ ଶିଶୁ ଶିଖିଷନ ଦିଲ୍ଲି ପଟେଳ ବା

#### A. Competency/Competencies/ପ୍ରତିକାଳୀନ କମ୍ପ୆ଟେନ୍ସିୟୁସନ୍ସ

， 該「藏文書」題寫在書卷的封面上，並非書卷內容。

**B. Learning objectives/Topic:**

Learning objectives	Topic
၁.၁.၁ ဗိုလ်ချုပ်ရေးနည်ပရုပ်နည်ပါတီ	၁.၂ ဗိုလ်ချုပ်ရေးနည်ပရုပ်နည်ပါတီ
၁.၁.၃ ဗိုလ်ချုပ်ရေးနည်ပရုပ်နည်ပါတီ	Overview:
၁.၁.၃ ဗိုလ်ချုပ်ရေးနည်ပရုပ်နည်ပါတီ	ပို့ဆောင်ရေးနည်ပရုပ်နည်ပါတီ

### C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତପାଠୀ



#### **D. Assessment:**

- ✓ གྱଣ·କୁଣା·କୁ·ପଦ·ନ୍ତର·ରେଣ·ପେଟ · ୨.୨ . ଖୁଣାଲିକରଣ·ପଶ·ରୋ·ଷ·ଶ·ତେ·ପଦ·କୁଣାଶପ·ତେଣ·ଶ· ସମ୍ବନ୍ଧକରଣ·ବୈଶ·ଶ୍ଵେତାଚିନ୍ତନ  
କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ·କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ·କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ
  - ✓ གྱଣ·କୁଣା·କୁ·ପଦ·ନ୍ତର·ରେଣ·ପେଟ · ୨.୨ . ଖୁଣାଲିକରଣ·ପଶ·ରେଣ·ରସାଯନ·ପଶ·ରେଣ·ପଶ·ରେଣ·କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ  
କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ·କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ·କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ
  - ✓ གྱଣ·କୁଣା·କୁ·ନ୍ତର·କୁଣାଲିକରଣ·ପଶ·ରେଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ·କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ
  - ✓ ନ୍ତର·କୁଣାଲିକରଣ·ପଶ·ରେଣ·କୁଣାଶପ·ଶବ୍ଦାକରଣ·ନ୍ତର·କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ
  - ✓ ଖୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ · ୨.୨ . ଅନ୍ତରେପଦ୍ଧତିକାରୀ Google Classroom/ବୈଶ୍ଵେତାଚିନ୍ତନ·କୁଣାଶପ·ଶବ୍ଦାକରଣ·ନ୍ତର·କୁଣାଲିକରଣ·ପଶ·ଶ୍ଵେତାଚିନ୍ତନ

#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

## A. Competency/Competencies/କ୍ଷେତ୍ରବିଜ୍ଞାନ

， གྱନ୍ଦ୍ୟାର୍ଥକନ୍ଦ୍ୟଏତିତି ଶେଷାଶୀକ୍ତ ଶୁନ୍ମାଶୀକ୍ତକୁତ୍ସିତି ଏତେବାକୁଣ୍ଠା

## **B. Learning objectives/Topic:**

Learning objectives	Topic
၁.၃.၇ တိန်ခိုင်ချိန်မှုပါဒ်များ၊ အမြတ်ဆုံး လုပ်နည်း	၁.၃ တိန်ခိုင်ချိန်မှုပါဒ်များ
၁.၃.၈ တိန်ခိုင်ချိန်မှုပါဒ်များ၊ အမြတ်ဆုံး လုပ်နည်း	Overview: အမြတ်ဆုံး လုပ်နည်း
၁.၃.၉ တိန်ခိုင်ချိန်မှုပါဒ်များ၊ အမြတ်ဆုံး လုပ်နည်း	မြတ်စွဲ ပေါ်လုပ်နည်း

### C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତମାର୍ଗ



#### **D. Assessment:**

- ✓ ଶ୍ରୀମଦ୍ଭଗବତପାଠକାରୀ ହେଲା କୁଣ୍ଡଳିକାରୀ ଏବଂ କୁଣ୍ଡଳିକାରୀ ଏବଂ କୁଣ୍ଡଳିକାରୀ ଏବଂ କୁଣ୍ଡଳିକାରୀ
  - ✓ ଶ୍ରୀମଦ୍ଭଗବତପାଠକାରୀ ହେଲା କୁଣ୍ଡଳିକାରୀ ଏବଂ କୁଣ୍ଡଳିକାରୀ ଏବଂ କୁଣ୍ଡଳିକାରୀ
  - ✓ ଶ୍ରୀମଦ୍ଭଗବତପାଠକାରୀ ହେଲା କୁଣ୍ଡଳିକାରୀ ଏବଂ କୁଣ୍ଡଳିକାରୀ
  - ✓ ଶ୍ରୀମଦ୍ଭଗବତପାଠକାରୀ ହେଲା କୁଣ୍ଡଳିକାରୀ

## **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

## A. Competency/Competencies/**ପ୍ରକଳ୍ପାତ୍ମକତା**

， བྱତ୍ରେ རୁକ୍ଷା ພାନ ପାଦିଲା ଏହାରେ କହିଲା

## B. Learning objectives/Topic:

Learning objectives	Topic
၁.၃.၁ အနုပည်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ	၁.၃ အနုပည်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ
၁.၃.၂ ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ	နှေ့ဆင်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ / Overview: အနုပည်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ
၁.၃.၃ အနုပည်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ	နှေ့ဆင်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ
• အနုပည်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ	နှေ့ဆင်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ
• ဒီဇင်ဘာရွှေ့ကြံးမှုပစ္စတိန်းမာရီ	နှေ့ဆင်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ
၁.၃.၄ အနုပည်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ	နှေ့ဆင်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ
၁.၃.၅ အနုပည်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ	နှေ့ဆင်ရွှေ့ကြံးမှုပစ္စတိန်းမာရီ

