

SYLLABUS

SESSION - 2024-2025

CLASS: X



CONTENT



SUBJECTS:

1.ENGLISH (CODE-101)

2.HINDI (CODE-085)

3.ODIA(CODE-013)

4.SANSKRIT (CODE-119)

5.MATHEMATICS (CODE-041)

6.SCIENCE(CODE-086)

7.SOCIAL SCIENCE(CODE-087)

CLASS-X

EXAMINATION TIMELINE

SI. NO	EXAM	WINDOW TIME	MARKS
1	PA-I	22 th July to 27 th July 2024	40
2	PA-II/ HALF YEARLY	17 th September to 27 th September 2024	80
3	PA-III	25 th November 2024 to 30 th November 2024	80
4	PRE-BOARD EXAM	03 rd January 2025 to 15 th January 2025	80
5	ANNUAL EXAM.	2 nd week of February 2025	80

The Sustainable Development Goals (SDGs),

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

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

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



PRESCRIBED TEXT BOOKS (NCERT):

- 1. FIRST FLIGHT–LITERATURE TEXT**
- 2. FOOTPRINTS WITHOUT FEET–SUPPLEMENTARY READER**
- 3. WORDS AND EXPRESSIONS-II**

SECTION WISE WEIGHTAGE FOR PA-I, II, III & BOARD EXAMINATION

SECTION		PA-I	PA-II, III & Annual
A	READING SKILLS	10	20
B	GRAMMAR & WRITING	10	20
C	LITERATURE TEXT BOOK AND SUPPLEMENTARY READER	20	40
TOTAL		40	80

ASSESSMENT STRUCTURE

80 Marks	Internal Assessment (20 Marks)			
	Pen Paper Test 5 marks	Multiple Assessment 5 marks	Portfolio 5 marks	Subject Enrichment Activities 5 Marks
Whole Syllabus	Based on PA syllabus PA-I PA-II PA-III	quiz, oral test, concept map, exit cards, visual expression, art Integrated activity	class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals etc.	Listening & Speaking Skills, Art Integrated Project

INTERNAL ASSESSMENTS

Multiple Assessments

- | | |
|--------------------------|--|
| *Periodic Assessment-I | Dialogue Composition based on PA-1 Chapters (First Flight and Footprints without Feet) |
| *Periodic Assessment-II | Timeline on ‘The Making of a Scientist’ |
| *Periodic Assessment-III | SWOT Analysis (Group presentation for/against) |

PORTFOLIO (Class work, Home work, Achievements and other assessments)

1. Organization(1Mark)
2. Completion of guided work(1Mark)
3. Evidences(1Mark)
4. Relevance(1Mark)
5. Reflection(1Mark)

Subject Enrichment Activities (ALS) with Art Integration

- ❖ Periodic Assessment-I Listening Skills (ALS)
- ❖ Periodic Assessment-II Art Integrated Project
(A comparative analysis of Odisha & Punjab based on art and culture, tradition, life style, cuisine, heritage sites etc. with reference to 'Glimpses of India')
- ❖ Periodic Assessment-III/ Pre-Board Exam- Dramatization/ Group Discussion
(Based on First Flight/ Footprints Without Feet) (ALS)

Rubrics for the Subject Enrichment Activities

Dramatisation/ Group Discussion (ALS) (5Marks)

- i. Interactive Competency: 1 mark
- ii. Content/Theme : 1 mark
- iii. Fluency: 1 mark
- iv. Pronunciation : 1 mark
- v. Language Accuracy: 1 mark

Rubrics For Art Integrated Project

- i. Understanding of key ideas/points 1Mark
- ii. Development of ideas: 1Mark
- iii. Presentation: 1Mark
- iv. Knowledge of artistic conventions 1Mark
- v. Accuracy of information and timely Submission: 1 Mark

SECTION WISE MARK DISTRIBUTION FOR PA-I

F.M:40

Section A: Reading Skills (10 Marks)

I. Reading Comprehension through Unseen Passage

1. Discursive passage of 400-450 words. (10marks)

Multiple Choice Questions / Objective Type Questions/Very Short Answer Questions will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B: Writing Skills and Grammar

II Grammar (5 Marks)

- Determiners
 - Tenses
 - Modals
 - Subject-verb concord
 - Reported speech
 - Commands and requests
 - Statements
 - Questions
2. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Five out of Six questions will be attempted.

III Writing Skills (5 marks)

3. Writing a letter to editor in 100-120 words. One out of two questions is to be answered. (5 marks)

Section C - Language through Literature 20 Marks

IV Reference to the Context (5Marks)

4. One extract from Prose/Poetry.

Multiple Choice Questions / Objective Type Questions/ Very Short Answer Type Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

V. Short & Long Answer Questions

5. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book First Flight to assess interpretation, analysis, inference and evaluation. (3x2=6)

6. One out of Two Short Answer Type Questions to be answered in 40-50 words from the book Footprints Without Feet to assess interpretation, analysis, inference and evaluation. (3x1=3)

7. One out of two Long Answer Type Questions.

One from First Flight to be answered in about 100-120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text and One from Footprints Without Feet, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. (1x6)

BLUE PRINT OF QUESTION PAPER FOR PA I

Sl No .	Chapters/ Units	Marks Allotted in Syllabus	VSA (1 mark each) (14 No.s)	SA-I (2 marks each) (3 Nos.)	SA-II (3 marks each) (3Nos.)	LA (5 or 6 marks each) (2Nos.)	TOTAL (22 Nos.)
1	Reading	10	3(1x3MCQ) 3(1X3OTQ)	2 (2x2)			8
2	Grammar	5	5(3MCQ+2OTQ)				5
3	Writing	5				5x1	1
4	Literature	20	1(1x1MCQ) 2(1x2 OTQ)	1(2X1)	3x3	6x1	8
	TOTAL	40					

SECTION WISE MARK DISTRIBUTION FOR PA-II, PA-III AND ANNUAL EXAMINATION F.M: 80

Section A Reading Skills

- I. Reading Comprehension through Unseen Passage (20 Marks)

1. Discursive passage of 400-450 words. (10 marks)

2. Case-based factual passage (with visual input- statistical data/chart etc.) of 200-250 words.(10 marks)

(Total length of two passages to be 600-700 words)

Multiple Choice Questions / Objective Type Questions/Very Short Answer Questions will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.

Section B Writing Skills and Grammar

II Grammar (10 Marks)

- Determiners
 - Tenses
 - Modals
 - Subject-verb concord
 - Reported speech
 - Commands and requests
 - Statements
 - Questions
3. The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of twelve questions will be attempted. (1X10)

III Writing Skills (10 marks)

4. Writing a formal letter based on a given situation in 100-120 words. One out of two questions to be answered. (5 marks)
5. Writing an analytical paragraph in 100-120 words on a given map/ chart/ graph/ cue/s. One out of two questions is to be answered. (5 marks)

Section C: Language through Literature (40 Marks)

IV Reference to the Context

(5+5=10 Marks)

6. One extract out of two, from Drama / Prose.
7. One extract out of two, from poetry.
Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.

V. Short & Long Answer Questions

30 marks

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book First Flight to assess interpretation, analysis, inference and evaluation. 4x3=12 marks
9. Two out of Three Short Answer Type Questions to be answered in 40-50 words from the book Footprints without Feet to assess interpretation, analysis, inference and evaluation. 2x3=6 marks
10. One out of two Long Answer Type Questions from First Flight to be answered in about 100- 120 words to assess creativity, imagination and extrapolation beyond the text and across the text. This can also be a passage-based question taken from a situation/plot from the text. 6 marks
11. One out of two Long Answer Type Questions from Footprints without Feet, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words. 6 marks

BLUE PRINT OF QUESTION PAPER FOR PA II, PA III AND ANNUAL EXAMINATION (80 MARKS)

Sl No.	Chapters / units	Marks Allotted in Syllabus	VSA (1 mark each.) (28 Nos.)	SA-I (2 marks each) (6 Nos.)	SA-I I (3 marks each) (6 Nos.)	LS (5/6 marks each) (4 Nos.)	TOTAL (44 nos.)
1	Discursive passage	10	3 MCQ +3 OTQ	2			8
2	Case based passage	10	2 MCQ + 4 OTQ	2			8
3	Grammar	10	5 MCQ+ 5 OTQ				10
4	Formal Letter/ Situational Letter	5				1	1
5	Analytical paragraph	5				1	1
6	Extract from Prose / Play	5	3 OTQ	1			4
7	Extract from poetry	5	1 MCQ + 2 OTQ	1			4
8	SATQ from First Flight	12			4		4
9	SATQ from Footprints	6			2		2
10	LATQ from First Flight	6				1	1
11	LATQ from Footprints	6				1	1
MARKS	80						

NOTE: Typology of questions are subject to change as per the CBSE

Sample Paper
DETAILED SYLLABUS

Periodic Assessment-I (F.M: 40 Marks) Time:1hour 30min 22 July 2024 to 27 July 2024	Periodic Assessment-II (F.M: 80 Marks) Time:3 hours 17 September 2024 to 27 September 2024	Periodic Assessment-III/ Pre-Board (F.M:80) Time:3hours 25 November 2024 to 30 November 2024	Sahodaya Pre board- 3January 2025 to 15 January 2025	Year-end Board Examination (F.M:80) Time: 3 hours As per CBSE notification
<u>Literature Reader</u>	<u>Literature Reader</u>	<u>Literature Reader</u>		
<u>PROSE</u> 1. A Letter to God 2. Nelson Mandela:Long Walk to Freedom 3. Two Stories about Flying <u>POETRY</u>	<u>PROSE</u> 1. From the Diary of Anne Frank 2. Glimpses of India 3. Mijbil the Otter <u>POETRY</u> 1.How to Tell Wild Animals	<u>PROSE</u> 1. Madam Rides the Bus 2. The Sermon at Benares 3. The Proposal <u>POETRY</u> 1.TheTrees		

1. Dust of Snow 2. Fire and Ice 3. A Tiger in the Zoo	2. The Ball Poem 3. Amanda	2. Fog 3. The Tale of Custard the Dragon 4. For Anne Gregory	<u>WHOLE SYLLABUS (SAME AS PA-III/Pre-Board)</u>
Supplementary Reader (FOOTPRINTS WITHOUT FEET) 1. A Triumph of Surgery 2. The Thief's Story 3. The Midnight Visitor	Supplementary Reader (FOOTPRINTS WITHOUT FEET) 1. A Question of Trust 2. Footprints without Feet 3. The Making of a Scientist	Supplementary Reader (FOOTPRINTS WITHOUT FEET) 1. The Necklace 2. Bholi 3. The Book That Saved the Earth	
Writing Skill:	Writing Skill:	Writing Skill:	
1. Letter to Editor	1. Formal Letter based on a situation (Enquiry, Placing Order) 2. Analytical paragraph on Map/Chart/Graph/Cue(s) etc.	1. Formal Letter based on a situation (Letter of Complaint, Application etc) 2. Analytical paragraph on Map/Chart/Graph/Cue/s/SW O etc.	
WORDS & EXPRESSIONS	WORDS & EXPRESSIONS	WORDS & EXPRESSIONS	
UNIT-1, 2 and 3	UNIT-4, 7 and 8	UNIT-9, 10 and 11	
INTEGRATED GRAMMAR	INTEGRATED GRAMMAR	INTEGRATED GRAMMAR	
	N.B: The portion for the Periodic Assessment-II includes all the above mentioned chapters and Portion of PA-I.	N.B: The portion for the Periodic Assessment-3/ Pre-board includes all the above mentioned chapters and portions of PA-I & II.	

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER/ TOPIC	LEARNING OBJECTIVES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
CH.1. A LETTER TO GOD	The learners will be able to: <ul style="list-style-type: none"> Read the literary text with comprehension and reasoning skills. Respond to complex texts in order to demonstrate transition from learning to read to 	The learners: <ul style="list-style-type: none"> Participate in interactive tasks and activities. Take notes and respond accordingly, making use of appropriate vocabulary, and 	<ul style="list-style-type: none"> vocabulary drill drafting a character sketch

	<p>reading to learn.</p> <ul style="list-style-type: none"> • Write paragraphs based on visual /verbal clues in order to demonstrate creativity, critical thinking skills. • Use grammatical items in writing in order to demonstrate knowledge and understanding. <p>SDG 1-NO POVERTY SDG 13- CLIMATE ACTION</p>	<p>sense of audience while listening.</p> <ul style="list-style-type: none"> • Read texts independently, comprehend, and respond to questions /ask questions on the text. • Read the literary texts with understanding for pleasure and enjoyment • Make use of meaningful resources generated by the teacher. 	<ul style="list-style-type: none"> • story diagram
<p>CH.2. NELSON MANDELA – A LONG WALK TO FREEDOM</p>	<ul style="list-style-type: none"> • Understand the qualities of a good leader • Apply the new vocabulary learnt in speaking & writing • Analyse the causes of apartheid and develop an insight into the lives of freedom fighters. • Create a timeline of African freedom struggle <p>SDG 16 – PEACE, JUSTICE AND STRONG INSTITUTIONS SDG-10-REDUCED INEQUALITIES</p>	<ul style="list-style-type: none"> • Read about the freedom struggle of South Africa and appreciate the ideas • Read texts independently, comprehend and respond to questions /ask questions from the text. • Read the nonfiction with understanding for pleasure and enjoyment 	<ul style="list-style-type: none"> • Prepare a list of qualities required for a good leader referring to personality of Mandela • Make a timeline PPT on Nelson Mandela
<p>CH.3. TWO STORIES ABOUT FLYING</p>	<ul style="list-style-type: none"> • Read, comprehend, and respond to the text independently • Use the figurative meaning of words and phrases as given in the text • Read stories - both fiction and nonfiction with understanding for pleasure and enjoyment. <p>SDG 15- LIFE ON LAND SDG 17- PARTNERSHIP FOR THE GOALS</p>	<ul style="list-style-type: none"> • Understand writer’s points of view and express their understanding of the texts • Make use of their experiences and relate with their learning. • Promote core values such as courage, self-confidence and dealing with difficulties etc. through reading of the texts. 	<ul style="list-style-type: none"> • Crossword puzzle • Concept map on self confidence
<p>CH.4. FROM THE DIARY OF ANNE FRANK</p>	<ul style="list-style-type: none"> • summarise The Diary of a Young Girl by Anne Frank • identify specific textual references that reflect Anne Frank's experience in the annex • learn how to make a diary entry <p>SDG-4 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • take notes and respond accordingly, making use of appropriate vocabulary • engage students in conversation and discussion • read texts independently, comprehend, and respond to questions /ask questions on the text. 	<ul style="list-style-type: none"> • writing a diary entry • group discussion • Literature Circle Jobs
<p>CH.5. GLIMPSES OF INDIA</p>	<ul style="list-style-type: none"> • read literary texts to discuss the chapters with understanding and comprehension 	<ul style="list-style-type: none"> • read texts independently, comprehend, and respond to questions /ask questions on the text. 	<ul style="list-style-type: none"> • writing Inquiry letter • mind mapping • MCQ Test

	<ul style="list-style-type: none"> figure out the meanings and respond to questions independently use passive voice in sentences correctly <p>SDG 8- DECENT WORK AND ECONOMIC GROWTH SDG 13- CLIMATE ACTION SDG 15 – LIFE ON LAND</p>	<ul style="list-style-type: none"> appreciate nuances and shades of literary meanings make use of their experiences and relate with their learning. frame questions to assess students’ comprehension. 	
CH.6. MIJBIL THE OTTER	<ul style="list-style-type: none"> familiarize themselves with the theme of the lesson. develop the skill to scan for information. seek meaning in reading using variety of strategies such as prior knowledge, inferring, predicting and confirming. <p>SDG 15- LIFE ON LAND</p>	<ul style="list-style-type: none"> participate in interactive tasks and activities. read texts independently read the literary texts with understanding for pleasure and enjoyment make use of meaningful resources generated by the teacher 	<ul style="list-style-type: none"> write a paragraph describing an otter vocabulary drill mind mapping
CH.7. MADAM RIDES THE BUS	<ul style="list-style-type: none"> recognize the importance of being sensitive towards an individual’s feelings. evaluate the lessons and experiences through travelling. identify emotions with reference to the event. review new words and phrases in expression. develop writing skills <p>SDG 15-LIFE ON LAND SDG 17-PARTNERSHIP FOR GOALS</p>	<ul style="list-style-type: none"> understand writer’s point of view and express their understanding of the texts make use of their experiences and relate with their learning. promote core values such as goal-setting, courage and planning etc. through reading of the texts. 	<ul style="list-style-type: none"> diary entry on a bus journey writing a letter to the editor about the bad condition of the road Literature Circle Jobs
CH.10. SERMON AT BENARES	<ul style="list-style-type: none"> read stories and literary texts - both fiction and nonfiction with understanding and enjoyment in order to demonstrate ability to discuss about these with comprehension and reasoning skills read, comprehend, and respond to complex texts independently in order to demonstrate transition from learning to read to reading to learn. <p>SDG 15-LIFE ON LAND</p>	<ul style="list-style-type: none"> read texts independently, comprehend, and respond to questions /ask questions on the text. use subject / context / content related vocabulary to express their understanding of the texts and tasks. appreciate nuances and shades of literary meanings in a variety of literary devices like symbols, metaphors etc. and understand the writer’s point of view, etc 	<ul style="list-style-type: none"> writing a paragraph on joys and sufferings of life class discussion on ‘4 Truths Life as Seen by Siddharth’
CH.11. THE PROPOSAL	<ul style="list-style-type: none"> know about the marriage traditions of India and Russia develop critical thinking skill and make rational judgment while dealing with social issues 	<ul style="list-style-type: none"> frame questions to assess their comprehension. promote core values such as tolerance, appreciation of diversity and civic 	<ul style="list-style-type: none"> participate in debates/ discussion on the topic ‘Money makes

	<ul style="list-style-type: none"> • develop confidence essential to speaking clearly, lucidly and thoughtfully • students will learn to work in collaboration while working in groups <p>SDG 3- GOOD HEALTH AND WELL BEING SDG -17 PARTNERSHIP FOR GOALS</p>	<p>responsibility through discussion, etc.</p> <ul style="list-style-type: none"> • develop critical thinking on issues related to society, family, adolescence, etc. This will lead to develop their abilities for problem-solving, conflict resolution and work collaboratively 	<p>a good marriage.’</p> <ul style="list-style-type: none"> • listen to and discusses literary /non-literary inputs in varied contexts in order to infer, interpret and appreciate. • Role Play
CH.1. DUST OF SNOW	<ul style="list-style-type: none"> • Identify and appreciate significant literary elements such as figurative language— metaphor, symbol, simile, intention/point of view, rhyme scheme. • understand the thought and imagination contained in the poem • think about different human emotions and their effects • express their feelings in the form of self-composed short poems <p>SDG 13- CLIMATE ACTION</p>	<ul style="list-style-type: none"> • how we learn about the real world verses how we experience the real world can often be completely different • on the basis of a visual given, compose a four line poem • narrating about day-to-day experiences 	<ul style="list-style-type: none"> • making a concept map on negative elements of nature and their role in our life. • write a letter to the editor of a regional daily with regard to importance of positivity in life.
CH.2. FIRE AND ICE	<ul style="list-style-type: none"> • speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language • Identify and appreciate significant literary elements such as figurative language— metaphor, symbol, point of view, rhyme scheme. • understand the thoughts and imaginations contained in the poem • think about different human emotions and their effects <p>SDG 13- CLIMATE ACTION SDG 16- PEACE AND JUSTICE, STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> • Segregation of negative qualities with regard to Ice and Fire. • Description of pictures relevant to passion and coldness. • peer discussion on day-to-day qualities affecting our peace and harmony. • appreciate nuances and shades of literary meanings in the poem 	<ul style="list-style-type: none"> • a group discussion on the topic: Fire and Ice are equally destructive. • Write a small poem on Peace or Prosperity.
CH.3. A TIGER IN THE ZOO	<ul style="list-style-type: none"> • read the poem with proper intonation and rhythm. • understand the importance of freedom. 	<ul style="list-style-type: none"> • edit writings of self /peers using appropriate punctuation marks such as capital letters, comma, semicolon, inverted 	<ul style="list-style-type: none"> • listen to and speak on relevance of freedom to our

	<ul style="list-style-type: none"> • recognize and appreciate the use of figures of speech used in the poem. • realize the necessity of being affectionate towards all animals. • agree with the fact that all animals are happy only in their natural habitat. <p>SDG 16- PEACE AND JUSTICE, STRONG INSTITUTIONS.</p>	<p>commas; grammar and correct spelling.</p> <ul style="list-style-type: none"> • use creativity and imagination and connect the discourse with real life contexts while expressing themselves through speech / writing 	<p>life.</p> <ul style="list-style-type: none"> • reading aloud and reciting poems with proper stress, pause, tone and intonation. • Literature Circle Jobs
CH.4. HOW TO TELL WILD ANIMALS	<ul style="list-style-type: none"> • enjoy reading the poem for pleasure and understanding • enrich their vocabulary and use the appropriate words in relevant contexts • know about some wild animals and their habitats • acquaint themselves with the features of wild animals as given in the text <p>SDG 15-LIFE ON LAND</p>	<ul style="list-style-type: none"> • appreciate nuances and shades of literary meanings in a variety of poems and literary devices like onomatopoeic sounds, metaphors, alliteration, etc. • make use of their experiences and relate with their learning. • frame questions to assess their comprehension. 	<ul style="list-style-type: none"> • reciting the poem with proper stress, pause, tone and intonation • refer to dictionary, periodical and book for learning new words
CH.5. THE BALL POEM	<ul style="list-style-type: none"> • read the poem with coherence and cohesion. • show fluency in language. • read, comprehend and respond to the complex text independently. • know poetic devices, rhyming scheme, new words and philosophy of life. <p>SDG 3- GOOD HEALTH AND MENTAL WELLBEING</p>	<ul style="list-style-type: none"> • engage them in conversation, dialogue, discussion and discourse in peer-peer mode, and with teacher on the theme- we can lose to gain. • read texts independently, comprehend, and respond to questions /ask questions on the text. 	<ul style="list-style-type: none"> • reciting the poem with proper stress, pause, tone and intonation • vocabulary drill • Literature Circle Jobs
CH.6. AMANDA!	<ul style="list-style-type: none"> • speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language • appreciate nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, alliterations, allusions, poet's / writer's point of view, etc. <p>SDG-3 GOOD HEALTH AND WELLBEING</p>	<ul style="list-style-type: none"> • participate in interactive tasks and activities. • take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening. • read texts independently, comprehend, and respond to questions /ask questions on the text. • make use of meaningful resources generated by the teacher. 	<ul style="list-style-type: none"> • mind map on teenage fantasies • group discussion on the need to narrow the generation gap and foster mutual respect and understanding • Literature Circle Jobs

<p>Ch.7. THE TREES</p>	<ul style="list-style-type: none"> • talk on key contemporary issues like social justice, environment, gender, etc. In speech and writing in order to demonstrate awareness and empathy for key issues, research skills and ability to reason • appreciate nuances and shades of literary meanings, talks about literary devices like onomatopoeic sounds, symbols, metaphors, alliterations, comparisons, allusions, poet's / writer's point of view, etc. In order to demonstrate understanding of their significance in literature and narratives. • identify and appreciate significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention / point of view, rhyme scheme, etc. <p>SDG 5-GENDER EQUALITY SDG 16-PEACE AND JUSTICE, STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> • take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening. • read texts independently, comprehend, and respond to questions /ask questions on the text. • read the literary texts with understanding for pleasure and enjoyment • make use of meaningful resources generated by the teacher. 	<ul style="list-style-type: none"> • sharing of anecdotes on trees • discussion – class on “Can there be a forest without trees? Where are the trees in the poem, and where do they go?” • class discussion on the importance of trees for life to survive
<p>CH.8. FOG</p>	<ul style="list-style-type: none"> • appreciate nuances and shades of literary meanings, talks about literary devices like metaphors, alliterations, comparisons, poet's / writer's point of view, rhyming scheme etc. in order to demonstrate understanding of their significance in literature and narratives. • listen for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer. <p>SDG-13 CLIMATE ACTION</p>	<ul style="list-style-type: none"> • engage in creatively expressing the understanding of the poem • critically analyse the theme imparted through the poem • read, comprehend, and respond to complex texts independently in order to demonstrate transition from learning to read to reading to learn. 	<ul style="list-style-type: none"> • debate on ‘Nature is more powerful than the humans’. • JAM session on ‘change is an unavoidable and natural process’. • vocabulary games
<p>CH.9. THE TALE OF CUSTARD THE DRAGON</p>	<ul style="list-style-type: none"> • appreciate nuances and shades of literary meanings and literary devices like onomatopoeic sounds, metaphors, alliterations, allusions, poet's point of view, 	<ul style="list-style-type: none"> • classify the different types of poems (sonnet, ballad, parable) and specifically detailing about Ballads • imbibe the essential virtues as the moral respond to the poem 	<ul style="list-style-type: none"> • singing in rap • writing of similar poems(ballad) on pets • mind Map

