

SYLLABUS

SESSION - 2024-2025

CLASS: IX



CONTENT



SUBJECTS :

1. ENGLISH (CODE: 184)
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)

DAV PUBLIC SCHOOLS

STD –IX

SYLLABUS -2024 -25

EXAMINATION TIMELINE

SL NO.	EXAM	CLASS	WINDOW TIME
1	PA-I	STD - III TO STD - X	22.07.2024 TO 27.07.2024
2	PA-II/HALF YEARLY	STD-III TO STD - XII	17.09.2024 TO 27.09.2024
3	PA-III	STD - III TO STD - X	25.11.2024 TO 30.11.2024
4	ANNUAL	STD - III TO STD - XII	2 ND WEEK OF FEBRUARY 2025

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.



ENGLISH LANGUAGE AND LITERATURE (184)

PREScribed TEXT BOOKS (NCERT):

1. BEEHIVE–LITERATURE TEXT
2. MOMENTS–SUPPLEMENTARY READER
3. WORDS AND EXPRESSIONS – I

SECTION WISE WEIGHTAGE IN ENGLISH LANGUAGE AND LITERATURE

SECTION	PA-I,III	PA-II & ANNUAL

A	READING SKILLS	10	20
B	GRAMMAR AND WRITING	10(5+5)	20 (10+10)
C	LANGUAGE THROUGH LITERATURE	20	40
	TOTAL	40	80

80 Marks	Internal Assessment (20 Marks)			
	Pen Paper Test 5marks	Multiple Assessment 5marks	Portfolio 5marks	Subject Enrichment Activities 5Marks
Whole Syllabus	Based on PA Syllabus PA-I PA-II PA-III	Quizzes, Oral Test, Concept Map, Exit Cards, Visual expression Art Integrated activity	Class work, peer assessment, self-assessment, achievements of students in the subject, reflections, narrations, journals etc.	Listening & Speaking and Art Integration

INTERNAL ASSESSMENT

MULTIPLE ASSESSMENTS

- ❖ Periodic Assessment-I: Power Point Presentation (PPT) (ART Integrated Activity) Group Activity based on the chapters of PA-I
- ❖ Periodic Assessment-II: Concept Map/ Visual Description based on the chapters of PA-II
- ❖ Periodic Assessment-III: Vocabulary Quiz (MCQ) /Exit Card based on the chapters of PA-III.

RUBRICS FOR POWER POINT PRESENTATION (PPT)

- | | | |
|----------------------------|---|--------|
| 1. Content/Relevance | : | 1 mark |
| 2. Originality | : | 1 mark |
| 3. Creativity/Presentation | : | 1 mark |
| 4. Coordination | : | 1 mark |
| 5. Adherence to Time | : | 1 mark |

RUBRICS FOR CONCEPT MAP / VISUAL DESCRIPTION

- | | |
|--------------------------------------|--------|
| 1. Understanding the key ideas: | 1 mark |
| 2. Content: | 1 mark |
| 3. Presentation: | 1 mark |
| 4. Knowledge of artistic convention: | 1 mark |
| 5. Timely submission: | 1 mark |

RUBRICS FOR 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 : | 1 mark |

SUBJECT ENRICHMENT ACTIVITIES

- ❖ Periodic Assessment-I: ALS (Listening)

- ❖ Periodic Assessment-II: ART Integrated Project with reference to the chapter 'A Truly Beautiful Mind'. Title: 'Great Minds of Odisha and Punjab', a comparative analysis.' (From the field of science, sports, art, literature, social work or politics)
- ❖ Periodic Assessment-III ALS (Radio / Video Show/GD/ Debate)

RUBRICS FOR THE RADIO/ VIDEO SHOW /GD/ DEBATE

- | | |
|--|----------|
| 1. Interactive competence (initiation and turn taking) | : 1 mark |
| 2. Content | : 1 mark |
| 3. Fluency | : 1 mark |
| 4. Pronunciation | : 1 mark |
| 5. Language (Accuracy and Vocabulary) | : 1 mark |

RUBRICS FOR AIP:

- | | |
|-------------------------------------|--------|
| 1. Understanding the key ideas | :1mark |
| 2. Development of ideas | :1mark |
| 3. Presentation | :1mark |
| 4. Knowledge of artistic convention | :1mark |
| 5. Timely submission | :1mark |

SECTIONWISE MARK DISTRIBUTION FOR PA-I & PA-III (40 MARKS)

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 (10 MARKS)

II Grammar (5 Marks)

- Determiners
- Tenses
- Modals
- Subject-verb concord
- Reported speech
 - o Commands and requests
 - o Statements
 - o 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. (1X5)

III. Writing Skills (5 marks)

3. Writing a Descriptive Paragraph (word limit 100-120 words), describing a person / Diary Entry, 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 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 BEEHIVE to assess interpretation, analysis, inference and evaluation. (3x2=6 marks)
6. One out of Two Short Answer Type Questions to be answered in 40-50 words from the book MOMENTS to assess interpretation, analysis, inference and evaluation. (3x1=3 marks)

VI. One out of two Long Answer Type Questions. (6 marks)

7. One from BEEHIVE 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 MOMENTS, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words.

BLUE PRINT OF THE QUESTION PAPER FOR PA I & PA III (40 Marks)

Sl No.	Chapters/ Units	Marks Allotted in Syllabus	VSA (1 mark each. (14 Nos)	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(1x3MCQs) 3(1X3 OTQs)	2 (2x2)			8
2	Grammar	5	5(3MCQs +2OTQs)				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 AND ANNUAL EXAMINATION (80 marks)**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
 - o Commands and requests
 - o Statements
 - o 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 Descriptive Paragraph (word limit 100-120 words), describing a person / event / situation, based on visual or verbal cue/s. One out of two questions to be answered. (5 marks)
 5. Writing a Story (on a given cue/title)/Diary Entry, in 100-120 words. 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

8. Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book BEEHIVE 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 MOMENTS to assess interpretation, analysis, inference and evaluation. (3x2=6 marks)

10. One out of two Long Answer Type Questions from BEEHIVE 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 MOMENTS, 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 / ANNUAL (80Marks)

Sl No.	Chapters / units	Marks Allotted in Syllabus	VSA (1 mark each) (28 Nos.)	SA-I (2 marks each) (6 Nos.)	SA-II (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	Description writing	5				1	1
5	Diary Entry / Story Writing	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 BEEHIVE	12			4		4
9	SATQ from MOMENTS	6			2		2
10	LATQ from BEEHIVE	6				1	1
11	LATQ from MOMENTS	6				1	1
MARKS	80						

NOTE: Typology of questions is subject to change as per the latest sample paper released by CBSE for STD-X.

DETAILED SYLLABUS

Periodic Assessment I (22July-27 July2024) F.M:40 Time: 1 Hr 30 Min.	Periodic Assessment-II (17 September - 27September 2024) F.M:80 Time:3 hours	Periodic Assessment- III (25 November - 30 November 2024) F.M:40 Time: 1 Hr 30 Min.	Annual Examination (2 nd Week of February 2025) F.M:80 Time:3 hours
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Literature Reader (BEEHIVE)	Literature Reader (BEEHIVE)	Literature Reader (BEEHIVE)	Literature Reader (BEEHIVE)
PROSE 1. The Fun They Had 2. The Sound of Music 3. The Little Girl POETRY 1. The Road Not Taken 2. Wind	PROSE 1. A Truly Beautiful Mind 2. The Snake and the Mirror POETRY 1. Rain on the Roof 2. The Lake Isle of Innisfree 3. A Legend of the Northland	PROSE 1. My Childhood 2. Reach for The Top POETRY 1. No Men are Foreign 2. On Killing a Tree 3. A Slumber Did My Spirit Seal	PROSE 1. Kathmandu 2. If I were You
Supplementary Reader (MOMENTS) 1. The Lost Child 2. The Adventures of Toto 3. Iswaran: The Story Teller	Supplementary Reader (MOMENTS) 1. In the Kingdom of Fools 2. The Happy Prince	Supplementary Reader (MOMENTS) 1. The Last Leaf 2. A House is not A Home.	Supplementary Reader (MOMENTS) 1. The Beggar
Writing Skill:	Writing Skill:	Writing Skill:	WHOLE SYLLABUS (PA I, II & III)
Descriptive Paragraph(Person) Diary Entry	Descriptive Paragraph(Event)Story Writing	Descriptive Paragraph (Situation)	
Words & Expressions 1	Words & Expressions 1	Words & Expressions 1	
Unit 1-3	Unit -4 to 6	Unit -8, 10 & 11	
INTERGRATED GRAMMAR	INTERGRATED GRAMMAR	INTERGRATED GRAMMAR	
	N.B: The portion for the Periodic Assessment-II includes all the above mentioned chapters and the portion of PA-I.	N.B. The portion for PA-III includes the topics which are mentioned under ONLY PA-III.	

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER	LEARNING OBJECTIVES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
CH-1 THE FUN THEY HAD	The learners will be able to: <ul style="list-style-type: none"> understand and compare the human teacher and virtual teacher. enhance their analytical skills develop an interest in science fiction study various literary terms specially used in writing science fiction. SDG 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	The learners <ul style="list-style-type: none"> participate in interactive tasks and activities. design a future classroom based on their understanding of the lesson and their own ideas. share their own experiences of having virtual classes during pandemic participate in debate on-virtual classroom learning Vs physical classroom learning. 	Speaking skills: <ul style="list-style-type: none"> Debate on - Real books cannot be replaced with e-books. Paragraph Writing: Write a paragraph on 'My Dream School'. PPT presentation by students

<p>CH-2</p> <p>THE SOUND OF MUSIC</p>	<ul style="list-style-type: none"> develop the feeling of inclusiveness appreciate the different forms of instrumental music popular in India and the world get self-motivated to get acquainted with the world of music, musicians and the musical instruments develop love and respect for their own country understand how a biography is written promote communal harmony <p>SDG 4 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> collect biographical information about other musicians from the world, having physical challenges discuss how they are inspired by the lives of USTAD BISMILLAH KHAN and EVELYNGLENNIE write descriptive paragraphs on favourite musicians 	<ul style="list-style-type: none"> Collage making on the famous musicians of the world who rose to fame despite their physical challenges. Paragraph writing on their favourite musicians. Develop a conversation with a celebrity musician PPT presentation by students
<p>CH-3</p> <p>THE LITTLE GIRL</p>	<ul style="list-style-type: none"> read, comprehend and respond to complex texts independently appreciate the use of literary / nonliterary inputs in varied contexts understand the elements of short story writing. relate oneself with the main character of the story to understand the child psychology develop the understanding of one's relationship with one's parents. <p>SDG 3 GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> discuss their own experiences with their parents, grand parents express their views on generation gap. 	<ul style="list-style-type: none"> Drawing a concept map based on the story. Writing a short story based on a similar theme of the story as read by them. Literature Circle Jobs
<p>CH-4</p> <p>A TRULY BEAUTIFUL MIND</p>	<ul style="list-style-type: none"> identify the great qualities of a great scientist like Albert Einstein understand and appreciate the life skills like empathy and decision making develop critical thinking skills as they explore the areas of science like Physics. know more about Albert Einstein and his life. <p>SDG-16 PEACE AND JUSTICE, STRONG INSTITUTIONS, SDG 4 QUALITY EDUCATION</p>	<ul style="list-style-type: none"> collect information about Einstein's childhood days discuss in groups various roles of Einstein other than being a scientist 	<ul style="list-style-type: none"> Preparing a questionnaire for an interview with a famous scientist. Writing a short paragraph on a famous scientist. PPT presentation by students
<p>CH-5</p> <p>THE SNAKE AND THE MIRROR</p>	<ul style="list-style-type: none"> infer, interpret and appreciate various literary and non-literary inputs in different contexts. enhance their communication skills to express their thoughts, ideas, views and opinions. use grammatical items like noun, pronoun, verb, determiners, tense, passive, adjective, adverb etc. in writing and speech in order to demonstrate knowledge and understanding. <p>SDG -15 LIFE ON LAND</p>	<ul style="list-style-type: none"> ask questions on the text, read and share their own point of view. understand different grammatical functions and usages through noticing and identifying the given material. read the literary texts with understanding for pleasure and make use of meaningful resources generated by the teacher. 	<ul style="list-style-type: none"> Sharing of anecdotes on an encounter with a snake. Writing a humorous story in 100 to 120 words
<p>CH-6</p> <p>MY CHILDHOOD</p>	<ul style="list-style-type: none"> read prose pieces with proper stress, pause, tone and intonation. read with understanding and comprehension and can interpret layers of meaning write short dialogues and participate in role plays, skits, street plays etc., for the promotion of social causes. 	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly using appropriate vocabulary. read texts independently, 	<ul style="list-style-type: none"> Sequencing the events of text chronologically Article writing on communal harmony Collection of celebrated quotations of APJ ABDUL

	<ul style="list-style-type: none"> enhance writing skills and make correct use of punctuation mark and spelling. use grammar items like subject-verb agreement, tense, determiners, etc. develop love and respect for all communities. <p>SDG 4 QUALITY EDUCATION SDG10 REDUCED INEQUALITIES</p>	<p>comprehend, and respond to questions /ask questions from the text.</p> <ul style="list-style-type: none"> read the literary texts with understanding and pleasure. 	<p>KALAM and para phrasing it.</p>
CH-7 REACH FOR THE TOP	<ul style="list-style-type: none"> develop LSRW skills. appreciate similarities and differences between Santosh Yadav and Maria Sharapova w. r. to their social stigmas and parental support. use grammatical items both to comprehend text and develop own style of writing. learn ethics and values that would make them love and appreciate nature around them. <p>SDG 5 GENDER EQUALITY</p>	<ul style="list-style-type: none"> participate in a brain storming session comprehend various kinds of related audio/video scripts, read aloud texts and answer comprehension and inferential questions. develop their reading skills by narrating events and describing people, places and objects. 	<ul style="list-style-type: none"> Listening test Talk show (Mock interview) Writing a descriptive paragraph
CH-8 KATHMANDU	<ul style="list-style-type: none"> interpret, infer and analyze the underlying ideas of a text. use the rules of grammar in speech and writing demonstrate language communication and comprehension skill while speaking fluently with proper pronunciation, intonation and pause. produce fully developed formal and informal writings like slogans, blogs, brochures etc. in order to demonstrate research skills and promotional skills. <p>SDG 15 LIFE ON LAND SDG11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> develop an outline to draft a summary and make original scripts of itinerary writing. use map to understand directions, space and distance and to look at graphs, charts and tables to know how data has been given and interpreted understand and learn to encode and decode texts of different genre through individual, pair and group reading. 	<ul style="list-style-type: none"> Writing a travelogue on a visit to a tourist place. Converting selected sentences of the text to reported speech.
CH-9 IF I WERE YOU	<ul style="list-style-type: none"> demonstrate language and communication skill by enriching their ideas, views and opinions verbally and non-verbally. make use of grammatical items like subject-verb agreement, tense, reported speech, etc. in writing and speech. speak with intonation and style which is conversational and expressive. develop own writing style with plot, theme, characterization and other play and story development attributes. <p>SDG 8 DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> read stories and other literary texts with understanding for pleasure. share their own experiences of the real world situation and relate them with the literary fiction. improve listening skill by answering questions from passages. 	<ul style="list-style-type: none"> Description writing on persons Dramatization
POEM-1 THE ROAD NOT TAKEN	<ul style="list-style-type: none"> attempt a meaningful interpretation of the poem. to appreciate the beauty, style and tone of the poem examine the use of literary devices in the poem. identify the central idea of the poem. express thoughts, ideas and opinions to 	<ul style="list-style-type: none"> recite the poem with proper stress and intonation. comprehend audio/video scripts, read aloud texts and answer inferential questions by listening use English poems, songs 	<ul style="list-style-type: none"> Pick and Speak (sharing of responses in a given situation) Describe feelings in the form of a diary entry highlighting the perplexity of the poet and resolutions he initiated. PPT presentation by students

	<p>demonstrate communication skills.</p> <ul style="list-style-type: none"> to write a poem reflecting various aspects of human nature to pen a persuasive, write up using evidence to support opinion <p>SDG-15 LIFE ON LAND</p>	<p>etc. on internet as a resource to develop listening comprehension and understanding the use of tone/ intonation/ stress etc.</p> <ul style="list-style-type: none"> read the literary text with understanding for pleasure and enjoyment. 	
POEM-2 WIND	<ul style="list-style-type: none"> attempt a meaningful interpretation of the poem wind. Examine the use of imagery, personification, simile and metaphors in the poem. identify the central idea of the poem. enrich their vocabulary with the words related to the poem express thoughts, ideas and opinions to demonstrate communication skills. <p>SDG 13 CLIMATE ACTION</p>	<ul style="list-style-type: none"> read texts independently, comprehend, and respond to questions /ask questions on the text. connect the issues in the text to the world outside and think of possible solutions. organize and participate in group discussions 	<ul style="list-style-type: none"> List five constructive and five destructive activities of the wind Group Discussion on ‘Wind is the savior of mankind.’ <ul style="list-style-type: none"> Literature Circle Jobs PPT presentation by students
POEM-3 THE RAIN ON THE ROOF	<ul style="list-style-type: none"> Attempt a meaningful interpretation of the poem. Examine the use of literary devices in the poem. identify the central idea of the poem. enrich their vocabulary with the words related to the poem express thoughts, ideas and opinions to demonstrate communication skills. <p>SDG 13 CLIMATE ACTION</p>	<ul style="list-style-type: none"> express personal feelings on a rainy day in the form of picture or diary entry compose poems with different elements of nature and expressing the healing power of nature to be exposed to varieties of poems like lyric, ballad, ode etc. and notice various poetic devices for appreciation 	<ul style="list-style-type: none"> Writing a diary entry describing feelings of a rainy day. PPT presentation by students Writing a story using the following cues. One day I was returning from my tuition and all of a sudden I saw huge mountains of black clouds.....
POEM-4 THE LAKE ISLE OF INNISFREE	<ul style="list-style-type: none"> to comprehend and appreciate the theme of the poem identify the central idea of the poem identify the various poetic devices used in the poem develop love for Nature <p>SDG-11 SUSTAINABLE CITIES AND COMMUNITIES SDG 15 LIFE ON LAND</p>	<ul style="list-style-type: none"> presenting travelogue with audio video support utilize given visual input and graph with the clues provided and write passages 	<ul style="list-style-type: none"> Writing a comparative analysis on life in a city and life in the lap of Nature Preparing a visual description of a Dream House in the lap of Nature.
POEM-5 A LEGEND OF THE NORTHLAND	<ul style="list-style-type: none"> attempt a meaningful interpretation of the poem. to appreciate the beauty, style and tone of the poem examine the use of literary devices in the poem. identify the central idea of the poem. <p>SDG15 LIFE ON LAND</p>	<ul style="list-style-type: none"> participate in interactive tasks and activities. connect the issues in the texts they read to the world outside and think on possible solutions engage themselves in conversation, dialogues, discussion and discourses of various themes. 	<ul style="list-style-type: none"> Drafting a character sketch Role play/Dramatisation
POEM-6 NO MEN ARE FOREIGN	<ul style="list-style-type: none"> grasp and appreciate the central idea of the poem. recite the poem with proper voice 	<ul style="list-style-type: none"> participate in interactive tasks and activities. Read texts independently, 	<ul style="list-style-type: none"> Slogan writing on the theme “Say No To War”.

	<p>modulation, intonation, articulation and stress.</p> <ul style="list-style-type: none"> • demonstrate the usage of poetic devices. • Understand the plight of earthlings on the face of manmade differences. • explain the unfavorable aspects of wars and conflicts. <p>SDG 10 REDUCED INEQUALITIES</p> <p>SDG16 PEACE AND JUSTICE, STRONG INSTITUTIONS</p>	<p>comprehend, and respond to questions /ask questions from the text.</p> <ul style="list-style-type: none"> • take notes and respond accordingly using appropriate vocabulary. 	<ul style="list-style-type: none"> • Just a minute talk on “The whole world is a family”
POEM-7: ON KILLING A TREE	<ul style="list-style-type: none"> • listen to and discuss literary/ non-literary inputs in varied contexts to infer, interpret, and appreciate. • to identify the figure of speech used in the poem. • to justify the title of the poem. • to analyze the important phrases in the poem by attempting a reference to context exercise. <p>SDG11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> • read and understand the poem, • participate in discussions, present viewpoints , express contrasts with logic and reasoning in the process • develop problem solving and reasoning ability; and critical thinking • use creativity and imagination and connect the discourse with real life contexts while expressing themselves through speech and writing 	<ul style="list-style-type: none"> • Slogan Writing On Saving Trees • GD on sustainable development.
POEM-8 A SLUMBER DID MY SPIRIT SEAL	<ul style="list-style-type: none"> • Recognize and appreciate cultural experiences and diversity in the text. • communicate thoughts, ideas, views and opinions verbally and non-verbally. • read a loud and recite poems/prose with proper stress, pause, tone, and intonation. • summarize the poem in a paragraph. <p>SDG15 LIFE ON LAND</p>	<ul style="list-style-type: none"> • read the literary text with comprehension and reasoning skills. • use visual aids, and locally developed learning materials to complement and supplement the textbook and supplementary reader. • make connection by comparing and contrasting this poem with other stories. 	<ul style="list-style-type: none"> • Composing a short elegy. • Collecting information on the life and works of the poet.