### C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତ୍-ପାଠୀ

#### **D. Assessment:**



#### **E. Resources:**

- ## ✓ Competency Based Learning Materials (CBLM)

## A. Competency/Competencies/ପ୍ରତ୍ୟକ୍ଷବିଦ୍ୟା

， བྱତ୍ରିଷ୍ମନ୍ଦିକାନ୍ତରେ ପାଇଲା ଏହାର ପାଇଲା ଏହାର ପାଇଲା

## **B. Learning objectives/Topic:**

## C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତପାଠୀ

- ✓ ଶ୍ରୀମାନ୍ କୁମାର ପଟ୍ଟନାୟକ ପାଇଁ ଜ୍ଞାନ ସୁଧା ବୈ
  - ✓ ଶ୍ରୀମାନ୍ କୁମାର ପଟ୍ଟନାୟକ ପାଇଁ ଜ୍ଞାନ ସୁଧା ବୈ
  - ✓ ଦ୍ୱାରା ପାଇଁ ଜ୍ଞାନ ସୁଧା ବୈ
  - ✓ ଦ୍ୱାରା ପାଇଁ ଜ୍ଞାନ ସୁଧା ବୈ
  - ✓ ଶ୍ରୀମାନ୍ କୁମାର ପଟ୍ଟନାୟକ ପାଇଁ ଜ୍ଞାନ ସୁଧା ବୈ
  - ✓ ଶ୍ରୀମାନ୍ କୁମାର ପଟ୍ଟନାୟକ ପାଇଁ ଜ୍ଞାନ ସୁଧା ବୈ
  - ✓ ଏହା ପାଇଁ ଜ୍ଞାନ ସୁଧା ବୈ
  - ✓ ଏହା ପାଇଁ ଜ୍ଞାନ ସୁଧା ବୈ

#### **D. Assessment:**



#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/କ୍ଷମତା/କ୍ଷମତାଗୁରୁ

， 犍陀羅國王說：「我聽聞了如來的教法，心生歡喜，所以請你到我這裏來。」

**B. Learning objectives/Topic:**

## C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତମାତ୍ରା



#### **D. Assessment:**



#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/ଶ୍ରୀମତୀ କୁମାରୀ

， བྱུང་དନ୍ତୁ བྱୁନ୍ଦା ଏକିନ୍ଦରିଯେ ପାହିବାର ଟିକ୍ଟୁ ଏବଂ କୁଣ୍ଡଳାରୀ

## B. Learning objectives/Topic:

Learning objectives	Topic
၁.၆.၁ နှုန်းရီးကိုလိုပြုချင်သူများ၊ အတွက်ဆုံးမြတ်ဆုံးသော နှုန်းရီး	၁.၆ နှုန်းရီး
၁.၆.၂ နှုန်းရီးအတွက်ဆုံးမြတ်ဆုံးသော နှုန်းရီး	Overview:
၁.၆.၃ ကုန်ဆုံးမြတ်ဆုံးသော နှုန်းရီး	နှုန်းရီးအတွက်ဆုံးမြတ်ဆုံးသော နှုန်းရီး
၁.၆.၄ ကိုယ်စိန္တ်ပါန်းမြတ်ဆုံးသော နှုန်းရီး	နှုန်းရီးအတွက်ဆုံးမြတ်ဆုံးသော နှုန်းရီး
၁.၆.၅ မြတ်ဆုံးမြတ်ဆုံးသော နှုန်းရီး	နှုန်းရီးအတွက်ဆုံးမြတ်ဆုံးသော နှုန်းရီး

### C. Learning Experiences/ଶ୍ରୀମତୀ ସମ୍ମାନ ପିଲା



#### **D. Assessment:**

#### **E. Resources:**

- ## ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/ক্ষমতা/ক্ষমাঃ

‘ द्वीपं नृशंसंकरं विश्वाप्सा इति केषु कृष्णं तुष्टिप्राप्ता ।

**B. Learning objectives/Topic:**

Learning objectives	Topic
၁.၂.၁ ဗုဒ္ဓဘာသာ'ရုပ်ပန်'နှင့်'ရုပ်ပန်'နှင့်'ရုပ်ပန်'	၁.၂ ဗုဒ္ဓဘာသာ'ရုပ်ပန်'
၁.၂.၂ ဗုဒ္ဓဘာသာ'ပညာ'၏'ပညာ'နှင့်'ပညာ'	၁.၃-၂'ပညာ' / Overview: ပညာ
၁.၂.၃ အ'ရှင်'များ၏'ပညာ'နှင့်'ဗုဒ္ဓဘာသာ'များ၏'ပညာ'နှင့်'ဗုဒ္ဓဘာသာ'များ၏'ပညာ'နှင့်'ဗုဒ္ဓဘာသာ'များ၏'ပညာ'	၁.၃-၃'ပညာ'နှင့်'ဗုဒ္ဓဘာသာ'များ၏'ပညာ'နှင့်'ဗုဒ္ဓဘာသာ'များ၏'ပညာ'
၁.၂.၄ ဗုဒ္ဓဘာသာ'ပညာ'နှင့်'ဗုဒ္ဓဘာသာ'များ၏'ပညာ'	၁.၃-၄'ပညာ'နှင့်'ဗုဒ္ဓဘာသာ'များ၏'ပညာ'