	<p>etc in order to demonstrate understanding of their significance in literature and narratives.</p> <ul style="list-style-type: none"> • listen for information, gist and details and respond to questions accordingly, in order to demonstrate comprehension and ability to infer. <p>SDG-10</p> <p>REDUCED INEQUALITIES</p> <p>SDG-15 LIFE ON LAND</p>	<p>in the context of a real-life situation</p> <ul style="list-style-type: none"> • enhance their vocabulary and comprehension of the poem • analyse the poem through appropriate inferential question 	
CH.10. FOR ANNE GREGORY	<ul style="list-style-type: none"> • identify and appreciate significant literary elements such as figurative language – metaphor, imagery, symbol, simile, intention, rhyme scheme, etc. • listen for information, gist and details and responds to questions accordingly, in order to demonstrate comprehension and ability to infer. • use the figurative meaning of words and phrases as given in the texts read in order to demonstrate understanding of how they are used to make the poem interesting and realistic. <p>SDG -3- GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • infer the contextual meaning of words • speak with coherence and cohesion while participating in interactive tasks in order to demonstrate fluency in the language • analyse the poem in real life situation and infer the essence • restate divine love and its root in inner beauty 	<ul style="list-style-type: none"> • recite the poem with proper stress and intonation. • comprehend the essence of the poem and presents it to the whole class • present idea about divine and platonic love
CH. 1. THE TRIUMPH OF SURGERY	<ul style="list-style-type: none"> • read the literary text with comprehension and reasoning skills. • respond to complex texts in order to demonstrate transition from 'learning to read' to 'reading to learn'. • write paragraphs based on visual verbal clues in order to demonstrate creativity, critical thinking skills. • use grammatical items in writing in order to demonstrate knowledge and understanding. <p>SDG-3-GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> • take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening. • read the literary texts with understanding for pleasure and enjoyment • make use of meaningful resources generated by the teacher. 	<ul style="list-style-type: none"> • drafting a table for balanced diets • story diagram • providing an alternative ending to the story
CH. 2. THE	<ul style="list-style-type: none"> • read and understand the story, plot and characters. 	<ul style="list-style-type: none"> • read the text independently, comprehend and respond to 	<ul style="list-style-type: none"> • drafting a character sketch

THIEF'S STORY	<ul style="list-style-type: none"> • read the literary text with comprehension and reasoning skills. • discriminate the good from the evil. • develop moral values and ethics • speak while participating in classroom discussion SDG-4 QUALITY EDUCATION	<ul style="list-style-type: none"> • questions /ask questions from the text. • read the text with understanding for pleasure and enjoyment • compare and contrast the characters 	<ul style="list-style-type: none"> • role play of a thief • providing an alternative ending to the story
CH.3. THE MIDNIGHT VISITOR	<ul style="list-style-type: none"> • read the literary text with comprehension and reasoning skills. • respond to complex texts in order to demonstrate transition from 'learning to read' to 'reading to learn'. • speak while participating in classroom discussion • Identify the figurative language and understand their significance in literature and narratives. SDG- 3- GOOD HEALTH AND WELL BEING	<ul style="list-style-type: none"> • participate in interactive tasks and activities. • take notes and respond accordingly, making use of appropriate vocabulary, and sense of audience while listening. • read texts independently, comprehend, and respond to questions /ask questions on the text. 	<ul style="list-style-type: none"> • drafting a character sketch • story diagram • role play
Ch: 4. A QUESTION OF TRUST	<ul style="list-style-type: none"> • read the literary text with comprehension and reasoning skills. • realize the significance of wit and presence of mind • write paragraphs based on visual verbal clues in order to demonstrate creativity, critical thinking skills. SDG-3 GOOD HEALTH AND WELLBEING SDG-17 PARTNERSHIP FOR GOALS	<ul style="list-style-type: none"> • participate in interactive tasks and activities. • read texts independently, comprehend, and respond to questions /ask questions on the text. • read the literary texts with understanding for pleasure and enjoyment • connect and apply the learning to activities. 	<ul style="list-style-type: none"> • role play • group discussion 'Never Trust a Stranger in a Strange Circumstance' • Literature Circle Jobs
CH.5. FOOTPRINTS WITHOUT FEET	<ul style="list-style-type: none"> • read and understand the story, plot and characters. • read the literary text with comprehension and reasoning skills. • discriminate the good from the evil. • develop moral values and ethics • speak while participating in classroom discussion SDG-4- QUALITY EDUCATION	<ul style="list-style-type: none"> • read and understand the story, plot and characters. • read the literary text with comprehension and reasoning skills. • make connection by comparing and contrasting this story with other stories. • write paragraphs based on visual verbal clues in order to demonstrate creativity, critical thinking skills. 	<ul style="list-style-type: none"> • prepare and present a short skit in the class using the visual tools • Just A Minute on "Had I been invisible....."

<p>CH. 6 . THE MAKING OF A SCIENTIST</p>	<ul style="list-style-type: none"> • read and understand the text, plot and characters. • read the literary text with comprehension and reasoning skills. • begin with small discoveries on their inclination and inculcate the habits thereof. • learn about Richard Ebright and his journey to become a scientist. <p>SDG-4- QUALITY EDUCATION 15-LIFE ON LAND</p>	<ul style="list-style-type: none"> • use visual aids, and locally developed learning materials to complement and supplement the textbook and supplementary reader. • make connection by comparing and contrasting this story with other stories. • speak about various stage, species and growth of butterflies. 	<ul style="list-style-type: none"> • preparing a diagram on the life cycle of butterflies • compare and contrast Griffin and Ebright as scientists • collage making of different species of butterflies
<p>CH.7. THE NECKLACE</p>	<ul style="list-style-type: none"> • read the literary text with comprehension and reasoning skills. • identify the use of situational irony in a short story. • analyze and explain how the characters are developed through irony. • identify and appreciate figurative language – irony, simile, point of view etc. in order to demonstrate understanding of their significance. <p>SDG-1-NO POVERTY SDG- 17-PARTNERSHIP FOR GOALS</p>	<ul style="list-style-type: none"> • read the text with understanding for pleasure and enjoyment • compare and contrast the characters • make use of their experiences and relate with their learning. • participate in role play 	<ul style="list-style-type: none"> • just A Minute on ‘Vanity and Pride’, or ‘The Dangers of Debt’ • role play • Literature Circle Jobs
<p>CH. 8. BHOLI</p>	<ul style="list-style-type: none"> • understand the significance of education in life • analyze and explain the development of the characters • interpret significant details of texts, scripts, discussions and debates <p>SDG-4- QUALITY EDUCATION 5-GENDER EQUALITY</p>	<ul style="list-style-type: none"> • read the text independently, comprehend, and respond to questions /ask questions on the text. • compare and contrast the characters • make use of their experiences and relate with their learning. 	<ul style="list-style-type: none"> • interviewing inspiring personalities • dramatization
<p>CH.9 THE BOOK THAT SAVED THE EARTH</p>	<ul style="list-style-type: none"> • discuss the concept of Aliens, Martians. • think futuristically. • understand the plot and characters • sequence the incidents in the play. • appreciate the humour in the play. 	<ul style="list-style-type: none"> • read the text with understanding for pleasure and enjoyment • compare and contrast the characters • discuss about the fictional Mars Mission • describe the humour in the play 	<ul style="list-style-type: none"> • JAM on ‘If I were one of the crew of the Mars Mission, I would like to find out...’ • sketching a Martian

	<ul style="list-style-type: none"> summarise the play stage the play. SDG-9 INDUSTRY, INNOVATION AND INFRASTRUCTURE		<ul style="list-style-type: none"> Literature Circle Jobs
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SUBJECT -HINDI COURSE B (085)

निर्धारित पुस्तकें -

- स्पर्श भाग -2
- संचयन भाग- 2

ASSESSMENT STRUCTURE: -

(80 Marks)	INTERNAL ASSESSMENT (20 Marks)			
Whole Syllabus	Pen Paper Test (5 marks)	Multiple Assessment: (5 marks)	PORTFOLIO (5 marks)	SUBJECT ENRICHMENT ACTIVITY (5 marks)
	PA-I, PA-II, PA-III	PA-I- Listening PA-II-Concept Map PA-III- News reading	Class work, peer assessment, self-assessment, achievements of students in the subject etc.	PA-I- Art Integration PA-II- Dramatization PA-III- IDP

INTERNAL ASSESSMENT: -

Rubrics for Evaluation		
PA-I	PA-II	PA- III
Multiple Assessment <u>श्रवण कौशल</u> <ul style="list-style-type: none"> एकाग्रता विशिष्ट जानकारी के लिए सुनना समझ सह प्रतिक्रिया शुद्धता 	Multiple Assessment <u>अवधारणा नक्शा</u> <ul style="list-style-type: none"> विषय की प्रासंगिकता शब्दों को जोड़ने का ज्ञान सटीकता प्रवाह और सुसंगतता प्रस्तुतीकरण 	Multiple Assessment <u>समाचार वाचन</u> <ul style="list-style-type: none"> प्रवाह उच्चारण शब्दावली शुद्धता प्रस्तुति

Subject enrichment Activity कला एकीकरण प्रकल्प (कबीर के दोहों का सचित्र संकलन) • विषयवस्तु • सृजनात्मकता • प्रस्तुतीकरण • स्पष्टता • औचित्य	Subject enrichment Activity नाटक मंचन • प्रस्तुतीकरण • विषयवस्तु • सृजनात्मकता • स्पष्टता • अभिनय	Subject enrichment Activity बहु विषयक परियोजना कार्य (ओड़िशा और पंजाब के पर्याटन स्थलों का तुलनात्मक अध्ययन) • मौलिकता • विषयवस्तु • भाषायी शुद्धता • आत्मविश्वास • समयानुसार
कक्षा कार्य / गृह कार्य • सृजनात्मकता • विषय-वस्तु • कार्य के प्रति जुड़ाव • पुस्तिका का रख-रखाव • समय प्रतिबद्धता		

Blue Print(PA-I)

UNIT	LA (5 marks)	SA-II (4 marks)	SA-I (1 or 2 marks)	VSA / MCQ (1marks)	TOTAL
अपठितगद्यांश			SA I - 2x2	MCQ 1x3	7
व्याकरण				SA I -1x8	8
पाठ्य-पुस्तक वपूरकपुस्तक		ND - 1x4=4	Prose 2x2=4 Poetry 2x2=4	MCQ Prose -1x4 Poetry-1x4	20
लेखन(अनुच्छेद)	5x1				5
	5	4	13	18	40

BluePrint(PA-II/PA-III/SAHODAYA)

UNIT	LA-II (5 marks)	LA-I (4 marks)	SA-II (2 / 3 marks)	MCQ / SA-I (1 marks)	TOTAL
अपठितगद्यांश (2)			2x2=4 (4+4)	MCQ 1x3 (3+3)	14(7+7)
व्याकरण				SA I- 1x16	16
पाठ्य-पुस्तक वपूरकपुस्तक			prose3x2=6 Poetry3x2=6 ND - 2x3=6	Prose MCQ 1x5 Poetry MCQ 1x5	28
लेखन	5x3	4x1	3x1		22
	15	10	23	32	80

Detailed Syllabus (पाठ्यक्रम)

Periodic Assessment – I (F.M:40) Time:1hour 30 Min 22 th July to 27 th July 2024	Periodic Assessment – II (F.M:80) Time:3hours 17 th September 2024 to 27 th September2024	Periodic Assessment – III (F.M:80) Time:3hours 25 th Nov 2024 to 30 th Nov 2024	Sahodaya Examination 3 rd January 2025 to 15 th January 2025
1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)
2.व्यावहारिक <u>व्याकरण</u> ● पदबंध ● रचना के आधार पर वाक्य रूपान्तरण	2.व्यावहारिक व्याकरण ● समास ● रचना के आधार पर वाक्य रूपान्तरण ● मुहावरे ● पदबंध	2.व्यावहारिक व्याकरण ● समास ● रचना के आधार पर वाक्य रूपान्तरण ● मुहावरे ● पदबंध	2.व्यावहारिक व्याकरण ● समास ● रचना के आधार पर वाक्य रूपान्तरण ● मुहावरे ● पदबंध
3.पाठ्य-पुस्तक <u>पद्य-खंड</u> पाठ 1.साखी (कबीर) 2.पद (मीरा) <u>गद्य-खंड</u> पाठ 8.बड़े भाई साहब 9. डायरी का एक पन्ना <u>संचयन भाग -2</u> 1.हरिहर काका	3.पाठ्य-पुस्तक <u>पद्य-खंड</u> पाठ 1. साखी (कबीर) 2 पद (मीरा) 3. मनुष्यता 4.पर्वत प्रदेश में पावस <u>गद्य-खंड</u> पाठ 8.बड़े भाई साहब 9. डायरी का एक पन्ना 10.ततार्रा- वामीरो कथा 11.तीसरी कसम के शिल्पकार शैलेंद्र <u>संचयन भाग -2</u> 1.हरिहर काका 2. सपनों के से दिन	3. पाठ्य-पुस्तक <u>पद्य-खंड</u> पाठ 1. साखी (कबीर) 2 पद (मीरा) 3. मनुष्यता 4.पर्वत प्रदेश में पावस 5.तोप 6.कर चले हम फिदा 7.आत्मत्राण <u>गद्य-खंड</u> पाठ 8.बड़े भाई साहब 9. डायरी का एक पन्ना 10.ततार्रा- वामीरो कथा 11.तीसरी कसम के शिल्पकार शैलेंद्र 12.अब कहाँ दूसरे के दुख से दुखी होने वाले 13.पतझर में टूटी पत्तियाँ: (गिन्नी का सोना ,झेन की देन)	3. पाठ्य-पुस्तक <u>पद्य-खंड</u> पाठ 1. साखी (कबीर) 2 पद (मीरा) 3. मनुष्यता 4.पर्वत प्रदेश में पावस 5.तोप 6.कर चले हम फिदा 7.आत्मत्राण <u>गद्य-खंड</u> पाठ 8.बड़े भाई साहब 9. डायरी का एक पन्ना 10.ततार्रा- वामीरो कथा 11.तीसरी कसम के शिल्पकार शैलेंद्र 12.अब कहाँ दूसरे के दुख से दुखी होने वाले 13.पतझर में टूटी पत्तियाँ: (गिन्नी का सोना ,झेन की देन)

		14.कारतूस संचयन भाग -2 1.हरिहर काका 2. सपनों के से दिन 3. टोपी शुक्ला	14.कारतूस संचयन भाग -2 1.हरिहर काका 2. सपनों के से दिन 3. टोपी शुक्ला
लेखन- अनुच्छेद लेखन	लेखन- 1. अनुच्छेद लेखन (लगभग 100 शब्दों में) 2. औपचारिक पत्र (लगभग 100 शब्दों में) 3. सूचना लेखन (लगभग 80 शब्दों में) 4. विज्ञापन लेखन (लगभग 60 शब्दों में) 5. लघु कथा लेखन (लगभग 100 शब्दों में) अथवा विविध विषयों पर 100 शब्दों में औपचारिक ई-मेल लेखन	लेखन- 1. अनुच्छेद लेखन (लगभग 100 शब्दों में) 2. औपचारिक पत्र (लगभग 100 शब्दों में) 3. सूचना लेखन (लगभग 80 शब्दों में) 4. विज्ञापन लेखन (लगभग 60 शब्दों में) 5. लघु कथा लेखन (लगभग 100 शब्दों में) अथवा विविध विषयों पर 100 शब्दों में औपचारिक ई-मेल लेखन	लेखन- 1. अनुच्छेद लेखन (लगभग 100 शब्दों में) 2. औपचारिक पत्र (लगभग 100 शब्दों में) 3. सूचना लेखन (लगभग 80 शब्दों में) 4. विज्ञापन लेखन (लगभग 60 शब्दों में) 5. लघु कथा लेखन (लगभग 100 शब्दों में) अथवा विविध विषयों पर 100 शब्दों में औपचारिक ई-मेल लेखन

N.B:- Annual examination will be held in last week of February as per CBSE guideline.

Learning Objectives:-

क्रम संख्या	पाठ का नाम	अपेक्षित सीखने के प्रतिफल	शिक्षाशास्त्र	गतिविधियाँ
1.	बड़े भाई साहब	<ul style="list-style-type: none"> ● विद्यार्थी बड़ों की कद्र करना सीखते हैं। ● जिम्मेदार के महत्व को समझकर अपने कर्तव्य का पालन करते हैं। ● मुहावरेदार भाषा का प्रयोग करना सीखते हैं। ● रिश्तों की अहमियत को समझते हैं और माता-पिता का आदर करना सीखते हैं। ● कक्षा में आयोजित गतिविधियों में भाग लेते हैं, जिससे वे सामाजिक दायित्व से परिचित हुए हैं। ● पढ़ाई के साथ-साथ यह पाठ दुनियादारी से भी परिचित कराता है, इसे विद्यार्थियों ने आत्मसात किया। 	प्रश्नोत्तर विधि, व्याख्यान विधि, संवाद विधि, सृजनात्मक लेखन।	सम्पूर्ण दिनचर्या हेतु समय सारिणी तैयार करना।

		SDG-4 - गुणवत्तापूर्ण शिक्षा		
2.	डायरी का एक पन्ना	<ul style="list-style-type: none"> ● विविध साहित्यिक विधाओं एवं डायरी विधा से परिचित होते हैं। ● फिल्म एवं विज्ञापन को देखकर उनकी समीक्षा कर पाते हैं। ● दृश्य एवं श्रव्य के माध्यम से भाषा का प्रयोग करते हैं। ● देखी हुई घटना का वर्णन कर सकते हैं। ● आलंकारिक भाषा को पहचानने में सक्षम हो सकते हैं। <p>SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p>	प्रश्नोत्तर विधि, प्रवचन विधि, प्राचीन लेखनी पर चर्चा, पीपीटी।	स्वतन्त्रता संग्राम में महिलाओं की भूमिका के बारे में जानकारी एकत्र करना।
3	ततारा वामीरों कथा	<ul style="list-style-type: none"> ● विद्यार्थी पाठ के मुख्य बिन्दुओं को रेखांकित करने और सारांश बताने तथा लिखने में अपेक्षित कुशलता प्राप्त कर रहे हैं। ● पुस्तकालय एवं अन्य ई-संदर्भ-स्रोतों के ज़रिये कथा एवं लोककथा साहित्य की परंपरा के विषय में जानकारी एकत्र करने में रुचि ले रहे हैं। ● विशिष्ट शब्द-प्रयोगों, व्याकरणिक संकल्पनाओं के जानने एवं भाषिक कौशलों के प्रयोग में अपेक्षित दक्षता प्राप्त कर रहे हैं। ● उनकी स्वाभिव्यक्ति तथा विविध विषयों पर स्वलेखन की क्षमता में उन्नयन हो रहा है। ● वे अपनी पाठ्यक्रम संबंधी आवश्यकताओं की पूर्ति करने में उत्तरोत्तर सक्षमता प्राप्त कर रहे हैं। ● ततारा की लोक-निष्ठा और कर्तव्यनिष्ठा से प्रेरित होकर अपने जीवन में सामुदायिकता तथा सहकारिता के भाव को प्रमुख स्थान देते हैं। <p>SDG-8 -सम्मानजनक कार्य और आर्थिक विकास SDG-11 सतत शहर और समुदाय</p>	अभिनय विधि स्पष्टीकरण, पीपीटी	लोककथा आधारित नाटक मंचन।

4.	तीसरी कसम के शिल्पकार शैलेंद्र	<ul style="list-style-type: none"> विभिन्न फिल्मी गीतकारों के बारे में जान पाएँगे। कविता, कहानी, नाटक, चित्रकला या किसी अन्य शिल्प का रूप धारण करके समाज के समक्ष किस प्रकार उपस्थित हो जाती है , यह जान पाएँगे। विद्यार्थी फिल्म दुनियाँ के बारे में जान पाएँगे। विद्यार्थियों में कल्पनाशक्ति का विकास होगा। <p>SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-8 -सम्मानजनक कार्य और आर्थिक विकास</p>	प्रवचन विधि अर्थबोध विधि	तीसरी कसम फिल्म की समीक्षा।
5	अब कहाँ दूसरे के दुख से दुखी होने वाले	<ul style="list-style-type: none"> विद्यार्थी समस्त प्राणियों के दुख सुख में भाग लेंगे। आदर्श नागरिक बनेंगे। विद्यार्थी सामाजिक गतिविधियों में रुचि लेने के लिए उत्सुक होंगे। मानवता एक महान गुण है इस बात को सीखेंगे। <p>SDG-13 – जलवायु परिवर्तन SDG- 15 – भूमि पर जीवन</p>	समूह परिचर्चा 'बदलते वातावरण का जीव-जंतुओं पर प्रभाव'	वृक्षारोपण (स्लोगन लेखन चित्र सहित)
6	पतझर में टूटी पत्तियाँ	<ul style="list-style-type: none"> विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं। पुस्तकालय की पुस्तकों द्वारा जापान के बारे में जानकारियाँ एकत्र करते हैं। संयुक्त और मिश्र वाक्यों को पहचान कर दोनों में अंतर बताते हैं। अपनी समझ के आधार पूछे गए प्रश्नों के उत्तर देते हैं। कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं। शांति और वर्तमान काल के महत्त्व को समझ पाते हैं। विद्यार्थी जापान के विकास और 	वाचन विधि, व्याख्यान विधि, पीपीटी	जापान के पर्यटन स्थलों पर भित्ति पत्रिका का निर्माण

		<p>उद्यमिता को समझ पाते हैं ।</p> <p>SDG-3- उत्तम स्वास्थ्य और खुशहाली</p> <p>SDG-12 – सतत उत्पादन और उपभोग</p>		
7	कारतूस	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं । ● संयुक्त और मिश्र वाक्यों को पहचान कर दोनों में अंतर बताते हैं । ● अपनी समझ के आधार पूछे गए प्रश्नों के उत्तर देते हैं । ● कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद भी करते हैं । ● विराम चिह्नों का उचित प्रयोग करते हैं। ● विद्यार्थी राष्ट्रप्रेम की भावना को समझते हैं। <p>SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p> <p>SDG-17 -लक्ष्य हेतु भागीदारी</p>	अभिनय विधि, लेखन विधि, पीपीटी	स्वतन्त्रता सेनानियों के बारे में जानकारी एकत्रित करना ।
1	साखी	<ul style="list-style-type: none"> ● अपने परिवेशगत अनुभवों पर अपनी स्वतंत्र एवं स्पष्ट राय मौखिक एवं लिखित रूप से व्यक्त कर सकेंगे। ● पठित वस्तु को व्यावहारिक रूप से प्रयोग कर पाएँगे। ● विविध साहित्यिक विधाओं के अंतर समझते हुए उनके स्वरूप का विश्लेषण कर पाने में समर्थ होंगे। ● प्राकृतिक एवं सामाजिक मुद्दों, घटनाओं के प्रति अपनी प्रतिक्रिया को बोलकर/लिखकर चर्चा करेंगे। ● बाह्य आडंबर का खंडन कर मानव सेवा में खुद को नियोजित करेंगे। ● अपने परिवेश को बेहतर बनाने की कोशिश में सृजनात्मक प्रयास कर पाएँगे। ● ज्ञान के महत्व को समझकर उसका सही दिशा में उपयोग करने के लिए सचेत होंगे। <p>SDG-10 – असमानता में कमी</p> <p>SDG-17 -लक्ष्य हेतु भागीदारी</p>	गीत विधि, खंडान्वय विधि, पीपीटी	किसी अन्य संत कवि के दोहों का संकलन