SUPPLEMENTARY READER TEXTBOOK: MOMENTS

NAME OF THE CHAPTER	LEARNING OBJECTIVES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
CH.1 THE LOST CHILD	<p>The learners will be able to:</p> <ul style="list-style-type: none"> develop a love for literature. introduce themselves with literary genius: Mulk Raj Anand (Life and works of the Author Mulk Raj Anand) introduce themselves to the idea of effective writings in simple language that conveys deeper meanings. introduce new vocabulary. develop critical thinking by analyzing the text. <p>SDG15 : LIFE ON LAND</p>	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly, making use of appropriate vocabulary. 	<ul style="list-style-type: none"> providing an alternative end to the story. role play
CH: 2 THE ADVENTURES OF TOTO	<ul style="list-style-type: none"> read and understand the story, plot and characters. appreciate, analyze and evaluate different characters like Grand Father, Grand Mother, Toto, Tonga driver. acquire life skills like empathy, decision making, problem solving and to control anger. develop stories with fun and enjoy doing it independently. apply their understanding in real life situations. <p>SDG 15 : LIFE ON LAND</p>	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly, making use of appropriate vocabulary. 	<ul style="list-style-type: none"> group discussion role play PPT presentation by students
CH:3 ISWARAN THE STORY TELLER	<ul style="list-style-type: none"> listen to and discuss literary inputs in varied contexts to infer, interpret, and appreciate. communicate thoughts, ideas, views and opinions verbally and non-verbally. use words, phrases, idioms and word chunks for meaning-making in contexts develop the art of story telling <p>SDG: 17 PARTNERSHIPS FOR GOALS</p>	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly, making use of appropriate vocabulary. read texts independently, comprehend and respond to questions /ask questions from the text. 	<ul style="list-style-type: none"> story writing/ creative writing drafting character sketch Literature Circle Jobs
CH: 4 IN THE KINGDOM OF FOOLS	<ul style="list-style-type: none"> identify the elements of a short story. express their fascination for the theme and humour of the story sketch the characters of the story with different prospects. summarize the story <p>evaluate the moral and apply it in their real-life situations.</p> <p>SDG 4: QUALITY EDUCATION</p>	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly, making use of appropriate vocabulary. read texts independently, comprehend and respond to questions /ask questions from the text. 	<ul style="list-style-type: none"> Concept map Character sketch Role play
CH: 5 THE HAPPY PRINCE	<ul style="list-style-type: none"> Introduce themselves to life and works of Oscar Wilde. Understand the theme, plot and characters. 	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly, 	<ul style="list-style-type: none"> Sharing of experience of a noble deed. Drafting the characters Exit card

	<ul style="list-style-type: none"> inculcate values like love, compassion, sacrifice and empathy. infer that good deeds are rewarded. SDG 15 LIFE ON LAND	<ul style="list-style-type: none"> using appropriate vocabulary. read texts independently, comprehend and respond to questions /ask questions on the text. 	
CH: 6 THE LAST LEAF	<ul style="list-style-type: none"> understand the theme, plot and characters. develop reading habits through story reading. appreciate and comprehend the text. learn/ enrich vocabulary and its usage through appropriate context. understand deep exploration of friendship and commitments SDG 3 GOOD HEALTH AND WELL BEING	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly using appropriate vocabulary. read texts independently, comprehend and respond to questions /make questions from the text. 	<ul style="list-style-type: none"> Role Play Dialogue composition. Literature Circle Jobs
CH:7 A HOUSE IS NOT A HOME	<ul style="list-style-type: none"> understand the theme, plot and characters. explain the importance of emotional security and family support for children analyze the need of love, encouragement and empathy at the time of need understand the values of sympathy, love, kindness, belongingness, friendship etc. inculcate the qualities of extending a helping hand to the needy SDG 3 GOOD HEALTH AND WELL BEING	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly using appropriate vocabulary. read texts independently, comprehend and respond to questions /ask questions from the text. 	<ul style="list-style-type: none"> group Discussion on Stress management during teen age. preparing a character sketch
CH-8 THE BEGGAR	<ul style="list-style-type: none"> understand the theme, plot and character develop Empathy/ character building develop confidence and sense of concern identify the socioeconomic problems of beggars assess the government's services received by the beggars give remedial measures for improving their social status. SDG1 NO POVERTY	<ul style="list-style-type: none"> participate in interactive tasks and activities. take notes and respond accordingly using appropriate vocabulary. read texts independently, comprehend and respond to questions /ask questions from the text. 	<ul style="list-style-type: none"> Group Discussion/debate on 'Should we help beggars/ abolish begging?' Role play Character sketch

SUBJECT -HINDI COURSE B (085)

निर्धारित पुस्तकें:
स्पर्श भाग-1
संचयन भाग-1

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- Quiz	Class work, peer assessment, self-assessment, achievements of students in the subject etc.	PA-I- Speaking skill PA-II- Art Integration PA-III- IDP

INTERNAL ASSESSMENT: -

Rubrics for Evaluation		
PA-I	PA-II	PA- III
<p>Multiple Assessment श्रवण कौशल</p> <ul style="list-style-type: none"> ● एकाग्रता ● विशिष्ट जानकारी के लिए सुनना ● समझ ● सह प्रतिक्रिया ● शुद्धता 	<p>Multiple Assessment अवधारणा नक्शा</p> <ul style="list-style-type: none"> ● विषय की प्रासंगिकता ● शब्दों को जोड़ने का ज्ञान ● सटीकता ● प्रवाह और सुसंगतता ● प्रस्तुतीकरण 	<p>Multiple Assessment प्रश्नोत्तरी</p> <ul style="list-style-type: none"> ● विषय वस्तु ● विषयानुसार योग्यता ● समझ ● प्रभावशीलता ● समयानुसार
<p>Subject enrichment Activity दो विद्यार्थियों के बीच संवाद वाचन</p> <ul style="list-style-type: none"> ● विषयवस्तु ● सृजनात्मकता ● प्रस्तुतीकरण ● स्पष्टता ● औचित्य 	<p>Subject enrichment Activity कला एकीकरण प्रकल्प (पाँच भारतीय वैज्ञानिकों का सचित्र संकलन)</p> <ul style="list-style-type: none"> ● मौलिकता ● विषयवस्तु ● भाषायी शुद्धता ● आत्म विश्वास ● समयानुसार 	<p>Subject enrichment Activity बहु विषयक परियोजना कार्य (ओड़िशा और पंजाब के लघु उद्योग का तुलनात्मक अध्ययन)</p> <ul style="list-style-type: none"> ● विषयवस्तु ● सृजनात्मकता ● प्रस्तुतीकरण ● स्पष्टता ● औचित्य
<p>कक्षा कार्य / गृह कार्य</p> <ul style="list-style-type: none"> ● सृजनात्मकता ● विषय-वस्तु ● कार्य के प्रति जुड़ाव ● पुस्तिका का रख-रखाव ● समय प्रतिबद्धता 		

Blue Print (PA-I & PA-III)

UNIT	LA (5 marks)	SA-II (4 marks)	SA-I (2 marks)	MCQ / VSA (1 marks)	TOTAL
अपठित बोध (गद्यांश)			2x2	1x3 (MCQ)	7
व्याकरण भाग				VSA -1x10	10
स्पर्श- गद्य, पद्य व पूरक-पुस्तक		4x1(ND)	2x2(Prose and Poetry)	1x10(MCQ) Prose and poetry	18
लेखन	5x1				5
	5	4	8	23	40

Blue Print (PA-II & Pre-Board)

UNIT	LA-II (5 marks)	LA-I (4 marks)	SA-II (2 marks)	MCQ / SAI (1 marks)	TOTAL
अपठित बोध (गद्यांश)-2			2x4	1x6 (MCQ)	14
व्याकरण भाग				1x16	16
स्पर्श- गद्य, पद्य व पूरक-पुस्तक		4x2 (Non Detail)	2x6 (prose and poetry)	1x10 (MCQ) prose & poetry	30
लेखन	5x4				20
	20	08	20	32	80

Detailed Syllabus

Periodic Assessment-I (22July-27 July2024) F.M:40 Time: 1 Hr 30 Min.	Periodic Assessment-II (17 September - 27September 2024) F.M:80 Time:3 hours	Periodic Assessment- III (25 November - 30 November 2024) F.M:40 Time: 1 Hr 30 Min.	Annual Examination (2 nd Week of February 2025) F.M:80 Time:3 hours
1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)
व्याकरण: <ul style="list-style-type: none"> ● शब्द और पद ● अनुस्वार ● अनुनासिक ● उपसर्ग, ● प्रत्यय ● विराम चिह्न 	व्याकरण: <ul style="list-style-type: none"> ● शब्द और पद ● अनुस्वार, अनुनासिक ● उपसर्ग, प्रत्यय ● विराम चिह्न ● अर्थ के आधार पर वाक्य भेद ● स्वर संधि 	व्याकरण: <ul style="list-style-type: none"> ● शब्द और पद ● विराम चिह्न ● अर्थ के आधार पर वाक्य भेद ● स्वर संधि 	व्याकरण: <ul style="list-style-type: none"> ● शब्द और पद ● अनुस्वार, अनुनासिक ● उपसर्ग, प्रत्यय ● विराम चिह्न ● अर्थ के आधार पर वाक्य भेद ● स्वर संधि

<p><u>पाठ्यपुस्तक</u> <u>गद्य</u></p> <p>1.दुख का अधिकार 2.एवरेस्ट मेरी शिखर यात्रा</p> <p><u>पद्य</u> 6.पाठ पद (रैदास) 7.दोहे (रहीम)</p>	<p><u>पाठ्य पुस्तक</u> <u>गद्य</u></p> <p>1. दुख का अधिकार 2.एवरेस्ट मेरी शिखर यात्रा 3.तुम कब जाओगे अतिथि 4.वैज्ञानिक चेतना के वाहक: चंद्रशेखर वेंकट रमन</p> <p><u>पद्य</u> 6.पद (रैदास) 7.दोहे (रहीम) 8.गीत अगीत</p>	<p><u>पाठ्यपुस्तक</u> <u>गद्य</u></p> <p>5. शुक्रतारे के समान <u>पद्य</u> 9. अग्निपथ</p>	<p><u>पाठ्यपुस्तक</u> <u>गद्य</u></p> <p>1. दुख का अधिकार 2.एवरेस्ट मेरी शिखर यात्रा 3.तुम कब जाओगे अतिथि 4.वैज्ञानिक चेतना के वाहक: चंद्रशेखर वेंकट रमन</p> <p>5. शुक्रतारे के समान <u>पद्य</u> 6.पद (रैदास) 7.दोहे (रहीम) 8.गीत अगीत 9.अग्निपथ 10.नए इलाके में, खुशबू रचते हैं हाथ</p>
<p><u>पूरक-पुस्तक</u> 1. गिल्लू</p>	<p><u>पूरक-पुस्तक</u> 1. गिल्लू 2. स्मृति</p>	<p><u>पूरक-पुस्तक</u> 3.कल्लू कुम्हार की उनाकोटी</p>	<p><u>पूरक-पुस्तक</u> 1. गिल्लू 2. स्मृति 3.कल्लू कुम्हार की उनाकोटी 4.मेरा छोटा-सा निजी पुस्तकालय</p>
<p><u>लेखन</u> अनुच्छेद लेखन</p>	<p><u>लेखन</u> 1.अनुच्छेद लेखन (लगभग 120 शब्दों में) 2. अनौपचारिक पत्र (लगभग 120 शब्दों में) 3.चित्र वर्णन (लगभग 100 शब्दों में) 4.संवाद लेखन (लगभग 100 शब्दों में)</p>	<p><u>लेखन</u> संवाद लेखन (लगभग 100 शब्दों में)</p>	<p><u>लेखन</u> 1.अनुच्छेद लेखन (लगभग 120 शब्दों में) 2. अनौपचारिक पत्र (लगभग 120 शब्दों में) 3.चित्र वर्णन (लगभग 100 शब्दों में) 4.संवाद लेखन (लगभग 100 शब्दों में)</p>

Learning Objectives

क्रम संख्या	पाठ का नाम	अपेक्षित सीखने के प्रतिफल	शैक्षणिक प्रक्रिया	गतिविधियाँ
1.	दुख का अधिकार	<ul style="list-style-type: none"> विद्यार्थी पाठ का सारांश अपने शब्दों में वर्णन कर पाते हैं विद्यार्थी समाज में व्याप्त अंधविश्वासों और कुरीतियों को समझ पाते हैं मुसीबत के वक्त अपनी संपत्ति ही सहायक होती है । माँ के जैसा कोई नहीं है - विद्यार्थी इस बात से परिचित हुए विद्यार्थी प्रतिस्पर्धा की भावना से परिचित हुए। <p>SDG-1 – गरीबी का अंत</p>	व्याख्यान विधि , प्रश्नोत्तर विधि	नाट्य मंचन , कहानी वाचन
2.	एवरेस्ट मेरी शिखर यात्रा	<ul style="list-style-type: none"> जिज्ञासु प्रवृत्ति तथा साहस की भावनाओं का विकास जीवन में दृढ़ संकल्प लेने की प्रेरणा मिली विद्यार्थियों ने एवरेस्ट के बारे में ज्ञान प्राप्त किया छात्र 'संस्मरण विधा' से परिचित हुए एवरेस्ट पर चढ़ाई करने वालों के बारे में अधिक जानकारी प्राप्त हुई हिंदी भाषा के प्रति रूचि उत्पन्न हुई । <p>SDG-13 – जलवायु परिवर्तन</p>	प्रश्नोत्तर विधि, व्याख्यान विधि , अर्थबोध	पर्वतीय क्षेत्र की भौगोलिक स्थिति एवं संस्कृति का वर्णन (कोलाज)
3	तुम कब जाओगे अतिथि	<ul style="list-style-type: none"> अपनी पसंद की अथवा किसी सुनी हुई रचना को पुस्तकालय या अन्य स्थान से ढूँढकर पढ़ने की कोशिश करते हैं । साहित्य की व्यंग्य विधा और उसके प्रभावों को जान पाते हैं । संगीत , फिल्म , विज्ञापनों , लेख , आदि की भाषा पर ध्यान देते हैं । <p>SDG-3- उत्तम स्वास्थ्य और खुशहाली</p>	प्रश्नोत्तर विधि, प्रवचन विधि, अभिनय विधि	भारतीय संस्कृति पर चर्चा) साहित्य और सिनेमा का संबंध बताना (वाचन)
4	वैज्ञानिक चेतना के वाहक – सी.वी.रमन	<ul style="list-style-type: none"> विद्यार्थी पाठ का सारांश अपने शब्दों में वर्णन कर पाते हैं । प्रतिकूल परिस्थितियों में भी काम करने की लगन बढ़ती है । विज्ञान संबंधी कई सारी जानकारियाँ हासिल कर पाते हैं । नए वैज्ञानिक शब्दों से अवगत होंगे । <p>SDG-9 – उद्योग, नवाचार और बुनियादी सुविधाएँ SDG-17 -लक्ष्य हेतु भागीदारी</p>	अर्थबोध, प्रवचन विधि, प्रश्नोत्तर विधि, पीपीटी	भारतीय और विदेशी वाद्ययंत्रों का तुलनात्मक अध्ययन (सचित्र)

5.	कीचड़ का काव्य	<ul style="list-style-type: none"> ● हस्तकला , वास्तुकला , खेती बाड़ी के प्रति अपना रुझान व्यक्त करते हैं तथा इनमें प्रयुक्त होने वाली भाषा को जानने की उत्सुकता रखते हैं । ● सामाजिक मुद्दों पर ध्यान देते हुए पत्र, नोट लेखन इत्यादि करते हैं। ● भारतीय संस्कृति से परिचित होते हैं । 	सामूहिक परिचर्चा, व्याख्यान विधि, अर्थबोध, पीपीटी	प्रश्नोत्तरी , कीचड़ में पैदा होने वाले फसलों का सूची निर्माण
SDG-12 – सतत उत्पादन और उपभोग				
6	शुक्रतारे के समान	<ul style="list-style-type: none"> ● समाचार पत्र , रेडियो और टेलीविजन पर प्रसारित होने वाले विभिन्न कार्यक्रमों , खेल , फ़िल्म, साहित्य संबंधी समीक्षाओं, रिपोर्टों को सुनते और पढ़ते हैं । ● साबरमती आश्रम के बारे में जानकारी एकत्रित करके छात्र आश्रम का वर्णन अपने शब्दों में कर पाते हैं। ● छात्र स्वतन्त्रता आंदोलन से संबंधित नारों का वाचन कर पाते हैं। 	प्रवचन विधि प्रश्नोत्तर विधि , लेखन	स्वतन्त्रता आंदोलन में गांधीजी के अन्य सहयोगियों पर परिचर्चा सुलेख प्रतियोगिता
SDG-8 -सम्मानजनक कार्य और आर्थिक विकास				
1	पद	<ul style="list-style-type: none"> ● भक्ति के प्रति जुड़ाव बढ़ेगा । ● सामाजिक बौद्धिक विकास होता है । ● ईश्वर के प्रति आस्था और अटूट विश्वास का भाव विकसित होता है । 	सस्वर वाचन , खंडान्वय विधि	भक्तिकालीन कवियों का दोहा संकलन
SDG-4 - गुणवत्तापूर्ण शिक्षा				
2	दोहे	<ul style="list-style-type: none"> ● विद्यार्थी पाठ के मूल संदेश को जान पाते हैं ● रहीम जी के नीतिपरक दोहों से प्रेरित होकर अन्य नीतिपरक दोहों को भी संकलित करते हैं ● करणीय और अकरणीय ज्ञान भी आत्मसात कर पाते हैं ● परोपकार करने को प्रेरित हो पाते हैं । ● समाज के रीति-नीति से वाकिफ़ हो पाते हैं ● कक्षा में होने वाली गतिविधियों में भाग लेते हैं और दूसरों की मदद करते हैं 	सस्वर वाचन, अर्थबोध	रहीम के अतिरिक्त किसी अन्य कवि के दोहों का गायन
SDG-4 - गुणवत्तापूर्ण शिक्षा SDG-17 -लक्ष्य हेतु भागीदारी				
3	गीत-अगीत	<ul style="list-style-type: none"> ● विविध साहित्यिक विधाओं को समझते हुए उनका विश्लेषण कर पाते हैं । ● कविता को पढ़कर विद्यार्थी उसके मुख्य भाग को समझने में सक्षम हो पाएंगे ● मनुष्य के साथ प्रकृति के संबंध को बता पाते हैं। 	गीत विधि खंडान्वय विधि, स्पष्टीकरण	स्वरचित गीत निर्माण
SDG-10 – असमानता में कमी				
4	अग्निपथ	<ul style="list-style-type: none"> ● हरिवंश राय बच्चन की विभिन्न कृतियों के बारे में जानकारी प्राप्त कर पाते हैं। ● संघर्षमय जीवन से आगे निकल कर जीवन जीने की कला सीख पाते हैं। ● पुनरुक्त शब्द से कविता बनाने की कला सीख पाते हैं। 	गीत विधि , व्याख्यान विधि	हरिवंशराय बच्चन की अन्य कविता का गायन
SDG-8 -सम्मानजनक कार्य और आर्थिक विकास				