### C. Learning Experiences/શાન્દુર બનાવણા-મેસા



#### **D. Assessment:**

## **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

## A. Competency/Competencies/ଶ୍ରୀମାଣଙ୍କଳୀ

， କୀଣି'କନ୍ଦ'ଶାଳି'ନ୍ତରପାଇ'ଶ୍ରୁଦ୍ଧ'ଶା'ଶରକେଳ'ଶ୍ରୀ'ଶର୍ଵ'ଶର୍ଗ'ଶାଶସ' ଏକ୍ଷ୍ଵର'ନ୍ତର'ଶର୍କୋ'କୁଣ୍ଡଳ

**B. Learning objectives/Topic:**

Learning objectives	Topic
၁.၂.၁ အိန္ဒိယ်ရှုံးမြို့သားအောင်'ကျော်လုပ်'၊ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'၊ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'၊ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'	အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'
၁.၂.၃ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'၊ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'၊ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'	အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်' / Overview:
၁.၂.၄ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'၊ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'၊ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'	အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'
၁.၂.၅ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'၊ အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'	အိန္ဒိယ်ရှုံးမြို့သားအောင်'နှုန်းလုပ်'

### C. Learning Experiences/ଶ୍ରୀମଦ୍-ବିଷ୍ଣୁ-ପେଣ୍ଟା

#### **D. Assessment:**



#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

## A. Competency/Competencies/কৃষ্ণাঙ্কণ

， 藏文·藏語·藏文· 藏文·藏語·藏文· 藏文·藏語·藏文·

**B. Learning objectives/Topic:**

Learning objectives	Topic
၁.၂.၁ ရှင်းကဗ္ဗာပါးနှစ်ဦးသမဂ္ဂနှစ်ဦး	၂.၃ အနုစားနည်းစတေသန
၁.၂.၂ ရှင်းကဗ္ဗာပါးပည့်ဆိုခန်းနှစ်ဦး	Overview: နှစ်ဦးရှင်းကဗ္ဗာပါးပည့်ဆိုခန်း
၁.၂.၃ အနုစားနည်းပည့်ဆိုခန်းနှစ်ဦး	ပါန်းလျှပ်စီး၊ ရှင်းကဗ္ဗာပါးနှစ်ဦး
၁.၂.၄ အနုစားနည်းပည့်ဆိုခန်းနှစ်ဦး	နှစ်ဦးရှင်းကဗ္ဗာပါးပည့်ဆိုခန်း
၁.၂.၅ အနုစားနည်းပည့်ဆိုခန်းနှစ်ဦး	နှစ်ဦးရှင်းကဗ္ဗာပါးပည့်ဆိုခန်း
၁.၂.၆ အနုစားနည်းပည့်ဆိုခန်းနှစ်ဦး	နှစ်ဦးရှင်းကဗ္ဗာပါးပည့်ဆိုခန်း
၁.၂.၇ အနုစားနည်းပည့်ဆိုခန်းနှစ်ဦး	နှစ်ဦးရှင်းကဗ္ဗာပါးပည့်ဆိုခန်း

## C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତମାତ୍ରା

- ✓ श्वेताङ्गुष्ठ-पद्मनाभ-रूपम् वी १० लक्षण-सुष्ठुपी
  - ✓ श्वेताङ्गुष्ठ-ल्युभिर्पश्चिमा कर्णपीयम् पद्मनाभ-रूपम् वी
  - ✓ द्विपद्मनाभ-प्रेत-रूपम् वी १० लक्ष्मी-पद्मनाभ-रूपम् वी
  - ✓ द्विपद्मनाभ-रूपम् वी १० लक्ष्मी-पद्मनाभ-रूपम् वी
  - ✓ श्वेताङ्गुष्ठ-ल्युभिर्पश्चिमा कर्णपीयम् वी

- ✓ འཕག་ཡෙද·රේඛ·යේෂ·ත්‍රය · ගුණ විඳුත් තුළු ප්‍රකාශන සහ සූච්‍යතාව සඳහා Google Classroom/මිශ්‍රදීපදාන්ත්‍රියාලු සැක්සෑයාගත්දරු
- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පු· ශ්‍රේද්‍රේඛ·යේෂ·ත්‍රය විඳුත් ප්‍රකාශන සඳහා Google Classroom/මිශ්‍රදීපදාන්ත්‍රියාලු සැක්සෑයාගත්දරු
- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පු· ශ්‍රේද්‍රේඛ·යේෂ·ත්‍රය විඳුත් ප්‍රකාශන සඳහා Google Classroom/මිශ්‍රදීපදාන්ත්‍රියාලු සැක්සෑයාගත්දරු

#### D. Assessment:

- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය · ඇත්‍රු ඇඟා විඳුත් ප්‍රකාශනය තීගාම පාඨම ක්‍රියාත්මක පාඨම සඳහා සැක්සෑයාගත්දරු
- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පු· ඇඟා විඳුත් ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු විඳුත් ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු
- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය · ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය විඳුත් ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු
- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය · ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය විඳුත් ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු
- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය · ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය විඳුත් ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු
- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය · ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය විඳුත් ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු

#### E. Resources:

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/ජ්‍යෙෂ්ඨාක්‍රු

, සුදුන් පෙශීයාත්මක තුළු පෙශීයාත්මක

#### B. Learning objectives/Topic:

Learning objectives	Topic
7.10.1 ක්‍රියාත්මක ප්‍රකාශනය	7.10 සුදුන් පෙශීයාත්මක
7.10.2 ප්‍රාග්‍රැන්ඩ්‍රේඛ·යේෂ·ත්‍රය සඳහා සැක්සෑයාගත්දරු	Overview: ජ්‍යෙෂ්ඨාක්‍රු·පු· සුදුන් සුදුන් පෙශීයාත්මක ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු
7.10.3 සුදුන් ප්‍රාග්‍රැන්ඩ්‍රේඛ·යේෂ·ත්‍රය සඳහා සැක්සෑයාගත්දරු	
7.10.4 පාදන්සුදුන් ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු	

