

Dear Parents,

Greetings to you for the new academic session and congratulations for successfully elevating yourself to the next higher class! I am very optimistic that you will continue your good work with same enthusiasm and strive hard to achieve better on the dint of your hard work.

This syllabus is a comprehensive guideline comprising of scholastic and co-scholastic goals set by the school to be accomplished in the session 2026-27. This has been designed with an objective to assist you in getting an overall idea about the series of activities, observations, celebrations and assessments going to take place in the academic year.

So, prepare yourself taking guidance from the syllabus and your teachers for your holistic development. Perfecting yourself with proper planning to achieve short-term goals will surely help you in attaining your ultimate milestone.

Best Wishes



Sambit Sukumar Chinara

Principal

GUIDELINE TO THE PARENTS

Thank you for being an immense source of support for us. Your cooperation and partnership have been leading us towards the pinnacle of success. Your ward's progress and prosperity are our top priority. Together, we can and we will make it happen. In this connection, your pro-active involvement in the academic matters will ensure its feasibility. Kindly follow the points mentioned below for a better result:

1. Make sure that your ward is regular and punctual to school. As per the CBSE guidelines, minimum 75% attendance is a must for students.
2. Try to dissuade your ward from getting addicted to electronic gadgets. He/she must not carry cell-phones to school.
3. Encourage him/her to clarify the doubts from the concerned teachers without any hesitation.
4. Motivate him/her to submit the classwork and homework regularly. Check that it is followed by your ward.
5. Track the performance of your ward in the periodic/chapter-end/formative/term end assessments and discuss with the teachers for improvement. See that your ward appears all these examinations without fail.
6. Don't plan for any outing during the examination period without a valid reason. All the examinations are mandatory.
7. Persuade your ward to participate in co-curricular activities for holistic development.
8. Stress on self-study of your ward giving emphasis on each and every subject.

PTI MEETING

In the aim of reinforcing students' learning, progress and further development, the school organizes Parent-Teacher Interaction Meetings in regular intervals. The school acquaints the parents regarding the latest CBSE directives, changes in school rules and activities and offers individual feedback on students through class teachers. The class teachers also note constructive suggestions from the parents to improve the performance of the students

Parents are requested to attend the meetings as the information is sent to them through notices from time to time.

CURRICULUM

STD IX: English, Hindi / Odia/ Sanskrit, Mathematics, Science, Social Studies, ICT, Health and Physical Education, Art Education.

N.B.: In addition to English only two languages will be offered.

SCHOLASTIC AREAS

In the aim of reinforcing students' learning, progress and further development, the school organizes Parent- Teacher Interaction Meetings in regular intervals. The school acquaints the parents regarding the latest CBSE directives, changes in school rules and activities and offers individual feedback on students through class teachers. The class teachers also note constructive suggestions from the parents to improve the performance of the students

Parents are requested to attend the meetings as the information is sent to them through notices from time to time.

Scholastic areas include academic performance in Language, Mathematics, Science & Social science.

- **There will be no semester system, Final Exam will be based on Annual Examination of 80 marks & internal assessments of 20 marks.**
- **The internal assessment comprises Periodic test - 5 marks, Note book submission - 5 marks & subject enrichment activities - 5 marks and multiple assessment-5 marks**
- **There will be three periodic tests as one being the Mid Term test and other two being Pre -Mid Term & post -Mid Term with portion of the syllabus cumulatively covered. The average of best two periodic test marks will be taken for final mark submission. The gradually increasing portion of the contents would prepare students acquire confidence for appearing board examination with 100% syllabus.**
- **Assessment will be indicated in both marks & grades.**
- **The grading scale for the scholastic areas is an Eight Point Grading scale.**
- **The total of the grades which comprises Periodic Tests & Final Board examination will be reflected in the Report Book.**

1. Subject Enrichment Activities:

These are subject- specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out throughout the term; however, they should be evaluated in each periodic assessment.

Language: This is aimed at equipping the learners to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of the languages.

Mathematics: Different mathematics lab activities will be conducted in the class.

Science: Practical work and activities in science will be undertaken by the science teachers in the class

Social Science: Map or the **project work will** be undertaken by the social science teachers in the class.

2. Skill Education for Students of Std Viii

NATIONAL EDUCATION POLICY 2020 lays a lot of emphasis on promoting **Skill Education** in Schools. This policy aims to overcome the social status hierarchy associated with **vocational education** and requires integration of vocational education programmes into main stream education in all educational institutions in a phased manner. It will be ensured at least one vocation and exposure to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and Artisan ship.