5	नए इलाके में	<ul style="list-style-type: none"> ● विद्यार्थी पाठ का सारांश अपने शब्दों में बता पाते हैं। ● पुस्तकालय की पुस्तकों द्वारा अरुण कमल के बारे में जानकारीयाँ एकत्र करते हैं। ● संख्यावाचक विशेषण और परिमाणवाचक विशेषण को पहचान कर दोनों में अंतर बताते ● 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। ● छात्र-छात्राएँ सामाजिक परिवेश से जुड़े प्रश्न पूछते हैं । <p>SDG-9 – उद्योग, नवाचार और बुनियादी सुविधाएँ</p>	सस्वर वाचन , खंडान्वय विधि	नक्शा निर्माण
1	गिल्लू	<ul style="list-style-type: none"> ● संस्मरण विधा से परिचित होते हैं । ● पशु पक्षियों के प्रति आकर्षण व प्रेम भाव जागृत होता है । ● प्रकृति के अनिवार्य अंग के प्रति जागरूकता तथा जिज्ञासु प्रवृत्ति का विकास होता है । ● भावुक एवं संवेदनशील होते हैं । ● नैतिक एवं मानवीय मूल्यों को आत्मसात कर पाएँगे । <p>SDG-13 – जलवायु परिवर्तन SDG- 15 – भूमि पर जीवन</p>	कहानी वाचन, व्याख्यान विधि	गिलहरी के साथ जुड़ी हुई पौराणिक कथा की जानकारी (लेखन)
2	स्मृति	<ul style="list-style-type: none"> ● संस्मरण विधा की जानकारी प्राप्त करते हैं ● विभिन्न प्रतिकूल परिस्थितियों से जूझने का साहस बटोरते हैं। ● जीवन में खेल कूद का महत्व जान पाते हैं । ● विविध बाल सुलभ क्रियाओं का आनंद ले पाते हैं । <p>SDG- 15 – भूमि पर जीवन SDG-17 -लक्ष्य हेतु भागीदारी</p>	अभिनय विधि, प्रश्नोत्तर विधि	अपनी बाल्यावस्था की किसी भी रोचक घटना का वर्णन
3	कल्लू कुमार की उनाकोटी	<ul style="list-style-type: none"> ● यात्रा वृत्तांत विधा की जानकारी प्राप्त करते हैं । ● त्रिपुरा की भौगोलिक स्थिति , संस्कृति जनजाति आदि के बारे में जान पाते हैं । ● सांस्कृतिक धरोहर उनाकोटी के बारे में जान पाते हैं । <p>SDG-13 – जलवायु परिवर्तन SDG-16 – शांति, न्याय और सुदृढ़ संस्थान</p>	व्याख्यान विधि , प्रश्नोत्तर विधि	अपने राज्य के पर्यटन स्थलों का सचित्र वर्णन (कोई पाँच)
4	मेरा छोटा - सा निजी पुस्तकालय	<ul style="list-style-type: none"> ● आत्मकथा को अभिव्यक्त करने की शैली सीखते हैं । ● पुस्तकालय के प्रति रुझान बढ़ाते हैं। ● पुस्तकों का महत्व जान पाते हैं । <p>SDG-4 - गुणवत्तापूर्ण शिक्षा</p>	अभिनय विधि, प्रश्नोत्तर विधि	पुस्तक समीक्षा

SUBJECT - ODIA(013)

Prescribed Text Book:

୧. ସାହିତ୍ୟ ଧାରା-ନବମ ଶ୍ରେଣୀ ପ୍ରକାଶକ -ମାଧନିକ ଶିକ୍ଷା ପରିଷଦ , ଓଡ଼ିଶା (୨୦୨୨)

୨. ମାଧନିକବ୍ୟାକରଣ-- ନବମ ଶ୍ରେଣୀ ପ୍ରକାଶକ - ମାଧନିକ ଶିକ୍ଷା ପରିଷଦ , ଓଡ଼ିଶା (୨୦୨୨)

80 Marks	20 Marks Internal Assessment			
	Periodic Tests (5 Marks)	Multiple Assessment 5 marks	Portfolio 5 marks	Subject Enrichment Activities 5 Marks
Whole Syllabus	3 Periodic Tests:- Average marks of best 2 Tests will be taken for final submission of marks.	<ul style="list-style-type: none"> Listening and Speaking skills Individual or Group work Class Room Activity, Field work Audio Visual Representation 	<ul style="list-style-type: none"> Organization – Neatness and visual appeal Completion of guided work focused on specific curricular objectives Evidences of student’s growth Inclusion of all relevant contents. 	<ul style="list-style-type: none"> Quiz Books & Authors Chart Art Integrated Activities

PA-I and PA-3 (2024-25) (Full Marks-40)						
BLUE PRINT OF QUESTION PAPER						
Section	Unit	LA (_2_nos)	SA-II (_2 Nos.)	SA-I (_3No.)	VSA (_1Nos.)	TOTAL (_8_NOS.)
Section A	Reading			5x2		10
Section B	Writing	6				6
Section C	Grammar			3x1 3x1		6
Section D	Literature	1x5	3x2 2x2		3x1	18
Marks		11	10	16	3	40

BLUE PRINT SUBJECT: ODIA						
PA-II and Annual (2024-25) (Full Marks-80)						
BLUE PRINT OF QUESTION PAPER						
Section	Unit	LA (_4_nos)	SA-II (_4 Nos.)	SA-I (_4 Nos.)	VSA (_2Nos.)	TOTAL (_14_NOS.)
Section A	READING		5X2			10
Section B	WRITING	1X6 1X6				12
Section C	Grammar			3X1 3X1 2X1 2X1		10
Section D	Literature	1X5 1X5	3X2 3X2 3X2		10X1 10X1	48
Marks		22	28	10	20	80

DESIGN OF QUESTION PAPER

PERIODIC ASSESSMENT-I ODIA(Time: 1 hr 30 mins)		
SL.NO.	DESCRIPTION	FM: 40
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150 ଶବ୍ଦ ମଧ୍ୟରେ)	5x2=10
SECTION-B (06)		
2	ରଚନା	1x6=6
SECTION-C(06)		
3	ସନ୍ଧି- ସ୍ଵର, ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ	3x1=3
4	ସମାସ- ଡ଼ଡ଼ପୁରୁଷ	3x1=3
SECTION-D(18)		
5	ସରଳାର୍ଥ	1x5=5
6	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ (ଗଦ୍ୟ ଓ ପଦ୍ୟ)	3x2=6
7	MCQ (ଗଦ୍ୟ ଓ ପଦ୍ୟ)	3x1=3
8	ଅତିରିକ୍ତ ସାହିତ୍ୟ	2x2=4

PERIODIC ASSESSMENT-II (2024-25) ODIA (Time: 3 Hrs.)		
SL.NO.	DESCRIPTION	FM: 80
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150 ଶବ୍ଦ ମଧ୍ୟରେ)	5x2=10
SECTION-B (12)		
2	ରଚନା	1x6=06
3	ଦରଖାସ୍ତ (ବାସ୍ତୁରିକ)	1x6=06
SECTION-C (10)		
4	ସନ୍ଧି(ସ୍ଵର,ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ)	3x1=3
5	ସମାସ(ଡ଼ଡ଼ପୁରୁଷ, ବ୍ଵନ୍ଦ୍, ବ୍ଵିଗ୍)	3x1=3
6	କ୍ଵଦନ୍ତ	2x1=2
7	ତତ୍ତ୍ଵ	2x1=2
SECTION- D (48)		
8	ସରଳାର୍ଥ(ଗଦ୍ୟ)	1x5=5
9	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ଗଦ୍ୟ)	3x2=6
10	MCQ (ଗଦ୍ୟ)	10x1=10
11	ସରଳାର୍ଥ(ପଦ୍ୟ)	1x5=5
12	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ପଦ୍ୟ)	3x2=6
13	MCQ (ପଦ୍ୟ)	10x1=10
14	ଅତିରିକ୍ତ ସାହିତ୍ୟ	3x2=6

PERIODIC ASSESSMENT-III (Time: 1 hr 30 mins)		
SL.NO.	DESCRIPTION	FM: 40
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150 ଶବ୍ଦ ମଧ୍ୟରେ)	5x2=10
SECTION-B (06)		
2	ଦରଖାସ୍ତ (ବାସ୍ତୁରିକ)	6x1=6
SECTION-C(06)		
3	ସନ୍ଧି- (ସ୍ଵର, ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ)	3x1=3
4	ସମାସ- (କର୍ମଧାରୟ, ଅବ୍ୟୟୀଭାବ)	3x1=3
SECTION-D(18)		
5	ସରଳାର୍ଥ	1x5=5
6	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ଗଦ୍ୟ ଓ ପଦ୍ୟ)	3x2=6
7	MCQ (ଗଦ୍ୟ ଓ ପଦ୍ୟ)	3x1=3
8	ଅତିରିକ୍ତ ସାହିତ୍ୟ	2x2=4

DETAIL SYLLABUS

Periodic Assessment-I (40 marks) Time: 1 hr. 30 Mins (24th July to 31st July 2024)	Periodic Assessment- II/HalfYearly (80 marks)Time: 3 Hrs (18th September to 30th September 2024)	Periodic Assessment-III (40 marks) Time: 1 hr. 30 Mins (1st December to 9th December 2024)	ANNUAL EXAM (80 marks) Time: 3 Hrs. (2nd week of February 2025)
ଅପଠିତ ଗଦ୍ୟାଂଶ ରଚନା ବ୍ୟାକରଣ- କ)ସନ୍ଧି- ସ୍ଵର,ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ ଖ) ସମାସ- ତତ୍ପୁରୁଷ ପଦ୍ୟ - i)ବନ୍ଧେ ଉତ୍କଳ ଜନନୀ ii)କାହା ମୁଖ ଅନାଇ ବଞ୍ଚିବି ଗଦ୍ୟ - ଜାତୀୟ ଜୀବନ ଅତିରିକ୍ତ ସାହିତ୍ୟ- ବୁଢ଼ା ଶଙ୍ଖାରି	ଅପଠିତ ଗଦ୍ୟାଂଶ ରଚନା ଦରଖାସ୍ତ ବ୍ୟାକରଣ- କ) ସନ୍ଧି- ସ୍ଵର,ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ ଖ) ସମାସ- ତତ୍ପୁରୁଷ, ବହୁ, ବିଗୁ ଗ) କୃଦନ୍ତ ଘ) ତତ୍ତ୍ଵିତ ପଦ୍ୟ- i)ବନ୍ଧେ ଉତ୍କଳ ଜନନୀ ii)କାହା ମୁଖ ଅନାଇ ବଞ୍ଚିବି iii)ପଦ୍ମ iv)ହେ ମୋର କଲମ ଗଦ୍ୟ- i)ଜାତୀୟ ଜୀବନ ii)ଭାଷା ଓ ଜାତୀୟତା iii)ବାମନର ହାତ ଓ ଆକାଶର ଚନ୍ଦ୍ର ଅତିରିକ୍ତ ସାହିତ୍ୟ- <ul style="list-style-type: none"> • ବୁଢ଼ା ଶଙ୍ଖାରି • ପତାକା ଉତ୍ତୋଳନ ଦଳବେହେରା 	ଅପଠିତ ଗଦ୍ୟାଂଶ ଦରଖାସ୍ତ ବ୍ୟାକରଣ- କ)ସନ୍ଧି- ସ୍ଵର,ବ୍ୟଞ୍ଜନ ଓ ବିସର୍ଗ ଖ)ସମାସ- କର୍ମଧାରୟ, ଅବ୍ୟୟୀଭାବ ପଦ୍ୟ - i)ମଣିଷ ଭାଇ ii)ଗୋପ ପ୍ରୟାଣ ଗଦ୍ୟ - i)ପ୍ରକୃତ ବନ୍ଧୁ ii)ସମୂହ ଦୃଷ୍ଟି ଅତିରିକ୍ତ ସାହିତ୍ୟ- i) ଲକ୍ଷ୍ମୀର ଅଭିସାର	ଅପଠିତ ଗଦ୍ୟାଂଶ ରଚନା ଦରଖାସ୍ତ ବ୍ୟାକରଣ- ସମାସ- ବହୁବ୍ରୀହି ପଦ୍ୟ- i)ପାଇକ ବଧୂର ଉଦ୍.ବୋଧନ ii) ମାଟିର ମଣିଷ ଗଦ୍ୟ- i)ଶକ୍ତି ଓ ଜ୍ଞାନ ଅତିରିକ୍ତ ସାହିତ୍ୟ- i)ଦୂର ପାହାଡ଼ NB: Including PA-I, PA-II and PA-III Syllabus

LEARNING OBJECTIVES

SL NO	ପ୍ରସଙ୍ଗ	ଶିକ୍ଷଣ ପ୍ରତ୍ୟାଶିତ ଫଳ (LEARNING OBJECTIVES)
1	ବନ୍ଧେ ଉତ୍କଳ ଜନନୀ	ଜାତୀୟତାବାଦୀ ଚେତନା ଓ ଦେଶାତ୍ମବୋଧ ଭାବନା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ ହେବ । SDG-15
2	କାହା ମୁଖ ଅନାଇ ବଞ୍ଚିବି	ମା'ର ସ୍ନେହ ସମ୍ପର୍କରେ ଜାଣିବେ । ସଙ୍ଗୀତର ରାଗରାଗିଣୀ ସମ୍ପର୍କରେ ଜାଣିବେ । ସନ୍ତାନର ବିଚ୍ଛେଦ ମା'ପାଇଁ ଆଶଙ୍କା ଆଣି ଦେଇଥାଏ । ପ୍ରାଚୀନ ସାହିତ୍ୟ ବିଷୟରେ ଅବଗତ ହେବେ । SDG-4
3	ପଦ୍ମ	ଏକାଗ୍ରତା ହିଁ ସଫଳତାର ଚାବିକାଠି । ପ୍ରତିକୂଳ ପରିସ୍ଥିତିକୁ ଅନୁକୂଳ ପରିସ୍ଥିତିକୁ ବଦଳାଇବାର କଳାଶିକ୍ଷା କରିବେ । ଜାତୀୟ ପୁଷ୍ପପଦ୍ମଧର୍ମରେ ସୌନ୍ଦର୍ଯ୍ୟ ବୋଧ ସହିତ ଇଶ୍ଵରାନୁଭୂତିକୁ ଅନୁଭବ କରିବା ଶିଖିବେ । SDG-4
4	ମଣିଷଭାଇ	ମନୁଷ୍ୟ ହେଉଛି ଅମୃତର ସନ୍ତାନ, ସୃଷ୍ଟିର ଏକ ଅନବଦ୍ୟ ସୃଷ୍ଟିଜାଣି ଛାତ୍ରଅବସ୍ଥାରୁ ଏହାକୁ ଅନୁସରଣ କରିବା ଶିଖିବେ । ପ୍ରତିକୂଳ ପରିସ୍ଥିତିରେ ମାଟିର ମଣିଷ 'ମଣିଷ' ପରି ବଞ୍ଚିବା ଶିଖିବେ । ଅସମ୍ଭବକୁ ସମ୍ଭବ କରିବାପାଇଁ ପ୍ରୟାସ କରିବେ । ମୃତ୍ୟୁକୁ ଭୟ କରିବେ ନାହିଁ ବରଂ କର୍ମକରି ମୃତ୍ୟୁକୁ ହରାଇବାକୁ ଚେଷ୍ଟାକରିବେ । SDG-16
5	ଗୋପପ୍ରୟାଣ	'ମାନବ ଜୀବନ ନୁହଁଇ କେବଳ ବର୍ଷମାସ ଦିନଦଣ୍ଡ, କର୍ମେ ଜୀର୍ଣ୍ଣ ନର କର୍ମ ଏକାତା' ର ଜୀବନର ମାନଦଣ୍ଡ' ଏକଥା ଶିଖି ଆଗକୁ ବଢ଼ିବା ଶିଖିବେ । ବୀର ଜୀବନରେ ଅରେ ମରେ । ପୂଜ୍ୟ ପୂଜା ପରମ୍ପରା ଓ ଜାତୀୟତା ବୋଧରେ ଉଦ୍‌ବୁଦ୍ଧ ହେବା ଶିକ୍ଷାକରିବେ । 'ମାନବ ସେବାହିଁ ମାଧବସେବା' ଏହାକୁ ଉପଲକ୍ଷ୍ୟ କରି ସେବା ମନୋବୃତ୍ତି ରଖିବା ଶିକ୍ଷା କରିବେ । SDG-16