#### C. Learning Experiences/ජ්‍යෙෂ්ඨාක්‍රු සැක්සෑයාගත්දරු

- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පද්ධත්‍රේඛ·යේෂ·ත්‍රය · 7.10 ඇඟා ප්‍රකාශනය
- ✓ ජ්‍යෙෂ්ඨාක්‍රු·පු· ඇඟා ප්‍රකාශනය සඳහා සැක්සෑයාගත්දරු
- ✓ දීප්‍රාගා විඳුත් ප්‍රකාශනය · 7.10 ඇඟා විඳුත් ප්‍රකාශනය

#### **D. Assessment:**



#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

ଶ୍ରୀକର୍କଣ୍ଡିଷାପା । ଏହାଙ୍କର୍ମଦ୍ୱାରା ଶ୍ରୀକର୍ଣ୍ଣଦ୍ୱାରା ପତେବାକି

## A. Competency/Competencies/ପ୍ରକଳ୍ପାନ୍ତିକତା

**B. Learning objectives/Topic:**

Learning objectives	Topic
၃.၂.၁ ရှင်းပါဏ်ပို့ဆိုဒ်၊ ရှင်းသာမ်းပရစ်နှင့် အောက်ဖြစ်သူများ	၃.၂ ရှင်းနှင့် အောက်ဖြစ်သူများ
၃.၂.၂ ရှင်းပါဏ်ပို့ဆိုဒ်၊ ရှင်းသာမ်းပရစ်နှင့် အောက်ဖြစ်သူများ	Overview: ရှင်းနှင့် အောက်ဖြစ်သူများ
၃.၂.၃ ရှင်းသာမ်းပရစ်နှင့် အောက်ဖြစ်သူများ	၅.၂ ရှင်းသာမ်းပရစ်နှင့် အောက်ဖြစ်သူများ

### C. Learning Experiences/শিক্ষণ পদ্ধতি

- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ দ্রুত পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ দ্রুত পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা। এটি গুরুত্বপূর্ণ হলে একটি খুব সহজ পদ্ধতি। Google Classroom/বিশ্ববিদ্যালয় পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা। Google Classroom/বিশ্ববিদ্যালয় পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা। Google Classroom/বিশ্ববিদ্যালয় পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।

### D. Assessment:

- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা। এটি পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা। এটি পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ শিক্ষণ ক্ষেত্রে পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ দ্রুত পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ দ্রুত পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ দ্রুত পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ দ্রুত পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।
- ✓ দ্রুত পরিবেশ এবং জীব পরিবেশের পরিবর্তন নির্ণয় করা।

### E. Resources:

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/ପ୍ରମାଣିତ କ୍ଷମତା

， མྱା-କୁନ୍ତ-ବ୍ୟନ୍ଧନ-ଦନ୍ ସିଂହାର୍ଦ୍ଦନ-ପତ୍ରକୁଣ୍ଡଳ

**B. Learning objectives/Topic:**

### C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତପାଠୀ



#### **D. Assessment:**

## **E. Resources:**

- #### ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/ପ୍ରତ୍ୟକ୍ଷମିତି

， ଶ୍ରୀ ଶକ୍ତିଶାସନ ଦିଲ୍ଲି ପାଇଁ ହିନ୍ଦୁ ପାଇଁ ଏବଂ ମହାତ୍ମା ଗାନ୍ଧିଙ୍କ ଶକ୍ତିଶାସନ

## **B. Learning objectives/Topic:**

Learning objectives	Topic
ၧ.ၩ.၁ ကိုယ်ရဲ့ဖျော်စွဲနှင့်အမြတ်ဆုံးသွေးစွဲ	ၧ.၃ မရှိနောက်စွဲနှင့်အမြတ်ဆုံးကိုယ်ရဲ့ပြုခြင်း
ၧ.ၩ.၂ ကိုယ်ရဲ့ပြုခြင်း	၇.၂ မရှိနောက်စွဲနှင့်အမြတ်ဆုံး/ Overview: မာရီလွှဲချိန်၊ ပါရမာယာ၊ မာရီလွှဲချိန်၊ မရှိနောက်စွဲနှင့်အမြတ်ဆုံး
ၧ.ၩ.၃ မသိမြတ်စွဲနှင့်အမြတ်ဆုံး	၇.၃ မရှိနောက်စွဲနှင့်အမြတ်ဆုံး
ၧ.ၩ.၄ မသိမြတ်စွဲနှင့်အမြတ်ဆုံး	၇.၄ မရှိနောက်စွဲနှင့်အမြတ်ဆုံး
ၧ.ၩ.၅ မသိမြတ်စွဲနှင့်အမြတ်ဆုံး	၇.၅ မရှိနောက်စွဲနှင့်အမြတ်ဆုံး