2.	पद	<ul style="list-style-type: none"> • काव्य के प्रति जुड़ाव बढ़ेगा । • सामाजिक बौद्धिक विकास होता है । • ईश्वर के प्रति आस्था और अटूट विश्वास का भाव विकसित होता है । • क्रूरता और अत्याचार के प्रति आवाज़ उठाने का सामर्थ्य होते हैं । • श्रीकृष्ण की लीलाओं एवं मीरा के बारे में अधिक ज्ञान/जानकारी प्राप्त करते हैं । <p>SDG-4 - गुणवत्तापूर्ण शिक्षा</p>	गीत विधि, अर्थ बोध विधि, स्पष्टीकरण पीपीटी	पदों का सस्वर वाचन
3	मनुष्यता	<ul style="list-style-type: none"> • विद्यार्थियों में चिंतन-मनन की प्रवृत्ति के विकास हुआ । • विद्यार्थियों ने इस पाठ से नैतिक और मानवीय मूल्यों को आत्मसात किया । • विद्यार्थियों ने मानव जीवन के मूल कर्तव्य को समझा । • कविता के ज़रिए अपने अनुभव एवं कल्पनाओं को सृजनात्मक ढंग से प्रस्तुत करने में सक्षम हुए । • विद्यार्थियों में परोपकार की भावना जागृत हुई । • हिंदी भाषा के प्रति रुचि उत्पन्न हुई । <p>SDG-8 -सम्मानजनक कार्य और आर्थिक विकास SDG-10 – असमानता में कमी</p>	गीत विधि, खंडान्वय विधि, व्याख्यान, लेखन पीपीटी	त्याग ,बलिदान अथवा परोपकार पर किसी अन्य कवि की कविता का गायन
4	पर्वत प्रदेश में पावस	<ul style="list-style-type: none"> • पर्वत श्रृंखला और ऋतुओं के बारे में जानकारी प्राप्त की। • वे सफलता के लिए उच्चाकांक्षी हुए। • कविता को याद कर पाए। • कविता का सही उच्चारण और लयबद्ध तरीके से वाचन कर पाए। <p>SDG-13 – जलवायु परिवर्तन</p>	सस्वर वाचन, अर्थबोध व्याख्यान	पंत जी की अन्य कविताओं का वाचन
5	तोप	<ul style="list-style-type: none"> • धरोहर हमारी संस्कृति की परिचायक हैं इसके बारे में जान पाएंगे । • विविध साहित्यिक विधाओं को समझते हुए उनका विश्लेषण कर पाएंगे । • कविता को पढ़कर विद्यार्थी उसके मुख्य 	गीत विधि , अर्थ बोध, व्याख्यान, लेखन	किसी ऐतिहासिक इमारत के बारे में लेखन

		<p>भाग को समझने में सक्षम हो पाएंगे।</p> <ul style="list-style-type: none"> कोई भी शक्ति कितनी ही विनाशकारी क्यों न हो एक न एक दिन उसका नष्ट होना निश्चित है यह जान पाएंगे। <p>SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p>		
6	कर चले हम फिदा	<ul style="list-style-type: none"> विद्यार्थी उर्दू शब्दों का प्रयोग अपनी अभिव्यक्ति में कर पा रहे हैं। कविता का भावार्थ समझकर प्रश्नों के उत्तर देने में सक्षम हुए। <ul style="list-style-type: none"> कविता के मूल भाव, देशभक्ति से प्रेरित हुए। देशभक्ति की अन्य कविताओं से तुलनात्मकमुहावरों के अर्थ और उनका वाक्यों में प्रयोग करने में सक्षम हुए। <p>SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-17 -लक्ष्य हेतु भागीदारी</p>	गीत विधि, अर्थ बोध विधि, स्पष्टीकरण ,पीपीटी	देश-भक्ति पर एकांकी मंचन।
7	आत्मत्राण	<ul style="list-style-type: none"> टैगोर की कविताओं के बारे में जान पाएंगे। कविता के भाव को अपने शब्दों में मुखरित कर पाएंगे। अपने आत्मबल को सुदृढ़ कर पाएंगे। <p>SDG-8 -सम्मानजनक कार्य और आर्थिक विकास SDG-17 -लक्ष्य हेतु भागीदारी</p>	गीत विधि, अर्थ बोध, व्याख्यान, लेखन	सुख-दुख जीवन के दो पहिये - इस पर परिचर्चा
1	हरिहर काका	<ul style="list-style-type: none"> पारिवारिक एवं सामाजिक संबंधों में व्याप्त स्वार्थ लोलुपता की भावना को उजागर करके मनुष्य के पतन को रोकने का प्रयास करते हैं। धन या संपत्ति के लोभ के लिए करीबी संबंधियों के दुश्मन बन जाने को प्रदर्शित करने में सक्षम हुए। धर्म की आड़ में धर्माधिकारियों द्वारा समाज का ठेकेदार बन जाने को प्रदर्शित कर पते हैं। रचनात्मक तथा कल्पनात्मक शैली के तहत अपने अनुभवों की अभिव्यक्ति, स्वरचित कहानी के माध्यम से करने के लिए 	अभिनय विधि, व्याख्यान विधि	नाटक मंचन

		<p>आत्मविश्वास में बढ़ोत्तरी हुई ।</p> <ul style="list-style-type: none"> • नकारात्मक गुणों को त्याग कर सकारात्मक भावों को अपनाए । <p>SDG-10 – असमानता में कमी SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p>		
2	सपनों के से दिन	<ul style="list-style-type: none"> • विद्यार्थी पाठ के मुख्य बिन्दुओं को रेखांकित करने और सारांश बताने तथा लिखने में कुशलता प्राप्त कर रहे हैं। • पुस्तकालय के माध्यम से अन्य आत्मकथाओं को पढ़ने तथा उनके विषय में जानकारी एकत्र करने में रुचि ले रहे हैं। • विशिष्ट शब्द-प्रयोगों एवं भाषिक कौशलों में अपेक्षित दक्षता प्राप्त कर रहे हैं। • उनकी अभिव्यक्ति तथा विविध विषयों पर स्वतः लेखन की क्षमता विकसित हो रही है। • वे अपनी पाठ्यक्रम संबंधी आवश्यकताओं की पूर्ति करने में सफल हो पा रहे हैं। <p>SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-17 -लक्ष्य हेतु भागीदारी</p>	व्याख्यान विधि अर्थबोध विधि	खेल-कूद पढ़ाई के साथ-साथ ज़रूरी - इस पर परिचर्चा
3	टोपी शुक्ला	<ul style="list-style-type: none"> • विद्यार्थियों ने बाल-मनोविज्ञान की जानकारी प्राप्त की। • कहानी में आए तत्कालीन शिक्षा व्यवस्था की कमियों के बारे में जाना। • आज के संदर्भ में उन कमियों को किस प्रकार से दूर किया जाए, उस पर चर्चा भी की। • परिवार में प्रेम संबंधों की आवश्यकता को समझा। • दो अलग अलग धर्मों की परंपरागत विशेषताओं को समझा। • कहानी को सुनकर उसका सारांश लिखा। • कहानी के संवादों को अपने शब्दों में लिखकर कहानी की रचना की। • कहानी का नाट्य-रूपांतरण किया। <p>SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-17 -लक्ष्य हेतु भागीदारी</p>	व्याख्यान विधि, प्रवचन विधि	गुरु और शिष्य के बीच संवाद

ODIA (Code: 013)

Prescribed Text Book:

୧. ସାହିତ୍ୟସିନ୍ଧୁ- ଦଶମ ଶ୍ରେଣୀ ପ୍ରକାଶକ- ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ, ଓଡ଼ିଶା (୨୦୨୨)
 ୨. ମାଧ୍ୟମିକ ବ୍ୟାକରଣ - ଦଶମ ଶ୍ରେଣୀ ପ୍ରକାଶକ - ମାଧ୍ୟମିକ ଶିକ୍ଷା ପରିଷଦ , ଓଡ଼ିଶା (୨୦୨୨)

ASSESSMENT STRUCTURE

80 Marks	20 Marks Internal Assessment			
Whole Syllabus	Pen Paper Test 5 marks	Multiple Assessment 5 marks	Portfolio 5 marks	Subject Enrichment Activities 5 Marks
	Based on PA syllabus	Story Writing Group Discussion Written Quiz	Class work plus peer assessment, self -assessment, achievements of students in the subject etc.	Poetry Review Scenery Narration Art Integrated Project

MULTIPLE ASSESSMENTS

- ❖ Periodic Assessment-1 : **Story Writing**
- ❖ Periodic Assessment-2 : **Group Discussion**
- ❖ Periodic Assessment-3 : **Written Quiz**

SUBJECT ENRICHMENT ACTIVITIES

- ❖ Periodic Assessment-1 : **Poetry Review**
- ❖ Periodic Assessment-2- : **Scenery Narration**
- ❖ Periodic Assessment-3 : **Art Integrated Project**

C.W/HW (5 Marks) Story Writing

- * Regularity (1 Mark)
- * Maintenance of Copy (1 Mark)
- * Writing relevant answers. (1 Mark)
- * Follow up action (1 Mark)
- * Task Completion (1 Mark)

Poetry Review (5 Marks)

- * Understanding (1 Mark)
- * Language (1Mark)

(5 Marks)

- * Plot Construction (1Mark)
- * Characterization (1 Mark)
- * Timely Completion (1 Mark)
- * Language (1 Mark)
- * Message (1 Mark)

Written Quiz(5 Marks)

- * Content (1 Mark)
- * Creativity (1 Mark)

* Presentation	(1 Mark)	* Language	(1 Mark)
* Clarity of voice	(1 Mark)	* Understanding	(1 Mark)
* Timely completion	(1 Mark)	* Timely Completion	(1 Mark)

Group Discussion (5 Marks) Scenery Narration (5 Marks)

* Understanding	(1 Mark)	* Content	(1 Mark)
* Language	(1 Mark)	* Creativity	(1 Mark)
* Presentation	(1 Mark)	* Language	(1 Mark)
* Originality	(1 Mark)	* Understanding	(1 Mark)
* Time management	(1 Mark)	* Timely Completion	(1 Mark)

DAV PUBLIC SCHOOLS, ODISHA, ZONE - I						
PA-I (2023-24)						
STD- X (Full Mark-40)						
BLUE PRINT OF QUESTION PAPER						
Section	Unit	LA (_2_nos)	SA-II (_2 Nos.)	SA-I (_3No.)	VSA (_1Nos.)	TOTAL (_8_ NOS.)
SectionA	Reading		5X2			10
SectionB	Writing	1X6				6
SectionC	Grammar			2X1 2X1		4
SectionD	Literature	1X5	3X2	4X1	5X1	20
Marks		11	16	8	5	40

The Question Paper will be divided into four sections .

SECTION-A	Unseen Prose Passage	10 Marks
SECTION-B	Writing	12 Marks
SECTION-C	Grammar	10 Marks
SECTION-D	Literature	48 Marks

BLUE PRINT

DAV PUBLIC SCHOOLS, ODISHA ZONE						
PA-II, PA-III and Annual (2024-25)						
STD X (Full Mark-80)						
BLUE PRINT OF QUESTION PAPER						
Section	Unit	LA (_5_nos)	SA-II (_3_ Nos.)	SA-I (_4 Nos.)	VSA (_2Nos.)	TOTAL (_14_ NOS.)
SectionA	READING		5X2			10

SectionB	WRITING	1X6 1x6				12
SectionC	Grammar	1X4		2X1 2X1 2X1		10
SectionD	Literature	1x5 1x5	3X2 3X2	6X1	10X1 10X1	48
Marks		26	22	12	20	80

DESIGN OF QUESTION PAPER(2024-25)

PERIODICASSESSMENT-I STD-XODIA(Time: 1 hr 30 mins)		
SL.NO.	CHAPTER	FM: 40
SECTION-A (10)		
1	ଅଜଣା ଅନୁଚ୍ଛେଦ (130-150) ଶିକ୍ଷା ମଧ୍ୟରେ)	5x2=10
SECTION-B (06)		
2	ରଚନା	6x1=6
SECTION-C(04)		
3	ରୁଚି	2x1=2
4	ଭ୍ରମ ସଂଶୋଧନ	2x1=2
SECTION-D(20)		
5	ସରଳାର୍ଥ (ଗଦ୍ୟ / ପଦ୍ୟ)	1x5=5
6	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ (ଗଦ୍ୟ ଓ ପଦ୍ୟ)	3x2=6
7	MCQ(ଗଦ୍ୟ ଓ ପଦ୍ୟ)	5x1=5
8	ଅତିରିକ୍ତ ସାହିତ୍ୟ	4x1=4

PERIODICASSESSMENT-II 2024-25		
STD-XODIA (Time: 3 Hrs.)		
SL.NO.	CHAPTER	FM: 80
SECTION-A (10)		
1	ଅଜଣା ଅନୁଚ୍ଛେଦ (130-150) ଶିକ୍ଷା ମଧ୍ୟରେ)	5x2=10
SECTION-B (12)		
2	ରଚନା (3ଟିରୁ ଗୋଟିଏ)	1x6=06
3	ସମ୍ବନ୍ଧପତ୍ରର ସମ୍ପାଦକଙ୍କ ନିକଟକୁ ପତ୍ର (2ଟିରୁ ଗୋଟିଏ)	1x6=06
SECTION-C (10)		
4	ଛନ୍ଦ (ଭାଗବତ ବାଣୀ,ନଟବାଣୀ,ବଙ୍ଗଳାଶ୍ରୀ,ରାମକେରୀ) (2ଟିରୁ ଗୋଟିଏ)	4x1=4
5	ବାକ୍ୟ ପରିବର୍ତ୍ତନ (ସରଳ, ଯୌଗିକ ଓ ଜଟିଳ)(3ଟିରୁ 2ଟି)	2x1=2

6	ରୁଢ଼ି (3ଟିରୁ 2ଟି)	2x1=2
7	ଭ୍ରମ ସଂଶୋଧନ(3ଟିରୁ 2ଟି)	2x1=2
SECTION- D (48)		
8	ସରଳାର୍ଥ(ଗଦ୍ୟ)) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
9	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ଗଦ୍ୟ))(5ଟିରୁ 3ଟି)	3x2=6
10	MCQ (ଗଦ୍ୟ)	10x1=10
11	ସରଳାର୍ଥ(ଗଦ୍ୟ)) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
12	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ପଦ୍ୟ))(5ଟିରୁ 3ଟି)	3x2=6
13	MCQ (ପଦ୍ୟ)	10x1=10
14	ଅତିରିକ୍ତ ସାହିତ୍ୟ (8ଟିରୁ 6ଟି)	6x1=6

PA-III/PRE BOARD/ANNUAL EXAMINATION 2024-25		
STD-XODIA (Time: 3 Hrs.)		
SL.NO.	CHAPTER	FM: 80
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150)-ଶିଖ ମଧ୍ୟରେ)	5x2=10
SECTION-B (12)		
2	ରଚନା (3ଟିରୁ ଗୋଟିଏ)	1x6=06
3	ସମ୍ବନ୍ଧପତ୍ରର ସମ୍ପାଦକଙ୍କ ନିକଟକୁ ପତ୍ର (2 ଟିରୁ ଗୋଟିଏ)	1x6=06
SECTION-C (10)		
4	ଛନ୍ଦ (ଭାଗବତ ବାଣୀ ,ନଟବାଣୀ) (2ଟିରୁ ଗୋଟିଏ)	4x1=4
5	ବାକ୍ୟ ପରିବର୍ତ୍ତନ (ସରଳ, ଯୌଗିକ ଓ ଜଟିଳ) (3ଟିରୁ 2ଟି)	2x1=2
6	ରୁଢ଼ି (3ଟିରୁ 2ଟି)	2x1=2
7	ଭ୍ରମ ସଂଶୋଧନ (3ଟିରୁ 2ଟି)	2x1=2
SECTION- D (48)		
8	ସରଳାର୍ଥ(ଗଦ୍ୟ) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
9	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ (ଗଦ୍ୟ) (5ଟିରୁ 3ଟି)	3x2=6
10	MCQ (ଗଦ୍ୟ)	10x1=10
11	ସରଳାର୍ଥ (ପଦ୍ୟ) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
12	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ (ପଦ୍ୟ) (5ଟିରୁ 3ଟି)	3x2=6
13	MCQ ((ପଦ୍ୟ)	10x1=10
14	ଅତିରିକ୍ତ ସାହିତ୍ୟ (8ଟିରୁ 6ଟି)	6x1=6

DETAILS SYLLABUS

P. A.-I(40 marks) 22thJulyto27thJuly2024 Time: 1 hr 30 Mins	P A-II/Term-1/Half-Yearly (80 marks) 17th September to 27th September 2024 Time: 3 hrs	Pre Board (80 marks) 25 November 2024 to 30th November2024 Time: 3 hrs
<p>ଅପଠିତ ଗଦ୍ୟାଂଶ ଅନୁଲେଖନ ରଚନା ବ୍ୟାକରଣ: ୧. ରୁଢ଼ି ୨. ଭ୍ରମସଂଶୋଧନ ପଦ୍ୟ : ୧. ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ଗଦ୍ୟ: ୧. ଜନ୍ମଭୂମି ଅତିରିକ୍ତସାହିତ୍ୟ: ଗଳ୍ପ ୧. କାଠ</p>	<p>ଅପଠିତ ଗଦ୍ୟାଂଶ ରଚନା ସମ୍ବନ୍ଧପତ୍ରର ସମ୍ପାଦକଙ୍କ ନିକଟକୁ ପତ୍ର ବ୍ୟାକରଣ: ୧. ରୁଢ଼ି ୨. ଭ୍ରମ ସଂଶୋଧନ ୩. ଛନ୍ଦ (ଭାଗବତବାଣୀ, ନଟବାଣୀ) ୪. ବାକ୍ୟ ପରିବର୍ତ୍ତନ (ସରଳ, ଯୌଗିକ ଓ ଜଟିଳ) ପଦ୍ୟ: ୧. ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ୨. ଭୀମଙ୍କ ସିଂଘନାଦ ରତ୍ନ ୩. ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାକୁଳ ୪. ଚିଲିକାରେ ସାୟନ୍ତନ ଦୃଶ୍ୟ ଗଦ୍ୟ: ୧. ଜନ୍ମଭୂମି ୨. ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ ଅତିରିକ୍ତ ସାହିତ୍ୟ: ଗଳ୍ପ: ୧. କାଠ ୨. କାଳର କପୋଳତଳେ ଏକାଙ୍କିକା: ୧. ଫଲ୍‌ଗୁ</p>	<p>ଅପଠିତ ଗଦ୍ୟାଂଶ ରଚନା ସମ୍ବନ୍ଧପତ୍ରର ସମ୍ପାଦକଙ୍କ ନିକଟକୁ ପତ୍ର ବ୍ୟାକରଣ: ୧. ରୁଢ଼ି ୨. ଭ୍ରମସଂଶୋଧନ ୩. ଛନ୍ଦ (ଭାଗବତବାଣୀ, ନଟବାଣୀ, ବଙ୍ଗଳାଶ୍ରୀ, ରାମକେରୀ) ୪. ବାକ୍ୟପରିବର୍ତ୍ତନ (ସରଳ, ଯୌଗିକ, ଜଟିଳ) ପଦ୍ୟ: ୧. ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ୨. ଭୀମଙ୍କ ସିଂଘନାଦ ରତ୍ନ ୩. ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାକୁଳ ୪. ଚିଲିକାରେ ସାୟନ୍ତନ ଦୃଶ୍ୟ ୫. ମଙ୍ଗଳେ ଅଇଲା ଉଷା ୬. ଜାଗବନ୍ଧନହରା ୭. ସର୍ବସହା ମାଟି ଗଦ୍ୟ: ୧. ଜନ୍ମଭୂମି ୨. ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ ୩. ମାତୃଭାଷା ଓ ଲୋକଶିକ୍ଷା ୪. ନରେନରୁ ବିବେକାନନ୍ଦ ଅତିରିକ୍ତସାହିତ୍ୟ: ଗଳ୍ପ : ୧. କାଠ ୨. କାଳର କପୋଳ ତଳେ ୩. ବେଲ, ଅଶ୍ଵତ୍ଥ ଓ ବଟବୃକ୍ଷ ଏକାଙ୍କିକା : ୧. ଫଲ୍‌ଗୁ ୨. କୋଣାର୍କ (NB. Whole Syllabus)</p>

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER/ TOPIC	<u>LEARNING OBJECTIVES</u>	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ	ଜାତୀୟତାବାଦି ଚେତନା ଓ ଦେଶାତ୍ମବୋଧ ଭାବନା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ ହେବ। SDG-15	ସହଯୋଗ ଧର୍ମୀୟତା	ଛନ୍ଦ ଲାଳିତ୍ୟ ସହିତ ପଦ୍ୟ ଆବୃତ୍ତି କରିବେ
ଭୀମଙ୍କସିଂହ ନାଦରଡ଼ି	ମହାଭାରତର ବିଭିନ୍ନ ପର୍ବ ସମ୍ବନ୍ଧରେ ଜାଣିବେ। ତତ୍କାଳୀନ ଉତ୍କଳର ସାମାଜିକ, ସାଂସ୍କୃତିକ ଚଳଣୀ ତଥା ରାଜନୈତିକ ଚିତ୍ର ବିଷୟରେ ଅବଗତ ହେବେ। ଅହଂକାର, ଅଭିମାନ(ଗର୍ବ) ର ଶେଷ ପରିଣତି ବିଷୟରେ ଜାଣି ଭବିଷ୍ୟତ ପାଇଁ ସତର୍କ ହେବେ। ବିପଦ ସମୟରେ ଭଗବାନ କିପରି ସହାୟ ହୁଅନ୍ତି ତାହା ଜାଣିବେ। ଦେବଦେବମହାଦେବଙ୍କ ଅସ୍ତ୍ରର ଶକ୍ତି ବିଷୟରେ ଅବଗତ ହୋଇ ଏକନିଷ୍ଠ ହେବା ଶିଖିବେ। SDG-416	ଅନୁସନ୍ଧିତା ମୂଳକ	ସାରଳା ମହାଭାରତରେ ଭୀମଙ୍କ ସମ୍ପର୍କରେ ବର୍ଣ୍ଣିତ ଏକ କାହାଣୀ କହିବେ
ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାନ୍ତକୂଳ	କବିସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜଙ୍କ ଉଚ୍ଚକୋଟିର ସାହିତ୍ୟ ସୃଷ୍ଟିସହିତ ପରିଚିତ ହେବେ। 'ବ'ଆଦ୍ୟ ନିୟମରେ ରଚିତକାବ୍ୟ 'ବୈଦେହୀଶବିଳାସ' ସମ୍ବନ୍ଧରେ ଜ୍ଞାନଲାଭ କରିବେ। ରାମାୟଣ ବିଷୟରେ ଜାଣିବା ସହିତ ରାମଚନ୍ଦ୍ରଙ୍କ ଠାରୁ ସତ୍ୟନିଷ୍ଠ, ଏକାଗ୍ରତା ଧୈର୍ଯ୍ୟଶୀଳ ଗୁଣ ଶିଖିବେ। SDG-416	ଅନୁସନ୍ଧିତା ମୂଳକ	ରାମାୟଣର ବର୍ଣ୍ଣିତ ରାମଚନ୍ଦ୍ରଙ୍କ ମହାନ ଗୁଣାବଳୀ ସମ୍ବନ୍ଧରେ ଏକ କାହାଣୀ କହିବେ
ଚିଲିକାରେ ସାୟଂତନ ଦୃଶ୍ୟ	ପ୍ରକୃତି ଶିକ୍ଷାର ଗନ୍ତାଘର। ମାତୃଭାଷା ମାଧ୍ୟମରେ ଜଣେ ସବୁ କ୍ଷେତ୍ରରେ ଆଗକୁ ଯାଇ ପାରିବ ଏହା ଶିକ୍ଷାକରିବେ। ପୂଜ୍ୟପୂଜା ପରମ୍ପରା ଆମର ଅଗ୍ରଗତିର ପାଥେୟ ଜାଣିବା ସହିତ ପ୍ରାଚୀନ ସାହିତ୍ୟର ଭାବ ଜାଣିତାକୁ ପାଠକରି ରସ ଆସ୍ବାଦନ କରିବେ। ଲୋଭର କୁ ପରିଣାମ ସମ୍ପର୍କରେ ଜାଣିବେ। SDG-315	ସହଯୋଗ ଧର୍ମୀୟତା	ଚିଲିକାରେ ସୂର୍ଯ୍ୟାସ୍ତର ଚିତ୍ର ଅଙ୍କନ କରିବେ
ମଙ୍ଗଳେ ଅଲଲା ଭଷା	ରାମାୟଣ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ। ସତୀ ସୀତାଙ୍କ ଠାରୁ ତ୍ୟାଗପୂର୍ଣ୍ଣ ଜୀବନ ଶୈଳୀ ଶିଖିବେ। ନିଜେ କଷ୍ଟ ପାଇ ଅନ୍ୟକୁ ଆନନ୍ଦ ପ୍ରଦାନକରି ବାବ୍ରତରେ ବ୍ରତୀ ହେବେ। ପ୍ରକୃତି ସହିତ ଏକାକାର ହୋଇଯିବେ। ଉପକାରୀର ଉପକାରକୁ ମନେରଖି କୃତଜ୍ଞତା ଜ୍ଞାପନ କରିବାକୁ ଭୁଲିବେ ନାହିଁ। SDG-15	ସହଯୋଗ ଧର୍ମୀୟତା	ଚୋଖୀରାଗରେ କବିତାଟିକୁ ଗାୟନ କରିବେ
ଜାଗ ବନ୍ଧନ ହରା	ମନୁଷ୍ୟ ଭଗବାନଙ୍କ ସୃଷ୍ଟିର ଶ୍ରେଷ୍ଠ ଅବଦାନ ବୋଲି ଜାଣିବେ। ଜୀବନରେ ଯେତେ ପ୍ରତିକୂଳ ପରିସ୍ଥିତି ଆସିଲେ ମଧ୍ୟ ହତୋତ୍ସାହ ହେବେନି। ଦୁଃଖୀ-ଦରିଦ୍ରଙ୍କ, ଶୋଷିତ- ନିଷ୍ପେକ୍ଷିତ ଓ ନିର୍ଯ୍ୟାତିତ ଜନତାର ଦରଦୀବନ୍ଧୁ ହେବେ। ସାମ୍ୟବାଦୀ ହୋଇ ସମସ୍ତଙ୍କୁ ସମାନତାସୃଷ୍ଟିରେ ଦେଖିବା ସହିତ ଦେଶର ସ୍ଵାଧୀନତାକୁ ବଜାୟ ରଖିବାକୁ ଚେଷ୍ଟା କରିବେ। SDG-1.2.3	ସହଯୋଗ ଧର୍ମୀୟତା	ଖଟିଖୁଆ ଶ୍ରମିକ ମାନଙ୍କ ଉପରେ ରଚିତ ଯେକୌଣସି ଏକ କବିତା ଆବୃତ୍ତି କରିବେ
ସର୍ବଂ ସହା ମାତି	ମାତି ମା'ପରି ସହନଶୀଳା ହେବେ। ନକାରାତ୍ମକ ନ ହୋଇ ସକାରାତ୍ମକ ମୋନୋଭାବ ପୋଷଣକରିବା ଶିଖିବେ। ମାତିମା' ପ୍ରତି ଯତ୍ନଶୀଳ ହେବେ। SDG-15,4,3	ସହଯୋଗ ଧର୍ମୀୟତା	ମାତି ସମ୍ପର୍କରେ ନିଜସ୍ଵ କବିତା ଲେଖିବେ