6	ହେ ମୋର କଲମ	ଅସି ଅପେକ୍ଷା ମସିଅତ୍ୟକ୍ତ ଶକ୍ତିଶାଳୀ। ସୀମିତ ଶକ୍ତି ମଧ୍ୟରେ ସମାଜ ତଥା ଦେଶକୁ ପରିବର୍ତ୍ତନ କରିବାର ଶକ୍ତି କଲମ ପାଖରେ ରହିଛି। କଲମ ଚିର ବିପ୍ଳବୀ ଓ ମୌନୀ ଅଟେ। ମନୁଷ୍ୟର ପ୍ରତିଟି ବାଧା ବିପ୍ଳବ କଲମ ମାଧ୍ୟମରେ ପରିସ୍ପୃଷ୍ଟ କରି ବିପ୍ଳବର ବହି ପ୍ରଭୁଳିତ କରିଥାଏ। କଲମ ବାକ୍ୟ ବୀର ନୁହେଁ, ସେ କର୍ମବୀର ଅଟେ ଏକଥା ଜାଣିବେ SDG-16
7	ପାଇକବଧୂର ଉଦ୍‌ଘୋଷନ	ତତ୍କାଳୀନ ଓଡ଼ିଶାର ସାମାଜିକ ଅବସ୍ଥା ପ୍ରତି ସଚେତନ ହେବେ। ପାଇକ ବଧୂର ଦେଶାତ୍ମବୋଧ, ତ୍ୟାଗ, ଦେଶାତ୍ମବୋଧ, ନିଷ୍ଠା ବିଷୟରେ ଜାଣିବେ। SDG-5
8	ମାଟିର ମଣିଷ	ଶିଳ୍ପ ସଭ୍ୟତା ଭିତ୍ତିକ ମଣିଷ ମାଟି ମନସ୍କ ହେବା ଶିଖିବେ। ମାଟିକୁ ଭଲପାଇବେ। SDG-11
9	ଜାତୀୟ ଜୀବନ	ଜାତୀୟ ଜୀବନ ଓ ମାନବର ବ୍ୟକ୍ତିଗତ ଜୀବନ ମଧ୍ୟରେ ଥିବା ସମ୍ପର୍କ ବିଷୟରେ ଜାଣି ନିଜକୁ ଜାତୀୟତା ସ୍ରୋତରେ ସାମିଲ କରିବେ। SDG-4,16
10	ଭାଷା ଓ ଜାତୀୟତା	ଜାତୀୟ ଭାବ ଉଦ୍‌ଘେକରେ ଭାଷାର ଭୂମିକା ଗୁରୁତ୍ୱ ସମ୍ପର୍କରେ ଜାଣି ଭାଷାର ଏକତା କିପରି ଭାବର ଏକତା କରିବାରେ ସହାୟକ ତାହା ଜାଣି ଜୀବନ କ୍ଷେତ୍ରରେ ଆଗେଇବେ। SDG-17
11	ବାମନର ହାତ ଓ ଆକାଶର ଚନ୍ଦ୍ର	ପୂର୍ବର ଶିକ୍ଷା ପଦ୍ଧତି ବିଷୟରେ ଜାଣିବେ। ଚେଷ୍ଟା ଏକାଗ୍ରତା ବଳରେ ଅସାଧ୍ୟକୁ ମଧ୍ୟ ସାଧନ କରି ହେବ ଏହାଶିକ୍ଷା କରିବେ। SDG-1,2
12	ପ୍ରକୃତବନ୍ଧୁ	ପ୍ରକୃତ ବନ୍ଧୁର ସଂଜ୍ଞା ବିଷୟରେ ଜାଣିବେ। 'ଭଗବାନ ହିଁ ପ୍ରକୃତବନ୍ଧୁ' ଏ ବିଷୟରେ ଜାଣିବେ। ଅପ୍ରକୃତ ବନ୍ଧୁଠାରୁ ସର୍ବଦା ଦୂରରେ ରହିବେ। SDG-17
13	ସମୂହଦୃଷ୍ଟି	ଯେ କୌଣସି ବିଚାର ଧାରା ବା ଯୋଜନାକୁ ସମୂହଦୃଷ୍ଟିରେ ରଖି କାର୍ଯ୍ୟ କରାଗଲେ ତାର ସୁଫଳ ସମଗ୍ର ସମାଜ ଲାଭ କରିଥାଏ ବୋଲି ଜାଣିବେ। କର୍ମ ଯୋଗ ବିଷୟରେ ଜାଣିବେ। SDG-9,12
14	ଶକ୍ତି ଓ ଜ୍ଞାନ	ଦୁର୍ବଳ ଉପରେ ସବଳର ଅତ୍ୟାଚାର କେବଳ ପଶୁପକ୍ଷୀ ଜଗତରେ ନୁହେଁ, ବରଂ ମନୁଷ୍ୟ ସମାଜ କ୍ଷେତ୍ରରେ ମଧ୍ୟ ଦେଖାଯାଏ। ପାଶବିକ ଶକ୍ତିକୁ ମନୁଷ୍ୟ ଭୟରେ ହେଉ ବା ଭକ୍ତିରେ ହେଉ ସମ୍ମାନ ପ୍ରଦର୍ଶନ କରିଥାଏ ତାହା ଜାଣିବେ। ଶକ୍ତି ଓ ଜ୍ଞାନର ସମନ୍ୱୟରେ ମାନବ ଜୀବନରେ ଯଶପ୍ରାପ୍ତି ହେବା ସହ ରାଷ୍ଟ୍ରର ବିକାଶ ସମ୍ଭବଏହା ହୃଦବୋଧ କରିପାରିବେ। SDG-10
15	ବୁଢ଼ାଶଙ୍ଖାରି	ରକ୍ତର ସମ୍ପର୍କ ନଥାଇ ମଧ୍ୟ କିପରି ଅନାବିଳ ବାସଲ୍ୟ ପ୍ରେମର ମହାନତା ପ୍ରଦର୍ଶନ କରିହେବ ତାହା ଶିକ୍ଷା କରି ଜୀବନରେ ଆଗକୁ ବଢ଼ିବେ। ଗନ୍ତ ଲିଖନର ଶୈଳୀ ଅବଲମ୍ବନରେ ଗନ୍ତଲେଖିବା ଶିକ୍ଷା କରିବେ। ବିଭିନ୍ନ ସମ୍ପର୍କରେ ଜାଣିବେ। SDG-4
16	ପତାକା ଉତ୍ତୋଳନ	ସ୍ୱାଧୀନତା ମଣିଷର ଜନ୍ମଗତ ଅଧିକାର-ଏହି ଭକ୍ତିକୁ ଉପଲବ୍ଧି କରିବେ। ସ୍ୱାଧୀନ ଚେତା ହେବେ। ଦେଶକୁ ଭଲପାଇବେ। ଦେଶପାଇଁ ପ୍ରାଣୋତ୍ସର୍ଗ କରିବାକୁ ପଛାଇବେ ନାହିଁ। ମାଓ ମାଡୁରୁମିର ସେବାକରିବାକୁ ଆଗଭର ହେବେ। SDG-16,17
17	ଲକ୍ଷ୍ମୀର ଅଭିସାର	ଛୋଟ ପିଲାଙ୍କ ସରଳ ବିଶ୍ୱାସର ପରିଚୟ ପାଇବେ। ଅକୃତ୍ରିମ ମମତା ଦ୍ୱାରା ପିଲାମାନଙ୍କର ହୃଦୟକୁ ଜିଣିହୁଏ। ବୃଥା ଭୟ ପିଲାମାନଙ୍କ ମନରେ ଆଣିବା ଉଚିତ ନୁହେଁ। ସମାଜରେ ବାସକରୁଥିବା ଲାଜୁଆ ମିଛୁଆଙ୍କ ବିଷୟରେ ଜାଣିବେ। ଲୋକାକଙ୍କ ବିଷୟରେ ଜାଣିବା ସହିତ ବିଭିନ୍ନ ପୁରସ୍କାର/ସମ୍ମାନ ବିଷୟରେ ଅବଗତ ହେବେ। SDG-4
18	ଦଳବେହେରା	ସଂଗ୍ରାମୀ ମଣିଷଙ୍କ ବିଷୟରେ ଜାଣି ସେମାନଙ୍କର ବଳିଦାନ ବିଷୟରେ ଜାଣିବେ। ସ୍ୱାର୍ଥ ତ୍ୟାଗ ହିଁ ମଣିଷକୁ ଜୀବନ୍ତ କରି ରଖେ-ଏହାଶିକ୍ଷା କରିବେ। SDG-16
19	ଦୂରପାହାଡ଼	ଦୂରକୁ ପର୍ବତ ସୁନ୍ଦର। ଚଳନ୍ତି ସମାଜର ଅନୁକରଣ ପ୍ରିୟତା ଓ ଦେଖାଣିଆ ଭାବକୁ ଜାଣିବେ। ଲଳିତବ୍ୟଙ୍ଗ ଓ ସାମାଜିକ ସଂସ୍କାର ବିଷୟରେ ଜାଣିବେ। SDG-4

SANSKRIT (COMMUNICATIVE) CODE -119

PRESCRIBED BOOKS:

1. मणिका (प्रथमोभागः) पाठ्यपुस्तकम् (CBSE PUBLICATION)
2. मणिका-अभ्यासपुस्तकम् (प्रथमोभागः) (CBSE PUBLICATION)

REFERENCE BOOK:

सरस्वती-मणिका-संस्कृतव्याकरण (कक्षा-नवमी)(SARASVATI PUBLISHING HOUSE)

ASSESSMENT STRUCTURE 2024-2025

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.

INTERNAL ASSESSMENT (20 Marks)

PeriodicAssessment – I	PeriodicAssessment – II	PeriodicAssessment –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 (40 Marks) 40 Marksto be reduced to 5 Marks
Multiple Assessment Reading Skill : (Quiz Test)(5 Marks) अविवेकः परमापदां पदम्- Rubrics:- 1.Presentation 1 2. Pronunciation 1 3. Clarity 1 4.Intonation 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):(5Marks) ओडशा-पंजाब-काव्यकलायाः तुलनात्मकम् अध्ययनम् (कवयामि वयामि यामि-पाठाधारितम्) Rubrics:- 1. Content 1 2. Organization 1 3. Neatness 1 4. Grammatical correctness 1 5.Timely Submission 1
Subject Enrichment Activity Speaking Skill : (Oral Test) -5 Marks) पाथेयम्- सस्वरगायनम् Rubrics:- 1 Presentation 1 2.Pronunciation 1 3.Intonation 1 4. Grammatical Accuracy 1 5.Time Management 1	Subject Enrichment Activity (Art Integrated Activity) (5 Marks) चित्रसहितं धातुरूपाणि –(Pictorial Presentation of 20 verbs) Rubrics:- 1. Content 1 2. Creativity 1 3.Organization 1 4.Co-ordinations 1 5. Time Management 1	Subject Enrichment Activity Listening Skill-(5 Marks) (श्रवणकार्यम्) Rubrics:- 1.Correct Response 1 2.Understanding 1 3.Attentiveness 1 4.Grammatical Accuracy 1 5.Time management 1

प्रश्नप्रकारः	प्रश्नानां संख्या	विभाग-संख्या	प्रतिप्रश्नस्य अङ्कभारः	आहत्याङ्काः
बहुविकल्पात्मकाः 1 अङ्काः (MCQ)	3+4+4+4+3+4=22	6	1	22
अति-लघु-उत्तरात्मकाः ½ (VSA-I)	2+2+2=6	3	1/2	3
अति-लघु-उत्तरात्मका 1 अङ्काः (VSA-II)	2=2	1	1	2
निबन्धात्मकाः 1/2 (LA) (रिक्तस्थान-पुर्तिमाध्यमेन)	10+10+4+8=32	4	1/2	16
दीर्घोत्तरात्मकाः 1 अङ्काः (LA)	5+2+2+2+5=16	5	1	16
दीर्घोत्तरात्मकाः 2 अङ्काः (LA)	2=2	1	2	4
अति-लघु-उत्तरात्मका ½ अङ्का (SA)	4+4+4=12	3	1/2	6
अति-लघु-उत्तरात्मका 1 अङ्का (SA)	2+2+2+1+4=11	5	1	11
			आहत्याङ्काः	80

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

No. of Questions (11)	No. of Marks per Question	Total No. of Marks (40)	
क-भागः			
अपठितावबोधनम्			
Q. NO.1. Ekapadena (VSA) 2 Qns	½ x 2 = 1	5 अङ्काः	
PoornaVaakyena (LA) 1Qn	1 x 1 = 1		
Title (SA) 1Qn	1 x 1 = 1		
BhaashikaKaaryam (MCQ) 2 Qns	1 x 2 = 2		
ख-भागः			
रचनात्मककार्यम्			
Q. NO. 2. PatraLekhanam(10 Blanks) (LA) 10 Qns	½ x 10=5	5 अङ्काः	
ग-भागः			
अनुप्रयुक्तव्याकरणम्			
Q. NO. 3. Uchharanasthanam (SA) 2 Qns	½ x 2 = 1	15 अङ्काः	
Q. NO. 4. Sandhi (SA) 3 Qns	1 x 3 = 3		
Q. NO. 5. Shabdaroopani (MCQ) 4 Qns	1 x 4 = 4		
Q. NO.6. Dhaturoopani (MCQ) 4 Qns	1 x 4 = 4		
Q. NO. 7. Avyayani(SA)3 Qns	1 x 3 = 3		
घ-भागः			
पठितावबोधनम्			
Q.NO.8.Gadyaamshah–Ekapadena (VSA) 2 Qns	½ x 2 = 1	15 अङ्काः	
PoornaVaakyena (LA) 2 Qns	1 x 2 = 2		
BhaashikaKaaryam (SA) 2 Qns	1 x 2 = 2		
Q. NO.9. 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.10.ShlokaAnvayah(4 Blanks) (LA) 2 Qns	½ x 4 = 2		
Q. NO.11.Prasanganusaram Arthachayanam (MCQ) 3 Qns	1 x 3 = 3		
सम्पूर्णाङ्काः:- 40 अङ्काः			

Design of Question Paper for Periodic Assessment- II and Annual (80 Marks)

No. of Questions (19)	No. of Marks per Question	Total No. of Marks (80)	
क-भाग: (अपठितावबोधनम्)			
Q. NO.1. Ekapadena (VSA) 2 Qns	1 x 2 = 2	10 Marks	
PoornaVaakyena (LA) 2Qns	2 x 2 = 4		
Title (SA) 1Qn	1 x 1 = 1		
BhaashikaKaaryam (MCQ) 3Qns	1 x 3 = 3		
ख-भाग: (रचनात्मककार्यम्)			
Q. NO. 2. PatraLekhanam(10 Blanks)(LA) 10 Qns	½ x 10=5	15 Marks	
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-भाग: (अनुप्रयुक्तव्याकरणम्)			
Q. NO. 5. Uchharanasthanam (SA) 4 Qns	½ x 4 = 2	25 Marks	
Q. NO. 6. Sandhi (SA) 4 Qns	1 x 4 = 4		
Q. NO. 7. Karakaupapada-Bibhakti (MCQ) 4 Qns	1 x 4 = 4		
Q. NO .8. Shabdaroopani (MCQ) 4 Qns	1 x 4 = 4		
Q. NO. 9. Dhaturroopani (MCQ) 4 Qns	1 x 4 = 4		
Q. NO. 10. Pratyaya (MCQ) 3 Qns	1 x 3 = 3		
Q. NO. 11. Avyayani (SA) 4 Qns	½ x 4 = 2		
Q. NO. 12.Sankhyaah (SA) 4 Qns	½ x 4 = 2		
घ-भाग: (पठितावबोधनम्)			
Q.NO.13.Gadyaamshah–Ekapadena (VSA) 2 Qns	½ x 2 = 1	30 Marks	
PoornaVaakyena (LA) 2 Qns	1 x 2 = 2		
BhaashikaKaaryam (SA) 2 Qns	1 x 2 = 2		
Q. NO.14.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.15.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.16. PrashnaNirmaanam (LA) 5Qns	1 x 5 = 5		
Q. NO.17.Anvayah/Bhaavaarthah (4 Blanks) (LA) 4 Qns	½ x 4 = 2		
Q. NO.18. Prasangaanusaaram ArthaChayanam (LA) 8 Qns	½ x 8 = 4		
Q. N. 19. Pathadharita-Kathapurtih (MCQ) 4Qns	1 x 4 = 4		
सम्पूर्णाङ्कः-80अङ्काः			

Design of Question Paper-Periodic Assessment- III (40 Marks)

No. of Questions (11)	No. of Marks per Question	Total No. of Marks (40)
क-भाग: (अपठितावबोधनम्)		
Q. NO.1. Ekapadena (VSA) 2 Qns	½x 2 = 1	5अङ्काः
PoornaVaakyena (LA) 1Qn	1 x 1 = 1	
Title (SA) 1Qn	1 x 1 =1	
BhaashikaKaaryam (MCQ) 2 Qns	1 x 2 = 2	
ख-भाग: (रचनात्मककार्यम्)		
Q. NO. 2. Samvadapurtih/Kathapurtih(LA) 10 Qns	½ x 10=5	5 अङ्काः

ग-भाग: (अनुप्रयुक्तव्याकरणम्)			
Q. NO. 3. Sandhi	(SA)	3Qns	1 x 3 = 3
Q. NO. 4. Karakaupapada-Bibhakti	(MCQ)	3 Qns	1 x 3 = 3
Q. NO. 5. Shabdaroopani	(MCQ)	4 Qns	1 x 4 = 4
Q. NO. 6. Dhaturroopani	(MCQ)	4 Qns	1 x 4 = 4
Q. NO. 7. Sankhyaah	(SA)	2 Qns	½ x 2 = 1
घ-भाग: (पठितावबोधनम्)			
Q.NO.8.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.9. 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.10. PrashnaNirmaanam	(LA)	2 Qns	1 x 2 = 2
Q. NO.11.Prasanganusaram Arthachayanam	(MCQ)	3 Qns	1 x 3 = 3

DETAIL SYLLABUS

Periodic Assessment – I (22 July-27 July 2024) (40 Marks) Time: 1 ½ Hrs.	Periodic Assessment – II (17 September - 27 September 2024) (80 Marks) Time 3 Hrs.	Periodic Assessment – III (25 November - 30 November 2024) (40 Marks) Time 1 ½ Hrs.	Annual Examination (2 nd Week of February 2025) (80 Marks) Time -3 Hrs.
<p>क-भागः अपठितावबोधनम् एकः अपठितगद्यांशः 1.(40 –50 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • अनुच्छेदाधारितं भाषिकं कार्यम् भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण- विशेष्यचयनम्, पर्याय- विलोमपद-चयनम्)</p> <p>ख-भागः रचनात्मककार्यम् 2. पत्रलेखनम् - (मञ्जूषायाः सहायतया पूर्ण पत्रं लेखनीयम्)- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकम्)</p> <p>ग-भागः अनुप्रयुक्तव्याकरणम् (मणिकापुस्तक- आधारितम्)</p> <p>3. उच्चारणस्थानम् 4. सन्धिकार्यम् a) स्वरसन्धिः-(दीर्घः, गुणः) b) व्यञ्जनसन्धिः -</p>	<p>क-भागः अपठितावबोधनम् एकः अपठितगद्यांशः 1.(80 –100 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • अनुच्छेदाधारितं भाषिकं कार्यम् भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण- विशेष्यचयनम्, पर्याय- विलोमपद-चयनम्)</p> <p>ख-भागः रचनात्मककार्यम् 2. पत्रलेखनम्-(मञ्जूषायाः सहायतया पूर्ण पत्रं लेखनीयम्)- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकम्)</p> <p>3. चित्रवर्णनम्/अनुच्छेदलेखनम्-(मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्)</p> <p>4. संवादपूर्तिः/ कथापूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः/कथा लेखनीया)</p> <p>ग-भागः अनुप्रयुक्तव्याकरणम् (मणिकापुस्तक-आधारितम्)</p> <p>5. उच्चारणस्थानम् (मणिकापुस्तक-आधारितम्)</p> <p>6. सन्धिकार्यम्</p>	<p>क-भागः अपठितावबोधनम् एकः अपठितगद्यांशः 1.(40 –50 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • अनुच्छेदाधारितं भाषिकं कार्यम् भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण- विशेष्यचयनम्, पर्याय- विलोमपद-चयनम्)</p> <p>ख-भागः रचनात्मककार्यम् 2. संवादपूर्तिः/ कथापूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः/कथा लेखनीया)</p> <p>ग-भागः अनुप्रयुक्तव्याकरणम् (मणिकापुस्तक-आधारितम्)</p> <p>3. सन्धिकार्यम् a) स्वरसन्धिः-(यण्, अयादि) b) विसर्गसन्धिः-(शत्वम्, षत्वम्, सत्वम्)</p> <p>4. कारक-</p>	<p>क-भागः अपठितावबोधनम् एकः अपठितगद्यांशः 1.(80 –100 शब्दपरिमितः) • एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् • शीर्षकलेखनम् • अनुच्छेदाधारितं भाषिकं कार्यम् भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण- विशेष्यचयनम्, पर्याय- विलोमपद-चयनम्)</p> <p>ख-भागः रचनात्मककार्यम् 2. पत्रलेखनम्-(मञ्जूषायाः सहायतया पूर्ण पत्रं लेखनीयम्)- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकम्)</p> <p>3. चित्रवर्णनम्/अनुच्छेदलेखनम्-(मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्)</p> <p>4. संवादपूर्तिः/ कथापूर्तिः (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः/कथा लेखनीया)</p> <p>ग-भागः अनुप्रयुक्तव्याकरणम् (मणिकापुस्तक-आधारितम्)</p> <p>5. उच्चारणस्थानम् 6. सन्धिकार्यम् a) स्वरसन्धिः-(दीर्घः, गुणः, वृद्धि, यण्</p>