### C. Learning Experiences/ଶ୍ରୀମଦ୍-ବିଷ୍ଣୁ-ପତ୍ରା-ପିଣ୍ଡା



#### **D. Assessment:**

- ✓ རྒྱା'ନ୍ତର'କର୍ମଚାରୀ'କୁ' ୧.୩ ପରି'ଯତ୍ନିଷାଟେ Google Classroom/କ୍ଷି'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'ପଶ'ପକ୍ଷୁଦ'ବ୍ୟସ' ଏଣ୍ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'କର୍ମଚାରୀ'କୁ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ଏଣ୍ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'କର୍ମଚାରୀ'କୁ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'କର୍ମଚାରୀ'କୁ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ଏଣ୍ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'କର୍ମଚାରୀ'କୁ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ଏଣ୍ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'କର୍ମଚାରୀ'କୁ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'

#### E. Resources:

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'

, ସମ୍ବଲିପି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'

#### B. Learning objectives/Topic:

Learning objectives	Topic
୧.୧.୧ ବା'ମହୁଦ'କୁ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'	୧.୧ ସମ୍ବଲିପି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
୧.୧.୨ କେମ'କ୍ଷମ'କ୍ରି'କ୍ରେଚ'ପେଶ'କୁ'କିମ୍ବା'	Overview: ସମ୍ବଲିପି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' କେମ'କ୍ଷମ'କ୍ରି'କ୍ରେଚ'ପେଶ'କୁ'କିମ୍ବା'
୧.୧.୩ କର୍ମଚାରୀ'କୁ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'	

#### C. Learning Experiences/ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ବସନ୍ତ'ମେଣ୍ଟ୍

- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ୧.୧ ଝାଗ'କୁ'କିମ୍ବା'
- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଦ୍ୱାରା'ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଦ୍ୱାରା'ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ୧.୩ ପ୍ରିଯ'କ୍ରି'ପ୍ରିଯ'ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' Google Classroom/କ୍ଷି'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ୧.୩ ପ୍ରିଯ'କ୍ରି'ପ୍ରିଯ'ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' Google Classroom/କ୍ଷି'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ୧.୩ ପ୍ରିଯ'କ୍ରି'ପ୍ରିଯ'ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' Google Classroom/କ୍ଷି'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ୧.୩ ପ୍ରିଯ'କ୍ରି'ପ୍ରିଯ'ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' Google Classroom/କ୍ଷି'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'

#### D. Assessment:

- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ୧.୧ ଝାଗ'କ୍ରି'ତ୍ତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ଏଣ୍ ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ଏଣ୍ ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ୧.୧ ଝାଗ'କ୍ରି'ତ୍ତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ଏଣ୍ ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା' ଏଣ୍ ପଶ'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'
- ✓ ଶ୍ରେଦ୍ଧ'ଶ୍ଵେତି'ପଦ'ପକ୍ଷୁଦ'ବ୍ୟସ'କୁ'କିମ୍ବା'

- ✓ འର୍କିତ୍ତିକୁ ଶେଷ ପାଇଁ କୁଣ୍ଡଳାପାଦ ମାରନ୍ତି ଏହା ଅଧିକାରୀ ପାଇଁ କୁଣ୍ଡଳାପାଦ ମାରନ୍ତି ଏହା ଅଧିକାରୀ
  - ✓ ଖଣ୍ଡାନିମା ପାଇଁ ପରିପରା ବିନାରେ Google Classroom/ବିଶ୍ୱାସକ ପକ୍ଷିବିଜ୍ଞାନ ପାଇଁ ପରିପରା ବିନାରେ
  - ✓ ଖଣ୍ଡାନିମା ପାଇଁ ପରିପରା ବିନାରେ ପକ୍ଷିବିଜ୍ଞାନ ପାଇଁ ପରିପରା ବିନାରେ
  - ✓ ଶର୍ଵା ଶର୍ଵା ପାଇଁ ପରିପରା ବିନାରେ ପକ୍ଷିବିଜ୍ଞାନ ପାଇଁ ପରିପରା ବିନାରେ

## **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

Class XII

ଶ୍ରୀକୃତିଷ୍ଣୁବାପୀ ଶ୍ରୀରାମ ପଠେବାପୀ

## A. Competency/Competencies/ପ୍ରକଳ୍ପାବଳୀ

， ཆୱନ୍ତରୁକୁକ୍ଷାଦିକ୍ଷାଦିକ୍ଷାପତ୍ରୀରୁକ୍ଷାଦିକ୍ଷାପତ୍ରୀ

#### **B. Learning objectives/Topic:**

Learning objectives	Topic
၃.၁.၁ အိန္ဒိယရှိခြင်း၊ ပုဂ္ဂန်များ၊ ပုဂ္ဂန်များ	၃.၁ အိန္ဒိယရှိခြင်း၊ ပုဂ္ဂန်များ၊ ပုဂ္ဂန်များ
၃.၁.၂ အိန္ဒိယရှိခြင်း၊ ပုဂ္ဂန်များ၊ ပုဂ္ဂန်များ	နှိမ်-ပန်-ပန်/ Overview: အိန္ဒိယရှိခြင်း၊ ပုဂ္ဂန်များ၊ ပုဂ္ဂန်များ
၃.၁.၃ အိန္ဒိယရှိခြင်း၊ ပုဂ္ဂန်များ၊ ပုဂ္ဂန်များ	နှိမ်-ပန်-ပန်/ Overview: အိန္ဒိယရှိခြင်း၊ ပုဂ္ဂန်များ၊ ပုဂ္ဂန်များ

### C. Learning Experiences/ ଶ୍ରୀମଦ୍ଭଗବତମାତ୍ରା

#### **D. Assessment:**



#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/ପ୍ରତ୍ୟକ୍ଷମାନ କମ୍ପ୆ଟେନ୍ସିୟୁସନ୍ସ