ଜନ୍ମଭୂମି	ଜନ୍ମଭୂମିକୁ ଭଲପାଇବା ଶିଖିବେ। ଗ୍ରାମ ଜୀବନରେ ଭାଇଚାରାଭାବ ଓ ଶୃଙ୍ଖଳିତ ଜୀବନଧାରା ବିଷୟରେ ଜାଣିବେ। ଗ୍ରାମ୍ୟଜୀବନରେ ରାଜନୀତିର ପ୍ରବେଶ ଫଳରେ ସରଳତାର କିପରି ବିଲୋପ ହେଉଛି ତାହା ଜାଣିବେ। ଯେକୌଣସି ପରସ୍ପତିରେ ମଧ୍ୟ ଜନ୍ମଭୂମି ପ୍ରତି ବିମୁଖ ନ ହେବା ଶିଖିବେ। SDG-15	ସହଯୋଗ ଧର୍ମୀପତ୍ତା	ଭାଷଣ ପ୍ରତିଯୋଗୀତା
ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ	ବିଜ୍ଞାନର ଅବଦାନ ବିଷୟରେ ଜାଣି ତାକୁ କାର୍ଯ୍ୟରେ ଲଗାଇବାକୁ ପ୍ରେରଣା ପାଇବେ। ସଭ୍ୟତାର ବିକାଶରେ ବିଜ୍ଞାନର ଅବଦାନ ବିଷୟରେ ବିଷୟରେ ଜାଣିବେ। ବିଜ୍ଞାନକୁ ଅବଲମ୍ବନକରି ଆଧୁନିକ ଯୁଗ କିପରି ଆଗକୁ ବଢ଼ିପାରିବ ତାହା ଶିଖିବେ। SDG-11	ଅନୁସନ୍ଧିତା ମୂଳକ	ବକ୍ତୃତା ପ୍ରତିଯୋଗୀତା
ମାତୃଭାଷା ଓ ଲୋକଶିକ୍ଷା	ମାତୃଭାଷାର ଉପାଦେୟତା ଓ ତାହା କିପରି ଲୋକଶିକ୍ଷା ପାଇଁ ଉପଯୋଗୀ ତାହା ଜାଣିବେ। ଜନତାର ସାମୂହିକ ଶିକ୍ଷା ପାଇଁ ମାତୃଭାଷାହିଁ ପ୍ରକୃତ ମାଧ୍ୟମ ଜାଣିବେ। ଇଂରେଜୀ ଭାଷା ଶାସ୍ତ୍ରକୁ ଶାସକଙ୍କ ଠାରୁ ଦୂରେଇ ରଖିବେ। ମାତୃଭାଷା ଶିଖିବା ସହିତ ତାର ଉନ୍ନତି ପାଇଁ ପ୍ରଚେଷ୍ଟା କରିବା ଶିଖିବେ। SDG- 4,17	ଅନୁସନ୍ଧିତା ମୂଳକ	ପ୍ରବନ୍ଧ ଲିଖନ
ନରେନ୍ଦ୍ର ବିବେକାନନ୍ଦ	ମାନବସେବା ହିଁ ମାଧ୍ୟମ ସେବା। ଏକନିଷ୍ଠ ହେଲେ କାର୍ଯ୍ୟରେ ସଫଳତା ମିଳେ ତାହା ବିବେକାନନ୍ଦଙ୍କ ବିଷୟରେ ପାଠ କରି ଜାଣିବେ। ଭାଷଣ ଦେବାର କଳା ଶିକ୍ଷା କରିବେ। SDG- 12	ସହଯୋଗ ଧର୍ମୀପତ୍ତା	ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀ ପାଠ
କାଠ	ଆଧୁନିକ ମଣିଷର ସ୍ୱାର୍ଥ ଶଠତାର ଚିତ୍ର ସମାଜର ନିମ୍ନ ବର୍ଗ ଲୋକଙ୍କର ସରଳତା ଓ ସ୍ୱାଭିମାନ ବିଷୟରେ ଜାଣିବେ। ସମାଜରେ ବାସ କରୁଥିବା ନିମ୍ନବର୍ଗଙ୍କ ପ୍ରତି ସହନଶୀଳ ହେବା ସହିତ ସେମାନଙ୍କର ଉନ୍ନତି ପାଇଁ ପ୍ରଚେଷ୍ଟା କରିବେ। ଆଦିବାସୀଙ୍କର ଚଳଣି , ସରଳତା ଓ ସ୍ୱାଭିମାନର ପରିଚୟ ପାଇବେ। SDG- 1	ସହଯୋଗ ଧର୍ମୀପତ୍ତା	ଆଦିବାସୀଙ୍କ ଜୀବନ ଉପରେ ଗଳ୍ପ ପଠନ
କାଳର କପୋଳତଳେ	କଳିଂଗ ଯୁଦ୍ଧ ବିଷୟରେ ଜ୍ଞାନ ଲାଭ କରିବେ। କଳିଙ୍ଗବାସୀଙ୍କ ବୀରତ୍ୱ ,ଜାତି ପ୍ରୀତିର ପରିଚୟ ପାଇବେ। ଏହି ମାଟିରେ ଅଶୋକ ଚଣ୍ଡାଶୋକରୁ ଧର୍ମାଶୋକରେ ପରିଣତ ହେବାକଥା ଜାଣିବେ। SDG- 16	ଅନୁସନ୍ଧିତା ମୂଳକ	'ଜାତକକଥା' ପାଠକରି ଏକ କାହାଣୀ ବର୍ଣ୍ଣନା କହିବେ
ବେଲ, ଆଶ୍ୱତ୍ଥ ଓ ବଟ ବୃକ୍ଷ	ଜନ୍ମଦାତ୍ରୀ ମା', ଜନ୍ମ ମାଟିକୁ ଭଲପାଇବା ଶିଖିବେ। ବୃକ୍ଷର ଉପକାରିତା ସମ୍ପର୍କରେ ଜାଣିବେ। କର୍ତ୍ତବ୍ୟ ପ୍ରତି ସଚେତନ ହେବେ। SDG- 15	ଅନୁସନ୍ଧିତା ମୂଳକ	ବୃକ୍ଷ ଉପରେ ଏକ କବିତା ଲିଖନ
ଫଲ୍‌ଗୁ	ପ୍ରେମ ଶାଶ୍ୱତ। ଫଲ୍‌ଗୁ ପରି ଅନ୍ତଃସଲୀଳା। ଆର୍ଥିକ ଅଭାବ ପରିବାରର ହସଖୁସି ବ୍ୟକ୍ତିଗତ ସର୍ଜନଶୀଳତାକୁ ନଷ୍ଟ କରିପାରେ ନାହିଁ ତାହା ଛାତ୍ରଛାତ୍ରୀ ମାନେ ଶିକ୍ଷା କରିବେ। SDG- 4	ସହଯୋଗ ଧର୍ମୀପତ୍ତା	ନାଟକ ଅଭିନୟ
କୋଶାଳ	ଜାତିପାଇଁ ଆନ୍ଦୋଳନ ଶିକ୍ଷା କରିବେ। କର୍ମଦ୍ୱାରା ମଣିଷ କିପରି ଅମର ହୋଇପାରେ , ସେଥିପାଇଁ ଦୀର୍ଘାୟୁ ହେବା ଜରୁରୀ ନୁହେଁ। କର୍ମର ଉପାସକ ହୋଇ ନିଜ ଜୀବନକୁ ଧନ୍ୟ କରିବେ, ତେବେଯାଇ ଛାତ୍ରଜୀବନ ସଫଳ ହୋଇପାରିବ ଏହି ମନ୍ତ୍ରରେ ଦୀକ୍ଷିତ ହେବେ। SDG- 4.9	ସହଯୋଗ ଧର୍ମୀପତ୍ତା	ନାଟକ ଅଭିନୟ

SANSKRIT(COMMUNICATIVE) CODE -119

Prescribed Books:

1. मणिका पाठ्यपुस्तकम् (द्वितीयभाग) (CBSE Publication)
2. मणिका-अभ्यास-पुस्तकम् (द्वितीयभाग:) (CBSE Publication)

Reference Book:

- 1.सरस्वती-मणिका-संस्कृतव्याकरणम् (कक्षा-दशमी) (Saraswati Publishing House)

80 Marks	20 Marks Internal Assessment				
Written Test 5 Marks	Multiple Assessment 5 Marks	Portfolio 5 Marks	Subject Enrichment Activities 5 Marks		
Whole Syllabus	Based on PA syllabus	Quiz, Oral Test, Visual Expression, Art Integration Project Reading Skill	Class work, peer assessment, self -assessment, achievements of students in the subject etc.	Listening Skill, Speaking Skill, Writing Skill, Art Integrated Activity.	

ASSESSMENT STRUCTURE 2024-2025

INTERNAL ASSESSMENT (20marks)

Periodic Assessment – I	Periodic Assessment – II	Periodic Assessment – III
Pen & Paper Test (40 Marks) 40 Marksto be reduced to 5 Marks	Pen & Paper Test (80 Marks) 80 Marks to be reduced to 5 Marks	Pen & Paper Test (80 Marks) 80 Marks to be reduced to 5 Marks
Multiple Assessment Listening Skill- (5 Marks) श्रवणकार्यम् Rubrics:- 1. Correct Response- 1 2. Understanding- 1 3. Attentiveness- 1 4. Grammatical Accuracy- 1 5. Time management- 1	Multiple Assessment Writing Skill- (5 Marks) सङ्केताधारितम् -कथालेखनम् Rubrics:- 1. Correct Response- 1 2. Logical sequence- 1 3. Grammatical Accuracy- 1 4. Handwriting- 1 5. Time management- 1	Multiple Assessment (Art Integrated Project):(5 Marks) पर्यावरणसन्दर्भे ओडिशा-पञ्जावयोः मध्ये तुलनात्मकसमीक्षणम् (रमणीया हि सृष्टिः एषा पाठाधारितम्) Rubrics:- 1. Content - 1 2. Organization- 1 3. Neatness- 1 4. Grammatical correctness- 1 5. Timely Submission- 1
Portfolio :(Class Work)-(5 Marks) Rubrics:- 1. Handwriting - 1 2. Organization- 1 3. Maintaining Index- 1 4. Neatness- 1 5. Timely Submission- 1	Portfolio :(Class Work)-(5 Marks) Rubrics:- 1. Handwriting - 1 2. Organization- 1 3. Maintaining Index- 1 4. Neatness- 1 5. Timely Submission- 1	Portfolio :(Class Work)-(5 Marks) Rubrics:- 1. Handwriting- 1 2. Organization- 1 3. Maintaining Index- 1 4. Neatness- 1 5. Timely Submission- 1

Subject Enrichment Activity Reading Skill : (Quiz Test)(5 Marks) (नास्ति त्यागसमं सुखम्) Rubrics:- 1.Presentation- 1 2. Pronunciation- 1 3. Clarity- 1 4.Intonation - 1 5.Time Management- 1	Subject Enrichment Activity (Art Integrated Activity) (5Marks) संवाद:/ वार्तालाप:- (On any topic as decided by the teacher) Rubrics:- 1. Pronunciation- 1 2. Clarity- 1 3.Preparation- 1 4.Memorization- 1 5. Time Management- 1	Subject Enrichment Activity Speaking Skill : (Oral Test) -5 Marks) अभ्यासवशगं मनः) - गायनकौशलम् Rubrics:- 1. Presentation- 1 2.Pronunciation- 1 3.Intonation- 1 4. Grammatical Accuracy- 1 5.Time Management- 1
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Examination Structure -2024-25

TYPE OF QUESTION	NO. OF QUESTION	NO. OF DIVISION	MARKS PER QUESTION	TOTAL MARKS
MCQ 1 MARK	3+4+4+3+4 = 18	5	1	18
VSA ½ MARK	2+2+2 = 6	3	1/2	03
VSA 1 MARK	2=2	1	1	2
LA ½ MARKS (Fill in the blanks)	10+10+4+8 =32	4	1/2	16
LA 1 MARK	5+2+2+2+5=16	5	1	16
LA- 2 MARK	2=2	1	2	4
SA-1 Mark	1+4+3+3+4+2+2+2= 21	8	1	21
			TOTAL	80

Design of Question Paper (Periodic Assessment – I) (40 Marks)

No. of Questions (10)	No. of Marks per Question	TotalNo.ofMarksM
क-भाग: (अपठितावबोधनम्)		
Q. NO.1. Ekapadena PoornaVaakyena Title BhaashikaKaaryam	(VSA) 2 Qns (LA) 1Qn (SA) 1Qn (MCQ) 2 Qns	½x 2 = 1 1 x 1 = 1 1 x 1 =1 1 x 2 = 2
ख-भाग: (रचनात्मककार्यम्)		
Q. NO. 2. PatraLekhanam(10 Blanks)	(LA) 10 Qns	½ x 10=5
ग-भाग: (अनुप्रयुक्तव्याकरणम्)		
Q. NO. 3. Sandhi Q. NO. 4. Pratyaya Q. NO. 5. SamayaLekhanam Q. NO. 6. Avyayapadaani	(SA) 4 Qns (MCQ) 4 Qns (SA) 4 Qns (SA) 3 Qns	1 x 4 = 4 1 x 4 = 4 1 x 4 = 4 1 x 3 = 3
घ-भाग: (पठितावबोधनम्)		
Q.NO.7. Gadyaamshah–Ekapadena PoornaVaakyena BhaashikaKaaryam Q.NO.8. Padyaamshah–Ekapadena PoornaVaakyena	(VSA) 2 Qns (LA) 2 Qns (SA) 2 Qns (VSA) 2 Qns (LA) 2 Qns	½ x 2 = 1 1 x 2 = 2 1 x 2 = 2 ½ x 2 = 1 1 x 2 = 2

BhaashikaKaaryam	(SA)	2 Qns	1 x 2 = 2	
Q. NO. 9. ShlokaAnvayah(4 Blanks)	(LA)	4 Qns	½ x 4 = 2	
Q. NO.10. PrasangaanusaaramArthaChayanam	(VSA)	3Qns	1 x 3 = 3	

सम्पूर्णभार:- 40 अङ्काः

**Design of Question Paper for Periodic Assessment – II,
Periodic Assessment - III and Annual (80 Marks)**

No. of Questions (18)		No. of Marks per Question	Total No. of Marks (80)
क-भागः (अपठितावबोधनम्)			
Q. NO.1. Ekapadena	(VSA)	2 Qns	1 x 2 = 2
PoornaVaakyena	(LA)	2Qns	2 x 2 = 4
Title	(SA)	1Qn	1 x 1 = 1
BhaashikaKaaryam	(MCQ)	3Qns	1 x 3 = 3
ख-भागः(रचनात्मककार्यम्)			
Q. NO. 2. PatraLekhanam(10 Blanks)	(LA)	10 Qns	½ x 10=5
Q. NO. 3. ChitraVarnanam/AnuchhedaLekhanam (5 sentences to write)	(LA)	5 Qns	1 x 5 = 5
Q.NO. 4. Samvadapurtih/Kathapurtih(LA)		10 Qns	½ x 10=5
ग-भागः(अनुप्रयुक्तव्याकरणम्)			
Q. NO. 5. Sandhi	(SA)	4 Qns	1 x 4 = 4
Q. NO. 6. Samasa	(MCQ)	4 Qns	1 x 4 = 4
Q.NO. 7.Pratyaya	(MCQ)	4 Qns	1 x 4 = 4
Q. NO.8.VaachyaParivartanam	(SA)	3 Qns	1 x 3 = 3
Q. NO.9.SamayaLekhanam	(SA)	3 Qns	1 x 3 = 3
Q. NO.10. Avyayapadaani	(SA)	4Qns	1 x 4 = 4
Q. NO.11. AshuddhiSamshodhanam	(MCQ)	3Qns	1 x 3 = 3
घ-भागः(पठितावबोधनम्)			
Q.NO.12.Gadyaamshah–Ekapadena	(VSA)	2 Qns	½ x 2 = 1
PoornaVaakyena	(LA)	2 Qns	1 x 2 = 2
BhaashikaKaaryam	(SA)	2 Qns	1 x 2 = 2
Q. NO.13.Padyaamshah–Ekapadena	(VSA)	2 Qns	½ x 2 = 1
PoornaVaakyena	(LA)	2 Qns	1 x 2 = 2
BhaashikaKaaryam	(SA)	2 Qns	1 x 2 = 2
Q.NO.14.Natyamshah—Ekapadena	(VSA)	2 Qns	½ x 2 = 1
PoornaVaakyena	(LA)	2 Qns	1 x 2 = 2
BhaashikaKaaryam	(SA)	2 Qns	1 x 2 = 2
Q. NO.15. PrashnaNirmaanam	(LA)	5Qns	1 x 5 = 5
Q. NO.16.Anvayah/Bhaavaarthah (4 Blanks)	(LA)	4 Qns	½ x 4 = 2
Q. NO.17. PrasangaanusaaramArthaChayanam	(MCQ)	4 Qns	1 x 4 = 4
Q. NO.18.Paathaadhaarita- Kathapurtih	(LA)	8 Qns	½ x 8 = 4

SYLLABUS

Periodic Assessment - I (40 Marks) 22 th July to 27 th July 2024 Time: 1 ½ Hrs.	Periodic Assessment - II (80 Marks) 17 th September to 27 th September 2024 Time: 3 Hrs.	Periodic Assessment -III (80 Marks) 25 November 2024 to 30 th November 2024 Time: 3 Hrs.	Annual Examination (80 Marks) Time :3 Hrs.
<p>“क”-भागः (अपठितावबोधनम्) एकः अपठितगद्यांशः, सरलकथा 1.(40 –50 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • अनुच्छेदाधारितं भाषिककार्यम् • भाषिककार्याय तत्त्वानि - (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) “ख”-भागः (रचनात्मक-कार्यम्) 2. पत्रलेखनम् (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकपत्रम् तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णं पत्रं लेखनीयम्) “ग”- भागः (अनुप्रयुक्तव्याकरणम्) मणिकापुस्तकमाधारितम् 3. सन्धिकार्यम् (a) स्वरसन्धिः- वृद्धिः , यण् (b) व्यञ्जनसन्धिः - परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः 4. प्रत्ययाः- (a) तद्धिताः- (मतुप्, ठक्) (b) स्त्रीप्रत्ययौ- (टाप्, डीप्) 5. समयः-अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन) 6. अव्ययाः- इव, उच्चैः, एव, नूनम्, इतस्ततः , विना, सहसा , वृथा , शनैः, इति, मा, यत्, सम्प्रति, इदानीम्, अधुना “घ”-भागः (पठितावबोधनम्) 7. गद्यांशः-(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p>	<p>“क”-भागः (अपठितावबोधनम्) एकः अपठितगद्यांशः, सरलकथा 1.(80 –100 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • अनुच्छेदाधारितं भाषिककार्यम् • भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्) “ख”-भागः (रचनात्मक-कार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकपत्रम् तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) 4. संवादपूर्तिः / कथापूर्तिः (कथा-संवादः छात्रस्तरानुगुणम् एव भवेत् । तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णसंवादः / कथा लेखनीया ।) “ग”-भागः (अनुप्रयुक्तव्याकरणम्) (मणिकापुस्तक-आधारितम्) 5. सन्धिकार्यम् (a) स्वरसन्धिः - वृद्धिः , यण्, अयादिः (b) व्यञ्जनसन्धिः -परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् (c) विसर्गसन्धिः - उत्वम्, रत्वम् 6. समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः) a) तत्पुरुषः- विभक्तिः, नञ्, उपपदः</p>	<p>“क”-भागः (अपठितावबोधनम्) एकः अपठितगद्यांशः, सरलकथा 1.(80 –100 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • अनुच्छेदाधारितं भाषिककार्यम् • भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) “ख”-भागः (रचनात्मक-कार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकम् तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) 4. संवादपूर्तिः/ कथापूर्तिः (कथा-संवादः छात्रस्तरानुगुणम् एव भवेत् । तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया ।) “ग”-भागः (अनुप्रयुक्तव्याकरणम्) (मणिकापुस्तक-आधारितम्) 5. सन्धिकार्यम् a) स्वरसन्धिः- वृद्धिः , यण्, अयादिः, पूर्वरूपम् b) व्यञ्जनसन्धिः - परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् c) विसर्गसन्धिः उत्वम् , रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने श्, ष्, स् 6. समासः</p>	<p>“क”-भागः (अपठितावबोधनम्) एकः अपठितगद्यांशः, सरलकथा 1.(80 –100 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • अनुच्छेदाधारितं भाषिककार्यम् • भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्) “ख”-भागः (रचनात्मक-कार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकं पत्रलेखनम् तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् अथवा अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) 4. संवादपूर्तिः/ कथापूर्तिः (कथा-संवादः छात्रस्तरानुगुणम् एव भवेत् । तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथा लेखनीया ।) “ग”-भागः (अनुप्रयुक्तव्याकरणम्) (मणिकापुस्तकमाधारितम्) 5. सन्धिकार्यम् (a) स्वरसन्धिः- वृद्धिः , यण्, अयादिः, पूर्वरूपम् b) व्यञ्जनसन्धिः - परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् c) विसर्गसन्धिः- उत्वम्, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने श्, ष्, स्</p>