<p>(वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्) 5.शब्दरूपाणि अ कारान्तपुंलिङ्गशब्दाः (बालकवत्) इ कारान्तपुंलिङ्गशब्दाः (कविवत्) आ कारान्तस्त्रीलिङ्गशब्दाः (लतावत्) अ कारान्तनपुंसकलिङ्गशब्दाः (फलवत्) सर्वनामशब्दाः (अस्मद् & युष्मद्) 6. धातुरूपाणि- (परस्मैपदिनः) भू, गम्, नम्, नी, अस्, कृ (पञ्चलकारेषु) 7. अव्ययानि • स्थानबोधकानि अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र घ-भागः पठितावबोधनम् 8.गद्यांशः-(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया-पदचयनम्, विशेषण-विशेष्यचयनम्, पर्याय-विलोमपद-चयनम्) 9.पद्यांशः-(पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया-पदचयनम्, विशेषण-विशेष्यचयनम्, पर्याय-विलोमपद-चयनम्) 10. श्लोकांशः- (एकस्य श्लोकस्य अन्वयः) (मञ्जूषायाः सहायतया पूर्णः अन्वयः लेखनीयः) 11.प्रसङ्गानुसारम्</p>	<p>a)स्वरसन्धिः-(दीर्घः, गुणः, वृद्धि) b) व्यञ्जनसन्धिः - (वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्) c)विसर्गसन्धिः-(उत्वम्) 7.कारक-उपपदविभक्तयः द्वितीया- परितः, समया/ निकषा, प्रति, विना, उभयतः तृतीया- सह/ समम् / सार्धम्, विना, अलम्, हीन चतुर्थी- रुच्, दा(यच्छ), नमः, कुप्, अलम् (सामर्थ्ये) 8. शब्दरूपाणि अ कारान्तपुंलिङ्गशब्दाः (बालकवत्) इ कारान्तपुंलिङ्गशब्दाः (कविवत्) उ कारान्तपुंलिङ्गशब्दाः (साधुवत्) आ कारान्तस्त्रीलिङ्गशब्दाः (लतावत्) ई कारान्तस्त्रीलिङ्गशब्दाः (नदीवत्) अ कारान्तनपुंसकलिङ्गशब्दाः (फलवत्) सर्वनामशब्दाः- अस्मद्, युष्मद्, तद्, किम्- (त्रिषु लिङ्गेषु) 9.धातुरूपाणि- (परस्मैपदिनः) भू, गम्, नम्, अस्, प्रच्छ, कृ, ज्ञा, क्षाल्, नी (पञ्चलकारेषु) (आत्मनेपदिनः) सेव् (लट्-लृट् लकारयोः) 10. प्रत्ययाः क्त्वा, तुमुन्, ल्यप्, शत् 11.अव्ययानि • स्थानबोधकानि अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र • कालबोधकानि यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः • प्रश्नबोधकानि किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् 12.सङ्ख्या-1-100(1-4 केवलं प्रथमा-विभक्तौ) घ-भागः पठितावबोधनम् 13. गद्यांशः-(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया-पदचयनम्,</p>	<p>उपपदविभक्तयः पञ्चमी- विना, बहिः, भी, रक्ष षष्ठी- उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः सप्तमी- सिह, विश्वस्, निपुण, कुशल 5.शब्दरूपाणि हलन्तः- भवत् ई कारान्तस्त्रीलिङ्गशब्दाः (नदीवत्) सर्वनामशब्दाः -अस्मद्, युष्मद्, तद्, किम्- (त्रिषु लिङ्गेषु) 6.धातुरूपाणि- (परस्मैपदिनः) -अस्, ज्ञा, क्षाल्, नी (पञ्चलकारेषु) (आत्मनेपदिनः) - लभ्, रुच् (लट्-लृट् लकारयोः) 7.सङ्ख्या- (1-4 केवलं प्रथमा-विभक्तौ) घ-भागः पठितावबोधनम् 8. गद्यांशः- (गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया-पदचयनम्, विशेषण-विशेष्यचयनम्, पर्याय-विलोमपद-चयनम्) 9.पद्यांशः- (पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया-पदचयनम्, विशेषण-विशेष्यचयनम्, पर्याय-विलोमपद-चयनम्) 10.वाक्येषु रेखाङ्कितपदानि</p>	<p>,अयादि) b) व्यञ्जनसन्धिः - (वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम्, 'म्' स्थाने अनुस्वारः) c) विसर्गसन्धिः-(उत्वम्, शत्वम्, षत्वम्, सत्वम्) 7.कारक-उपपदविभक्तयः द्वितीया- परितः, समया/ निकषा, प्रति, विना, उभयतः तृतीया- सह/ समम् / सार्धम्, विना, अलम्, हीन चतुर्थी- रुच्, दा(यच्छ), नमः, कुप्, अलम्(सामर्थ्ये) पञ्चमी- विना, बहिः, भी, रक्ष षष्ठी- उपरि, अधः, पुरतः, पृष्ठतः, वामतः, दक्षिणतः सप्तमी- सिह, विश्वस्, निपुण, कुशल 8.शब्दरूपाणि अ कारान्तपुंलिङ्गशब्दाः (बालकवत्) इ कारान्तपुंलिङ्गशब्दाः (कविवत्) उ कारान्तपुंलिङ्गशब्दाः (साधुवत्) हलन्तः- भवत् आ कारान्तस्त्रीलिङ्गशब्दाः (लतावत्) ई कारान्तस्त्रीलिङ्गशब्दाः (नदीवत्) अ कारान्तनपुंसकलिङ्गशब्दाः (फलवत्) सर्वनामशब्दाः -अस्मद्, युष्मद्, तद्, किम्- (त्रिषु लिङ्गेषु) 9.धातुरूपाणि- (परस्मैपदिनः) भू, गम्, नम्, अस्, प्रच्छ, कृ, ज्ञा, क्षाल्, नी (पञ्चलकारेषु) (आत्मनेपदिनः) सेव्, लभ्, रुच् (लट्-लृट् लकारयोः) 10. प्रत्ययाः क्त्वा, तुमुन्, ल्यप्, शत् 11.अव्ययानि • स्थानबोधकानि अत्र, तत्र, अन्यत्र, सर्वत्र, यत्र, एकत्र, उभयत्र • कालबोधकानि यदा, तदा, सर्वदा, एकदा, पुरा, अधुना, अद्य, श्वः, ह्यः • प्रश्नबोधकानि किम्, कुत्र, कति, कदा, कुतः, कथम्, किमर्थम् • अन्यानि च, अपि, यदि, तर्हि, यथा, तथा, सम्यक्</p>
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<p>अर्थचयनम्- (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) पाठ्यविषयाः- 1.Ch.1-(अविवेकः परमापदां पदम्) 2.Ch.2-(पाथेयम्)</p>	<p>विशेषण-विशेष्यचयनम् , पर्याय-विलोमपद-चयनम्) 14.पद्यांशः-(पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) •एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) •भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपद-चयनम्) 15.नाट्यांशः-(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) •एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) •भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपद-चयनम्) 16.वाक्येषु रेखाङ्कितपदानि अधिकृत्य उचितप्रश्ननिर्माणम्- 17.श्लोकान्वयः- (एकस्य श्लोकस्य अन्वयः) (मञ्जूषायाः सहायतया रिक्तस्थान-पूर्तिमाध्यमेन पूर्णः अन्वयः लेखनीयः) 18.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) 19.प्रसङ्गानुसारम् अर्थचयनम्- (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) पाठ्यविषयाः- 1.Ch.1-(अविवेकः परमापदां पदम्) 2.Ch.2- (पाथेयम्) 3. Ch.3- (विजयतां स्वदेशः) 4.Ch.4- (विद्यया भान्ति सद्गुणाः)</p>	<p>अधिकृत्य उचितप्रश्ननिर्माणम् 11. प्रसङ्गानुसारम् अर्थचयनम् (पाठान् आधृत्य बहुविकल्पात्मकाःप्रश्नाः) पाठ्यविषयाः- 5.Ch.5-(कर्मणा याति संसिद्धिम्) 6.Ch.6-(तत् त्वम् असि) 7.Ch.7-(तरवे नमोऽस्तु) 8.Ch.8-(न धर्मवृद्धेषु वयः समीक्ष्यते)</p>	<p>, एव 12.सङ्ख्या-1-100(1-4 केवलं प्रथमा-विभक्तौ) घ-भागः पठितावबोधनम् 13. गद्यांशः-(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) •एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) •भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपद-चयनम्) 14.पद्यांशः-(पद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) •एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) •भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपद-चयनम्) 15.नाट्यांशः-(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) • एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) • भाषिककार्यम् (भाषिककार्याय तत्त्वानि)- (वाक्ये कर्तृ-क्रिया- पदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपद-चयनम्) 16.वाक्येषु रेखाङ्कितपदानि अधिकृत्य उचितप्रश्ननिर्माणम्- 17.श्लोकान्वयः- (एकस्य श्लोकस्य अन्वयः) (मञ्जूषायाः सहायतया रिक्तस्थान-पूर्तिमाध्यमेन पूर्णः अन्वयः लेखनीयः) 18.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) 19.प्रसङ्गानुसारम् अर्थचयनम् (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) पाठ्यविषयाः- 1.Ch.1-(अविवेकः परमापदां पदम्) 2.Ch.2-(पाथेयम्) 3.Ch.3-(विजयतां स्वदेशः) 4.Ch.4-(विद्यया भान्ति सद्गुणाः) 5.Ch.5-(कर्मणा याति संसिद्धिम्) 6.Ch.6-(तत् त्वम् असि) 7.Ch.7-(तरवे नमोऽस्तु) 8.Ch.8-(न धर्मवृद्धेषु वयः समीक्ष्यते) 9.Ch.9-(कवयामि वयामि यामि) 10.Ch.10-(भारतीयं विज्ञानम्) केवलम् आन्तरिकमूल्याङ्कनाय 11.Ch.11- भारतेनास्ति मे जीवनम् केवलम् आन्तरिकमूल्याङ्कनाय</p>
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अवधेयम्-

अनुप्रयुक्तव्याकरणस्य अंशानां चयनं यथासम्भवं' **मणिका-प्रथमो भागः** 'इति पाठ्यपुस्तकात्करणीयम्। यदि ततः न सम्भवति तर्हि' **मणिका-अभ्यासपुस्तकम्-प्रथमो भागः** इत्यस्मात् कर्तुं शक्यम् ।

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER/ TOPIC	LEARNING OBJECTIVES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
Chapter-1 अविवेकः परमापदां पदम्	<ul style="list-style-type: none"> कार्याणि विचिन्त्य करणीयम् न तु सहसा इति छात्राः जानन्ति । क्षिप्रमक्रियमाणस्य रसं कालः पिबति इति छात्राः जानन्ति । विद्यार्थिनः सरलसंस्कृत-भाषया कक्षोपयोगिनि वाक्यानि वक्तुं समर्थाः सन्ति । <ul style="list-style-type: none"> जन्तवः कदापि स्वार्थपराः न भवन्ति। सम्पदः तं पुरुषमेव वृण्वन्ति यः विचिन्त्य कार्यं कुर्वन्ति । <p>SDG -4 –QUALITY EDUCATION SDG - 10 – REDUCED INEQUALITIES</p>	<ul style="list-style-type: none"> व्ययव्यक्ति / सामूहिकरूपेण विद्यार्थिनां कृते अवसरः प्रोत्साहनः च दातव्यः । शिक्षणक्रियायां आधिक्येन छात्राणां सहभागिता यथा चित्रकथामाध्येन पाठनीयम्। 	<ul style="list-style-type: none"> रसप्रश्नः कार्यक्रमः प्रसङ्गानुसारं चित्रवर्णनम्
Chapter-2 पाथेयम्	<ul style="list-style-type: none"> छात्राः संस्कृतश्लोकान् उचितबलाघातपूर्वकं छन्दानुगुणं च उच्चारयन्ति । छात्राः श्लोकान्वयं कर्तुं समर्थाः सन्ति। सत्पुरुषः समृद्धौ अनुद्धताः भवन्ति। <p>SDG -4 –QUALITY EDUCATION</p>	<ul style="list-style-type: none"> कविता-श्लोकादीनां पाठनं छन्दानुसारेण सम्बरवाचनं करणीयम्। खण्डान्वय/ दण्डान्वयविधिना श्लोकानाम् अन्वयः करणीयः। व्याख्यानविधिना विषयस्य व्याख्या करणीया 	<ul style="list-style-type: none"> श्लोकस्पर्धाकार्यक्रमः। श्लोकानुसारं चित्रकरणम्
Chapter-3 विजयतां स्वदेशः	<ul style="list-style-type: none"> सदैव देशप्रेमी भवितव्यम् इति छात्राः जानन्ति देशस्य कृते त्यागं करणीयम् इति छात्राणां ज्ञानं भवति। छात्राः महाराणाप्रतापस्य आदर्शतां अनुकुर्वन्ति। संस्कृतनाट्याशांसां सम्बादानां च उचितोच्चारणं कुर्वन्ति । <p>SDG - 15 –LIFE ON LAND SDG - 8 –DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> कथा-नाटकादीनां पाठनं यथासम्भवं प्रत्यक्षविधिना एव पाठनीयम्। अभिनयमाध्यमेन पाठनीयम्। 	<ul style="list-style-type: none"> समूहालोचनम् विषयानुसारं लघुकथा लेखनीयम्।
Chapter- 4 विद्यया भान्ति सद्गुणाः	<ul style="list-style-type: none"> छात्राः विद्यायाः महत्त्वं ज्ञातुं शक्नुवन्ति। सुकुमारबुद्धि-चपल-बालाः तदुक्तसंस्कारान् उत्पादयितुं समर्थाः सन्ति। छात्रा नीतिशास्त्राणि ज्ञातुं पारयन्ति। छात्राः श्लोकान्वयं कर्तुं समर्थाः सन्ति। बालाः पशुपक्षिणां मनोरञ्जकाभिः 	<ul style="list-style-type: none"> कविता-श्लोकादीनां पाठनं छन्दानुसारेण सस्वरवाचनं करणीयम्। खण्डान्वय/दण्डान्वयविधिना श्लोकानाम् अन्वयः करणीयः। व्याख्यानविधिना विषयस्य व्याख्या करणीया। 	<ul style="list-style-type: none"> शब्दक्रीडाकार्यक्रमः। प्रसङ्गानुसारं श्लोकसंग्रहः।

	<p>प्रेरणाप्रदाभिः च कयाभिः स्वजीवनशैली परिवर्तयन्ति।</p> <p>SDG -4 –QUALITY EDUCATION</p>		
Chapter-5 कर्मणा याति संसिद्धिम्	<ul style="list-style-type: none"> • छात्राः कर्मणि एवं विश्वसिन्ति। • स्ववृत्तिः स्वधर्मः इति मन्यते। • नारीणां कृते भर्तुः सेवा उत्तमा इति छात्राः जानन्ति। <p>SDG - 1 –NO POVERTY</p>	<ul style="list-style-type: none"> • वाक्यप्रयोगविधिना शब्दकाठिन्यं दूरीकरणम्। • शिक्षणसमये अध्यापकः कक्षायां सरलसंस्कृतं व्यवहरेत्। • व्याख्यानविधिना विषयस्य व्याख्या करणीया। 	<ul style="list-style-type: none"> • रसप्रश्नः कार्यक्रमः। • कर्मणः उपरि दशवाक्यानि वक्तव्यानि।
Chapter-6 तत् त्वम् असि	<ul style="list-style-type: none"> • छात्राः उपनिषदां महत्त्वं जानन्ति। • कथं लौकिकोदाहरणेन सरलतया आत्मतत्त्वस्य रहस्यं उद्घाटितं भवति, तद्विषये छात्राः ज्ञातुं पारयन्ति। • छात्राणां वटवृक्षविषये सम्यक्ज्ञानं भवति। <p>SDG -4 –QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • शिक्षणक्रियायां आधिक्येन छात्राणां सहभागिता यथा तादृशं वातावरणं करणीयम्। • व्याख्यानविधिना विषयस्य व्याख्या करणीया। 	<ul style="list-style-type: none"> • वेदानाम् उपरि प्रश्नोत्तरीकार्यक्रमः। • विषयानुसारं चित्रकरणम्।
Chapter-7 तरवे नमः अस्तु	<ul style="list-style-type: none"> • छात्राणां अनेकवृक्षाणां विषये सम्यक्ज्ञानं भवति। • वृक्षाणां सेवा कदापि व्यर्था न भवति। • छात्राः वृक्षारोपणं कर्तुं प्रभवन्ति। • परोपकाराय पुण्याय पापाय परपीडनाय इति विद्यार्थिनः अनुभवन्ति। • छात्राः नीतिशास्त्राणि ज्ञातुं पारयन्ति। • छात्राः श्लोकान्वयं कर्तुं समर्थाः सन्ति। <p>SDG - 3–GOOD HELATH AND WELL BEING</p>	<ul style="list-style-type: none"> • वाक्यप्रयोगविधिना शब्दकाठिन्यं दूरीकरणम् • शिक्षणसमये अध्यापक कक्षायां सरलसंस्कृतम् व्यवहरेत्। • खण्डान्वय/दण्डान्वयविधिना श्लोकानाम् अन्वयः करणीयः। • व्याख्यानविधिना विषयस्य व्याख्या करणीया। 	<ul style="list-style-type: none"> • श्लोकानुसारं चित्रकरणम्। • श्लोकस्पर्धा कार्यक्रमः
Chapter-8 न धर्मबुद्धेषु वयः समीक्षते	<ul style="list-style-type: none"> • छात्राः पुराणविषये ज्ञातुं समर्थाः सन्ति। • धर्मबुद्धेषु वयः न समीक्ष्यते इति छात्राणां ज्ञानं भवति। • शरीरापेक्षया आत्मनः उपरि अवधानं दातव्यम्। • मिथ्याज्ञानगर्वितान्यण्डितापेक्षया विशेषज्ञान युक्त-पण्डितानां महत्त्वं दरीदृश्यते। <p>SDG - 10 –REDUCED INEQUALITIES</p> <p>SDG - 16 –PEACE, JUSTICE AND STRONG INSTITUTION</p>	<ul style="list-style-type: none"> • कथा-नाटकादिनां पाठनं यथासम्भवं प्रत्यक्षविधिना एव पाठनीयम्। • अभिनयमाध्यमेन पाठनीयम्। • वाक्यप्रयोगविधिना शब्दकाठिन्यं दूरीकरणम्। 	<ul style="list-style-type: none"> • छात्राः अभिनयं कुर्वन्ति। • समूहालोचनम्
Chapter-9 कवयामि वयामि यामि	<ul style="list-style-type: none"> • संस्कृतनाट्याशांनां सम्बादानां च उचितोच्चारणं कुर्वन्ति तथैव नाटकस्यभावानुगुणं शारीरिक - क्रियाकलापान्प्रदर्शयन्ति। • राज्ञः चरित्रं कीदृशं भवेत्, तद्विषये छात्राः जानन्ति। • तन्तुवायः यथा सर्वेषु कार्येषु निपुणः आसीत्, तथैव छात्राः भविष्यन्ति। <p>SDG -4 –QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • क्रीडामाध्यमेन पाठनीयम्। • छात्राः यथा यामिताः न भवन्ति तथा पाठनीयम्। • नाटकादिनां पाठनं यथासम्भवं प्रत्यक्षविधिना एव करणीयम्। • अभिनयमाध्यमेन पाठनीयम्। • वाक्यप्रयोगविधिना शब्दकाठिन्यं दूरीकरणम्। 	<ul style="list-style-type: none"> • छात्राः अभिनयं प्रदर्शयन्ति। • समूहालोचनम्

MATHEMATICS (041)

PRESCRIBED BOOKS:

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

COURSE STRUCTURE (ANNUAL EXAMINATION)

Units	Unit Name	Marks
I	Number System	10
II	Algebra	20
III	Co-ordinate Geometry	04
IV	Geometry	27
V	Mensuration	13
VI	Statistics	6
TOTAL		80

ASSESSMENT STRUCTURE

Internal Assessment (20 Marks)				
ANNUAL EXAM (80 MARKS)	05 marks	05 marks	05 marks	05 marks
1. MCQ 2. AR 3. SA-I 4. SA-II 5. LA 6. Case Based Type	Pen and Paper Test	Multiple Assessment	Portfolio	Subject Enrichment Activity (PA-I,II,II)
	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	Maths Lab Activity

INTERNAL ASSESSMENT

SUBJECT ENRICHMENT ACTIVITIES (MATH LAB ACTIVITY)

PA I

- To represent square root spiral.
- To obtain the mirror images of the figures with respect to the given axis on a graph paper.

PA2

- To verify Mid-Point theorem by an activity method
- To show SSA is not a criterion for congruency by an activity method.

PA3

- To verify that in a circle, central angle is twice of the inscribed angle.
- To verify the surface areas of a sphere.

RUBRICS

LAB ACTIVITY: (5 Marks)	CW/HW: (5 Marks)	ORAL/QUIZ (5 marks)	Art Integrated Project (5 marks)
<ul style="list-style-type: none"> • Timely submission (1) • Originality (1) • Neatness (1) • Presentation skill (1) • Creativity (1) 	<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) 	<ul style="list-style-type: none"> • Content knowledge (1) • Answers confidently (1) • Thinks logically (1) • Correct approach (1) • Time management(1) 	<ul style="list-style-type: none"> • Content accuracy (1) • Creativity (1) • Presentation (1) • Neatness (1) • Time and effort (1)

WEIGHTAGE TO FORM OF QUESTIONS:

PERIODIC ASSESSMENT- I & 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	9+1	2	4	2	1 (One casestudy 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						

SYLLABUS

CHAPTER	Periodic Assessment-I (22July-27 July2024) (40 Marks) Time:1hr 30 mins	Periodic Assessment-II (17 September - 27September 2024) (80 Marks) Time:3hrs	Periodic Assessment-III (25 November - 30 November 2024) (40 Marks) Time:1hr 30 mins	Annual Examination (2 nd Week of February 2025) (80 Marks) Time:3hrs
Chapter-1	Number System (10 marks)	Number System (11 marks)		Number System (10 marks)
Chapter-2	Polynomials (10 marks)	Polynomials (14 marks)		Polynomials (12 marks)
Chapter-3	Co-ordinate Geometry (8 marks)	Co-ordinate Geometry (4 marks)		Co-ordinate Geometry (4 marks)
Chapter-4	--	--	Linear Equations in two variables (10 marks)	Linear Equations in two variables (8 marks)
Chapter- 5	Introduction to Euclid's Geometry (2 marks)	Introduction to Euclid's Geometry (3 marks)		Introduction to Euclid's Geometry (2 marks)
Chapter-6	Lines and Angles (10 marks)	Lines and Angles (9)		Lines and Angles (3 marks)
Chapter-7	--	Triangles (10 marks)		Triangles (4 marks)
Chapter-8	--	Quadrilaterals (13 marks)		Quadrilaterals (9 marks)
Chapter-9	--	--	Circles (15 marks)	Circles (9 marks)
Chapter-10	--	Heron's Formula (10 marks)		Heron's Formula (4 marks)
Chapter-11	--	--	Surface Areas and Volumes (15 marks)	Surface Areas and Volumes (9 marks)
Chapter-12	--	Statistics (6 marks)		Statistics (6 marks)

PERIODICASSESSMENT –II & ANNUAL

Sl.No	Form of Questions	MCQ	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	
Total no.of Internal choice questions:9						
Total no of questions: 38						
Total Marks: 80						

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER/ TOPIC	LEARNING OBJECTIVES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
CH -1 NUMBER SYSTEM	<p>Students will be able to :</p> <ul style="list-style-type: none"> Recall natural numbers, whole numbers, integers and Rational numbers in order to classify a given number as either of them Represent a given number in the form p/q in order to show whether the given number is rational or not Calculate and find rational numbers between any 2 rational numbers in order to prove that there are infinite rational numbers between any 2 given rational numbers Modify a given non-terminating decimal number in the form of p/q in order to comment whether this number is irrational Use Pythagoras' theorem and create a Pythagorean triplet in order to construct the length of root of a given number Deduce the value of a given fraction in its decimal form in order to infer if the decimal number is terminating or non-terminating Representing Real Numbers on the Number Line. Compute the commutative, associative and distributive laws for addition and multiplication for irrational numbers in order to determine whether the sum, difference, quotients and products of irrational numbers are irrational or not. Rationalize the denominator of a given expression with a square root term in the denominator in order to convert it to an equivalent expression whose 	<ul style="list-style-type: none"> Identification of the types of numbers from the list of given numbers. Construction of square root spiral by using Pythagoras's theorem. Rationalizing the denominator of real numbers by Problem Solving Method. Quiz on applying laws of exponents in solving Problems. 	<ul style="list-style-type: none"> oral quiz on identifying types of numbers worksheets on surds and laws of exponent Representation of irrational numbers on number line by using Pythagoras theorem.