， བୈନ୍‌ରୁ ད୍ୟେ-କନ୍‌ଦାନ୍‌ବିଷ୍ୟାର୍ଥୀ-ରୁ བୈନ୍‌ରୁ କନ୍‌ଦାନ୍‌ବେଳୀର୍ଥୀ-ରୁ ସର୍ବ-ସାଂଗ୍ରହ-ରୁ କିମ୍ବା

## B. Learning objectives/Topic:

Learning objectives	Topic
၃.၃.၁ ମାଣ୍ଡିକର୍ତ୍ତାପରିବହନ ଅନ୍ତର୍ଭାବରେ ପରିବହନ କ୍ଷେତ୍ରରେ ଉପରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଉପରେ ଆବଶ୍ୟକତା	୩.୧ ଦେଶୀୟ ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା
୩.၃.୨ ଶର୍ତ୍ତାବଳୀରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା	Overview: ଦେଶୀୟ ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା
୩.၃.୩ ଶର୍ତ୍ତାବଳୀରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା	ଶର୍ତ୍ତାବଳୀରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା
୩.၃.୪ ଶର୍ତ୍ତାବଳୀରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା	ଶର୍ତ୍ତାବଳୀରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା
୩.၃.୫ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା	ଶର୍ତ୍ତାବଳୀରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା ପରିବହନ କ୍ଷେତ୍ରରେ ଆବଶ୍ୟକତା

## C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତମାନିଷା

#### **D. Assessment:**



#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

## A. Competency/Competencies/ପ୍ରତିକାଳୀନ କମ୍ପ୆ଟେନ୍ସିୟୁସନ୍ସ

， གྲୟ-ଘୁରୁ-କ୍ଷା-ନ୍ଦ କ-କ୍ଷା-ନ୍ତ୍ରେ-ଶ୍ଵେତ- ସହି-ପତ୍ର-କ୍ଷା-ନ୍ତ୍ରେ-ଶ୍ଵେତ-କ୍ଷା-ନ୍ତ୍ରେ-

## **B. Learning objectives/Topic:**

Learning objectives	Topic
୩.୩.୧ ଦେବତାଙ୍କୁ ଶୁଣୁଥିବା ଏବଂ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	୩.୩ ଦେବତାଙ୍କୁ ସଠିକ୍ ବିଦ୍ୟା ପଦ୍ଧତି କେବା କୁଟୀଶା ସମ୍ବନ୍ଧରେ
୩.୩.୨ ବାଣୁଶୁଣୁଥିବା ଏବଂ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୩ ଶର୍ଦ୍ଦିନ ପାଇବା ଏବଂ ଶର୍ଦ୍ଦିନ ପାଇବା ଏବଂ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୪ ଦେବତାଙ୍କୁ ଆହୁତି କରିବାର ଏବଂ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	Overview: ଦେବତାଙ୍କୁ ସଠିକ୍ ବିଦ୍ୟା ପଦ୍ଧତି କେବା କୁଟୀଶା ଏବଂ ଶର୍ଦ୍ଦିନ ପାଇବା ଏବଂ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା
୩.୩.୫ ଦେବତାଙ୍କୁ ଶୁଣୁଥିବା ଏବଂ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୬ ଶୁଣୁଥିବା ଏବଂ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୭ ଦେବତାଙ୍କୁ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୮ ଦେବତାଙ୍କୁ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୯ ଦେବତାଙ୍କୁ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୧୦ ଦେବତାଙ୍କୁ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୧୧ ଦେବତାଙ୍କୁ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	
୩.୩.୧୨ ଦେବତାଙ୍କୁ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ପାଇବାର କୁଟୀଶା	

### C. Learning Experiences/ଶ୍ରୀମତୀ ପାଦମାଣି କାର୍ଯ୍ୟାଳୟ



#### **D. Assessment:**



#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

ଶ୍ରୀକର୍ଣ୍ଣପାତ୍ର ପିଲିଶ୍ରୀକର୍ଣ୍ଣଦନ୍ତପ୍ରତିଷ୍ଠାନ

(Pencil case/bag, Gents/Ladies Purse)