<p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>8. पद्यांशः-पद्यम् (श्लोकम्/ श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>9. श्लोकान्वयः- (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूपायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः)</p> <p>10. प्रसङ्गानुसारम् अर्थचयनम्- (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः)</p> <p>पाठ्यविषयाः-</p> <p>1. प्रथमपाठः (वाङ्मयं तपः) 2. द्वितीयपाठः (नास्ति त्यागसमं सुखम्)</p>	<p>b) द्वन्द्वः</p> <p>7. प्रत्ययाः-</p> <p>a) तद्धिताः - (मतुप्, ठक्, ल्व, तल्)</p> <p>b) स्त्रीप्रत्ययौ- (टाप्, डीप्)</p> <p>8. वाच्यपरिवर्तनम्- (केवलं लट्लकारे- कर्तृ-कर्म-क्रिया)</p> <p>9. समयः-अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन)</p> <p>10. अव्ययाः- इव, उच्चैः, एव, नूनम्, इतस्ततः , विना, सहसा , वृथा , शनैः, इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, श्वः, ह्यः, किमर्थम्, कुत्र</p> <p>11. अशुद्धिसंशोधनम् (वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्) “घ”-भागः (पठितावबोधनम्)</p> <p>12. गद्यांशः- (गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>13. पद्यांशः- पद्यम् (श्लोकम्/ श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>14. नाट्यांशः-(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>15. वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम्-</p> <p>16. श्लोकान्वयः- (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूपायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः)</p> <p>17. प्रसङ्गानुसारम् अर्थचयनम्-(पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः)</p> <p>18. पाठाधारित-कथापूर्तिः-</p>	<p>(वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः)</p> <p>a) तत्पुरुषः-विभक्तिः, नञ्, उपपदः</p> <p>b) द्वन्द्वः</p> <p>c) अव्ययीभावः- (अनु, उप, सह, निर, प्रति, यथा)</p> <p>7. प्रत्ययाः-</p> <p>a) तद्धिताः-(मतुप्, ठक्, ल्व, तल्)</p> <p>b) स्त्रीप्रत्ययौ- (टाप्, डीप्)</p> <p>8. वाच्यपरिवर्तनम्- (केवलं लट्लकारे कर्तृ-कर्म-क्रिया)</p> <p>9. समयः- अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन)</p> <p>10. अव्ययाः- इव, उच्चैः, एव, नूनम्, इतस्ततः , विना, सहसा , वृथा , शनैः इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, अद्य, श्वः, परश्वः, ह्यः, परह्यः, किमर्थम्, कुत्र, यदि, तर्हि</p> <p>11. अशुद्धिसंशोधनम् (वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्) “घ”-भागः (पठितावबोधनम्)</p> <p>12. गद्यांशः- (गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>13. पद्यांशः- पद्यम् (श्लोकम्/ श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>14. नाट्यांशः- (नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्)</p>	<p>6. समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः)</p> <p>a) तत्पुरुषः-विभक्तिगतः, नञ्, उपपदः</p> <p>b) द्वन्द्वः</p> <p>c) अव्ययीभावः- (अनु, उप, सह, निर, प्रति, यथा)</p> <p>7. प्रत्ययाः -</p> <p>a) तद्धिताः-(मतुप्, ठक्, ल्व, तल्)</p> <p>b) स्त्रीप्रत्ययौ- (टाप्, डीप्)</p> <p>8. वाच्यपरिवर्तनम्- (केवलं लट्लकारे कर्तृ-कर्म-क्रिया)</p> <p>9. समयः- अङ्कानां स्थाने शब्देषु समय लेखनम् (सामान्य-सपाद-सार्ध-पादोन)</p> <p>10. अव्ययाः- इव, उच्चैः, एव, नूनम्, इतस्ततः , विना, सहसा , वृथा , शनैः इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, अद्य, श्वः, परश्वः, ह्यः, परह्यः, किमर्थम्, कुत्र, यदि, तर्हि</p> <p>11. अशुद्धिसंशोधनम् (वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्) “घ”-भागः (पठितावबोधनम्)</p> <p>12. गद्यांशः- (गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>13. पद्यांशः- पद्यम् (श्लोकम्/ श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्)</p> <p>14. नाट्यांशः- (नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्)</p> <p>● एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि</p> <p>● भाषिककार्यम्</p>
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	<p>(मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)</p> <p>पाठ्यविषयाः-</p> <ol style="list-style-type: none"> 1.प्रथमः पाठः (वाङ्मयं तपः) 2.द्वितीयः पाठः (नास्ति त्यागसमं सुखम्) 3.तृतीयः पाठः (रमणीया हि सृष्टिः एषा) 4.चतुर्थः पाठः (आज्ञागुरूणां हि अविचारणीया) 5.पञ्चमः पाठः (अभ्यासवशगं मनः) 	<p>अवबोधनात्मकं कार्यम्)</p> <ul style="list-style-type: none"> • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (वाक्येकर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) <p>15.वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम्-</p> <p>16.श्लोकान्वयः- (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः)</p> <p>17.प्रसङ्गानुसारम् अर्थचयनम्- (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः)</p> <p>18.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायेन रिक्तस्थानपूर्तिः)</p> <p>पाठ्यविषयाः-</p> <ol style="list-style-type: none"> 1.प्रथमपाठः (वाङ्मयं तपः) 2.द्वितीयपाठः (नास्ति त्यागसमं सुखम्) 3.तृतीयपाठः (रमणीया हि सृष्टिः एषा) 4.चतुर्थपाठः (आज्ञागुरूणां हि अविचारणीया) 5.पञ्चमपाठः (अभ्यासवशगं मनः) 6. षष्ठपाठः (राष्ट्रं संरक्ष्यमेव हि) 7. सप्तमपाठः (साधुवृत्तिं समाचरेत्) 8. अष्टमपाठः (तिरुक्कुरल्-सूक्ति-सौरभम्) 9.नवमपाठः (सुस्वागतं भो! अरुणाचलेऽस्मिन्) 10.दशमपाठः (कालोऽहम्) (केवलम् आन्तरिकमूल्याङ्कनाय) 11.एकादशपाठः (किं किम् उपादेयम्) (केवलम् आन्तरिकमूल्याङ्कनाय) 	<p>(वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय विलोमपदचयनम्)</p> <p>15.वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम्-</p> <p>16. श्लोकान्वयः- (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः तथैव मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः)</p> <p>17.प्रसङ्गानुसारम् अर्थचयनम्-(पाठान् आधृत्य बहुविकल्पात्मकप्रश्नाः)</p> <p>18.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः)</p> <p>पाठ्यविषयाः</p> <ol style="list-style-type: none"> 1.प्रथमपाठः (वाङ्मयं तपः) 2.द्वितीयपाठः (नास्ति त्यागसमं सुखम्) 3.तृतीयपाठः (रमणीया हि सृष्टिः एषा) 4.चतुर्थपाठः (आज्ञागुरूणां हि अविचारणीया) 5.पञ्चमपाठः (अभ्यासवशगं मनः) 6. षष्ठपाठः (राष्ट्रं संरक्ष्यमेव हि) 7. सप्तमपाठः (साधुवृत्तिं समाचरेत्) 8. अष्टमपाठः (तिरुक्कुरल्-सूक्ति-सौरभम्) 9.नवमपाठः (सुस्वागतं भो ! अरुणाचलेऽस्मिन्) 10.दशमपाठः (कालोऽहम्) (केवलम् आन्तरिकमूल्याङ्कनाय) 11.एकादशपाठः (किं किम् उपादेयम्) (केवलम् आन्तरिकमूल्याङ्कनाय)
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अवधेयम्-

अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथा सम्भवं 'मणिका-द्वितीयोभागः' इति पाठ्यपुस्तकात्करणीयम् । यदि ततः न सम्भवति तर्हि 'मणिका-अभ्यासपुस्तकम्- द्वितीयोभागः' इत्यस्माकं कर्तुं शक्यम् ।

CHAPTER NAME	LEARNING OBJECTIVE	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
वाङ्मयंतपः	<ul style="list-style-type: none"> छात्राः संस्कृतश्लोकान् उचितबलघातपूर्वकं छन्दानुगुणम् उच्चारयन्ति । छात्राः विद्यायाः महत्त्वं ज्ञातुं शक्नुवन्ति । छात्राणां ज्ञानमयं तपः सफलं भवति । SDG-4 (QUALITY EDUCATION)	<ul style="list-style-type: none"> व्यक्तिगतरूपेण /सामूहिकरूपेण विद्यार्थिनां कृते अवसरः दीयते । खण्डान्वय/दण्डान्वय-विधिना पाठयेत् । 	श्लोकस्पर्धा
नास्तित्यागसंमुखम्	<ul style="list-style-type: none"> छात्राः त्यागस्य महत्त्वं जानन्ति । छात्राः भगवतः बुद्धस्य पूर्वजन्मनः विविधाः कथाः जानन्ति । परहिताय सर्वस्वं त्यक्तव्यम् इत्येव शिक्षितम् । SDG-11 (SUSTAINABLE CITIES & COMMUNITY)	<ul style="list-style-type: none"> प्रत्यक्षविधिना यथासम्भवं पाठनीयम् । व्याख्यानविधिमनुसृत्य विषयस्य सारं वक्तव्यम् । 	समूहालोचनम्
रमणीयाहिसृष्टिः एषा	<ul style="list-style-type: none"> संस्कृतनाटक-अंशानां सम्वादानाम् उच्चारणं कुर्वन्ति । तेषां भावानुगुणं शारीरिक क्रियाकलापान्प्रदर्शयन्ति । इयं सृष्टिः अतिसौन्दर्यमयी अस्ति इति छात्राणां ज्ञानं भवन्ति । परस्परं कलहेन विवादेन च समयं वृथा नयापयेत् । SDG-13 (CLIMATE ACTION) SDG-10 (REDUCED INEQUALITIES)	<ul style="list-style-type: none"> व्याख्यानविधिमनुसृत्य विषयस्य सारं वक्तव्यम् कोमलमतिछात्राणां कृते सरलसंस्कृतभाषायाः प्रयोगः करणीयः । 	समूहालोचनम्, नाटकाभिनयः
आज्ञागुरुणाहिअविचारणीया	<ul style="list-style-type: none"> गुरुणाम् आज्ञा सदैव पालनीया इति छात्राः जानन्ति । ज्ञानवृद्धः यद्यपि बालः स्यात् अपि पूजनीयः इति छात्राणां ज्ञानं भवति~ । कपीनां मेदसा वह्निदाहसमुद्भवः दोषस्य निराकरणं भवति । SDG-4 (QUALITY EDUCATION)	<ul style="list-style-type: none"> व्यक्तिगतरूपेण /सामूहिकरूपेण विद्यार्थिनांकृते अवसरः दीयते~ । प्रत्यक्षविधिना यथासम्भवं पाठनीयम् । 	रसप्रश्नः
अभ्यासवशगं मनः	<ul style="list-style-type: none"> छात्राः भगवद्गीतायाः जीवनदर्शनं ज्ञातुं शक्नुवन्ति । मनः चञ्चलः परन्तु अभ्यासेन मनसः नियन्त्रणं भवति~ । छात्राः बुद्धिनाशस्यकारणानि ज्ञातुं समर्थाः सन्ति । SDG-16 (PEACE, JUSTICE & STRONG INSTITUTIONS)	<ul style="list-style-type: none"> व्यक्तिगतरूपेण /सामूहिकरूपेण विद्यार्थिनां कृते अवसरः दीयते~ । खण्डान्वय/दण्डान्वय-विधिना पाठयेत् । कक्षायां सस्वरवाचनं करणीयम् । 	श्लोकस्पर्धा अथवा अभिनयः
राष्ट्रसंरक्ष्यमेवहि	<ul style="list-style-type: none"> छात्राः महाभारतग्रन्थादिनां विषये ज्ञातुं समर्थाः भवन्ति । विज्ञानस्य सत्प्रयोगः राष्ट्रकल्याणाय असत्प्रयोगः राष्ट्रविनाशाय च भवति इति सर्वे ज्ञातुं समर्थाः सन्ति । SDG-9 (INDUSTRY, INNOVATION & INFRASTRUCTURE)	<ul style="list-style-type: none"> शिक्षणप्रक्रियायाम् आधिक्येन छात्राणां सहभागिता यथा स्यात् तथा वातावरणं निर्मेयेयम् । चतुर्णां कौशलानां प्रयोगः । 	विषयाधारित-चित्रवर्णनम्
साधुवृत्तिं समाचरेत्	<ul style="list-style-type: none"> प्रशस्तः मार्गः एव अनुसरणीयः इति ज्ञायते । 	<ul style="list-style-type: none"> कक्षायां श्रवण-पठन-वाचन-लेखनकौशलानां प्रयोगः । 	समूहालोचनम्

	<ul style="list-style-type: none"> असाधूपायेन अर्जितं धनं नश्यति ज्ञायते । पापिनां च सदा दुःखं सुखं वै पुण्यकर्मणाम् इति अस्मात्लायते । <p>SDG-3(GOOD HEALTH AND WELL BEING)</p>	<ul style="list-style-type: none"> प्रत्यक्षविधिना यथा सम्भवं पाठनीयम् । 	
तिरुक्कुरल् - सूक्ति-सौरभम्	<ul style="list-style-type: none"> छात्राः चेन्नईनगरविषये ज्ञातुं समर्थाः भवन्ति परेभ्यः अहितं कर्म न कुर्यात्~ । छात्राः महाकवि-तिरुवल्लुवरस्य कवितां पठितुं समर्थाः भवन्ति । <p>SDG-4 (QUALITY EDUCATION)</p>	<ul style="list-style-type: none"> व्यक्तिगतरूपेण /सामूहिकरूपेण विद्यार्थिनां कृते श्लोकोच्चारणार्थं अवसरः दीयते । खण्डान्वय/दण्डान्वय-विधिना पाठयेत्~ । 	श्लोक-स्पर्धा
सुस्वागतं भो! अरुणाचलेऽस्मिन्	<ul style="list-style-type: none"> छात्राः अरुणाचलप्रदेशस्य संस्कृति-पर्व-भोजन-पर्यावरणविषये ज्ञातुं समर्थाः भवन्ति । छात्राः अरुणाचलप्रदेशस्य पर्यटनस्थालानां विषये ज्ञातुं समर्थाः भवन्ति~ । <p>SDG-13 (CLIMATE ACTION) SDG-15 (LIFE ON LAND)</p>	<ul style="list-style-type: none"> छात्राणां कृते सरलसंस्कृतभाषायाः प्रयोगः करणीयः । अभिनयमाध्यमेन यथा सम्भवं पाठनीयम् । 	प्रश्नमञ्च-कार्यक्रमः

SUBJECT: - MATHEMATICS (SUBJECT CODE:Standard- 041&Basic -241)

PRESCRIBED BOOKS:

- 1- TEXT BOOK FOR CLASS X: NCERT
- 2- EXEMPLAR PROBLEMS FOR CLASS X: NCERT
- 3- LAB MANUAL: MATHEMATICS, SECONDARY STAGE: NCERT

Course structure class-X (ANNUAL EXAMINATION)

Units	Unit Name	Marks
I	Number System	06
II	Algebra	20
III	Co-ordinate Geometry	06
IV	Geometry	15
V	Trigonometry	12
VI	Mensuration	10
VII	Statistics and Probability	11
TOTAL		80

ASSESSMENT STRUCTURE

BOARD EXAM (80 MARKS) WHOLE SYLLABUS	INTERNAL ASSESSMENT (20 MARKS)			
	PEN AND PAPER TEST(5)	MULTIPLE ASSESSMENT(5)	PORTFOLIO(5)	SUBJECT ENRICHMENT ACTIVITY(5)
PA-1 PA-2 PA-3	PA-1 : QUIZ(WRITTEN) PA-2: ORAL TEST PA-3: ART INTEGRATED PROJECT	PA-1: PA-2: PA-3: CW & HW, AND OTHER ACHIEVEMENTS IN SUBJECT	PA-1: MATHS LAB ACTIVITY PA-2: MATHS LAB ACTIVITY PA-3: MATHS LAB ACTIVITY	

SUBJECT ENRICHMENT ACTIVITIES:

PA-1

- to draw the graph of a quadratic polynomial and determine the zero(s) geometrically.
- to verify BPT

PA-2

- to determine the value of t-ratio of 30° and 45° by geometrically.
- to verify the length of the tangents from an external point to a circle are equal.

PA-3

- to verify the sum of n natural numbers = $\frac{n(n+1)}{2}$
- to compare the volume of a right circular cylinder & a right circular cone with same height and radius.

Rubrics for Assessments			
Oral test/ quiz (5marks) <ul style="list-style-type: none"> • content knowledge (1) • answers confidently (1) • thinks logically (1) • correct approach (1) • time management (1) 	Art integrated project (5 marks) <ul style="list-style-type: none"> • content accuracy (1) • creativity (1) • presentation (1) • neatness (1) • time and effort (1) 	cw/hw: (5 marks) <ul style="list-style-type: none"> • regularity (1) • maintenance of copy with index and neatness (1) • writing relevant answers (1) • follow up action (1) • task completion (1) 	Lab Activity: (5 marks) <ul style="list-style-type: none"> • timely submission (1) • originality (1) • neatness (1) • presentation skill (1) • creativity (1)

SYLLABUS

CHAPTER	PERIODIC ASSESSMENT-1 22 th July to 27 th July 2024 (40 MARKS) TIME:2 HOURS	PERIODIC ASSESSMENT-2 17 th September to 27 th September 2024 (80 MARKS) TIME:3 HOURS	PERIODIC ASSESSMENT -3 25 November 2024 to 30 th November 2024 (As per CBSE SAMPLE PAPER) (80 MARKS) TIME:3 HOURS	BOARD EXAMINATION (80 MARKS) TIME:3 HOURS
CHAPTER-1	Real numbers (6marks)	Real numbers (6marks)	Real numbers	Real numbers
CHAPTER-2	Polynomials(8marks)	Polynomials (10 marks)	Polynomials	Polynomials
CHAPTER-3	Pair of linear equations in two variables(8marks)	Pair of linear equations in two variables(10 marks)	Pair of linear equations in two variables	Pair of linear equations in two variables
CHAPTER-4	-	-	Quadratic equations	Quadratic equations
CHAPTER-5	-	-	Arithmetic progression	Arithmetic progression
CHAPTER-6	Triangles(8marks)	Triangles(9marks)	Triangles	Triangles
CHAPTER-7	-	-	Co - ordinate geometry	Co - ordinate geometry
CHAPTER-8	Introduction to Trigonometry(10marks)	Introduction to Trigonometry (12 marks)	Introduction to Trigonometry	Introduction to Trigonometry
CHAPTER-9	-	-	Applications of trigonometry	Applications of trigonometry
CHAPTER-10	-	Circles (7marks)	Circles	Circles
CHAPTER-11	-	Areas related to circles (8marks)	Areas related to circles	Areas related to circles
CHAPTER-12	-	-	Surface area and volumes	Surface area and volumes
CHAPTER-13	-	Statistics(12 marks)	Statistics	Statistics
CHAPTER-14	-	Probability(6marks)	Probability	Probability

Weightage to Form of Questions

PERIODIC ASSESSMENT- I

SL. NO.	FORM OF QUESTIONS	MCQ +AR	SA-I	SA-II	LA	CASE BASED QUESTIONS
1	MARKS FOR EACH QUESTION	1	2	3	5	4
2	NO. OF QUESTIONS	9+1	2	4	2	1 (ONE CASE STUDY QUESTION TO BE INCLUDED) A CASE STUDY HAS TWO ONE MARK QUESTIONS AND ONE TWO MARKS QUESTION WITH INTERNAL CHOICE(1+1+2*)
3	TOTAL MARKS	10	4	12	10	4
	INTERNAL CHOICE		1	1	1	1
TOTAL NO. OF INTERNAL CHOICE QUESTIONS:4						
TOTAL NO OF QUESTIONS:19						
TOTAL MARKS: 40						

PERIODIC ASSESSMENT – II & III

SL.NO.	FORM OF QUESTIONS	MCQ +AR	SA-I	SA-II	LA	CASE BASED QUESTIONS
1	MARKS FOR EACH QUESTION	1	2	3	5	4
2	NO. OF QUESTIONS	18+2	5	6	4	3 (THREE CASE STUDY QUESTION TO BE INCLUDED) EACH CASE STUDY HAS TWO ONE MARK QUESTIONS AND ONE TWO MARKS QUESTION WITH AN INTERNAL CHOICE QUESTION (1+1+2*)
3	TOTAL MARKS	20	10	18	20	12
	INTERNAL CHOICES		2	2	2	3
TOTAL NO. OF INTERNAL CHOICE QUESTIONS: 9						
TOTAL NO OF QUESTIONS:38						
TOTAL MARKS: 80						

LEARNING OBJECTIVES, PEDAGOGICAL PROCESS

NAME OF THE CHAPTER/ TOPIC	LEARNING OBJECTIVES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
CH:1-REAL NUMBERS	<p>the learners will be able to:</p> <ul style="list-style-type: none"> use the fundamental theorem of arithmetic in order to calculate hcf and lcm of the given numbers in the context of the given 	<ul style="list-style-type: none"> peer discussion on irrationality of numbers. quiz on hcf and lcm 	<ul style="list-style-type: none"> printed worksheet on irrationality/ hcf&lcm of numbers crossword puzzle

	<p>problem.</p> <ul style="list-style-type: none"> recall the properties of irrational number in order to prove that whether the sum/difference/ product/quotient of 2 numbers is irrational or not apply theorems of irrational number in order to prove whether a given number is irrational or not <p>SDG:8. DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> demonstration on fundamental theorem of arithmetic use of colour paper to find hcf of number. 	
CH:2 POLYNOMIALS	<ul style="list-style-type: none"> recall degree of polynomial in order to find the number of zeroes of polynomial uses algebraic and graphical method of finding zeroes of a polynomial in order to establish a relationship between them analyse the graph of the polynomials in order to find the number of zeroes of polynomial compute zeroes of the polynomials in order to verify the relationship between zeroes and the coefficients compute the sum and product of zeroes of the polynomial in order to find the quadratic polynomial <p>SDG: 16. PEACE AND JUSTICE , STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> playing games on factorization of polynomials graph skill to explore the zero(s) of polynomials questionnaire on zero(s) and the relationship between the zero(s) and the co-efficient of the polynomial. presentation through open end interactive software 	<ul style="list-style-type: none"> to differentiate polynomials from given group of algebraic expressions . to find the zero(s) of polynomial from a given printed worksheet.
CH:3 LINEAR EQUATIONS IN TWO VARIABLES	<ul style="list-style-type: none"> state the properties of linear equation in order to classify the given equations as linear or non linear uses graphical and other methods in order to find solutions of pairs of linear equations in two variables interpret the concepts of linear equations in order to represent any given situation algebraically and graphically demonstrate given two linear equations in order to comment on the nature/behaviour of the lines representing the linear equations use the most appropriate algebraic method in order to solve the given pair of linear equations use the concepts of pair of linear equations in two variables in order to represent any given situation algebraically and find its solution calculate the ratio of coefficients of linear equations in order to discuss the nature of pair of linear equations <p>SDG: 5.GENDER EQUALITY DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> formation of peer group to form linear equations graph skill to represent a pair of linear equations in two variables demonstration of solving linear equations 	<ul style="list-style-type: none"> students in group will be given example cards to frame linear equations from a given situation. to draw the graph and explore its nature. assignment to find the solutions of linear equations by algebraic method i.e elimination method and substitution method MCQ worksheet to find the solution of problems based on real life situations.
CH-4 QUADRATIC EQUATIONS	<ul style="list-style-type: none"> write quadratic equation in order to represent the given situation algebraically rewrite the given equations in the standard form in order to check whether they are quadratic or not 	<ul style="list-style-type: none"> oral discussion on quadratic polynomial and equations use of worksheet to check whether the equation is quadratic or 	<ul style="list-style-type: none"> worksheets on finding the solutions of quadratic equations assignment on finding the solutions

	<ul style="list-style-type: none"> • solve quadratic equations through factorization in order to find its roots • solve quadratic equations through middle term splitting in order to find its roots • use the quadratic formula in order to find the roots of quadratic equation • substitute the value of the roots of a given equation in order to verify roots of that quadratic equation • examine the discriminant of quadratic equation in order to find out the nature of its roots • describe the nature of the roots of a quadratic equation in order to determine that whether a given situation is possible or not <p>SDG: 5.GENDER EQUALITY DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • not. • demonstration of finding solutions of quadratic equation • discussion to frame quadratic equation from a given situation 	<ul style="list-style-type: none"> • of quadratic equations by using quadratic formula. • worksheets on nature of roots of a quadratic equation.
CH-5 ARITHMETIC PROGRESSION	<ul style="list-style-type: none"> • produce patterns in order to observe that succeeding terms are obtained by adding a fixed number to the preceding terms. • calculate the nth term of a given ap in order to find its terms and their nature • calculate the nth term of a given ap in order to solve for a real-life word problem • calculate the sum of a given ap in order to get the solution for a real-life word problem • calculate the last term of the given ap in order to find the solution for a real-life word problem • use appropriate formula to calculate the last term of the given ap. <p>SDG: 5.GENDER EQUALITY DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> • representation of activity sheet showing different sequences • providing some slips contain some real life situations • oral presentation • creating design using ap • paper cutting and pasting activity to verify the sum of first n natural numbers. 	<ul style="list-style-type: none"> • activity to represent different sequences by using match sticks and also to find the general term. • identifying AP from a set of sequences. • presentation of sum of n natural numbers on the lab activity record.
CH-6 TRIANGLES	<ul style="list-style-type: none"> • distinguish between congruency and similarity and understand the concept of similar figures • compute the angles and ratio of sides of polygons in order to determine their similarity • compute the angles and ratio of sides of triangles in order to determine their similarity • apply basic proportionality theorem and its converse in order to determine the ratio of sides in the given triangle(s) • apply various criterions of similarity in order to prove whether given triangles are similar or not • show similarity of triangles in order to solve for given real life word problems. <p>SDG: 9. INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> • providing printed worksheet on similar figures • discussion of basic proportionality theorem • demonstration of criteria of similarity in triangles • written quiz 	<ul style="list-style-type: none"> • separation of pair of similar figures from other set of figures • verification of BPT by paper folding method. • analysis of given figures to set the criteria of similar triangles.