	<p>denominator is a rational number.</p> <ul style="list-style-type: none"> Extend the law of exponents in order to simplify a given expression <p>SDG:8. DECENT WORK AND ECONOMIC GROWTH</p>		
CH-2 POLYNOMIALS	<ul style="list-style-type: none"> Recognize variables and their degree in a given algebraic expression in order to differentiate whether given expression is a polynomial in one variable or not. Express real-life situations in to a polynomial. Identifies/classifies polynomials among algebraic expressions in order to apply appropriate algebraic identities to factorize them. Identify the degree of a given polynomial in order to classify an expression as zero, linear, quadratic and cubic polynomials. Substitute the value of 'a' in a given expression $p(x)$ in order to find the value of polynomial at 'a' i.e. $p(a)$. Use given values for the variable 'x' in a polynomial $p(x)$ in order to identify if the given value is a zero of the polynomials. Using remainder theorem, calculate division of $p(x)$ by a linear polynomial 'x – a' in order to find that the remainder is $p(a)$ and verify using long division method. Apply factor theorem in order to determine if a linear polynomial 'x-a' is a factor of the given polynomial $p(x)$. Apply factor theorem in order to determine the value of an unknown constant 'k' in polynomial $p(x)$ when a linear polynomial 'x-a' is a known factor of $p(x)$. Apply factor theorem in order to factorize a given polynomial. Factorize a given polynomial using splitting middle-term method and factor theorem in order to compare the results of the two algebraic identities. point out to an algebraic identity that can be used in order to factorize a given expression Select appropriate algebraic identities in order to evaluate the values of given expressions. <p>SDG: 16. PEACE AND JUSTICE , STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> Quiz to differentiate between algebraic expression and polynomial. Demonstration on types of polynomials based on degree and terms. Demonstration on finding the zeroes of a polynomial. explanation on factor theorem Playing games on factorization of polynomials. demonstration on factorization of polynomials by using identity like $a^3+b^3+c^3-3abc$ & $(a+b)^3$ and $(a-b)^3$ 	<ul style="list-style-type: none"> To find polynomials from given examples of algebraic expressions. To find the zeroes of polynomial from printed worksheet. Crossword puzzle using the concept of zeroes, coefficients, factors, degrees and constants of a polynomial.

<p>CH -3 COORDINATE GEOMETRY</p>	<ul style="list-style-type: none"> determine the x & y co-ordinate of a point from a graph in order to write the coordinates of the point as an ordered pair plot a point on the Cartesian plane in order to determine quadrant of the point observe a given ordered pair in order to comment on its location apply concepts of coordinate geometry in order to simplify given word problems <p>SDG 3. GOOD HEALTH AND WELL BEING</p>	<ul style="list-style-type: none"> Playing games on locating the position of students in the classroom. finding coordinates in the Cartesian plane through open and interactive software 	<ul style="list-style-type: none"> To locate the point in the Cartesian plane. To obtain the mirror image of any figure with respect to the given axis on graph paper.
<p>CH -4 LINEAR EQUATIONS IN TWO VARIABLES</p>	<ul style="list-style-type: none"> Recall concepts of coefficients and variables in order to construct a linear equation from a given statement. Compare a given linear equation to the standard form $ax + by + c + 0$ in order to deduce the values of a, b and c. Use substitution method in order to deduce whether the ordered pair is solution to a given linear equation. Plot the points on a graph in order to represent a linear equation in two variables. Solve an equation in order to represent it on a number line and a Cartesian plane. Apply principles of linear equations in order to formulate and solve for a variety of problems in real life situations <p>SDG: 5.GENDER EQUALITY DECENT WORK AND ECONOMIC GROWTH</p>	<ul style="list-style-type: none"> Formation of peer groups to form linear equation having one variable and two variables. Demonstration of forming linear equation in two variables in real life situations. Demonstration of construction of graph of the given equation. Worksheet on finding the coordinates of the points from the graph. 	<ul style="list-style-type: none"> Worksheet on construction of graph of linear equation in two variables.
<p>CH-5 INTRODUCTI ON TO EUCLID'S GEOMETRY</p>	<ul style="list-style-type: none"> give examples of theorems, postulates and axioms in order to differentiate between them with examples Reproduce Euclid's axioms in your own words in order to give examples for each. List Euclid's 5 postulates in order to visualize and illustrate them through a diagram. analyse given statements/postulates in order to determine if they are extensions of Euclid's postulates Apply Euclid's postulates in order to prove basic geometrical concepts about lines, points, planes, shapes, etc. Illustrate the equivalent of Euclid's fifth postulate through a diagram in order to list conditions for two lines to be parallel. <p>SDG: 11.SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> Discussion of Euclid's axioms and postulates. 	<ul style="list-style-type: none"> Written quiz on axioms and postulate of Euclid's geometrical concepts.
<p>CH -6 LINES AND ANGLES</p>	<ul style="list-style-type: none"> Define segment, ray, collinear points, non-collinear points, acute angle, right angle, obtuse angle, straight angle, reflex angle, complementary angles, supplementary angles and identify them in a given figure. Label angles created by 2 intersecting 	<ul style="list-style-type: none"> Game on finding the geometrical shapes and figures like lines and rays. Angles, parallel lines, perpendicular lines from 	<ul style="list-style-type: none"> verification of pair of intersected by a transversal line based on alternate angles, corresponding angles and co interior angles, whether parallel or not.

	<p>lines in order to identify vertically opposite pairs, adjacent angles, linear pairs, complementary/supplementary pairs of angles.</p> <ul style="list-style-type: none"> • Apply the concepts of linear pairs of angles and vertically opposite angles in order to establish relationships between the angles in a given figure and solve for missing values. • Label angles created by a transversal intersecting two parallel lines in order to identify corresponding angles, alternate angles, interior angles and define relationship between these angles. • Solve for the value of unknown angles created by a transversal in a given figure in order to infer if the lines are parallel or not. • define relationship between angles formed when a triangle is placed between two parallel lines in order to prove that exterior angle of a triangle is the sum of the two opposite interior angles. <p>SDG: 9. INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<p>the surrounding.</p> <ul style="list-style-type: none"> • Discussion on parallel lines, perpendicular lines, interior and exterior angle bisectors of a triangle. • Demonstration on theorems on lines and angles, angle sum properties of triangles, and exterior properties of triangles. 	<ul style="list-style-type: none"> • assignment on finding unknown angles of the given figure
CH -7 TRIANGLES	<ul style="list-style-type: none"> • Observe the angles and sides of the given figures in order to show that they are congruent or not congruent. • apply concepts of linear pairs of angles, vertically opposite angles, corresponding angles, alternate angles, transversal angles & exterior angles of a triangle in order to prove congruence between 2 triangles in a given figure. • Illustrate the criteria of congruencies of triangles through diagrams (ASA, SAS, SSS. RHS) in order to prove relationships between given angles, sides and triangles of a given figure. • apply criteria for congruence in a triangle with 2 congruent sides in order to prove that the angle opposite to the sides are equal and apply it in a given figure to solve for the measure of an angle. • Examine given triangles that satisfy AAA or SAS criteria in order to comment whether they are congruent. <p>SDG: 10.REDUCED INEQUALITIES</p>	<ul style="list-style-type: none"> • Distinguish and compare different triangles to explain congruency. • Explanation of theorems on triangles. • Activity of matching corresponding parts of given figures after making them congruent. 	<ul style="list-style-type: none"> • Separation of pair of congruence triangles from other set of figures. • Verification of SAS is not a congruency criterion by paper cutting method. • Assignment to find the congruency of triangles on the basis of congruency criteria.
CH -8 QUADRILATERALS	<ul style="list-style-type: none"> • Apply angle sum property of quadrilateral in order to find the value of the unknown angle. • list the properties of quadrilaterals in order to classify real life objects into different types of quadrilaterals • list the properties of parallelogram in order to identify if a given quadrilateral is a parallelogram • Apply properties of parallelogram in order to find a) an unknown angle b) an 	<ul style="list-style-type: none"> • Differentiate and compare types of quadrilaterals by using paper cuttings. • Explanation of theorems based on theorems. 	<ul style="list-style-type: none"> • Worksheet to find types of quadrilateral from the figure. • Assessment on properties of quadrilateral. • To verify the midpoint theorem by activity method.

	<p>unknown side.</p> <ul style="list-style-type: none"> • Prove (motivate) the midpoint theorem of triangles using concepts of congruency and transversal angles in order to extend the application to quadrilaterals. <p>SDG: 9.INDUSTRY INNOVATION AND INFRASTRUCTURE</p>		
<p>CH -9 CIRCLES</p>	<ul style="list-style-type: none"> • Construct a circle of a given radius in order to verify that the length of multiple segments drawn from the centre of the circle to the circumference is equal. • Define radius, chord, diameter, segment (major and minor), arc (major and minor), interior or exterior of a circle in order to illustrate and label them on a given circle. • apply theorems regarding angle subtended by a chord in a circle in order to find the measure of an angle in the given figure • apply the property of perpendicular from the centre to the chord in order to solve for the missing values (lengths and angles) in a given figure • Construct circle passing through 1, 2 & 3 non-collinear points in order to comment on how many circles can be constructed passing through them. • Use the value of radius and perpendicular to the chord in order to compute the length of a chord. • Interpret and apply theorems on the angles subtended by arcs of a circle in order to solve for unknown values in given examples. • apply the relation between angles of a cyclic quadrilateral in order to solve for the value of a given angle. 	<ul style="list-style-type: none"> • Discussion on different parts of the circles. • Explanation of theorems on circles. • Quiz to find different parts of circles. • Verification of angle subtended by an arc at the centre is double the angle subtended by it at any point on the remaining part of the circle by paper cutting and folding method. 	<ul style="list-style-type: none"> • Oral assessment on properties of circle. • Assignment on angle subtended by the chord on same side of the circumference.
<p>CH -10 HERON'S FORMULA</p>	<ul style="list-style-type: none"> • calculate area of a given triangle to state the limitation of the Standard formula (Area of Triangle = $1/2 \times b \times h$). • apply Heron's formula in order to calculate the area of a Triangle. <p>SDG: 9.INDUSTRY INNOVATION AND INFRASTRUCTURE</p>	<ul style="list-style-type: none"> • explanation and discussion on Heron's Formula. 	<ul style="list-style-type: none"> • worksheet on finding area of a triangle by using Heron's Formula
<p>CH -11 SURFACE AREAS AND VOLUMES</p>	<ul style="list-style-type: none"> • visualize a right circular cone in 2-d in order to calculate the surface area (curved and total). • calculate the surface area (curved and total) of a cone to determine the cost of painting/covering the given surface. • calculate the surface area of a sphere/hemisphere to determine the cost of painting/covering the given surface of a sphere/hemisphere. • calculate the volume of a given cone in order to infer the quantity of any substance it can hold. 	<ul style="list-style-type: none"> • explore the features of solid objects from daily life situations to identify them as which type of solid it is? • demonstration and explanation of surface area and volume of right circular cone and sphere. • verification of surface areas of cone and spheres by different 	<ul style="list-style-type: none"> • MCQ on basic concepts of Surface area and Volume of Cone and Spheres. • activity on relation of the volume of cone and cylinder.

	<ul style="list-style-type: none"> calculate the volume of a given sphere in order to infer the quantity of any substance it can hold. calculate the volume of a given hemisphere in order to infer the quantity of any substance it can hold. SDG: 9. INDUSTRY INNOVATION AND INFRASTRUCTURE	activity method.	
CH -12 STATISTICS		<ul style="list-style-type: none"> engage in a survey and discuss about different ways to represent data in different forms. oral questionnaire to assess the skills developed by the students to draw the appropriate graph of the given data. 	<ul style="list-style-type: none"> to find the comparative idea of exam marks of a particular section of your school with another group of students through different types of graphical presentation.

SCIENCE (086)

PRESCRIBED TEXT BOOKS:

- SCIENCE-TEXTBOOK FOR CLASS IX- NCERT PUBLICATION**
- EXEMPLAR PROBLEMS CLASS IX-NCERT PUBLICATION**
- LABORATORY MANUAL-SCIENCE- CLASS -IX-NCERT PUBLICATION**
- ASSESSMENT OF PRACTICAL SKILLS IN SCIENCE - CLASS IX- CBSE PUBLICATION.**

COURSE STRUCTURE (ANNUAL EXAMINATION)

Unit No.	Unit	Marks
I	Matter– Its Nature and Behavior	25
II	Organization in the Living World	22
III	Motion, Force and Work	27
IV	Food; Food Production	06
	Total	80
	Internal Assessment	20
	Grand Total	100

Note: Above weightage includes the weightage of questions based on practical skills.

Theme: Materials

Unit I : Matter-Nature and Behaviour

Definition of matter; solid, liquid and gas; characteristics - shape, volume, density; change of state-melting (absorption of heat), freezing, evaporation (cooling by evaporation), condensation, sublimation.

Nature of matter: Elements, compounds and mixtures. Heterogeneous and homogeneous mixtures, colloids and suspensions. Physical and Chemical changes (excluding separating the components of a mixture).

Particle nature and their basic units: Atoms and molecules, Law of Chemical Combination, Chemical formula of common compounds, Atomic and molecular masses.

Structure of atoms: Electrons, Protons and Neutrons, Valency, Atomic Number and Mass Number, Isotopes and Isobars.

Theme: The World of the Living

Unit II: Organization in the Living World

Cell - Basic Unit of life: Cell as a basic unit of life; prokaryotic and eukaryotic cells, multicellular organisms; cell membrane and cell wall, cell organelles and cell inclusions; chloroplast, mitochondria, vacuoles, endoplasmic reticulum, Golgi apparatus; nucleus, chromosomes - basic structure, number.

Tissues, Organs, Organ System, Organism:

Structure and functions of animal and plant tissues (only four types of tissues in animals; Meristematic and Permanent tissues in plants).

Theme: Moving Things, People and Ideas

Unit III: Motion, Force and Work

Motion: Distance and displacement, velocity; uniform and non-uniform motion along a straight line; acceleration, distance-time and velocity-time graphs for uniform motion and uniformly accelerated motion, elementary idea of uniform circular motion.

Force and Newton's laws: Force and Motion, Newton's Laws of Motion, Action and Reaction forces, Inertia of a body, Inertia and mass, Momentum, Force and Acceleration.

Gravitation: Gravitation; Universal Law of Gravitation, Force of Gravitation of the earth (gravity), Acceleration due to Gravity; Mass and Weight; Freefall.

Floatation: Thrust and Pressure. Archimedes' Principle; Buoyancy.

Work, Energy and Power: Work done by a Force, Energy, Power; Kinetic and Potential energy; Law of conservation of energy (excluding commercial unit of Energy).

Sound: Nature of sound and its propagation in various media, speed of sound, range of hearing in humans; ultrasound; reflection of sound; echo.

Theme: Food

Unit IV: Food Production

Plant and animal breeding and selection for quality improvement and management; Use of fertilizers and manures; Protection from pest and diseases; Organic farming.

Note for the Teachers:

1. The chapter Natural Resources (NCERT Chapter 14) 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 on any concept of this chapter in their Portfolio. This may be for Internal Assessment and credit may be given for Periodic Assessment/Portfolio.
2. The NCERT textbooks 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.

INTERNAL ASSESSMENT-SUBJECT ENRICHMENT ACTIVITY (5MARKS)

Competencies	Total
Demonstrate Knowledge and understanding	46%
Application of Knowledge/ Concepts	22%
Formulate, Analyze, Evaluate and Create	32%
	100%

	20 Mark Internal Assessment			
	Pen Paper Test(5Marks)	Diverse Methods of Assessment (5Marks)	Portfolio (C.W.&H.W.) (5Marks)	Subject Enrichment (Practical/Laboratory Work)(5Marks)
80 Marks Board Exam (Whole syllabus)	Three written tests will be conducted. Average of best two tests will be taken for final marking.	These include: Short tests, Quiz, Concept maps, Oral test, Projects, Posters, Presentations (PPT), Enquiry based scientific investigations etc.	<ul style="list-style-type: none"> • Regularity (1mark) • Writing relevant answers (1mark) • Neatness (1mark) • Task completion (1mark) • Timely submission (1mark) (A brief writes up based on any concept of chapter-14 NATURAL RESOURCES may Be included in portfolio)	<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)

Theory (80 marks)

Question paper Design

Note: -

Typology of Questions:

MCQ, Assertion- Reasoning type questions;

SA; LA; Source- based/ Case- based/ Passage-based/ integrated assessment questions.

An internal choice of approximately 33% would be provided.

Internal Assessment (20 marks)

Periodic Assessment- 05 marks + 05 marks

Subject Enrichment (Practical Work) – 05 marks

Portfolio- 05 marks

Suggestive verbs for various competencies

- **Demonstrate Knowledge and Understanding**
State, name, list, identify, define, suggest, describe, outline, summarize, etc.
- **Application Of knowledge/ Concepts**
Calculate, illustrate, show, adapt, explain, distinguish, etc.
- **Formulate, Analyze, Evaluate and Create**
Interpret, analyze, compare, contrast, examine, evaluate, discuss, construct, etc.