SKILL SUBJECT

The student has to select any one of the Skill Subjects for the session 2026-27

- Financial Literacy
- Mass Media-Being Media Literate
- Coding
- Things you should Know About Keeping Medicine at home
- What to do when Doctor is not around
- Block Printing
- Mask making
- Mass Media
- Handicrafts

3. **Co-Scholastic Activities:** These are conducted for the holistic development of the students. Co-curricular activities in the following areas be carried out in CBSE affiliated schools by the teachers and will be graded term wise on a 3 Point grading scale (A=Outstanding, B=Very good and C=Fair) . The aspect of regularity, sincere participation, output and team work are the generic criteria for grading in the following co-scholastic activities.
- A) ICT -It refers to skill based activities resulting in the area of computer science & Technology

B) Art Education: Visual & performing art

C) Health &Physical Education: Sports/ Martial arts.

Discipline: The students will also be assessed for the discipline which will be based on the factors like Attendance, Sincerity, Behaviour, and Values, Tidiness, Respect for rules and regulations, Attitude towards Society, Nation and others. Grading on discipline will be done term wise on 3-point grading scale.

(A=Outstanding, B=Very good and C=Fair)

EXAMINATION RULES AND PROMOTION CRITERIA FOR CLASS-IX

1. As per guidelines of CBSE there will be 3 periodic tests and one annual examination at the end of the session.
2. It is mandatory for all the students to appear all the periodic tests & annual examination in both IX and X
3. The annual examination of 80 marks will be conducted covering the whole syllabus at the end of the session.

4. INTERNAL ASSESSMENT will be of 20 marks as follows...

- A. **Periodic Pen Paper Test (5 marks)** :3 Periodic written tests will be conducted . The total marks secured in each of the tests of a student will be reduced to 5 weight. Average of best two periodic tests will be taken for final mark submission.
- B..**Portfolio- (5 marks)**
In each periodic test, note book maintenance can be evaluated based on the following parameters

i. Regularity

ii. Maintenance of copy with index

iii. Writing relevant answers

iv. Follow up action

v. Task completion
- C. **Multiple Assessment: - (5 Marks):** Multiple assessment includes Quizzes, Oral Test , concept map, varying from subject to subject.
- D. **Subject Enrichment Activities: (5 marks)** : Subject Enrichment Activities comprises various techniques like ASL, Reading, Dictation, Debate, Public Speaking etc. for language Lab activities/ Projects/Map works/model Making/ Field Trips etc. for other subjects, which will be conducted in each periodic assessment and average marks will be converted out of 5.

5. A student has to secure at least “D” grade (33% - 40%) marks) in all the academic subjects individually to qualify for admission into the next higher class.
6. Minimum 75% attendance is required to be promoted to next higher class.
7. No periodic test & Annual Examination will be repeated or rescheduled.
8. A composite certificate will be issued at the end of class VIII by the school, which reflects the Marks as well as grades secured by a student in scholastic and co-scholastic areas such as ICT, Art Education, Physical and Health Education, & Discipline.

GRADING SCALE FOR SCHOLASTIC AREAS (CLASS VIII) TO BE FOLLOWED BY CBSE AND THE SCHOOL AT THE TIME OF ASSESSMENT OF STUDENT’S PERFORMANCE

Scholastic Areas (Part-1)		Co-Scholastic Areas		
Marks Range	Grade	Grade	Mark Range	
91-100	A1	A	21-30	OUT STANDING
81-90	A2			
71-80	B1	B	11-20	VERY GOOD
61-70	B2			
51-60	C1	C	1-10	FAIR
41-50	C2			
33-40	D			

EXAMINATION TIMELINE

EXAM	WINDOW TIME	SYLLABUS (DURATION) FOR THE TEST	MARKS	TIME ALLOWED
PeriodicTest - I	27. 07.26 to 01.08.26	Syllabus covered from 1st week of April to 3rd week of July	40	1 ½ Hours
Half Yearly Examination	06.10.26 to 16.10.26	Syllabus covered till last week of September 2026	80	3 Hours
Sahodaya Pre Board	14.12.2026 to 24.12.2026	Full Course	80	3 Hours
PA – III / Pre Board	13.01.2027 to 21.01.2027	Full Course	80	3 Hours
Annual Examination	2 nd week of February 2027	Syllabus for Annual Examination	80	3 Hours

The Sustainable Development Goals (SDGs),

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

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

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



CONTENT

<u>SL NO.</u>	<u>SUBJECT</u>	<u>PAGE NO.</u>
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03	Hindi	20
04	Sanskrit	25
05	Mathematics	31
06	Science	37
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COMMUNICATIVE ENGLISH CLASS – X (101)