	SDG: 10.REDUCED INEQUALITIES		
CH-7 COORDINATE GEOMETRY	<ul style="list-style-type: none"> • identify x and y coordinate in order to plot points on the graph • apply and derive distance formula in order to determine the distance between two coordinates on the graph • apply distance formula in order to solve various mathematical and real-life situations graphically • apply and derive section formula in order to divide the line segment in a given ratio • apply distance and section formula in order to determine the vertices/diagonals/mid points of given geometrical shapes SDG: 3.GOOD HEALTH AND WELL BEING	<ul style="list-style-type: none"> • snake-ladder game • providing printed worksheet to find the distance • demonstration of section formula 	<ul style="list-style-type: none"> • students in group will find the distance between any two cities on a coordinate plane • using section formula to find a point between two given points with a given ratio
CH-8 INTRODUCTION TO TRIGONOMETRY	<ul style="list-style-type: none"> • describe trigonometry in order to study the relationship between side and angle of a triangle • define and distinguish various trigonometric ratios in order to describe and verify sine, cosine, tangent, cosecant, secant, cotangent of an angle • use given trigonometric ratio(s) in order to find and verify other trigonometric ratios/angles of the triangle • compute the trigonometric ratio of 0°, 30°, 45°, 60°, 90° in order to know and apply the value of specific angles • compute and apply trigonometric identities in order to simplify and solve mathematical problems SDG: 9.INDUSTRY INNOVATION AND INFRASTRUCTURE	<ul style="list-style-type: none"> • demonstration of t-ratios • quiz on t-ratio • explanation of identity $\sin^2 \theta + \cos^2 \theta = 1$ • providing printed worksheet to recall basic ratios 	<ul style="list-style-type: none"> • proving trigonometry ratio of some specific angles • printable assignment to prove identities • mcq worksheet based on identity $\sin^2 \theta + \cos^2 \theta = 1$
CH-9 SOME APPLICATIONS OF TRIGONOMETRY	<ul style="list-style-type: none"> • identify line of sight in order to determine angle of elevation and angle of depression. • apply trigonometric ratios (of specific angles) in order to determine heights and distances of the objects. SDG: 9.INDUSTRY INNOVATION AND INFRASTRUCTURE	<ul style="list-style-type: none"> • explanation of different terms related to application of trigonometry. • group activity 	<ul style="list-style-type: none"> • each group will make a clinometers.
CH -10 CIRCLES	<ul style="list-style-type: none"> • draw, identify and differentiate between secant and tangent of a circle in order to prove and apply various theorems related to circles • prove and apply theorems related to tangent of a circle in order to determine number of tangents from the given point(s) • prove and apply theorem related to tangent of a circle in order to determine length of the tangent. 	<ul style="list-style-type: none"> • demonstration cum discussion of terms related to circles • activity method to verify the properties of tangents of a circle. 	<ul style="list-style-type: none"> • verifying the lengths of the tangents drawn from an external points are equal. • printable worksheets related to the concepts.

	<p>SDG: 9. INDUSTRY INNOVATION AND INFRASTRUCTURE SDG: 10. REDUCED INEQUALITIES</p>		
<p>CH -11 AREAS RELATED TO CIRCLES</p>	<ul style="list-style-type: none"> describe the relationship between circumference and diameter of a circle. apply the concepts of circumference and area in order to solve in for various circular objects in real life. describe sector and segment of a circle in order to differentiate between the two. describe minor and major sector of a circle in order to differentiate between the two describe minor and major segment of a circle in order to differentiate between the two apply the formula of area of sector and segment of a circle in order to compute the area of a specified region . calculate the length of an arc of a circle in order to comment whether it is the major arc or minor arc . calculate the area of various combinations of plane figures in order to apply the concepts of circles, quadrilaterals and triangles. <p>SDG: 9. INDUSTRY INNOVATION AND INFRASTRUCTURE SDG: 10. REDUCED INEQUALITIES</p>	<ul style="list-style-type: none"> discussion based on parts of the circle. explanation on areas of different parts of circle and the combination of figures. 	<ul style="list-style-type: none"> art integrated activity on the concept of parts of circle. oral assessment on the concept worksheet on areas of combination of figures.
<p>CH-12 SURFACE AREAS AND VOLUMES</p>	<ul style="list-style-type: none"> to be familiar with the term-combination of solids to relate examples from real life to learn how to find out the volumes and surface areas of combination of solids apply formulas of volume of 3d solids in order to derive the volume of a new solid. apply formulas of volumes of 3d solids in order to derive the volume of the new converted solid use concepts of surface areas and volumes for a variety of 3-d objects in order to apply into real life. <p>SDG: 9. INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> group discussion initiated with a practice sheet experimental activity on conversion of solids demonstration of formula of combination of solids 	<ul style="list-style-type: none"> worksheet (objective) worksheet (subjective) comparing the volume of a right circular cylinder and a right circular cone with same base and height

CH-13 STATISTICS	<ul style="list-style-type: none"> •calculate the mean of the grouped data by direct method, assumed mean method and step-deviation method • calculates mean, median and mode in order to apply them to real life contexts •compute the mean and mode of the given data in order to interpret the two measures of central tendency •apply formula for the median of a given grouped data in order to calculate missing values of frequency •differentiate between mean, median and mode with examples in order to understand most effective measure of central tendency in various cases. SDG: 3.GOOD HEALTH AND WELL - BEING 8.DECENT WORK AND ECONOMIC GROWTH 13.CLIMATE ACTION	<ul style="list-style-type: none"> • explanation of measure of central tendency • discussion of finding mean, median and mode of grouped data. 	<ul style="list-style-type: none"> • printable assignments on measure of central tendency • oral assessment
CH-14 PROBABILITY	<ul style="list-style-type: none"> • differentiate between empirical probability and theoretical probability • calculate the probability of given events in an experiment and comment whether they are complementary events/sure event/impossible event • represent using organized lists, tables, or tree diagrams in order to list the sample space for compound events • calculate the probability of various events in order to rank them from most to least probable SDG13: CLIMATIC ACTION	<ul style="list-style-type: none"> • explanation of different terms related to probability • demonstrating by throwing two dices simultaneously to show the outcomes. 	<ul style="list-style-type: none"> • making mind map • printable assignments on the concepts.

SCIENCE - 086

PRESCRIBED TEXT BOOKS:

1. SCIENCE -TEXT BOOK, NCERT PUBLICATION
2. EXEMPLAR PROBLEMS, NCERT PUBLICATION
3. LABORATORY MANUAL- SCIENCE- NCERT PUBLICATION

COURSE STRUCTURE (ANNUAL EXAMINATION)

Unit No.	Unit	Marks
I	Chemical Substances – Nature and Behaviour	25
II	World of Living	25
III	Natural Phenomena	12
IV	Effects of Current	13
V	Natural Resources	05
	Total	80
	Internal Assessment	20
	Grand Total	100

ASSESSMENT STRUCTURE

80 Marks Board Exam (Whole syllabus)	20 Mark Internal Assessment			
	Pen Paper Test (5 Marks)	Diverse Methods of Assessment (5 Marks)	Portfolio (C.W.& H.W.) (5 Marks)	Subject Enrichment (Practical / Laboratory Work) (5 Marks)
	Three written tests will be conducted. Average of best two tests will be taken for final marking.	These include: Short tests , Oral tests, Quizzes , Concept maps, Projects, Posters, Presentations (PPT), Enquiry based scientific investigations etc.	<ul style="list-style-type: none"> • Regularity (1mark) • Writing relevant answers (1mark) • Neatness (1 mark) • Task completion (1mark) • Timely submission (1mark) <p>(A brief write up based on any concept of the chapter-14 MANAGEMENT OF NATURAL RESOURCES may be included in portfolio)</p>	<ul style="list-style-type: none"> • Experimental setup and proper technique (1mark) • Collection of Data and observation. (1mark) • Work with precision, neatness and accuracy (1mark) • Relating with theoretical Knowledge through viva (1 mark) • Practical record(1mark)

INTERNAL ASSESSMENT-SUBJECT ENRICHMENT ACTIVITY (5 MARKS)

PERIODIC ASSESSMENT –I	PERIODIC ASSESSMENT -II	PREBOARD-I&II
<p style="text-align: center;"><u>Physics</u></p> <p>Exp-1. Determination of the focal length of (a) concave Mirror (b) convex lens by obtaining the image of a distant object. Exp-2.Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result.</p> <p style="text-align: center;"><u>Chemistry</u></p> <p>Exp-1.Performing and observing the following reactions and classifying them into :</p> <p>(a)Combination reaction (b)Decomposition reaction (c) Displacement reaction (d)Double displacement reaction. (i)Action of water on Quick lime (ii)Action of heat on Ferrous sulphate crystals (iii) Iron nails kept in Copper sulphate solution (iv)Reaction between Sodium sulphate and barium chloride solutions.</p> <p style="text-align: center;"><u>Biology</u></p> <p>Expt.-1.Preparing a temporary mount of a leaf peel to show stomata.</p>	<p style="text-align: center;"><u>Physics</u></p> <p>Exp-3.Tracing the path of the rays of light through a glass prism.</p> <p>Exp-4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it, and determine its resistance. Also plotting a graph between V and I.</p> <p style="text-align: center;"><u>Chemistry</u></p> <p>Exp-2. A. Studying the properties of Acids and Bases(HCl and NaOH) on the basis of their reaction with</p> <p>(a) Litmus solution(Blue/Red) (b)Zinc Metal (c) Solid sodium carbonate</p> <p>Exp.2. B. Finding the pH of the following samples by using pH paper/Universal Indicator</p> <p>(a) Dilute Hydrochloric Acid (b) Dilute NaOH solution (c) Dilute Ethanoic Acid solution (d)Lemon juice (e) Water (f) Dilute Sodium Hydrogen Carbonate solution. Exp:3-Observing the action of Zn, Fe, Cu & Al metals on the following salt solutions</p> <p style="text-align: center;">(i) $ZnSO_4(aq)$</p>	<p style="text-align: center;"><u>Physics</u></p> <p>Exp-5.Determination of equivalent resistance of two resistors when connected in series and parallel.</p> <p style="text-align: center;"><u>Chemistry</u></p> <p>Exp: 4.Study the following properties of Acetic acid (Ethanoic acid)</p> <p>(i)Odour (ii) Solubility in water (iii) Effect on Litmus (iv) Reaction with solid Sodium Hydrogen Carbonate</p> <p>Exp-5.Study of the comparative cleaning capacity of a sample of soap in soft and hard water.</p> <p style="text-align: center;"><u>Biology</u></p> <p>Exp-3.Studying (a) Binary fission in Amoeba (b) Budding in Yeast and Hydra with the help of prepared slides. Exp-4.Identification of the different parts of an embryo of a dicot seed (Pea, Gram or Red kidney bean)</p>

	(ii) $\text{FeSO}_4(\text{aq})$ (iii) $\text{CuSO}_4(\text{aq})$ (iv) $\text{Al}_2(\text{SO}_4)_3(\text{aq})$ Arranging Zn, Fe, Cu & Al metals in the decreasing order of reactivity based on the above result. <p style="text-align: center;"><u>Biology</u></p> Exp-2. Experimentally show that carbon dioxide is given out during respiration. Note: Practical portion covered during PA-I are also included in PA-II	Note : Practical portions covered during PA-I & PA-II are also included for PREBOARD-I&II.
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BLUE PRINT OF PERIODIC ASSESSMENT –I QUESTION PAPER

PERIODIC ASSESSMENT :40 MARKS				DURATION : 1Hr 30Mins			
SL No	Form of Question	MCQ	A/R	Source based /case based	Short Answer Type		Long Answer Type (LA)
					SA-I	SA-II	
1	Marks for each question	1	1	4(1+1+2)	2	3	5
2	No of Questions	8	2	2	3	2	2
3	Total Marks	8	2	8	6	6	10

BLUE PRINT OF PERIODIC ASSESSMENT-II, PREBOARD-I&II QUESTION PAPER

ONLY (Written Test)

PERIODIC ASSESSMENT :80 MARKS				DURATION : 3Hrs			
SL No Ss	Form of Question	MCQ	A/R	Source based /case based	Short Answer Type		Long Answer Type (LA)
					SA-I	SA –II	
1	Marks for each question/bit	1	1	4(1+1+2)	2	3	5
2	No. of questions	16	4	3	6	7	3
3	Total Marks	16	4	12	12	21	15

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

Chemical reactions: Chemical equation, Balanced chemical equation, implications of a balanced chemical equation, types of chemical reactions: combination, decomposition, displacement, double displacement, precipitation, endothermic exothermic reactions, oxidation and reduction.

Acids, bases and salts: Their definitions in terms of furnishing of H^+ and OH^- ions, General properties, examples and uses, neutralization, concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life; preparation and uses of Sodium Hydroxide, Bleaching powder, Baking soda, Washing soda and Plaster of Paris.

Metals and nonmetals: Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds; Basic metallurgical processes; Corrosion and its prevention.

Carbon compounds: Covalent bonding in carbon compounds. Versatile nature of carbon. Homologous series. Nomenclature of carbon compounds containing functional groups (halogens, alcohol, ketones, aldehydes, alkanes and alkynes), difference between saturated hydrocarbons and unsaturated hydrocarbons. Chemical properties of carbon compounds (combustion, oxidation, addition and substitution reaction). Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Theme: The World of the Living

Unit II: World of Living

Life processes: 'Living Being'. Basic concept of nutrition, respiration, transport and excretion in plants and animals.

Control and co-ordination in animals and plants: Tropic movements in plants; Introduction of plant hormones; Control and co-ordination in animals: Nervous system; Voluntary, involuntary and reflex action; Chemical co-ordination: animal hormones.

Reproduction: Reproduction in animals and plants (asexual and sexual) reproductive health - need and methods of family planning. Safe sex vs HIV/AIDS. Child bearing and women's health.

Heredity and Evolution: Heredity; Mendel's contribution- Laws for inheritance of traits: Sex determination: brief introduction: (topics excluded - evolution; evolution and classification and evolution should not be equated with progress).

Theme: Natural Phenomena

Unit III: Natural Phenomena

Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length, mirror formula (Derivation not required), magnification.

Refraction; Laws of refraction, refractive index.

Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Refraction of light through a prism, dispersion of light, scattering of light, applications in daily life (excluding colour of the sun at sunrise and sunset).

Theme: How Things Work

Unit IV: Effects of Current

Electric current, potential difference and electric current. Ohm's law; Resistance, Resistivity, Factors on which the resistance of a conductor depends. Series combination of resistors, parallel combination of resistors and its applications in daily life. Heating effect of electric current and its applications in daily life. Electric power, Interrelation between P, V, I and R.

Magnetic effects of current: Magnetic field, field lines, field due to a current carrying conductor, field due to

current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

Theme: Natural Resources

Unit V: Natural Resources

Our environment: Eco-system, Environmental problems, Ozone depletion, waste production and their solutions. Biodegradable and non-biodegradable substances.

Note for the Teachers:

1. The chapter Management of Natural Resources (NCERT Chapter 16) will not be assessed in the year-end examination. However, learners may be assigned to read this chapter and encouraged to prepare a brief write up to any concept of this chapter in their Portfolio. This may be for Internal Assessment and credit may be given Periodic Assessment/Portfolio).
2. The NCERT text books present information in boxes across the book. These help students to get conceptual clarity. However, the information in these boxes would not be assessed in the year-end examination.

DETAILS SYLLABUS

SL No	Chapter Name	PERIODIC ASSESSMENT- I (40 marks) Time-1hr30min (22 th July to 27 th July, 2024)	PERIODIC ASSESSMENT – II (80marks) Time-3hrs. (17 th Sept to 27 th September 2024)	PERIODIC ASSESSMENT -III Time-3hours (25 th Nov to 30 th November 2024)/ SAHODAYA PREBOARD (80 marks) Time-3hrs. 03 January to 13 January 2025	ANNUAL EXAM (80 marks) Time-3hrs. As per the guidelines of CBSE
1	Ch: 1. Chemical Reaction and Equations	10	7	25	25
2	Ch: 2. Acids, Bases and Salts	3 (up to dilution of acid, page No.24)	12		
3	Ch: 3. Metals and Non -metals	----	6 (up to page no 49 excluding occurrence of metals)		
4	Ch: 4. Carbon and its Compounds	-----	-----	25	25
5	Ch: 5. Life Processes	14 (up to transportation page no -110)	18		
6	Ch: 6. Control and Coordination	-----	12		
7	Ch: 7. How do Organisms Reproduce?	----	---		

8	Ch: 8. Heredity	----	---		
9	Ch: 9. Light - Reflection and Refraction	10	5	12	12
10	Ch: 10. The Human Eye and the Colourful World.	3 (up to defects of vision, page No.190)	8		
11	Ch: 11. Electricity	----	12	13	13
12	Ch: 12. Magnetic Effects of Electric Current	----	----		
13	Ch: 13. Our Environment	5	5
	TOTAL:	40	80	80	80

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER/ TOPIC	LEARNING OBJECTIVES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
CH -1: CHEMICAL REACTIONS AND EQUATIONS	<p>Learners can:</p> <ul style="list-style-type: none"> identify the characteristic features and principle of chemical reactions. use of chemical symbols, formulae in order to acquire the skill of writing chemical equations. apply the law of conservation of mass in order to balance the chemical equations for various reactions. categorise the given chemical reactions on the basis of their properties. predict the reaction as oxidation or reduction based on the addition/removal of oxygen/hydrogen/electrons to the reactants to form products. plan and conduct simple activities/ experiments to verify the types of reactions and seek answer to their own queries. <p>SDG 03 - GOOD HEALTH AND WELL BEING SDG 15 -LIFE ON LAND SDG 09 - INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> identify the chemical changes in everyday life. recognise the difference between reactions, such as exothermic and endothermic, oxidation and reduction, etc. study how chemical equations are balanced using simple mathematical skills. 	<p>The following activities will be performed by the students on:</p> <ul style="list-style-type: none"> burning of magnesium ribbon decomposition of ferrous sulphate / lead nitrate crystals displacement of iron in copper sulphate solution double displacement for barium chloride and sodium sulphate solution. perform role play to explain different types of chemical reactions.
CH-2: ACIDS, BASES AND SALTS	<ul style="list-style-type: none"> observe the action of given substances with various indicators in order to categorize them as acids or bases. detect the formation of hydrogen gas / carbon dioxide gas when metals / metal 	<ul style="list-style-type: none"> investigate to understand the difference between properties of acids and bases through chemical tests. recognise different types of 	<ul style="list-style-type: none"> students will identify acids and bases by using litmus paper or litmus solution. the following activities

	<p>carbonates / bicarbonates react with acids and bases</p> <ul style="list-style-type: none"> analyse the reaction taking place between an acid and a base (alkali, metal oxides) using an indicator. detect the strength of given substance based on their position in the PH scale. identify the positive and negative radicals present in a salt in order to predict a salt's family and PH range. classify salts into acidic, basic and neutral type. analyze the preparation of different salts and use them in day-to-day life. create a concept map to show the preparation of different salts starting from common salt. <p>SDG 03 - GOOD HEALTH AND WELL BEING SDG 09 -INDUSTRY INNOVATION AND INFRASTRUCTURE SDG 14 - LIFE BELOW WATER SDG 15 - LIFE ON LAND</p>	<p>salts and their uses.</p> <ul style="list-style-type: none"> observe the action of indicators in acidic and basic medium. 	<p>will be performed by the students on:</p> <ul style="list-style-type: none"> metals such as zinc, magnesium with dilute HCL / H₂SO₄. metal carbonates / bicarbonates with acids. neutralisation reaction of any acid and base. use PH paper to identify the strength of acid and bases. prepare a concept map on chemical properties of acids and bases.
CH-3: METALS AND NON-METALS	<ul style="list-style-type: none"> identify the electropositive and electronegative elements. differentiate metals and non-metals by their physical and chemical properties. classify highly reactive, moderately reactive and low reactive metals on the basis of reaction with oxygen / water / dilute acids. explain the formation of ionic bond and analyse their properties. construct a flow chart for the process of extraction of most reactive, moderately reactive and least reactive metals. create a concept map for the chemical properties of metals. <p>SDG 08 -DECENT WORK AND ECONOMIC GROWTH SDG 09 - INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> recognise the difference between metals and non-metals by their physical properties such as hardness, malleability, ductility, conductivity, etc. investigate chemical properties of metals and non-metals with acids, bases and salt solutions. discuss the basic metallurgical processes of different metals on the basis of their reactivity. perform games or role play to explain the different properties of metals and non-metals 	<ul style="list-style-type: none"> quiz on reactivity series of metals. the following activities will be performed by the students on: reaction of metals and non-metals with oxygen. reaction of metals and non-metals with water. reaction of metals and non-metals with dilute acids and bases. displacement reactions to show the order of reactivity of metals.
CH-4: CARBON AND ITS COMPOUNDS	<ul style="list-style-type: none"> classify the different allotropes of carbon. differentiate saturated and unsaturated hydrocarbons. classify carbon compounds into homologues series in order to predict their properties. construct the possible isomers of different carbon compounds. explain the formation of covalent molecules by sharing of electrons. illustrate the chemical properties of carbon 	<ul style="list-style-type: none"> design the models of diamond, graphite, fullerene and different simple hydrocarbons. observe how carbon compounds burn in oxygen in order to classify them as saturated or unsaturated. discuss the process of micelle formation in order to understand how soap works 	<ul style="list-style-type: none"> use of ball and stick model to explain the structure of different carbon compounds. the following activities will be performed by the students on: physical and chemical tests to distinguish between ethanol and ethanoic acid.

	<p>compounds (like combustion, oxidation, addition and substitution) along with balanced chemical reactions.</p> <ul style="list-style-type: none"> differentiate between esterification and saponification. create a concept map for reactions of carbon compounds. <p>SDG 15 - LIFE ON LAND SDG 03 - GOOD HEALTH AND WELL BEING</p>	<p>in hard water and soft water.</p>	<ul style="list-style-type: none"> reaction of ethanoic acid with solid sodium carbonate / bicarbonate. formation of ester from ethanol and ethanoic acid in presence of conc. sulphuric acid.
CH:5- LIFE PROCESSES	<ul style="list-style-type: none"> explain the process of conversion of CO₂ & H₂O into carbohydrates, in order to understand how autotrophs, obtain nutrition. illustrate the process involved in human digestive system, in order to explain how humans, obtain nutrients from food list the enzymes & their functions involved in human digestive system, in order to understand breakdown of food in humans. outline and explain the ways of breakdown of glucose by various pathways, in order to explain how energy is obtained in organisms. illustrate the process involved in human respiratory system, in order to explain how humans, take in oxygen and expel CO₂. illustrate the process of transport of oxygenated & de-oxygenated blood by human heart, in order to explain how oxygen is transported to cells. outline the process of double circulation of blood in human, in order to explain how oxygenated & deoxygenated blood is compartmentalized. describe the function of blood vessels, platelets & lymph in human body in order to understand how human transportation system works. explain the function of xylem (vessels and tracheids) in plants, in order to explain how plants take up water from soil. explain the function of transpiration in order to explain how water travels up in plants. explain the function of phloem & ATP, in order to explain how food is transported in plants. illustrate the process involved in human excretory system, in order to explain how waste is transported out of humans' body. describe transpiration and other ways in which plants shed extra wastes, in order 	<ul style="list-style-type: none"> ppt presentation on different topics related to life processes. concept map on different physiological processes that occur in plants and animals. conduct activity on- ---to prepare temporary mount of leaf peel to show stomata. ---light is necessary for photosynthesis. ---CO₂ is given out during respiration. 	<ul style="list-style-type: none"> differentiate organisms based on their type of nutrition, such as autotrophic, saprophytic parasitic and holozoic nutrition. plan and conduct experiments to show variegated leaves perform photosynthesis. draw labelled diagrams\flow chart\concept maps of digestive, respiratory, circulatory and excretory system. exhibit creativity in designing models using eco-friendly resources, such as working model of respiratory. digestive and excretory systems.