BLUE PRINT OF PERIODIC ASSESSMENT–I/III QUESTION PAPER

PERIODIC ASSESSMENT:40MARKS					DURATION:1Hr30Mins		
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	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	Form of Question	MCQ	A/R	Sourcebased /casebased	Short Answer Type		Long Answer Type (LA)
					SA-I	SA-II	
1	Marks for each question/bit	1	1	4	2	3	5
2	No. of questions	16	4	3**	6	7	3
3	Total Marks	16	4	12	12	21	15

SYLLABUS

SL No	CHAPTER NAME	PERIODIC ASSESSMENT–I (40 marks) Time-1hr 30mins (22 nd July to 27 th July 2024)	PERIODIC ASSESSMENT–II (80mark) Time-3hrs. (17 th September to 27 th September 2024)	PERIODIC ASSESSMENT–III (40marks) Time-1hr 30mins (25 th November to 30 th November 2024)	Pre-Annual (80 marks) Time-3hrs.	Term-I /Term-II (80 marks) Time-3hrs. As per the guidelines of CBSE (2 nd week of February 2025)
1	Ch:1. Matter in our surroundings	10	9	---	25	25
2	Ch:2. Is matter around us pure	3 (PageNo:17) (Upto suspension)	12	---		
3	Ch:3 Atoms and molecules.	---	4 (Upto Dalton's atomic theory (Page no-27)	10 (From page no. 28 to 35 –excluding moleconcept)		
4	Ch:4 Structure of Atom.	---	---	3 (Page no. 47) – Upto Thomsons		

				Model of Atom. (excluding Rutherford's Model of an atom)		
5	Ch:5. The fundamental unit of life	14 (Upto Lysosome page no.56)	16	---	22	22
6	Ch:6. Tissues	---	12 (upto Simple permanent tissue page no. 63)	14 (Page no.64 to 69 -Complex permanent tissue & Animal tissue)		
7	Ch: 7. Motion	10	7	---	27	27
8	Ch: 8. Force and laws of Motion	3 (Upto page No.-91) (Inertia and Mass)	8	---		
9	Ch:9. Gravitation		12	---		
10	Ch:10. Work and Energy.			13 (excluding commercial unit of energy)		
11	Ch:11. Sound			----		
12	Ch:12. Improvement in food resources			----	6	6
	Total	40	80	40	80	80

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

NAME OF THE CHAPTER/ TOPIC	LEARNING OBJECTIVES	PEDAGOGICAL PROCESS	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVES
CH-1: MATTER IN OUR SURROUNDINGS	<p>The learners will be able to: interpret the characteristic properties of the particles of matter.</p> <ul style="list-style-type: none"> • classify matter into solids, liquids and gases based on their physical properties. • infer that space between particles of gases makes diffusion possible. • explain the effect of change in temperature and pressure on states of matter. • identify the various processes during change of substances from one physical state to another. • Postulate the reason for constancy of temperature during the change of state of matter. 	<ul style="list-style-type: none"> • collect different types of locally available materials and classify them into different states of matter. • study the daily life experiences using interdisciplinary approach such as the cause behind cooling of water in earthen pots. using ice pack if someone is suffering from high fever. • Verify experimentally how temperature remains constant during melting and boiling 	<ul style="list-style-type: none"> • The following activities will be performed by the students on: • physical nature of matter (dissolution of potassium permanganate in water). • Melting of ice and boiling of water. • Role play to explain to show the inter particle space in different states of matter. • Quiz in the form of games.

	<ul style="list-style-type: none"> • explain situations that demonstrate the factors affecting evaporation. <p>SDG3-GOOD HEALTH AND WELLBEING SDG15-LIFE ON LAND SDG4-QUALITY EDUCATION</p>	processes.	
CH-2: IS MATTER AROUND US PURE?	<ul style="list-style-type: none"> • Classify substances into elements and compounds. • identify mixtures from the surroundings based on their properties. • differentiate between homogeneous and heterogeneous mixtures. • determine the effect of concentration of a solution on its physical properties. • analyses the properties of suspension and colloidal solution. • Classify Physical and Chemical changes. <p>SDG 4-QUALITY EDUCATION SDG 6 -CLEAN WATER AND SANITATION SDG 9-INDUSTRY INNOVATION AND INFRASTRUCTURE SDG15-LIFE ON LAND</p>	<ul style="list-style-type: none"> • collection of different substances used in day-to-day life and classify them as element, compound and mixture. • To verify different types of mixtures based on transparency, stability and filtration criterion experimentally. • Preparation of (i) mixture • (ii) compound using iron filings and sulphur powder and distinguish between on the basis of (a) appearance (b) behavior towards magnet (c) behaviour towards carbon disulphide (d) effect of heat. 	<ul style="list-style-type: none"> • perform the following activities to classify as physical and chemical change: • iron with copper sulphate solution • burning of mg ribbon in air • reaction of zinc with dilute sulphuric acid. • Heating of copper sulphate crystals. • reaction of sodium sulphate with barium chloride solution. • Numerical based on concentration of solutions.
CH-3: ATOMS AND MOLECULES	<ul style="list-style-type: none"> • State the laws of chemical combination. • apply the law of conservation of mass to determine the mass of an element. • List symbols of commonly known elements. • Recognize the atomic mass different elements. • Calculate the relative molecular mass of commonly known chemical compounds. • Apply their knowledge of valency and symbols of ions in writing chemical formulae. • Differentiate between molecular mass and formula unit mass. <p>SDG 9-INDUSTRY INNOVATION AND INFRASTRUCTURE SDG15- LIFE ON LAND</p>	<ul style="list-style-type: none"> • role play to explain different type of ions. • Card game to explain the chemical formula. • Demonstrations to verify the law of conservation of mass for various precipitation reactions. 	<ul style="list-style-type: none"> • Solving the numerical based on the law of conservation of mass and law of constant proportion. • Quiz on symbol, formula and molecular mass.
CH-4: STRUCTURE OF ATOM	<ul style="list-style-type: none"> • know about the sub-atomic particles such as electrons, protons and neutrons and their discovery. • Compare Rutherford's model with Thomson's atomic model and state their relative advantages and limitations. • State the postulates of Bohr's atomic model and their significance. • Apply the relationship between atomic no. and 	<ul style="list-style-type: none"> • preparation of Bohr's model of different atoms by showing the distribution of electrons • use of thermocol to explain Thomson's model 	<ul style="list-style-type: none"> • draw the electron distribution diagram of various atoms using Bohr-bury scheme. • Determination of valencies of elements from atomic numbers. • calculation of average atomic mass of an element from its isotopes.

	<p>mass no. to calculate the no. of electrons, protons and neutrons.</p> <ul style="list-style-type: none"> Analyse the isotopes and isobars. Evaluate the average atomic mass of different isotopes. <p>SDG 9 – INDUSTRY INNOVATION AND INFRASTRUCTURE SDG15 – LIFE ON LAND</p>		
CH- 5 THE FUNDAMENTAL UNIT OF LIFE	<ul style="list-style-type: none"> differentiate materials based upon diffusion and osmosis, organisms based upon prokaryote and eukaryote, types of cell-plant and animal. Explain the function of different cell organelles. draw labeled diagrams / flowcharts/concept map of cell, cell organelles and stages of cell division. Compare and contrast between the types of cell division. Construct models on cell using various materials available nearby. <p>• SDG 14-LIFE BELOW WATER • SDG15- LIFE ON LAND</p>	<ul style="list-style-type: none"> engage with key concepts record the observations during the activity. Analyse the concept of functioning of cell organelles. compose questions through peer discussion. designing and performing appropriate activities related to plant and animal cell. laboratory activities –observation of onion peel and human cheek cells under the compound microscope. Activities in osmosis and diffusion. 	<ul style="list-style-type: none"> make clay model on structure of plant and animal cell or by using coloured beads and thread. Make cartoonaire, paper cuttings, chart, concept map of various cell organelles Perform role play on the functioning of cell organelles. prepare PPTs on cell division. Attempt questionnaire on osmosis and diffusion.
CH-6 TISSUES	<ul style="list-style-type: none"> Classify the meristematic tissue based on their location in the plant body. Identify the types of simple and complex permanent tissues and their functions in a plant. correlate the structure of epithelial tissues to their functions in an organism. describe different types of connective tissues and relate their structure to specific functions. compare and contrast the structure of different types of muscular tissues and relate It to their functions. describe the structure of a neuron and explain the function of nervous tissue. Draw different types of animals tissues. <p>SDG14-LIFE BELOW WATER SDG15-LIFE ON LAND</p>	<p>Collect information Regarding the location of Meristematic tissues in plant body. Explore the cause of the Long length of neurons. Develop models to Differentiate and explain The types of epithelial tissues. Frame questions on Different tissues and their functions.</p> <ul style="list-style-type: none"> Laboratory activities-identification of: parenchyma, collenchyma And sclerenchyma tissues In plants, striped, smooth And cardiac muscle fibers And nerve cells in animals From prepared slide sand to draw their labeled diagrams. 	<p>Flow chart to differentiate The types of tissues.</p> <ul style="list-style-type: none"> Take collage to show the types of animal tissues. Prepare PPTs, video on Role of tissues in plants and animals. Draw the diagram of various tissues of plants And animals
CH 7. MOTION	<ul style="list-style-type: none"> Differentiate between distance and displacement, speed and velocity. plan and conduct experiments to arrive at and verify the facts /principles / answers to queries on their own, such as how does speed of an object change? calculate the physical quantity 	<ul style="list-style-type: none"> collection of data for the calculation of different physical quantities, such as distance, displacement, velocity, which can be shared and discussed in groups or with peers. Rubrics can be used to assess the conversion of units and reporting results students may be encouraged 	<ul style="list-style-type: none"> construction of d-t and v-t graph for different types of motion on graph paper. draw the given d-t and v-t graph and identify the type of motion. Solve the numerical related to motion Concept map on motion

	<p>such as distance, velocity and speed etc by using the given data</p> <ul style="list-style-type: none"> • Draw concept map & graphs, such as distance-time and speed-time graphs. • analyze and interpret graphs /figures etc., such as distance-time and velocity-time, graphs, computing distance / speed /acceleration of objects in motion. • apply scientific concepts in daily life and solving problems based on equation of motion. <p>SDG 9 – INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG11- SUSTAINABLE CITIES AND COMMUNITIES</p>	<p>to draw, analyze and interpret the graphs such as distance-time, speed-time or acceleration-time graphs of motion of a vehicle on a straight road.</p> <p>activity to describe a circular path with a velocity of constant magnitude using thread and a small piece of stone.</p>	
CH.8 FORCE AND LAWS OF MOTION	<ul style="list-style-type: none"> • Differentiate between balanced and unbalanced forces. • Plan and conduct experiments to verify Newton’s Laws of Motion. • Explain effect of force on the state of motion of objects, action and reaction. • Calculate using the data given, such as amount of force and momentum. • analyze and interpret velocity-time graphs and compute force applied on an object. • apply scientific concepts in daily life and solve problems based on Newton’s second law and Newton’s third law of motion. • draw conclusion, action and reaction act on two different bodies. <p>SDG-9 INDUSTRY ,INNOVATION AND INFRASTRUCYURE SDG11- SUSTAINABLE CITIES AND COMMUNITIES.</p>	<ul style="list-style-type: none"> • design and carry out activities to understand balanced and unbalanced forces (tug of war). They may be encouraged to experiment by applying forces (equal and unequal)on an object in same and opposite directions, followed by peer group discussion. • various activities to explain different types of inertia. • Demonstrate the activity to explain the concept of action and reaction force by using two spring balances connected together. • Demonstrate the activity to identify the direction of recoil velocity using straw and balloon, cork and test tube 	<ul style="list-style-type: none"> • calculation of force under various situations by applying newton’s laws of motion. • classify different types of inertia from the various examples based on day to day life situations. <p>Short test in the form of work-sheet</p>
CH 9. GRAVITATION	<ul style="list-style-type: none"> • Differentiate between g and G, mass and weight, thrust and pressure. • plan and conduct investigations /experiments to arrive at and verify the facts / principles / or to seek answers to queries on their own. • explain, how objects float / sink when placed on surface of liquid. • Explain the process of revolution of planets and satellites, variation of different values of g. • calculate using the data given the value of g. • apply learning to hypothetical situations such as the weight of an object at moon , weight of an object at equator at 	<ul style="list-style-type: none"> • experiment to verify the Archimedes’ principle. • activity to find the relation between pressure exerted by a solid and area of contact 	<ul style="list-style-type: none"> • learning by doing experiment on determining the density of a solid denser than water and verifying Archimedes’ principle. • Solve the numerical related to Gravitation.

	<p>poles etc.</p> <ul style="list-style-type: none"> • derive the expression for the force of gravity when objects in motion. • apply scientific concepts in daily life and solving problems based on Archimedes' Principle. • Describe scientific discovery of Archimedes' principle. <p>SDG 9-INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG11-SUSTAINABLE CITIES AND COMMUNITIES</p>		
CH.10. WORK AND ENERGY	<ul style="list-style-type: none"> • differentiate between positive work and negative work. • explain processes of conservation of energy in case of a freely falling body and simple pendulum etc. • calculate using the data given, such as speed, frequency, work done, kinetic and potential energies of an object, power. • draw flow charts on conversion of energy. • analyze and interpret the concept of conservation of mechanical energy in different situations. <p>SDG 12 –RESPONSIBLE CONSUMPTION AND PRODUCTION, SDG 07-AFFORDABLE AND CLEAN ENERGY SDG 9-INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG 11-SUSTAINABLE CITIES AND COMMUNITIES</p>	<ul style="list-style-type: none"> • discussion of situations from day-to-day life involving work. • Different activities to explain the law of conservation of energy (stretching and compressing the slinky, throwing the arrow by stretching the string of a bow) 	<ul style="list-style-type: none"> • identification of different types of work done in various situations. • Solving the numerical on work and energy. • Designing of concept map.
CH.11. SOUND	<ul style="list-style-type: none"> • differentiate longitudinal wave and transverse wave, compression and rarefaction, pitch and loudness etc • plan and conduct experiments to verify the facts that sound needs a material medium to propagate and laws of reflection of sound. • Explain processes and phenomena, such as Echo and reservations • calculate using the data given, such as minimum distance required to create echo, frequency, wavelength, wave speed, time period etc. • draw labeled diagrams on reflection of sound & human ear. • analyze and interpret different situations based on reflection of sound. • apply scientific concepts in daily life and solving problems, cover walls of large rooms with sound absorbent materials, to reduce reverberations. • describe scientific discoveries /inventions such as stethoscope, uses of ultrasonic waves in medical 	<ul style="list-style-type: none"> • wave concept by forming the ripples on the surface of water. • Bell jar experiment to show that sound is a mechanical wave. • Observe the longitudinal nature of wave formed in a slinky. • verify the laws of reflection of sound by activity. 	<ul style="list-style-type: none"> • Objective test on sound. • learning by doing experiment on vibration of slinky and on verification on the laws of reflection of sound.

	<p>industry, cleaning of devices, detection of cracks or flaws in metal blocks.</p> <p>SDG 09 – INDUSTRY INNOVATION AND INFRASTRUCTURE</p> <p>SDG 11 – SUSTAINABLE CITIES AND COMMUNITIES</p> <p>SDG 03- GOOD HEALTH AND WELL-BEING</p>		
CH-12 IMPROVEMENT IN FOOD RESOURCES	<ul style="list-style-type: none"> recognize the factors affecting the growth of crops. discover the methods of breeding techniques for a better variety of seeds. Enlist various ways of enriching the soil to increase crop yield. Find out the different techniques for improvement of animal breeding. aware about different management practices adopted to increase in production of milk, meat, fish and honey. <p>SDG 02-ZERO HUNGER</p>	<ul style="list-style-type: none"> collect the names of marine and fresh water fishes. Encourage learners to visit poultry farms near their localities. engage learners through study trip to CIFA to explore the practical knowledge on pisciculture. encourage to make posters and to create awareness on 'GO-GREEN'. 	<ul style="list-style-type: none"> make various tools to show the techniques of agricultural practices by using materials around them. perform experimental activity to show the long term effect of manure and fertiliser on plant growth and record keeping with photography of the same for future reference. prepare documentation of the knowledge gathered during their visit to poultry farms or aquafarms. Make poster for creating awareness on 'Clean and Green Environment'.

SOCIAL SCIENCE (Subject Code:087)

PRESCRIBED TEXT BOOKS:

History	India and the Contemporary World-I	NCERT
Political Science	Democratic Politics-I	NCERT
Geography	Contemporary India-I	NCERT
Economics	Economics	NCERT
Disaster Management (Only for project work)	Together, towards a safer India-Part II	CBSE

COURSE STRUCTURE

History(India and the Contemporary World -I)			Suggestive no. of periods=60	20 inclusive of Map pointing
Section	ChapterNo	ChapterName	No.of Periods	Marks allocated
I Events and Process	I	The French Revolution	15	18+2 map pointing
	II	Socialism in Europe and the Russian Revolution	15	
	III	Nazism and the Rise of Hitler	15	

II Livelihoods, Economies and Societies	IV	Forest, Society and Colonialism Interdisciplinary project as part of multiple assessments (Internally assessed for 5marks)	5	
	V	Pastoralists in the Modern World (To be assessed as part of Periodic Assessment only)	10	
Geography (Contemporary India -I)			Suggestive no. of periods=55	20 inclusive of Map pointing
Chapter No	Chapter Name		No. of periods	Marks allocated
1	India–Size and Location		10	
2	Physical Features of India		7	
3	Drainage		10	
4	Climate		12	
5	Natural Vegetation and Wildlife (Only map pointing to be evaluated in the annual examination.)		3	17+3 map pointing*
	Interdisciplinary project as part of multiple assessments (Internally assessed for 5marks)		5	
6	Population		8	*Marks as mentioned above
Political Science(Democratic Politics-I)			Suggestive no. of periods=50	20 Marks
Chapter No.	Chapter name		No. of Periods	Marks allocated
1	What is Democracy?		10	20
	Why Democracy?			
2	Constitutional Design		10	
3	Electoral Politics		8	
4	Working of Institutions		12	
5	Democratic Rights		10	
Economics			Suggestive no. of periods=50	20 Marks
Chapter No.	Name of the Chapter		No. of Periods	Marks allocated
1	The Story of Village Palampur (To be assessed as part of Periodic Assessment only)		10	20
2	People as Resource		10	
3	Poverty as a Challenge		15	
4	Food Security in India		15	

ASSESSMENTS STRUCTURE

ANNUAL EXAMINATION	INTERNAL ASSESSMENT(20marks)			
80Marks	05Marks	05Marks	05Marks	05Marks
Whole Syllabus	Pen Paper Test: PA-I,II&III	Multile Assesme: PA-I: Collage Making – Economics Ch-1 The Story of Village Palampur (Topic – Farm and Non – Farm Activities) PA-II: Concept Map – Geography (Ch-2: Physical Features of India) PA-III: INTER DISCIPLINARY PROJECT Forest,Society and Colonialism (History-Ch-IV) with Chapter 5 of Geography:-Natural Vegetation and wild life.	Portfolio: For PA-I, II & III: (A collection of learning achievements) Classroom,workdone (activities/assignment s) reflections, narrations, journals etc. Achievements of the student in the subject through out the year. . Participation of the student in different activities like Heritage India quiz etc	Subject Enrichment Activity: PA-I: Disaster Management (Project) PA-II:Map Skill History :Ch1:The French Revolution. PA-III:Flash Card Civics:Ch4-Working of Institutions)

RUBRICS FOR INTERNAL ASSESSMENT

- **Collage(05Marks)**
 - Content–1mark
 - Creativity-1mark
 - Timely Submission–1 mark
 - Collection of Relevant information –2marks
- **Interdisciplinary Project**
 - Research work -1 mark
 - Collaboration and communication - 1 mark
 - Presentation and content relevance -1 mark
 - Competancies - creativity, Analytical skill, evaluation, synthesizing - 2mark
- **Portfolio:(05marks)**
 - Classwork and Homework-(3marks)
 - Index–1mark
 - Neatness of the copy– 1mark
 - Timely Submission–1mark
 - Curricular&co-curricular achievements - (2 marks)
 - (Quiz,Debate,Acting,Singing, Leadership and Team spirit
- **Project (Hand written / Digital)-5 marks**
 - Content accuracy,originality & collaborative skills -2 marks
 - Presentation and Creativity-2marks
 - Viva -1 mark
- **Map Skill(5marks)**
 - Accuracy in location-3marks
 - Labeling-1mark
 - Neatness–1mark

- **Flash Card(05 marks)**
 - Content–2 marks
 - Creativity–1mark
 - Presentation–2 marks
- **Concept Map(05Marks)**
 - Concept & terminology-2 marks
 - Knowledge of linking concepts-2marks
 - Presentation-1

WEIGHTAGE TO FORM OF QUESTIONS

PERIODIC ASSESSMENT: I & III

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	0 3	02	02	02	19
3.	Total marks	10	0 6	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 & ANNUAL EXAMINATION

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		Total marks-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

Chapters	Periodic Assessment I (22 July-27 July 2024) F.M:40 Time: 1 Hr 30 Min.	Periodic Assessment-II (17 September to 27 September 2024) F.M:80 Time:3 hours	Periodic Assessment- III (25 November to 30 November 2024) F.M:40 Time: 1 Hr 30 Min.	Annual Examination (2nd Week of February 2025) F.M:80 Time:3 hours
HISTORY				
Ch-1:The French Revolution	✓	✓		✓
Ch-2: Socialism in Europe and the Russian Revolution		✓		✓
Ch-3: Nazism and the Rise of Hitler			✓	✓
Ch-4:Forest,Society and Colonialism (Interdisciplinary Project)				
Ch-5:Pastoralists in the Modern world			✓	
GEOGRAPHY				
Ch-1: India-Size and Location	✓	✓		✓
Ch-2: Physical Features of India	Till the page 12	✓		✓
Ch-3: Drainage		✓		✓
Ch-4: Climate			✓	✓
Ch-5: Natural vegetation and Wild life.Only Map pointing to be evaluated in the Annual Examination, II. Interdisciplinary Project (Multiple Assessment.)				
Ch-6:Population				✓
POLITICAL SCIENCE				
Ch-1:What is democracy? Why democracy?	✓	✓		✓
Ch-2:Constitutional Design		✓		✓
Ch-3:Electoral Politics		✓		✓
Ch-4:Working of Institutions			✓	✓
Ch-5:Democratic Rights				✓
ECONOMICS				
Ch-1:The Story of Village Palampur	✓	✓		
Ch-2:People as Resource		✓		✓

Ch-3:Poverty as aChallenge			✓	✓
Ch-4:Food Security in India				✓
Disaster Management	For preparation of Project only.			