#### A. Competency/Competencies/କ୍ଷମତା/କ୍ଷମତାଗୁରୁ

， དි·ෂි·ශ්වරදාන්ත්‍යප්‍රාග· සංශෝධනදාන්ත්‍යප්‍රාග· සංශෝධනදාන්ත්‍යප්‍රාග·

**B. Learning objectives/Topic:**

### C. Learning Experiences/ଶ୍ରୀମଦ୍-ଭଗବତ୍-ପିଣ୍ଡା

- ✓ བྱଶ'କୁଣା'କୁ'ପଦକ୍ରମ'ର୍ଷଣ'ପେନ' ୧, ଲୁହା'କୁଣା'କୀ
  - ✓ କେବ'ପଦ୍ମ'ଲୁହା'କୁଣା'କୁ'ପୁ'ର୍ଷଣ'ପାତ୍ରା'ଚାର'ପିଣା'କଶ'ପିଣା'ପଦ'ଗହନ'ଟ'କ୍ରିକ'କୀ
  - ✓ ଦ'ପଶ'ପଶ'ପେନ'ର୍ଷଣ'ପେନ' ୧, ଲୁହ'ପଶ'ପେନ'ଦବସା'କୁଣା'କୀ
  - ✓ ଦକ'କ'ର'ଦକ'ପାତ୍ରିପ'ଟ'ନ'ଶବସା'ଶବସା'କୀ'ପବଶ'ଲୁହ'ଦବସା'କୀ
  - ✓ ଲୁହ'କୁଣା'କୁ'ପୁ' ଫ'ଶ'ଲୁହ'ଦକ'ଦକ'ପଶ'ଲୁହ'ପଦ'କ୍ରି'ଶ'କୁ'କ'ପାତ୍ର'ଲୁହ'ଦବସା'କୀ'ଦି'ଅର'ପଶ'  
ଲୁହ'ପଦ'ର୍ଷଣ'ଶ୍ରୀଶ୍ରୀକୃତ୍ସନ୍ଧା'ପଦ୍ମ'ପଶ'କୀ
  - ✓ ପଶ'ପେନ'ର୍ଷଣ'ପେନ'ଦକ' ୧, ଉଦ୍‌ବିନ୍ଦ'ପାତ୍ରି'ଶ'ପ'ଦ'ପାତ୍ରିପ'ଲୁହ'ଦବସା'କୀ'ପବଶ'ଲୁହ'ଦବସା'କୀ' Google  
Classroom /ଶ'ପାତ୍ରି'ଦକ'ପକୁଣ'ଶ'ପବଶ'ପଶ'ଗହନ'ଟ' ଶ'ପବଶ'ଲୁହ'ଦବସା'କୀ
  - ✓ ଲୁହ'କୁଣା'କୁ'ପୁ' ଫ'ଶ'ଲୁହ'ଦକ'ଦକ'ପଶ'ଲୁହ'ଦବସା'କୀ'ଦି'ଲୁହ'ପଦ'ର୍ଷଣ'ଶ୍ରୀଶ୍ରୀକୃତ୍ସନ୍ଧା'ପଦ୍ମ'ପଶ'କୀ' Google  
Classroom /ଶ'ପାତ୍ରି'ଦକ'ପକୁଣ'ଶ'ପବଶ'ପଶ'ଗହନ'ଟ' ଶ'ପବଶ'ଲୁହ'ଦବସା'କୀ
  - ✓ ଲୁହ'କୁଣା'କୁ'ପୁ' ଫ'ଶ'ଲୁହ'ଦକ'ଦକ'ପଶ'ଲୁହ'ଦବସା'କୀ'ଦି'ଅର'ପଶ' ଲୁହ'ପଦ'ର୍ଷଣ'ଶ୍ରୀଶ୍ରୀକୃତ୍ସନ୍ଧା'ପଦ୍ମ'ପଶ'କୀ' Google  
Classroom /ଶ'ପାତ୍ରି'ଦକ'ପକୁଣ'କୁ'ଶ'ପବଶ'ପଶ'ଗହନ'ଟ' ଶ'ପବଶ'ଲୁହ'ଦବସା'କୀ'

#### **D. Assessment:**

#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/ପ୍ରକଳ୍ପାବଳୀ

## **B. Learning objectives/Topic:**

## C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତମାତ୍ରା



#### **D. Assessment:**

- ✓ བྱନ୍ତି-ଶୁଣା-କୁ-ସଦ-ଦ୍ଵା-ର୍ଥେଷ-ପେଟ- ୧-୨ རୂପ-ବିନମୀ-ପଶ-ର୍ଥେଷ-ମା-କେ-ସଦ-କୁଣ୍ଡଳୀ-ଶବ୍ଦ-ଉଚ୍ଚାର- ପଶବ୍ଦ-ପକ୍ଷ-ଶ୍ରୀଶ-ଶ୍ରୀ-ଶହୁର-କୁଣ୍ଡଳୀ
  - ✓ བྱନ୍ତି-ଶୁଣା-କୁ-ସଦ-ର୍ଥେଷ-ପେଟ- ୧-୨ རୂପ-ପଶ-ପେଟ-ଦସବ-ର୍ଥେଷ-ପଶ-ଦସବ-ପଶ-କୁଣ୍ଡଳୀ-ଶ୍ରୀଶ-ଶ୍ରୀ-ଶହୁର-କୁଣ୍ଡଳୀ
  - ✓ བྱନ୍ତି-ଶୁଣା-କୁ-ସଦ-ର୍ଥେଷ-ପେଟ- ୧-୨ རୂପ-ପଶ-ପେଟ-ଦସବ-ର୍ଥେଷ-ପଶ-ଦସବ-ପଶ-କୁଣ୍ଡଳୀ-ଶ୍ରୀଶ-ଶ୍ରୀ-ଶହୁର-କୁଣ୍ଡଳୀ

#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/কৃষ্ণণ/কৃষ্ণণ

，「**ऐ-स्त्रे-द-क्षी-प-ष्टु-षा-स-रि**」。 ये **क्षी-क्षु-ग्री-द-त्रिष्टु-षा-वर्त-पर्ग-द-क्षु-षा-**

## B. Learning objectives/Topic:

Learning objectives	Topic
၄.၃.၁ နီယံပါမ်းလုပ်ခန့်ခွဲရန်၊ ပါမ်းလုပ်ခန့်ခွဲရန်၊ နီယံပါမ်းလုပ်ခန့်ခွဲရန်	၄.၃ ပါမ်းလုပ်ခန့်ခွဲရန်
ပါမ်းလုပ်ခန့်ခွဲရန်၊ ပါမ်းလုပ်ခန့်ခွဲရန်	Overview: နီယံပါမ်းလုပ်ခန့်ခွဲရန်၊ ပါမ်းလုပ်ခန့်ခွဲရန်
၄.၃.၂ ပြန်လည်စိတ်ဆက်ရန်၊ ပြန်လည်စိတ်ဆက်ရန်၊ ပြန်လည်စိတ်ဆက်ရန်	နီယံပါမ်းလုပ်ခန့်ခွဲရန်၊ ပြန်လည်စိတ်ဆက်ရန်
ပြန်လည်စိတ်ဆက်ရန်၊ ပြန်လည်စိတ်ဆက်ရန်	နီယံပါမ်းလုပ်ခန့်ခွဲရန်၊ ပြန်လည်စိတ်ဆက်ရန်
၄.၃.၃ အပေါ်မှုပါမ်းလုပ်ခန့်ခွဲရန်၊ ပါမ်းလုပ်ခန့်ခွဲရန်	အပေါ်မှုပါမ်းလုပ်ခန့်ခွဲရန်
ပါမ်းလုပ်ခန့်ခွဲရန်	အပေါ်မှုပါမ်းလုပ်ခန့်ခွဲရန်