	<p>to explain excretion in plants.</p> <p>SDG 14 LIFE BELOW WATER SDG 15 LIFE ON LAND</p>		
<p>CH: 6 CONTROL AND COORDINATION</p>	<ul style="list-style-type: none"> draw the structure & explain the functioning of a neuron, in order to explain how electrical signals travel in human body. outline the working of a reflex arc, in order to explain how reflex actions, take place in humans. illustrate the location and functions of different parts of human brain, in order to understand working of human brain. examine tropic movements in order to understand how plants respond to environmental triggers like light, gravity, water. illustrate the function of endocrine glands in human body, in order to understand functioning of hormones. <p>SDG 14 - LIFE BELOW WATER SDG 15 - LIFE ON LAND SDG 03 - GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> PPT presentation on structure and function of human brain and endocrine system of human being. Conduct activity on- ---phototropism. ---geotropism ---hydrotropism draw the flow chart to show the pathways of electrical impulses in a neuron. 	<ul style="list-style-type: none"> explain the transmission of electrical and chemical signals in human body. explain the working principle of reflex action in human being. perform activities on different tropic movement in plants. locate various endocrine glands and can explain the function of each. draw labelled diagrams of reflex arc, neuromuscular junction and neuron.
<p>CH-7: HOW DO ORGANISMS REPRODUCE?</p>	<ul style="list-style-type: none"> list down the reasons for changes in DNA copying and their effect on niche, in order to understand importance of variations. illustrate the process of fission in amoeba, Leishmania & Plasmodium, in order to understand how unicellular organisms divide. illustrate the process of fragmentation in Spirogyra, spore formation in Rhizopus, budding in Hydra and regeneration in Planaria in order to understand how multicellular organisms with simple body design divide. illustrate the process of vegetative propagation in plants like sugarcane, roses, grapes in order to understand how plants reproduce without seeds. label the different parts of a flower and explain their functions in order to understand how flowers reproduce to form fruit. illustrate the male reproductive system and the female reproductive system in order to understand its function in reproduction . list down the ways to avoid fertilization, in order to avoid pregnancy and maintain reproductive health. <p>SDG 04 - QUALITY EDUCATION SDG 05 - GENDER EQUALITY SDG 03 - GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> experiment to show the growth of Rhizopus on moist slice of bread, vegetative propagation in Bryophyllum. to observe permanent slides of binary fission in Amoeba, budding in yeast and budding in Hydra. to identify unisexual and bisexual flower from a group of flowers. PPT presentation on HIV AIDS and child bearing and women's health. 	<ul style="list-style-type: none"> can draw conclusion, such as DNA copying is the basic event in reproduction. explain the processes of budding in Hydra, fission in Amoeba, Leishmania & Plasmodium. draw labelled diagram/flow chart of male and female reproductive system, L.S. of bisexual flower, germination of pollen grain on stigma of a flower. formation of egg till child birth, pathway of movement of sperm in human male reproductive system. applies scientific concept in daily life and solving problems. such as how to take precautions to prevent STDs, using vegetative propagation to develop sapling in gardening.

<p>CH- 8 HEREDITY</p>	<ul style="list-style-type: none"> explain the combination of sex chromosomes, in order to understand how sex is determined in humans. state and explain Mendel's traits of inheritance, in order to understand how traits are inherited from one generation to next. <p>SDG 05- GENDER EQUALITY</p>	<ul style="list-style-type: none"> to solve the problems related to monohybrid cross and dihybrid cross. make a graphic organizer on DNA. 	<ul style="list-style-type: none"> draw conclusions such as traits/features are inherited through genes present on chromosomes. take initiative to know about scientific discoveries/inventions such as Mendel's contribution in understanding the concept of inheritance.
<p>CH: 9. LIGHT- REFLECTION AND REFRACTION</p>	<ul style="list-style-type: none"> differentiate between reflection and refraction , concave mirror and convex mirror , real image and virtual image. plan and conduct experiments on reflection of light by plane mirror , refraction by glass slab and convex lens etc . explain the process of formation of image by various types of mirrors and lenses. draw ray diagrams for the formation of image by plane and spherical mirrors. analyze the bending of a ray of light while travelling from one transparent medium to another transparent medium. calculate refractive index, position of object, image and focal length of optical devices in various situations using the data given. compute the values of power for various types of lenses. use scientific convention to represent formulae and equations such as sign conventions in optics. <p>SDG 9- INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG 11- SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> get familiar with new cartesian sign convention using illustrated cards and may be given ample opportunities to apply the sign convention in various situations of reflection by spherical mirrors and refraction by lenses. draw the ray diagrams for the formation of image by spherical mirrors and lenses for different positions of the object. observe the refraction of light through a rectangular glass slab. 	<ul style="list-style-type: none"> draw the ray diagrams for the formation of image by spherical mirrors and lenses for different positions of the object. finding the focal length of concave mirror and convex lens by obtaining the real image of distant object on the screen. solve the numerical on mirror and lens by using mirror formula and lens formula. Quiz in the form of MCQ.
<p>CH: 10. THE HUMAN EYE AND THE COLOURFUL WORLD</p>	<ul style="list-style-type: none"> differentiate between myopia and hypermetropia, atmospheric refraction and scattering etc. relate processes and phenomena with causes and effects such as blue colour of sky with scattering of light. explain the phenomena such as twinkling of stars, formations of rainbow etc. plan and conduct experiments to verify the refraction of light through a glass prism. draw labelled diagram for refraction of light through glass prism. analyze and interpret the data and the figures such as ray diagrams for refraction of a ray of light through prism. <p>SDG: 04 -QUALITY EDUCATION</p>	<ul style="list-style-type: none"> draw the ray diagram for the image formation by normal eye, defective eye and their correction. observe the refraction and dispersion of light through a glass prism. 	<ul style="list-style-type: none"> draw the ray diagram for the correction of myopia and hypermetropia. measure the angle of incidence, angle of refraction and angle of deviation during the refraction of a monochromatic ray of light through a glass prism. test in the form of work-sheet.

	SDG 03 - GOOD HEALTH AND WELL BEING		
CH: 11. ELECTRICITY	<ul style="list-style-type: none"> differentiate between closed circuit and open circuit, series and parallel circuits. draw labelled diagrams for different electric circuits. analyse and interpret the V-I graph. calculate the equivalent resistance of a system of resistors and electric power. use scientific conventions to represent units of various quantities such as current, potential difference, power, heat etc. handle tools and laboratory apparatus properly; to measure current and potential difference by using ammeter and voltmeter. derive formula for equivalent resistance of resistors in series and parallel. draw conclusion such as P.D across a metal conductor is proportional to the electric current. <p>SDG 09-INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG 11-SUSTAINABLE CITIES AND COMMUNITIES SDG 12-RESPONSIBLE CONSUMPTION AND PRODUCTION</p>	<ul style="list-style-type: none"> explore the relationship between two physical quantities, such as, between potential difference across a conductor and electric current flowing through it; design, conduct, and share the findings of an activity the learners may be facilitated to draw a graph, such as v-i graph for analysing the relationship between the potential difference across a conductor and the current through it. activity to discuss the factors on which the resistance of conducting wires depends. observe the series and parallel combination of resistances and derive the expression to find the equivalent resistance of the combination of two resistors. discuss the day to day activity on the practical applications of heating effect of electric current. 	<ul style="list-style-type: none"> design the simple electric circuit using various electrical components. verifying the ohm's law by doing activity. numerical on various terms on electricity. survey on the consumption of electrical energy by analysing the electric bill given by electricity board. objective test in the form of worksheet.
CH: 12. MAGNETIC EFFECTS OF ELECTRIC CURRENT	<ul style="list-style-type: none"> plan and conduct experiments to know different patterns of magnetic field lines around current carrying conductors of different shapes. relates the process and phenomena with causes and effects such as deflection of compass needle due to magnetic effect of electric current. draw labelled diagrams of magnetic field lines produced by permanent magnet, electromagnets and current carrying conductors. take initiative to know about the scientific discovery and inventions such as Oersted's discovery. communicates the findings and conclusions effectively from the experiments and activities of magnetic effect of electric current in written form by using appropriate figure. analyse and interpret the data about the figures based on different activities, 	<ul style="list-style-type: none"> observe the magnetic field pattern around a bar magnet sprinkling the iron filings around it. demonstrate the deflection of the pointer of magnetic compass placed closed to current carrying straight conductor. draw the magnetic field lines around a bar magnet, current carrying straight conductor, coil and solenoid using magnetic needle. experiment to observe the force experienced on a current carrying conductor placed perpendicular to a magnetic field. draw the schematic diagram of a common domestic circuit. 	<ul style="list-style-type: none"> designing the magnetic field lines around <ul style="list-style-type: none"> bar magnet current carrying straight conductor current carrying circular loop current carrying solenoid identify the direction of force on a charged particle moving in a uniform magnetic field.

	<p>experiments and situations regarding the magnetic field lines.</p> <ul style="list-style-type: none"> • draw the labelled diagrams for house hold circuits. • apply scientific concepts of heating and magnetic effects to overcome the problems of domestic electric circuits. <p>SDG 09 INDUSTRY , INNOVATION AND INFRASTRUCTURE SDG 11SUSTAINABLE CITIES AND COMMUNITIES SDG 12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>		
CH-13 OUR ENVIRONME NT	<ul style="list-style-type: none"> • classify biotic and abiotic components and their interaction with each other, in order to describe an ecosystem. • tabulate the organisms feeding on one another (producers, consumers, decomposers) and energy transfer between them, in order to form a food chain or a food web. • describe the formation & properties of ozone, in order to identify ways to protect it from depletion. • classify different waste products as biodegradable or non-biodegradable, in order to assess their effect on environment. <p>SDG 11 -SUSTAINABLE CITIES AND COMMUNITIES SDG 13-CLIMATE ACTION</p>	<ul style="list-style-type: none"> • on ozone layer depletion, • how to manage e - waste, • if we don't make changes in the natural environment, our future generations would lead a happy and normal life. • only humans are responsible for modification in natural and artificial environment. • no modification is possible without the natural environment. • everything is born from natural environment. • design an artificial aquatic/terrestrial ecosystem. 	<ul style="list-style-type: none"> • differentiate materials/objects based on characteristics, such as biodegradable and non-biodegradable substances. • apply learning to hypothetical situations, such as what happens if all herbivores removed from an ecosystem? • apply scientific concepts in daily life and solving problems, avoids using appliances responsible for ozone layer depletion. • make efforts to conserve environment realizing the inter-dependency and interrelationship in the biotic and abiotic factors of environment, such as appreciates and promotes segregation of biodegradable and non-biodegradable wastes. takes steps to promote sustainable management of resources in day-to-day life, advocates use of fuels which produces less uses energy efficient electric devices, uses fossil fuels judiciously, etc.

SOCIAL SCIENCE CODE: 087

PRESCRIBEDTEXTBOOKS:

1. HISTORY : INDIA AND THE CONTEMPORARY WORLD–II
2. POLITICALSCIENCE : DEMOCRATIC POLITICS–II
3. GEOGRAPHY: CONTEMPORARY INDIA–II

4. ECONOMICS: UNDERSTANDING ECONOMIC DEVELOPMENT
5. DISASTER MANAGEMENT: TOGETHER TOWARDS A SAFER INDIA–III (FOR PROJECT ONLY)

CLASS X
COURSE STRUCTURE

History (India and the Contemporary World-II)			Suggestive no. of periods = 60	20 inclusive map pointing
Section	Chapter No.	Chapter Name	No. of Periods	Marks Allocated
I Events and Processes	I	The Rise of Nationalism in Europe	17	18+2 Map Pointing
	II	Nationalism in India	17	
II Livelihoods, Economies and Societies	III	The Making of a Global World (To be evaluated in the Board Examination Subtopics: 1 to 1.3 Pre Modern World to Conquest, Disease and Trade)	4	
		Interdisciplinary Project as part of Multiple Assessments (Internally assessed for 5 marks) Subtopics 2 to 4.4 -The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of "Globalization"	6	
	IV	The Age of Industrialization (To be assessed as part of Periodic Assessment only)	6	
III Everyday Life, Culture and Politics	V	Print Culture and the Modern World	10	
Geography (Contemporary India-II)			Suggestive no. of periods = 55	20 inclusive map pointing
Chapter No.	Chapter Name		No. of Periods	Marks Allocated
1	Resources and Development		7	17+3 Map Pointing
2	Forest and Wildlife Resources		7	
3	Water Resources		7	
4	Agriculture		10	
5	Minerals and Energy Resources		10	
6	Manufacturing Industries		10	
7	Lifelines of National Economy. (Only map pointing to be evaluated in the Board Examination)		2	
	Interdisciplinary Project as part of Multiple Assessments (Internally assessed for 5 marks)		2	

Political Science (Democratic Politics-II)			Suggestive no. of periods = 50	20
Unit No.	Chapter No.	Chapter Name	No of Periods	Marks Allocated
I	1	Power Sharing	15	20
	2	Federalism		
II	3	Gender, Religion and Caste	12	
III	4	Political Parties	12	
IV	5	Outcomes of Democracy	11	
Economics (Understanding Economic Development)			Suggestive no of Periods 50	20
Chapter No	Chapter Name		No of Periods	Marks Allocated
1	Development		12	20
2	Sectors of Indian Economy		12	
3	Money and Credit		12	
4	Globalization and the Indian Economy (To be evaluated in the Board Examination) • What is Globalization? • Factors that have enabled Globalization		8	
	Interdisciplinary Project as part of Multiple Assessment (Internally assessed for 5 marks) • Production across the countries • Chinese toys in India • World Trade Organization • The Struggle for a Fair Globalization		6	
5	Consumer Rights (Project Work)			

ASSESSMENT STRUCTURE

ANNUAL EXAMINATION	INTERNAL ASSESSMENT (20Marks)			
	80 Marks	05 Marks	05 Marks	05 Marks
Whole Syllabus	Pen Paper Test: PA-I, PA-II & PA-III	MULTIPLE ASSESSMENT PA-I: Picture Interpretation(any5) CH- History -The Rise of Nationalism in Europe PA-II: Concept Map- Geography (Ch-4 Agriculutre) PA- III: INTERDISCIPLINARY PROJECT The Making of a Global World (History Chapter 3) SubTopics -2 to 4.4. The nineteenth century (1815-1914) to end of Bretton Woods and the beginning of Globalisation with (Geography Chapter7: Life Lines of National Economy) and Chapter 4 of	PORTFOLIO:FOR PA-I, PA-II &PA-III (A collection of learning achievements) A. Class Work & Home Assignments B. Achievements in Curricular and Co-curricular activities in the subject.	SUBJECT ENRICHMENT ACTIVITY PA-I Map Activity: Geography (Ch-1:Resources & Development) PA-II: Report Writing Pol.Sc. (Ch- 4: Gender, Religion and Caste) Topic: Gender inequality practised in India. PA-III:PROJECT: Consumer Rights OR Social Issues

		(Economics-Globalisation and the Indian Economy.) SubTopics: i. Production across the countries ii. Chinese toys in India iii. World Trade Organisation. iv.The struggle for a Fair Globalisation		OR Sustainable Development
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RUBRICS FOR INTERNAL ASSESSMENT

A. Multiple Assessments

I. Picture Interpretation

- a. Identification-1mark
- b. Knowledge of Linking Concept-2 marks
- c. Presentation-2marks

II. Concept Map (5Marks)

- a. Concept & Terminology-2mark
- b. Knowledge of Linking Concepts-2mark
- c. Presentation-1

III. Interdisciplinary Project- 5 Marks

- a. Research Work- 1 Mark
- b. Collaboration & Communication- 1 Mark
- c. Presentation & Content relevance – 1 Mark
- d. Competencies (Creativity, Analytical Skills, Evaluation & Synthesizing)- 2 Marks

B. Portfolio: 5 Marks

1. Class Work and Home Work-(3marks)

- a. Index-1mark
- b. Neatness of the Copy-1mark
- c. Timely Submission-1mark

2. Curricular & Co-curricular Achievements-(2 mark)

(Quiz, Debate, Acting & Singing etc. Leadership and Team spirit)

C. Subject Enrichment Activity

I. Map Skill(5marks)

- a. Accuracy in Location-2marks
- b. Labeling-2marks
- c. Neatness-1mark

II. Report Writing(5marks)

- a. Content-2marks
- b. Creativity-2marks
- c. Presentation-1mark

III. Project(Handwritten 10 to 15 pages,A4 Size Paper.)-5marks

- a. Content accuracy, Originality & collaborative skills-2marks
- b. Competencies exhibited and Presentation-2marks
- c. Viva Voce-1mark

WEIGHTAGE TO FORM QUESTIONS

Periodic Assessment : I

Sl.No.	Form of Questions	MCQ	VSA	SA	LA	SB/CB	Total
1.	Marks for each Question	1	2	3	5	4	
2.	No.of questions	10	03	02	02	02	19
3.	Total marks	10	06	06	10	08	40

Total no.of Questions-19

Total marks-40

NB-Internal choice questions should be given in LA type(05)questions

PERIODIC ASSESSMENT: II, III. SAHODAYA AND ANNUAL EXAM

Sl.No.	Form of Questions	MCQ	VSA	SA	LA	CB/SB	Map	Total
1	Marks for each Question	1	2	3	5	4	2 (Hist.)+3 (Geo)	
2	No.of questions	20	4	5	4	3	1	37
3	Total marks	20	08	15	20	12	5	80
Total no.of Questions-37						Totalmarks-80		

Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
1 Mark MCQs (20x1) (Inclusive Of Assertion, Reason, Differentiation & Stem)	20	25%
2 Marks Narrative Questions (4x2) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis Create)	8	10%
3 Marks Narrative Questions (5x3) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	15	18.75%
4 MARKS Case Study Questions (3x4) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	12	15%
5 Mark Narrative Questions (4x5) (Knowledge, Understanding, Application, Analysis, Evaluation, Synthesis & Create)	20	25%
Map Pointing	5	6.25%

DETAILED SYLLABUS

Exam/Duration	PA-I (40 Marks) Time: 1Hr & 30Mins.	PA-II (80 Marks) Time: 3Hrs	PA-III (80 Marks) Time: 3Hrs	Annual (80 Marks) Time: 3Hours
Dates of Exams. (Tentatively)	22 th to 27 th July 2024	17 th to 27 th September 2024	PA-III- 25 th Nov to 30 th Nov 2024 Sahodaya Preboard 03 Jan to 13 Jan 2025	February- March 2025 (As per CBSE Schedule)
HISTORY				
Ch-1: The Rise of Nationalism in Europe	✓	✓	✓	✓
Ch-2: Nationalism in India:	-	✓	✓	✓
Ch-3: The Making of a Global World Sub-topics : 1 to 1.3 (Pre Modern World to Conquest, Disease and Trade)			✓	✓
Interdisciplinary Project Sub-topics: 2 to 4.4 (Rebuilding a World Economy: The Post-war Era)				
Ch-4: The Age of		✓		

Industrialization:				
Ch-5:Print Culture and the Modern World			✓	✓
GEOGRAPHY				
Ch-1:Resources and Development:	✓	✓	✓	✓
Ch-2:Forest and Wildlife Resources	✓	✓	✓	✓
Ch-3:Water Resources		✓	✓	✓
Ch-4:Agriculture		✓	✓	✓
Ch-5:Minerals and Energy Resources			✓	✓
Ch-6: Manufacturing Industries			✓	✓
Ch-7: Lifelines of National Economy Only Map Skilland Interdisciplinary Project			OnlyMap	Only Map
POLITICALSCIENCE				
Ch-1:PowerSharing	✓	✓	✓	✓
Ch-2:Federalism	✓	✓	✓	✓
Ch-3;Gender,Religion & Caste		✓	✓	✓
Ch-4:Political Parties			✓	✓
Ch-5:Outcomes of Democracy:			✓	✓
ECONOMICS (Understanding Economic Development)				
Ch-1:Development:	✓	✓	✓	✓
Ch-2:SectorsoftheIndian Economy:		✓	✓	✓
Ch-3:MoneyandCredit			✓	✓
Ch-4:Globalization and the Indian Economy: I- What isGlobalisation? II- Factors that have enabled Globalisation. Interdisciplinary Project (Production across thecountries, Chinesetoysin India, World Trade Organisation. The struggle for a Fair Globalisation			✓	✓
Ch-5:Consumer Rights			To be evaluated as a Project	

LIST OF MAP ITEMS SOCIAL SCIENCE

List of areas to be located/labelled/ identified on map

A. HISTORY

Nationalism in India (Identification /Labeling)

I. Congress Sessions:

A. Calcutta (Sep.1920), B.Nagpur(Dec.1920), C. Madras(1927)

II.Three Satyagraha Movements:

A. Champaran (1917) B. Kheda (1917) C. Ahmedabad (1918)

III. Jallianwala Bagh Massacre (1919): Amritsar

IV. Salt Satyagraha/Dandi March: Dandi

B.GEOGRAPHY

Chapter1:Resources and Development (Identify: Major Soil Types

Chapter 3:Water Resources Locating and Labelling:

- Salal
- Bhakra Nangal
- Tehri
- Rana PratapSagar
- SardarSarovar
- Hirakud
- Nagarjun Sagar
- Tungabhadra

Chapter4: Agriculture: Identify:

- Major areas of Rice and Wheat.
- Largest/MajorProducer states of Sugarcane;Tea,Coffee;Rubber;Cotton and Jute

Chapter -5 Mineral and energy Resources : Identity

a. **Iron Ore Mines** : Mayurbhanja,Durg, Bailadila, Bellary,Kudremukh

b. **Coal Mines**- Raniganj, Bokaro, Talcher, Neyveli

c. **Oil Fields**- Digboi, Naharkatia, Mumbai High, Bassien, Kalol, Ankaleshwar

Power Plants: (Locating and labeling)

a.Thermal: Namrup, Singrauli, Ramagundam

b.Nuclear:Narora, Kakrapara,Tarapur, Kalpakkam

Chapter6: Manufacturing Industries

Locating and Labeling Only

a. CottonTextile Industries: Mumbai, Indore, Surat, Kanpur, Coimbatore

b. Iron and Steel Plants: Durgapur, Bokaro, Jamshedpur, Bhilai, Vijayanagar,Salem

c. SoftwareTechnologyParks: Noida, Gandhinagar, Mumbai, Pune,Hyderabad, Bangaluru, Chennai, Thiruvananthapuram

Chapter7:-Lifelines of National Economy. Locating and labelling "

A. MajorPorts-

Kandla,Mumbai,Marmagao,NewMangalore,Kochi,Tuticorin,Chennai,Vishakhapatnam, Paradip,Haldia

B.International Airports:

Amritsar (Raja Sansi-Sri Guru Ram Das Ji), Delhi(Indira Gandhi),Mumbai (Chhatrapati Shivaji),Chennai(Meenam Bakkam) , Kolkata(Netaji Subash Chandra Bose),Hyderabad(Rajiv Gandhi)

N.B.: Items of locating and labeling may also be given for Identification.

ANNEXTURE III (PROJECT)

Class X Project Work	10 Periods	5 Marks
<p>Every student must undertake one project on ... Consumer Awareness OR Social Issues OR Sustainable Development</p> <p>Objectives:</p> <ul style="list-style-type: none"> • The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective. • It should also help in enhancing the Life Skills of the students. • Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report. • If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. • If possible, various forms of art may be integrated in the project work 	<p>The students will develop the following competencies:</p> <ul style="list-style-type: none"> • Collaboration. • Use analytical skills. • Evaluate the situations during disasters. • Synthesize the information. • Find creative solutions. • Strategies the order of solutions <p>Use right communication skills</p>	

Guidelines:

The distribution of marks over different rubrics relating to Project Work is as follows:

SL NO	RUBRICS	MARKS
a.	Content accuracy, originality and collaborative skills	2
b.	Competencies exhibited and Presentation	2
c.	Viva	1

- The project carried out by the students should subsequently be shared among themselves through interactive sessions such as exhibitions, panel discussions, etc.
- All documents pertaining to assessment under this activity should be meticulously maintained by the schools.
- A Summary Report should be prepared highlighting:
 - objectives realized through individual work and group interactions;
 - calendar of activities;
 - innovative ideas generated in the process
 - list of questions asked in viva voce.
- It is to be noted here by all the teachers and students that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure.
- The Project Report can be handwritten or digital.
- The Project Work needs to enhance cognitive, affective and psychomotor skills of the learners. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, art integrated activities, experiments, models, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. (NEP-2020)
- Must be done at school only as specific periods are allocated for project work.
- The Project work can culminate in the form of Power Point Presentation/Exhibition/Skit/albums/files/song and dance or culture show /story telling/debate/panel discussion, paper presentation and whichever is suitable to Visually Impaired Candidates.
- Records pertaining to projects (internal assessment) of the students will be maintained for a period of three months from the date of declaration of result for verification at the discretion of Board. Sub judice cases, if any or those involving RTI / Grievances may however be retained beyond three months.