LIST OF MAP ITEMS FOR SOCIAL SCIENCE

S.No.	Subject	Name of theChapter	List of Areas to be located/ labeled/ identified on the map
I	History	French Revolution	Outline political map of France.Locate/label/identify. Bordeaux,Nantes,Paris and Marseille
		Socialism in Europe and the Russian Revolution	Outline political map of the World. Locate/label/identify Major countries of First World War: Central Powers: Germany,Austria-Hungary, Turkey(Ottoman Empire). Allied Powers–France,England,Russia and USA
		Nazism and the Rise of Hitler	Outline Political Map of World.Locate/label/identify major countries of Second World War :Axis Powers– Germany,Italy,JapanAllied Powers –UK,France,FormerUSSR,USA
II	Geography	India:size and location	India– States and Capitals Tropic of Cancer,Standard Meridian(Location and Labeling) Neighbouring Countries
		India physical features	Mountain Ranges : The Karakoram, The Zanskar, The Shivalik,The Aravali, The Vindhya, The Satpura, Western and EasternGhats Mountain Peaks –K2,KanchanJunga,AnaiMudi Plateau–Deccan Plateau,Chota Nagpur Plateau,Malwa Plateau Coastal Plains– Konkan,Malabar,Coromandel&Northen Circar(Location and Labelling)
		Drainage system	Rivers(Identification only) The Himalayan River Systems–The Indus,The Ganges and The Sutlej The Peninsular Rivers–The Narmada,TheTapti,The Kaveri,The Krishna,The Godavari, The Mahanadi Lakes–Wular,Pulicat,Sambar, Chilika
		Climate	Annual rain fall in India,Monsoon wind direction
		Population	Population density of all states The state having highest and lowest density of population

INTER DISCIPLINARY 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:	

**HISTORY:India and the
Contemporary World-I**

NAME OF THE CHAPTER/TO PIC	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process	ACTIVITIES TO ACHIEVE THE LEARNING OBJECTIVE
Section I: Events and Processes Chapter-1 The French Revolution	CG-2 Analyses the important phases in world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new Ideas and practices across the world and how they affected the course of world 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 invasions, conquests, and plunder,genocides,exclusion of women from democratic and other institutions), all of	<ul style="list-style-type: none"> The students will be able to Infer how the French Revolution had an impact on the European countries in the making of nation states in Europe and else where. Will be able to Illustrate that, the quest for imperialism triggered the FirstWorld War. .Will examine various sources to address imbalances that may lead to revolutions. SDG- 16-PEACE ,	<ul style="list-style-type: none"> Conduct Classroom discussions to compare the conditions that prevailed in France that led to revolution and the conditions that led to the first war of Indian Independence.(1857). Use Graphic Organisers(concept map/story map etc) to examine the situations. Suggest solutions to address such imbalances and discriminations that lead to revolutions. Appraise the impact of the French revolution on the world with a group 	<ul style="list-style-type: none"> map skill concept map picture interpretation Time line

		which have also impacted the Course of world history and have left unhealed wounds.	JUSTICE AND STRONG INSTITUTIONS	presentation.	
Chapter 2- Socialism in Europe and the Russian Revolution	CG-2 Analyse important phases of world history and draws insight to understand the present-day world.	C-2.1 Explain historical events and processes with different types of sources with specific examples from India and world history. C-2.4 Explains the growth of new ideas in Europe and Asia and how it affected the course of human history	<ul style="list-style-type: none"> To compare the situations that led to the rise of Russian and French Revolutions. Examine the situations that led to the establishment of Lenin's communism and Stalin's collectivization. Analyse the role played by the varied philosophers and leaders that shaped therevolution. <p>SDG-9- INDUSTRY, INNOVATION AND INFRASTRUCTURE SDG-10. REDUCTION OF INEQUALITY</p>	<ul style="list-style-type: none"> Flip ped learning through making of concept maps/role plays etc reflecting the situations which led to both revolutions. <p>Flow chart reflecting how Lenin's communism/Stalin's collectivization was established.</p> <p>Socratic method to discuss the role played by the varied philosophers and leaders that shaped the revolution</p>	<ul style="list-style-type: none"> flowchart, powr point presentation, map skill <p>Time line</p>
Chapter 3- Nazism and the Rise of Hitler.	CG-2 Analyse important phases of world history and draws insight to understand the present-day world	C-2.1 Explains historical events and processes with different types of sourceswith specific examplesfrom India and world history. C-2.4 Explains the growth of new ideas in Europe andAsia and how it affected the course of human history.	<ul style="list-style-type: none"> Analyse the role of“Treaty of Versailles”in the rise of Hitler to power. Analyse the genocidal war waged against the“undesir ables” by Hitler. Compare and contrast the charact eristics of Hitler and Gandhi <p>SDG-16-PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> Audio-visual aids like a film or animations can be shown followed by a discussion on the reasons for the rise and fall of Hitler. Jig saw strategy to critique the genocidal war waged against the“undesirable” by the Nazis. 	<ul style="list-style-type: none"> collection of visuals,posters, leaflets,videos, writings,album s,and speeches of Hitler. <p>Time line</p>
		C-2.5 Recognises the various practices that arose, such as those		Role play Characters- Hitler and Gandhi.Cartoon	

		in racism,slavery, colonial invasions, 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.		interpretations on the leaders.	
Section II: Livelihoods, Economies and Societies Chapter 4 Forest Society and Colonialism	Inter disciplinary Project with Chapter 5 of Geography “Natural Vegetation and Wildlife”	Refer AnnexureII	Refer Annexure II SDG-15- LIFE ON LAND	ReferAnnexureII	.case studies- focus on two forest movements: A-In colonial India(Baster) B-In colonial Indonesia(Java) Mind Map
Chapter 5 Pastoralists in the Modern World	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, cultural diversity,and biodiversity of the region	C-4.3 Draws inter-linkages between various components ofthe physical environment, such as climate and relief,climate and vegetation,vegetation, and wildlife. C-4.4Analyses and evaluates the inter-relationship between the natural environment and human beings andtheir cultures across egions and,in the case of India, the special environmental ethos that resulted in practices of nature conservation. C-4.5 Critically evaluates the impact of human interventions on the environment,includi ng climate change, pollution,shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental	<ul style="list-style-type: none"> • Examine the situationthat have created nomadic societies highlighting the key factor played by the climatic conditions and topography. • Analyse varying patterns of developments within pastoral societies in different places in India. .Comprehend the impact of colonialism on Pastoralists in India and Africa. SDG-13- CLIMATE ACTION	<ul style="list-style-type: none"> • Locate the various pastoral communities on an outline map ofIndia and explain cyclical movements of these according to climatic conditions. • Audio Visual aids like documentaries on the various pastoral Communities can be shown. • Presentations comparing the lives of pastoralists and the colonial impact on pastoralists in India andAfrica. • T charts and similar graphic organizers tocompare the lives of pastoralists in pre- andpost-colonial periods. • Think-pair and share can be practised to discuss various methods of colonial policies of exploitation and their impact on pastoralists of Africa and India. 	<ul style="list-style-type: none"> • Collage making on Pastoralists. .Collection of datas about different tribes of Odisha

NAME OF THE CHAPTER/ TOPIC	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process	ACTIVITIES TO ACHIEVE THE LEARNING
<p>1. What is Democracy? Why Democracy?</p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>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</p>	<ul style="list-style-type: none"> Examine the concept structural components of Democracy and its forms/features. Compare and Contrast working of democracies of India and North Korea and infer on the differences and significance in each country. Analyse and infer on the different historical processes and forces that have contributed for the promotion of democracy SDG- 8- DECENT WORK AND ECONOMIC GROWTH .SDG-10. REDUCE INEQUALITY 	<ul style="list-style-type: none"> Brain storming on introduction of concepts of Democracy & features of Democracy 4 corners strategy to discuss “What is & why democracy?” students create democratic governance model in the class. Cartoon interpretation to summarize the benefits of democracy 	<p>Mnd Map comparative analysis of different democratic countries.</p>
<p>2. Constitutional Design</p>	<p>CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government</p>	<p>C-5.1 Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India’s early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds sanghas and ganas, village councils and</p>	<ul style="list-style-type: none"> Arranged Group discussion and describe the situation that led to creation of Indian Constitution Enumerate the essential features that need to be kept in mind while drafting any constitution. Examine the guiding values that created the Indian constitution 	<ul style="list-style-type: none"> Group Discussion to comprehend the purpose of constitution. Poster making/ wall magazine for Comparing and contrasting between Preamble of South African constitution with the preamble of Indian constitution. Declamation strategy for discussing the roles and 	<ul style="list-style-type: none"> Picture interpretation Slogan writing peer discussion role play Debate

		committees.	<ul style="list-style-type: none"> Comprehend the roles and responsibilities as citizens of India. <p>SDG-G-1-No POVERTY SDG-16-PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	responsibilities of citizens.	
3. Electoral Politics	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristic of a democratic government	C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform the fundamental duties.	<ul style="list-style-type: none"> Analyse the implications of power of vote and power of recall. Summarize the essential features of the Indian Electoral system. Examine the rationale for adopting the present Indian Electoral System. <p>SDG – 17 PARTNERSHIP FOR GOALS</p>	<ul style="list-style-type: none"> Role play on performing fundamental duties. Perform school council elections for practical learning of the system. Design and present election manifesto. Create multiple parties and create symbols for elections. Use street play to create awareness about the right to vote and fundamental duties. 	<ul style="list-style-type: none"> Group discussion Concept Map Mock election
4. Working of Institutions	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristic 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	<ul style="list-style-type: none"> Examine the roles, responsibilities, and interdependency of all the 3 organs of the Government. Appreciate the parliamentary system of executive's accountability to the legislature. <p>SDG-16-PEACE, JUSTICE AND STRONG INSTITUTIONS</p>	<ul style="list-style-type: none"> Watch videos of Parliament and discuss the importance of question hour. Present mock court to evaluate the rule of Law. Examine the relevant case studies to evaluate the rule of law conduct Mock Parliament session. Collect information on the performance of the functioning of a democratic government and society from social media and other institutions and present. 	<ul style="list-style-type: none"> roleplay quiz

5. Democratic Rights	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristic of a democratic government	C-5.2 Appreciates fundamental Constitutional values and identifies the significance for the prosperity of the Indian nation.	<ul style="list-style-type: none"> Analyse the role of the responsible citizens. Summarize the importance of fundamental rights and duties in the light of the nation's glory. Recognize the role of a responsible citizen while performing their prescribed duties versus claiming rights SDG 5 – GENDER EQUALITY SDG-10. REDUCE INEQUALITY	<p>Debate the need to have rights in the light of study of Saudi Arabia</p> <p>.Graphic organizer to summarize the coexistence of rights vs duties.</p>	<ul style="list-style-type: none"> Concept Map Case Study Debate
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Geography: Contemporary India-I

NAME OF THE CHAPTER / TOPIC	Curricular goals	Competency	Learning outcome	Suggestive Pedagogical process	ACTIVITIES TO ACHIEVE THE LEARNING
1. India–Size and Location	CG-4 Develop 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-4.1 Locates physiographic regions of India and the Climatic zones of the World on a globe/map.	<ul style="list-style-type: none"> Examine how the location of an area impacts its climate and time with reference to longitude and latitude. Explore and analyses the trading and cultural relationships of India with its neighbouring countries. Evaluate the situation & reasons that 	<ul style="list-style-type: none"> On map of India Locate physiographic regions of India and the climatic zones of the world on a globe/map. Use Geo Gebra, Google earth to represent and justify the reasons for the differences in climatic conditions, local and standard time. <p>Brain storming strategy for inferring conditions And relationships of the people living in states that are sharing border with the neighbouring countries impact trade</p>	<ul style="list-style-type: none"> Map skill activities quiz graphical comparative analysis of seven largest countries of the world.

			<p>made 82.5E longitude as Time meridian of India.</p> <ul style="list-style-type: none"> Examine how location of India enables its position as a strategic partner in the subcontinent. Justify the reasons for the differences in climatic conditions, local and standard time <p>SDG-17- PARTNERSHIP FOR THE GOALS</p>	<p>and culture.</p> <ul style="list-style-type: none"> Make a PPT presentation on the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region. 	
2.Physical Features of India	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 land forms, their origin, and other physical factors of a region	<ul style="list-style-type: none"> Justify how the Physical Features of India influences the livelihoods, culture, and the biodiversity of the region. Examine the geological process that played a crucial role in the formation of diverse physical features in India. <p>SDG- G-15-LIFE ON THE LAND</p>	<ul style="list-style-type: none"> Use Art integrated strategies like gallery walk/Model making to demonstrate how physical features make India sub-continent. Group work to discuss the lives and relationships amongst physiographic areas. Brain storming and make a comparison of India's Physical features with another country. 	<ul style="list-style-type: none"> quiz collage on the topic "the Himalaya-A boon for India". map skill bingo (on type of landforms)
3.Drainage	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	-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	<ul style="list-style-type: none"> Examine the information about different lakes and infer on their contribution to Indian ecology. Present creative solutions to overcome the water pollution also to increase the contribution of water bodies to 	<ul style="list-style-type: none"> Choice Board strategy where each group to take up one river and focus on the areas they serve and the impact on Economy of that area. Students will prepare a chart on lakes. Slogan writing, poster making/ save River songs to bring awareness on water pollution and suggest solutions 	<ul style="list-style-type: none"> Map skill report on origin and sources of river

		reverse them	<p>Indian economy.</p> <ul style="list-style-type: none"> Identify the riversystems of the country and explain the role of rivers in human society <p>SDG-6 – CLEAN WATER AND SANITATION</p>		
4.Climate	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-4.3 Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation and wildlife	<ul style="list-style-type: none"> Analyse and infer the effect of monsoon winds on rainfall of the Indian subcontinent. Analyse the temperatures between plateau region, Himalayan region, desert region and coastal region. Enumerate and summarize the reasons for the wide difference between temperatures at different geographical locations of India <p>SDG-13- CLIMATE ACTION</p>	<ul style="list-style-type: none"> Use Mind map/graphic organizers to enumerate and summarize the reasons for the wide difference between the day and night temperatures at different geographical locations of India. Collect Newspaper reports for knowing the weather status. Prepare and present mock drills on climate change and protocols as preventive action for various disasters 	<ul style="list-style-type: none"> map Skill (Identification of climate and climatic control) map Skill (Identification of local winds with the areas) Group Discussion on Climatic change and its effect
5.Natural Vegetation and Wildlife.	Inter disciplinary project	Inter disciplinary project with chapter no IV of History “Forest, Society and Colonialism	Refer annexure II SDG-14- LIFE BELOW WATER	Refer annexure II	<ul style="list-style-type: none"> map Skill (Types of Vegetation) crossword Puzzle.
6.Population	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	<ul style="list-style-type: none"> Analyse and infer the reasons behind the uneven distribution of population in India with specific reference to UP & Rajasthan and Mizoram and Karnataka Enlist the factors that affect the population density <p>SDG-3- GOOD HEALTH AND WELLBEING SDG-4- QUALITY EDUCATION SDG-5 -GENDER EQUALITY</p>	<ul style="list-style-type: none"> Use a Pie - diagram to depict the population distribution in India. Group discussion and presentation on reasons behind the uneven distribution of population 	<ul style="list-style-type: none"> Map skill draw a pie chart to show the population density, distribution in India.

ECONOMICS

Content	Curricular goals	Competency	Learning Objectives	Suggestive Pedagogical process	ACTIVITIES TO ACHIEVE THE LEARNING
<p>Chapter1: The Story of Village Palampur</p>	<p>CG-7 Develops an understanding of the economy of a nation-state, with specific reference to India.</p>	<p>C-7.1 Defines key features of the economy such as production,distributi on,demand, supply, trade,and commerce, and factors that influence these aspects(including technology). -7.2 Evaluates the importance of the three sectors of production (primary, secondary,and tertiary) in any country’s economy,especially India.</p>	<ul style="list-style-type: none"> • Enlist the requirements of production and comprehend their terdependenc e of these requirements. • Corelate farming and non-farming activities to economic growth. <p>.Comprehend how the significance of conditions off arming and the factors of production impact economic evelopment.</p> <ul style="list-style-type: none"> • Find solutions to fosteranequita blesociety. <p>SDG-11- SUSTAINABLE CITIES AND COMMUNITIE S</p>	<ul style="list-style-type: none"> • Visit to a nearby villageor local markets and interview different classes of farmers to know about their lifestyles and there after present in the class. <p>.Concept map/Poster making/gallery walk to enlist the factors of production and evaluate their interdependence.</p> <ul style="list-style-type: none"> • Discussi on/PPT presentation on how to eradicate poverty among farmers and trying to suggest innovative strategies to improve the farmers life styles. 	<ul style="list-style-type: none"> • Collage Making • Situation Card • Pie chart • Flow chart

<p>Chapter-2 People as Resource</p>	<p>CG-7 Develops an understanding of the economy of a nation, with specific reference to India.</p>	<p>C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India.</p>	<ul style="list-style-type: none"> • Evaluate the reasons that contribute to the quality of population. • Observe the different government schemes in some states and see its effect on the quality of people there by. • Propose innovative strategies to solve unemployment problems. <p>SDG-3 GOOD HEALTH AND WELLBEING SDG 4- QUALITY EDUCATION</p>	<ul style="list-style-type: none"> • Classroom discussions/debates on various factors that affect the quality of population. For e.g. significance of Education/Health in Human Resource Development. • Make a news letter collecting articles from newspapers/magazines etc on illiteracy and unemployment Status in India and government initiative in solving the issues. • Audio-Visual aids showing initiatives undertaken by the government in promoting education and employment in various states of India 	<ul style="list-style-type: none"> • flowchart • data interpretation • concept map
<p>Chapter-3 Poverty as a challenge</p>	<p>CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.</p>	<p>C-8.1 Gathers, comprehends, and analyses data related to poverty and unemployment in one's locality and at the national level. C-8.2 Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. C-8.4 Describes India's recent path towards again becoming one of the three largest economies of the world, and how</p>	<ul style="list-style-type: none"> • Comprehend the reasons of poverty in the rural and urban areas. • Evaluate the efficacy of government to eradicate poverty. • Compare how poverty estimates have transformed from 1993-94 to 2011-12. • Correlate the link between 	<ul style="list-style-type: none"> • PPT presentation using case study given in NCERT text on the reasons of rural and urban poverty. • Declamation with data to evaluate the efficacy of government to eradicate poverty and suggest measures/ways which can be used to minimise the same. • Debate on the topic- 'Can 	<ul style="list-style-type: none"> • Graphical presentation • data interpretation • role play

		individuals can contribute to this economic progress	education and poverty. SDG-1 – NO POVERTY	education remove poverty?’	
Chapter 4 Food Security in India	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	C-8.2 Understand and analyses the concepts and practice of the range of economic systems – from free market to entirely state controlled markets. 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. C-8.5 Appreciates the connections between economic development and the environment, and the broader indicators of societal wellbeing beyond GDP growth and income.	<ul style="list-style-type: none"> • Comprehend various aspects of food security that will ensure continuity of supply to the masses. • Enumerate the different features of PDS that directly address FSI. • Analyse and infer the impact of Green Revolution. • Analyse the causes and impact of famines/disasters in food security during pre and post independent India. SDG-2- ZERO HUNGER	<ul style="list-style-type: none"> • Case study and group discussion to connect the link between a well-structured food security system and continuity of supply to masses. • Guest Speaker programmes where govt. officials can be called to talk on FSI and PDS (Public Distribution System) • Panel Discussion/seminar on the impact of the green revolution and PDS. • Concept maps explaining the causes behind the famines in the colonial period and the causes and impact of recurring disasters on food security in post independent India through examples. 	.concept map data collection and interpretation on major famines of India till date.