PRESCRIBED TEXT BOOKS

INTERACT IN ENGLISH SERIES BY CBSE (REVISED EDITION)

1. LITERATURE READER
2. MAIN COURSE BOOK
3. WORKBOOK

SECTION WISE WEIGHTAGE IN COMMUNICATIVE ENGLISH (101)

SECTION	SPECIFICATIONS	PA-I	PA-II, III & ANNUAL
A	READING SKILLS	12	22
B	WRITING SKILLS	(3+4)= 7	(3+4+7+8)=22
C	GRAMMAR	(3+4)= 7	(3+4+3)= 10
D	LITERATURE TEXTBOOK	(4+2+8)=14	(8+10+8)= 26
-	TOTAL	40	80

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

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) based on the chapters of PA-III.

RUBRICS FOR POWER POINT PRESENTATION (PPT)

1. Content/Relevance:2 marks
2. Creativity/Presentation:2 marks
3. Originality:1 mark

RUBRICS FOR CONCEPT MAP / VISUAL DESCRIPTION

1.Content/Key Ideas:	2 marks
2. Presentation/ Artistic Expression:	2 marks
3. Originality:	1 mark

RUBRICS FOR PORTFOLIO (Class work, Homework, Achievements and other assessments)

1. Organization & Presentation:	2marks
2. Task Completion:	1 mark
3. Evidences of Curricular and Co-Curricular accomplishments:	2 marks

SUBJECT ENRICHMENT ACTIVITIES

- ❖ Periodic Assessment-I: ALS (Listening)
- ❖ Periodic Assessment-II: A L S (D r a m a t i z a t i o n / G D / D e b a t e)
- ❖ Periodic Assessment-III: ART Integrated Project ‘Odisha and Punjab: A Comparative Analysis’
(With reference to MCB Units: Travel and Tourism)

RUBRICS FOR DRAMATISATION/GD/ DEBATE

1. Interactive competence:	2 marks
2. Fluency and Pronunciation:	2 marks
3. Language (Grammar and Vocabulary):	1 mark

RUBRICS FOR AIP:

1. Content:	2marks
2. Presentation/ Artistic Expression:	2marks
3. Timely submission:	1mark

SECTION WISE MARK DISTRIBUTION FOR PA-1(40 MARKS)

I. Section A: Reading Skills (12 MARKS)

Reading Comprehension through Unseen Passage (12 Marks)

- ✓ Continuous Text (Literary/Discursive) of around 500 words.

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

II. Section B - Writing Skills (7 marks)

This section will have two short writing tasks:

- ✓ Application for Leave (maximum 50 words) **3 marks**
- ✓ Factual Description of a person (maximum 100 words) **4 marks**

III. Section C - Grammar (7 MARKS)

- a) Determiners b) Tenses c) Subject-Verb Agreement d) Non-finites – Infinitives and Participles

The above items will be taught and assessed through:

- ✓ *Gap filling:* **3 marks**
- ✓ *Editing/Omission:* **4 marks**

IV. Section D –Literature Reader (14marks)

- ✓ **Reference to the Context: 4 Marks**

• One out of two extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension, interpretation, inference and evaluation. **1x4=4 marks**

- ✓ **Short & Long Answer Questions**

- (i) **One** Short Answer Question out of **two**, from the Literature Reader to test local and global comprehension of theme and ideas, analysis and evaluation (30-40 words each) **1x2= 2 marks**

(ii) **One** out of **two** Long Answer type Questions to assess how the values inherent in the text have been brought out. Creativity, imagination and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (150 words). **1x8= 8 marks**

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

Sl No.	Chapters/ Units	Marks Allotted in Syllabus	VSA (1 mark each. (17 Nos)	SA-I (2 marks each) (4 Nos.)	SA-II (3 / 4 marks each. (2 No.)	LA (7 / 8 marks each) (1 Nos.)	TOTAL (24 Nos.)
1	Reading	12	1x5 MCQs = 5 1X1 OTQ = 1	2x 3 SAQs = 6			9
2	Writing	7	-		1x3= 3 1x4=4		2
3	Grammar	7	1x3 MCQs = 3 1x 4 OTQs = 4				7
4	Literature	14	1x4 OTQs = 4	1X2 = 2		1x8=8	6
	TOTAL	40					

**SECTION WISE MARK DISTRIBUTION FOR PA-II, PA-III /Pre-Board And BOARD
EXAMINATION**
(80 marks)

SECTION A: READING SKILLS

Marks

12+10=22

- The section will have two unseen passages with the maximum word limit of 750 words. The passages can have continuous and non-continuous text inspired from the themes in prescribed books. Please refer to the Main Course Book (MCB) for types of non-continuous texts. (For example –Unit 1 has lists, tables, cues, message, telephone conversation etc.).
- Objective Type Questions (including Multiple Choice Questions), Very Short Answer Type Questions (one word/ one phrase / one sentence) and Short Answer Type Questions (30-40 words each) will be asked to test interpretation, analysis, inference, evaluation and vocabulary in context.