ANNEXTURE IV

Inter disciplinary Project: Class X

Subject and Chapter No	Name of the Chapter	Suggested Teaching Learning Process	Learning Outcomes with Specific Competencies	Time Schedule for Completion
History Chapter III	The Making of Global World	The teachers may use the following pedagogies in facilitating the students in completion of Interdisciplinary Project. 1) Constructivism 2) Inquiry based learning 3) Cooperative learning 4) Learning station 5) Collaborative learning 6) Videos/ Visuals/ documentaries/ movie clippings 7) Carousel technique 8) Art integrated learning 9) Group Discussions Multiple Assessment: Ex. Surveys/ Interviews/ Research work/ Observation/ Story based	a. Analyse the implication of globalization for local economies. b. Discuss how globalization is experienced differently by different social groups. Enumerates how the transportation works as a lifeline of economy. c. Analyse and infer the impact of roadways and railways on the national economy. d. Analyses and infers the challenges faced by the roadways and railway sector in India	The schools to do IDP between the months of April and September at the School under the guidance of teacher. (Carryover of project to home must be strictly avoided)
Geography Chapter 7	Lifelines of National Economy			
Economics Chapter 4	Globalization and the Indian	Presentation/ Art integration/ Quiz/ Debate/ role play/ viva,	a. Integrate various dimensions of globalisation in terms of cultural	

	Economy	/group discussion, /visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	/ political/ social /economical aspects) b.Appraise the evolution of Globalisation and the global trends c.Investigate the factors that facilitated the growth on MNC 's	
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Guidelines:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below

- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.

- Topic:The Making of a Global World, Globalisation and Life lines of Economy

<https://docs.google.com/document/d/1dlwwFeaSrExJHMtkzcEuog3ehh-7FtHM/edit>

Plan of the project: A suggestive 10 days' plan given below which you may follow or you can create on your own, based on the templates provided below Process: Initial collaboration among students to arrange their roles, areas of integration, area of investigation and analysis, roles of students.

Class X: 10-day Suggestive plan for Interdisciplinary Project
Day 1: Introduction to the Interdisciplinary Project and Setting the Context:
Brief overview of the project and its objectives to be given by the teachers. History teacher to Introduce the historical context of the World War II and its aftermath through inquiry method. Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)
Day 2: The Great Depression:
Students to watch a video from the link, https://www.youtube.com/watch?v=62DxELjuRec and https://www.youtube.com/watch?v=gqx2E5qIV9s
and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.
Day 3: India and the Great Depression
Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library. As a group activity they need to present a collage of their findings. (Refer Annexure VI for Rubrics)
Day 4: Rebuilding the World Economy and Interlinking Production across countries
<ul style="list-style-type: none"> • Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the information by moving from group to group. • Make them discuss the post-war recovery efforts and their impact on the global economy • Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure VI for rubrics.
Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy
<ul style="list-style-type: none"> • The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics. • Study the challenges faced by the world in the early post-war years

<ul style="list-style-type: none"> • Discuss the efforts made towards decolonization and independence of nations
<p>Day 6: Post war settlement and Bretton Woods institutions</p> <ul style="list-style-type: none"> • Make the students read the material given in https://en.wikipedia.org/wiki/Bretton_Woods_system and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure VI for Rubrics.
<p>Day 7: Decolonization and Independence - The Role of World Trade Organization:</p> <ul style="list-style-type: none"> • The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure VI for rubrics • Introduction to the World Trade Organization • Study the role of the WTO in promoting fair trade practices
<p>Day 8: End of Bretton Woods and the Beginning of Globalization:</p> <ul style="list-style-type: none"> • The students will read material given in the link https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton%20Woods%20system,-The%20system%20dissolved&text=In%20August%201971%2C%20U.S.%20President,the%20breakdown%20of%20the%20system • Organise an interview with a financial expert/economist/ lecturer/professor. Based on the information they gathered, the students can submit a report on the findings. • Discuss the reasons for the end of the Bretton Woods system
<p>Day 9: Impact of Globalization in India and role of waterways and airways</p> <p>https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1</p> <ul style="list-style-type: none"> • The students will read the material given in the above link, and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation. • Study the impact of globalization on the Indian economy • Discuss the challenges faced by India in the process of globalization
<p>Day 10. Final presentation • Conclude the interdisciplinary project and summarize the key takeaways</p>

Handout 1 for Day 4 of Inter Disciplinary Project of Class X

Handout Title: The Role of Waterways and Airways in Post-World War II- World and India

Introduction: After the end of World War II, the world faced significant economic, social, and political changes. The role of waterways and airways in shaping the post-war world and India is crucial to understand. In this handout, we will discuss the impact of waterways and airways on the global economy and how it helped India in its development.

Waterways: In the post-World War II era, waterways played a crucial role in the movement of goods and people. The improvement of ports and waterways allowed for more efficient transportation of goods and helped to spur economic growth.

The increased demand for goods and services, combined with the development of shipping technologies, allowed for the expansion of international trade. This helped to boost the world economy and allowed for the growth of industries in many countries, including India.

In India, the development of waterways and ports helped to improve the country's economy. The country's long coastline and several rivers made it an ideal location for the transportation of goods. The growth of ports and waterways in India allowed for the movement of goods from one part of the country to another, helping to spur economic growth and development.

Airways: After World War II, the development of air transportation revolutionized the world's economy. The expansion of air travel allowed for faster and more efficient transportation of goods and people, which helped to boost the world economy.

In India, the growth of airways helped to connect different parts of the country and made it easier for people and goods to move from one place to another. This helped to spur economic growth and development in India.

The growth of air transportation in India also allowed for the expansion of international trade. Indian businesses could now easily access foreign markets, which helped to boost the country's economy.

Conclusion:

The role of waterways and airways in the post-World War II world and India was crucial in shaping the economic and social landscape of these countries. The development of these transportation modes helped to spur economic growth and allowed for the expansion of international trade. Understanding the impact of waterways and airways on the world and India is crucial in understanding the economic and social changes that took place after World War II.

Questions:

1. Mention the role of major ports in imports and exports.

2. Emergence of Deccan airways changed the entire functionalities of domestic airways> Substantiate the statement

3. The waterways and airways contribute to the economic growth of India. Substantiate your answer

Handout 2 for day 7 of Inter Disciplinary Project of Class X

Handout Title: The Role of the World Trade Organization (WTO) in Building New Nations Post-Colonialization

Introduction: After the end of colonialism, many countries faced significant economic and political challenges as they worked to establish themselves as independent nations. The World Trade Organization (WTO) played a crucial role in helping these countries to rebuild their economies and participate in the global economy. In this handout, we will discuss the role of the WTO in building new nations post-colonialization.

What is the WTO?

The WTO is an international organization that was established in 1995 to promote international trade and help countries participate in the global economy. The WTO provides a forum for countries to negotiate and enforce international trade agreements, and helps to ensure that trade is conducted in a fair and predictable manner. The organization also provides technical assistance and advice to help countries improve their trade policies and participate in the global economy.

How has the WTO helped new nations post-colonialization?

After colonial rule ended, many countries faced significant economic challenges as they worked to establish themselves as independent nations. The WTO helped these countries to participate in the global economy by providing a forum for trade negotiations and by helping to enforce international trade agreements.

The WTO also provided technical assistance and advice to help these countries improve their trade policies and participate in the global economy. This helped to spur economic growth and development in these countries, and allowed them to become more integrated into the global economy.

By participating in the global economy, new nations post-colonialization were able to expand their markets, attract foreign investment, and improve their economic performance. The WTO played a crucial role in helping these countries to build their economies and establish themselves as stable, independent nations.

Conclusion:

The WTO played a crucial role in building new nations post-colonialization by helping these countries to participate in the global economy. The organization's trade negotiations, enforcement of international trade agreements, and technical assistance helped to spur economic growth and development in these countries. Understanding the role of the WTO in building new nations post-colonialization is important in understanding the economic and political changes that took place after the end of colonial rule.

INTERDISCIPLINARY PROJECT
ANNEXURE-V

Presentation Template by the students.

Name of the Student:	
Members of Team:	
Class :	Section: Date of Submission:
Topics of IDP:	
Title of the Project:	
Objectives:	
Multiple Assessment: Ex. Surveys / Interviews / Research work/ Observation/ Story based Presentation/ Art integration/ Quiz/ Debate/ role play/ viva./group discussion./visual expression/ interactive bulletin boards/ gallery walks/ exit cards/ concept maps/ peer assessment/ art integration /Self-assessment/integration of technology etc.	
Evidences: Photos, Excerpts from Interviews, observations, Videos, Research References, etc.	
Overall presentation: Link of PPT, shared documents, can be digital/handwritten, as per the convenience of the school.	
Acknowledgement:	
References (websites, books, newspaper etc)	
Reflections:	

COURSE CONTENT

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESS

HISTORY

NAME OF THE CHAPTER /TOPIC	CURRICULAR GOALS	COMPETENCIES	LEARNING OBJECTIVES The learners will be able to:	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
I The Rise of Nationalism in Europe	CG-2 Analyses important phases in world history and draws insight to understand the present - day world. CG-3 Understands the idea of a nation and the	C-2.4 Explains the growth of new ideas in Europe and Asia (humanism, mercantilism, industrialisation, colonialism, scientific developments and explorations, imperialism, and the rise of new nation-states across the world) and how it affected the course of human history. C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial	<ul style="list-style-type: none"> • Infer how the French Revolution had an impact on the European countries in the making of nation state. • Comprehend the nature of the diverse social movements of the time. • Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. 	<ul style="list-style-type: none"> • Presentation and discussion on the French Revolution after watching animations/films/reading stories or novels related to French revolution. Use of graphic organizers to explain unification of states to form one nation. • Map activity familiarising the location of various places studying the map of Europe after the Congress of Vienna 1815 and locating important places on the political outline map 	<ul style="list-style-type: none"> • picture Analysis • find out the difference between the two Maps of Europe.

	emergence of the modern Indian Nation	invasion, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.	<ul style="list-style-type: none"> Evaluate the reasons which led to the First World War. <p>SDG-16- PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> World Café on changes after 1815 in Europe. Role play on the social revolutions of Europe. 	
II Nationalism in India	CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation.	C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self-sacrifice, ahimsa) that played a part in achieving Independence.	<ul style="list-style-type: none"> Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging. Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the movements organised by him. Summarise the effects of the First World War that triggered the two defining movements (Khilafat & Non Cooperation Movement) in India <p>SDG-16- PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging Students will examine textual content and other references and Present through PPT. Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings 	<ul style="list-style-type: none"> Map Skill Role Play Diary Writing
III. The Making of a Global World Subtopic 1 The premodern world Subtopic 2 19th century 1815 -		C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations)	<ul style="list-style-type: none"> Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. Depict the global 	<ul style="list-style-type: none"> Initiate an Inquiry based learning using world café' strategy and present your findings through café conversation strategy of each area (transformed the world in terms of economy, political, cultural and technological 	<ul style="list-style-type: none"> Picture interpretation Concept Map Flow Chart

<p>1914</p> <p>Subtopic 3 The inter-war economy</p> <p>Subtopic 4 Rebuilding of world economy: the post war era.</p> <p>Inter disciplinary Project with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalization and the Indian Economy</p>	<p>CG-7 Develops an understanding of the economy of a nation, with specific reference to India.</p>	<p>C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the changes from time to time.</p> <p>Refer Annexure IV</p>	<p>interconnectedness from the Premodern to the present day.</p> <ul style="list-style-type: none"> Enumerate the destructive impact of colonialism on the livelihoods of colonised people. Refer Annexure IV <p>SDG-17- PARTNERSHIP FOR THE GOALS</p>	<p>aspects.)</p> <ul style="list-style-type: none"> Art integration and gallery walk to depict the interconnectedness. Students examine the photographic display/new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project 	
<p>IV The Age of Industrialisation</p>	<p>CG-2 Analyses the important phases in world history and draws insights to understand the present-day world</p>	<p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history</p>	<ul style="list-style-type: none"> Watch relevant Videos/ Visuals/ documentaries / the movie clippings on features of Pre & Post economic, political, social features of Pre and Post Industrialization <p>SDG--9- INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> Enumerate economic, political, social features of Pre and Post Industrialization. Analyse and infer how the industrialization impacted colonies with specific focus on India 	<ul style="list-style-type: none"> Timeline Poster Making
<p>V</p> <p>Print culture and the Modern World</p>	<p>CG-2 Analyses the important phases in world history and</p>	<p>C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies</p>	<ul style="list-style-type: none"> Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. Comment on the statement that the print revolution was not just a way of producing book but profound transformation of 	<ul style="list-style-type: none"> Flow chart to depict the development of Print. Declamation on the profound transformation of people due to the print revolution Use of Venn diagram to compare the advantages of handwritten books and the printed books Interpret and infer from pictures, cartoons, extracts from propaganda 	<ul style="list-style-type: none"> Collage Making Concept Map on Evolution of Printing Press

	draws insights to understand the present-day world. CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it.	including the most current) and how they affected the course of world history.	<p>people. Compare and contrast the old tradition of handwritten manuscripts versus the print technology.</p> <ul style="list-style-type: none"> Summarise the role of Print revolution and its impact. <p>SDG-4:QUALITY EDUCATION</p>	literature on important events and issues with focus on print culture	
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POLITICAL SCIENCE

CONTENT	CURRICULAR GOALS	NAME OF COMPETENCY	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OUTCOMES
1. Power - Sharing	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.4 Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government	<ul style="list-style-type: none"> Enumerate the need for power sharing in democracy. Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing. Compare and contrast the power sharing of India with Sri Lanka and Belgium. Summarize the purpose of power sharing in preserving the unity and stability of a country <p>SDG--9- INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart. Discuss various forms of power-sharing. Classroom discussion on challenges faced by Belgium & Sri Lanka in ensuring effective power sharing Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium 	<ul style="list-style-type: none"> Map skills- Belgium and Sri Lanka. Cartoon Interpretation. A debate on need of powersharing.
2 Federalism	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic	<p>C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation</p> <p>C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and</p>	<ul style="list-style-type: none"> Infer and appreciate how federalism is being practised in India. Analyse and infer how the policies and politics that has strengthens federalism in practice. <p>SDG-16- PEACE JUSTICE AND</p>	<p>Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations.</p> <p>Debate on policies and politics that strengthens Federalism in practice and</p>	<ul style="list-style-type: none"> Tabular Presentati on of Scheduled Languages of India. Debate on Local- Self Government

	<p>government</p> <p>CG-6</p> <p>Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them</p>	<p>discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.</p>	<p>STRONG INSTITUTION</p>	<p>present through mind map</p>	
<p>3. Gender, Religion and Caste</p>	<p>CG-6</p> <p>Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them</p>	<p>C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success</p>	<ul style="list-style-type: none"> Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. Analyses the different expressions based on these. differences are healthy or otherwise in a democracy SDG- 5: GENDER EQUALITY. 	<ul style="list-style-type: none"> Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy. Graphic method to analyse and infer how different expressions based on differences in Gender, Religion and Caste are healthy or unhealthy in a democracy 	<ul style="list-style-type: none"> Data interpretation CartoonAnalyses
<p>4. Political Parties</p>	<p>CG-5</p> <p>Understands the Indian Constitution and explores the essence of Indian democracy and</p>	<p>C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties</p>	<ul style="list-style-type: none"> Understand the process of parties getting elected. Know the significance of right to vote and exercise the duties as citizen of nation. Examine the role, purpose and no. of 	<ul style="list-style-type: none"> Mock election to learn the process. Role play and create awareness of fundamental duties. Use flow chart to bring out the role, purpose and no. of Political Parties. 	<ul style="list-style-type: none"> Collage on different Political Party Symbols. Election result analysis.

	the characteristics of a democratic government		<p>Political Parties in Democracy</p> <ul style="list-style-type: none"> Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy <p>SDG- 16.PEACE,JUSTICEAND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> Read newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian Democracy 	
5.Outcomes of Democracy	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions	Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.	Graphic organizer to enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.	<ul style="list-style-type: none"> Cartoon Analysis from News Clippings. Group Discussion Quiz Collage

ECONOMICS

CONTENT	CURRICULAR GOALS	COMPETENCY	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES OUTCOMES
1. Development	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature	<p>C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level.</p> <p>C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress.</p> <p>C-8.5 Appreciates the connections between economic development and the environment, and the broader</p>	<p>Enumerate and examine the different processes involved in setting developmental Goals that helps in nation building. Analyse and infer how the per capita income depicts the economic condition of the nation. Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation.</p>	<p>Hot seat strategy to enumerate different developmental Goals that helps in nation building..Case study to analyse and infer how the per capita income depicts the economic condition of the nation.</p> <p>Graphic organizer to compare the relation between HDI (Human Development Index) and PCI (Per Capita National Income)</p>	<ul style="list-style-type: none"> Collection of Human Development Report by UNDP. Designation of the features of development goals.

		indicators of societal wellbeing beyond GDP growth and income	<p>Compare and contrast the per capita income of some countries and infer reasons for the variance. Analyses the multiple perspectives on the need of development.</p> <p>SDG-4:QUALITYEDUCATION</p>	<p>Declamation to Analyse the multiple perspectives on the need of development. Debate on 'Health and Education are the true indicators of development.'</p>	
2.Sectors of the IndianEconomy	CG-7 Develops an understanding of theeconomy of a nation, with specific reference to India.	<p>C-7.1 Defines keyfeatures of the economysuch as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology) C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India C-7.3 Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the socalled 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian</p>	<p>Analyses and infer how the economicactivities in different sectors contribute to the overall growth and development of the Indian economy. Propose solutions to identify problems in different sectors based on their understanding. Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. Enumerates the role of unorganised sector in impacting PCI (Per Capita Income) currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP. Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative.</p>	<p>Data analysis of various sectors and their contributionin GDP (Gross domestic Product) and NDP (Net Domestic Product). Research based strategy to propose solutions to identified problems in different sectors based on their understanding. Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. Role plays of case studies explaining underemployment /disguised unemployment. Class conversation/group discussion on how to create more employment.</p>	<ul style="list-style-type: none"> ● Dramatizationon differents ectors. ● GraphAnalysisof Sectorial Contributions ● SituationCard

		society.	SDG-8:DECENT WORK AND ECONOMIC GROWTH		
3 Money and Credit	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature	C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. Markets. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period	Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. Analyse and infer various sources of Credit. Summarizes the significance and role of self-help groups in the betterment of the economic condition of rural people/ women. SDG-G-1: NO POVERTY.	<ul style="list-style-type: none"> • Group discussion to • Enumerate how money plays • as a medium exchange in all • transactions of goods and • services since ancient times • to the present times. • Case based study to Analyse • and infer various sources of • Credit. • Guest Speaker Programme • (bank manager/ a self-help • group member) who will • summarize the significance • and role of self-help groups in • the betterment of the • economic condition of rural 	<ul style="list-style-type: none"> • Demonstration of different mediums of exchange of different times. • Data Interpretation
4.Globalization and the Indian Economy Subtopics: What is Globalization? Factors that have enabled Globalisation. Inter disciplinary Project with chapter 3 of	CG-7 Develops an understanding of the economy of a nation, with specific reference to India. CG-8 Evaluates the economic development of a country in terms of its impact on the	society C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the changes from time to	Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries.	Watch videos on globalisation followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy. Read Textual and other resources to analyse and	<ul style="list-style-type: none"> • Collage making with NewsPaper Cuttings.

History: "The making of a Global World".and chapter 7 of Geography: "Lifelines of National Economy" Subtopics: Production across the countriesChinese toys in India World Trade Organization The Struggle for A Fair Globalisation	livesof its people and nature.	time. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period. Refer Annexure IV	Comprehends the significance of role of G20 and its significance in the light of India's present role. SDG- 9:INDUSTRY,INNOVATION AND INFRASTRUCTURE	inferthe key drivers of globalization and their role in shaping the global economic landscape. Discussions /Debates on the positive impact of Globalization on the lives of people.	
5 Consumer Rights OR Social Issues OR Sustainable Development	Project work	Refer Annexure III	Refer Annexure III		

GEOGRAPHY

CONTENT	CURRICULAR GOALS	COMPETENCY	LEARNING OUTCOMES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNINGOUTCOMES
1.Resources and Development	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of theregion	C-4.4 Analyses and evaluates the interrelationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethosthat resulted in practices	Enumerates how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India. Infers the rationale for development of resources. Analyse and	Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of a Venn diagram. Use of maps, charts, and other tools to identify patterns and trends of land	MapSkill(Soil Resources of India- PA- I Subject Enrichment) GroupDiscussion on "Conservationofland resources".

		of nature conservation	evaluate data and information related to non-optimal land, utilization in India. Appraise and infer the need to conserve all resources available in India. suggest remedial measures for optimal utilization of underutilized resources	utilization. Case study and debate on the topic “Is the development acting as an adversary for conservation”. Present a report in the form of PPT.	
			SDG-1: NO POVERTY		
2. Forest and Wildlife Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation SDG-15: LIFE ON LAND	Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India. □ Analyse the role of grazing and wood cutting in the development and degradation	Report on People Participation in Conservation. • Poster Designing.
3. Water Resources	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region.	Examine the reasons for conservation of water resource in India. Analyse and infer how the Multipurpose projects are supporting the requirement of water in India. SDG-6: CLEAN WATER AND SANITATION	Brainstorming session to discuss the scarcity of water and present through graphic organizers. Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India	• Make a collage of newspaper cuttings/clippings showing water scarcity, pollution of water, areas suffering from drought or flood

<p>4. Agriculture</p>	<p>CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region</p>	<p>C-4.3 Draws interlinkages between various components of the physical environment, such as climate and relief, climate and vegetation, and wildlife</p>	<ul style="list-style-type: none"> • Examine the crucial role played by agriculture in our economy and society. • Analyses the challenges faced by the farming community in India. • Identifies and summarizes various aspects of agriculture, including crop production, types of farming, modern agricultural practices, and the impact of agriculture on the environment. • Analyses the challenges faced by the farming community in India <p>SDG-2: NO HUNGER</p>	<p>Group Discussion on the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and present the findings through PPT/chart.</p> <p>Collect Newspaper and have a panel discussion on the challenges faced by the farming community in India</p> <p>Use of graphic organizers to distinguish the traditional and modern farming methods</p>	<ul style="list-style-type: none"> •Picture Identification. •Map Skill
<p>5. Minerals and Energy Resources</p>	<p>CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region</p>	<p>C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation.</p>	<ul style="list-style-type: none"> • Differentiates between the conventional and nonconventional sources of energy. • Analyses the importance of minerals and natural resources for economic development of the country. • Suggests strategies for sustainable use of natural resources <p>SDG-7: AFFORDABLE AND CLEAN ENERGY</p>	<p>Use graphic organizers to infer the resource distribution to real-world situations and lists the strategies for sustainable use of natural resources.</p> <p>Use of flow chart to Differentiate between the conventional and nonconventional sources of energy</p>	<ul style="list-style-type: none"> •Map Skill. •Identify the Minerals and Categorize them.

6.Manufacturing Industries	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them	<ul style="list-style-type: none"> • Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector. • Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. • Analyses the relation between the availability of raw material and location of the industry <p>SDG-13: CLIMATE ACTION</p>	Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products. Utilizes the textual information (data given through various maps/ graphs) to enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector. Uses case studies to Infer the relation between availability of raw material and location of the industry.	<ul style="list-style-type: none"> •Map Skill •Poster designing (Measures to control Industrial Pollution)
7.Life Lines of National Economy		Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy	<ul style="list-style-type: none"> • Refer Annexure IV SDG- 11. SUSTAINABLE CITIES AND COMMUNITIES 	Refer Annexure IV	<ul style="list-style-type: none"> •Map Skill •Flow Chart