### C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତପାଠ

#### **D. Assessment:**



#### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

#### A. Competency/Competencies/কৃষ্ণাঙ্গণ

‘**ଶିକ୍ଷୀଙ୍କାନ୍ତକୁପାତ୍ରବିଦ୍ଵାମି**’ କୁକୁରମୁଦ୍ରାବିଦ୍ଵାମି

**B. Learning objectives/Topic:**

Learning objectives	Topic
၄.၄.၁ ဆုတေသနရှင်းကိစ္စများ၊ ပုဂ္ဂန်လုပ်နည်း	၄.၁ နှုန်းမြောက်နယ်
၄.၄.၂ ပုဂ္ဂန်လုပ်နည်း၊ ဆုတေသနရှင်းကိစ္စများ	၄.၂ နှုန်းမြောက်နယ်

### C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତପାଠୀ

- ✓ བྱନ୍ଦୁ'ସ୍ତୁଷା'କୁ'ସ୍ତୁ' ପି'ଶି'ଶ୍ଵର'ଏତେବ'ରୈନି'ଶ୍ଵର'ଏତା' ଶ୍ଵର'ଏତ'ବନ୍ଦ'ବ୍ସା'ଶ୍ଵର'ଏତା' ଶ୍ଵର'ଏତ'ବନ୍ଦ'ବ୍ସା'ଶ୍ଵର'ଏତା' Google Classroom /ଶି'ଶ୍ଵର'ଏତ'ବନ୍ଦ'ବ୍ସା'ଶ୍ଵର'ଏତା' ଶି'ଶ୍ଵର'ଏତ'ବନ୍ଦ'ବ୍ସା'ଶ୍ଵର'ଏତା'

#### **D. Assessment:**



## E. Resources:

- ✓ Competency Based Learning Materials (CBLM)

## A. Competency/Competencies/কৃষ্ণাঙ্গ

**B. Learning objectives/Topic:**

Learning objectives	Topic
၅.၁၇ သွေ့ဆာဂုဏ်-ခုပံ့-နှုန်းများ၊ နှုန်းများ-ခုပံ့-နှုန်းများ	၅.၅ နွေ့ဖြူ့ဆိတ်များ
၅.၁၈ နှုန်းများ-ခုပံ့-နှုန်းများ၊ သွေ့ဆာဂုဏ်-ခုပံ့-နှုန်းများ	<b>Overview:</b> သွေ့ဆာဂုဏ်-ခုပံ့-နှုန်းများ-ခုပံ့-နှုန်းများ၊ နွေ့ဖြူ့ဆိတ်များ-ခုပံ့-နှုန်းများ၊ နွေ့ဖြူ့ဆိတ်-ခုပံ့-နှုန်းများ

### C. Learning Experiences/ଶ୍ରୀମଦ୍ଭଗବତପାଠୀ

- ✓ ଶ୍ରୀମଦ୍ଭୂଷାନ୍ତ୍ରପଦିକର୍ମାଯେତ୍ ୧.୫ କୁଣ୍ଡଳାକୀ
  - ✓ ହେତୁପଦିକର୍ମାଯେତ୍ ୧.୫ କୁଣ୍ଡଳାକୀ
  - ✓ ଦ୍ୱାରାଯେତ୍ ୧.୫ କୁଣ୍ଡଳାକୀ
  - ✓ ଦ୍ୱାରାଯେତ୍ ୧.୫ କୁଣ୍ଡଳାକୀ
  - ✓ ଦ୍ୱାରାଯେତ୍ ୧.୫ କୁଣ୍ଡଳାକୀ

- ✓ རྒྱາ'ཡେତ୍'ସ୍ଵା'ୟେତ୍'ର୍ବ' ୧.୫ වූ ත්‍රි'ම්'තු'ස්කේ'දී'ඩ' ය'න්'ද' රුහි'ය' සුද' ය'න්' සුද' ය'න්' සුද' ය'න්' Google Classroom / ත්‍රි'ස්කේ'දී' පද' පකුද' හි' ස්ව' ය'න්' මැන්'ද' සුද' ය'න්'
  - ✓ ස්ව' සුද' තු' සු' හි' සි' ස්කේ'ද' පଡේ' ත්‍රි' ස්ව' සුද' ය'න්' Google Classroom / ත්‍රි'ස්කේ'දී' පද' පකුද' හි' ස්ව' ය'න්' මැන්'ද' සුද' ය'න්'
  - ✓ ස්ව' සුද' තු' සු' හි' සි' ස්කේ'ද' පଡේ' ත්‍රි' අ' ය'න්' ස්ව' සුද' පද' ස්ව' ය'න්' Google Classroom / ත්‍රි'ස්කේ'දී' පද' පකුද' තු' සු' හි' ස්ව' ය'න්'

#### **D. Assessment:**



### **E. Resources:**

- ✓ Competency Based Learning Materials (CBLM)

## Resources

- 1) Technical and Vocational Education and Training (TVET) New Normal Curriculum Framework (Classes PP-XII)
  - 2) Competency Based Learning Materials (Tailoring)