SECTION B: WRITING SKILLS

22 Marks

This section will have a variety of short and long writing tasks.

- Application for leave/ change of subject /change of section/ bus-timings or similar topics in maximum 50 words **3 marks**
- Factual Description of a person/object in maximum 100 words **4 marks**
- One out of two formal letters, in maximum 120 words, thematically aligned to topics in MCB. **7 marks**
- One out of two articles based on verbal cues, in maximum 150 words, thematically aligned to MCB topics. **8 marks**

SECTION C: GRAMMAR

10 marks

Grammar items will be taught and assessed over a period of time.

1. Tenses 2. Modals 3. Subject – Verb Concord 4. Reported speech
- Commands and requests
 - Statements
 - Questions
2. Clauses
- (a) Noun clauses (b) Adverb clauses (c) Relative clauses
3. Determiners

The above items may be tested through test types as given below:

- Gap filling
 - Editing or Omission
 - Sentences Reordering or Sentence Transformation in context.
- 3 marks

4 marks

3 marks

SECTION D: LITERATURE TEXTBOOK

26 marks

- Two out of three extracts from prose/poetry for reference to the context. Very Short Answer Questions will be asked to assess global comprehension, interpretation, inference and evaluation.

4x2=8 marks
- Five Short Answer Type Questions out of six from the Literature Reader to test local and global comprehension of theme and ideas, analysis, evaluation and appreciation (30-40 words each)

5x2=10 marks
- One out of two Long Answer Type Questions to assess how the values inherent in the text have been brought out. Creativity, evaluation and extrapolation beyond the text and across the texts will be assessed. This can also be a passage-based question taken from a situation/plot from the texts. (150 words).

1x8= 8 marks

BLUE PRINT OF QUESTION PAPER FOR PA-II, III(PRE-BOARD) & BOARD EXAM (80Marks)

Sl No.	Chapters / units	Marks Allotted in Syllabus	VSA (1 mark each) (30 Nos.)	SA-I (2 marks each) (10 Nos.)	SA-II (3 marks each) (1 No.)	LA-I (4 marks each) (2 Nos.)	LA-II (7/8 marks each) (2 Nos.)	TOTAL (50 NOS.)
1	Continuous Text (Literary/ Discursive passage)	12	5 MCQs + 1 OTQ	3 SAQs				12
2	Non-Continuous Text (Factual)	10	4 MCQs + 2 OTQs	2 SAQs				10
3	Situational Application	3	-	-	1			1
4	Factual Description	4	-	-	-	1	-	1
5	Formal Letter	7					1	1
6	Article Writing	8					1	1
7	Gap filling (Paragraph based)	3	3 MCQs	-	-	-	-	3
8	Editing or Omission	4	4 OTQs	-	-	-	-	4
9	I. Sentence Reordering	1	1 OTQ		-			1
	II. Sentence Transformation	2	2 OTQs					2
10	Literature Reference to Context (Extract Based Questions) Any 2 out of 3 Extracts I. Poetry II. Prose III. Drama	4 +4 =8	8 OTQs	-	-	-	-	8
11	Literature SAQs	10	-	5				5
10	Literature LAQs	8	-	-	-	-	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 F.M:40 Time: 1 Hr. 30Min.	Periodic Assessment-II F.M:80 Time:3 hours	Periodic Assessment- III/ Sahodaya Pre-Board F.M:80 Time: 3 hours	Board Examination (As per CBSE Notification) F.M:80 Time:3 hours
Literature Reader	Literature Reader	Literature Reader	WHOLE SYLLAB US
PROSE 1. Two Gentlemen of Verona 2. Mrs. Packletide’s Tiger POETRY 1. The Frog and the Nightingale 2. Not Marble, nor the Gilded Monuments (Sonnet 55) 3. Ozymandias DRAMA 1. The Dear Departed	PROSE 1.The Letter 2.A Shady Plot 3.Patol Babu, Film Star POETRY 1. The Rime of Ancient Mariner (Part – I and II)	PROSE 1. Virtually True POETRY 1. Snake DRAMA 1. Julius Caesar	
Main Course Book 1. Health and Medicine 2. Education	Main Course Book 1. Science 2. Environment	Main Course Book 1. Travel and Tourism 2. National Integration	
Writing Skill: 1. Application for Leave 2. Factual Description of a person	Writing Skill: 1. Formal Letters, thematically aligned to topics in MCB 2. Articles based on verbal cues and thematically aligned to MCB topics	Writing Skill: 1. Application for Change of Subject/ change of Section/ bus-timings or similar topics 2. Factual Description of an object	
Workbook	Workbook	Workbook	
Unit 1: Determiners Unit 2: Tenses Unit 3: Subject Verb Agreement Unit 4: Non-finites – Infinitives and Participles	Unit 6: Connectors Unit 7: Conditionals Unit 12: Active and Passive Unit 13: Reported Speech Unit 14: Prepositions	Unit 5: Relatives Unit 8: Comparison Unit 9: Avoiding Repetitions Unit 10: Nominalisation Unit 11: Modals <i>Additional Topic to be covered: Clauses</i>	
N.B.: <i>The grammar items will be assessed through integrated exercises.</i>			
	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/ Pre-Board includes the portion of whole syllabus.	

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

Name of the Chapter	Learning Objectives	Pedagogical Process	Activities to achieve the learning Objectives
	The learners will be able to:	The learners	Speaking skills:
Two Gentlemen of Verona SDG 1: No Poverty SDG 3: Good Health & Well-being SDG 16: Peace, Justice and Strong Institutions	- develop empathy for human emotions such as sacrifice, love, and responsibility - understand the strong bond between siblings and family commitment - appreciate the themes of dignity of labour, perseverance, and selfless service	- relate the prose text <i>Two Gentlemen of Verona</i> to real-life experiences of hardship, sacrifice, and responsibility - participate in discussions on war, poverty, illness, sibling bonding, and human dignity - analyse characterization, setting, and theme in <i>Two</i>	- Warm-up Discussion: What does responsibility mean? Can children be more responsible than adults? - Background Exploration: Short discussion on the effects of war on common people. - Diary Writing: Write a diary entry from Lucia’s point of view.

Name of the Chapter	Learning Objectives	Pedagogical Process	Activities to achieve the learning Objectives
SDG 17: Partnership for the Goals	- relate the message of the story to real-life experiences - explain the effects of war on children and society	<i>Gentlemen of Verona</i> through guided questions appreciate values such as sacrifice, responsibility, and dignity of labour	Letter Writing: Write a letter Nicola might write to his sister.
Mrs. Packletide's Tiger SDG 1: No Poverty, SDG 3 : Good Health & Well-Being SDG 16 : Peace, Justice and Strong Institutions	- Understand the central theme of vanity, competition, and human folly - Analyze the character of Mrs. Packletide and her motivations for showing off - Appreciate the satirical and humorous tone used by Saki to critique society - Identify the social commentary on class, pride, and human behavior - Recognize the use of irony, wit, and exaggeration in storytelling	- be oriented to the prose through a discussion on satire, social pretensions, and the desire for false prestige. - analyse characters and situations to understand how Saki exposes human vanity and hypocrisy. - interpret key incidents to recognise elements of satire and irony in the plot. - relate the central idea to real-life situations, reflecting on social rivalry and shallow status-seeking behaviour.	- Role Play / Dramatization: Enact the scene where Mrs. Packletide poses with the tiger or interacts with Loona. - Diary Entry: Write a diary entry from Mrs. Packletide's perspective after the hunting incident. - Letter Writing: Write a letter from Mrs. Packletide to a friend describing her "adventure." - Comic Strip / Illustration: Draw a comic showing the story's humorous events and ironic twist.
The Letter SDG 3: Good Health & Well-being SDG 4: Quality Education	- Develop empathy for human emotions such as hope, patience, and longing. - Understand the emotional bond between parents and children. - Appreciate the themes of faith and endurance in human life.	- Relate the story to real-life experiences of waiting and separation. - Participate in discussions on ageing, loneliness, and parental emotions. - Interpret the moral and emotional message of the text.	- Role Play: Enact a scene between Coachman Ali and the postmaster. - Letter Writing: Write a letter Ali might have received from his daughter. - Moral Debate: Discuss: "<i>Is empathy learned only through personal suffering?</i>" - Theme Mapping: Create a mind map of themes like patience, hope, and love.
A Shady Plot SDG 3 : Good Health and Well Being SDG 12 : Responsible Consumption and Production	- Understand the plot and theme of misuse of Ouija Board and supernatural elements - Analyse characters like John Hallock and Helen - Develop critical thinking regarding the story's humorous, satirical take on ghost stories - Enjoy and appreciate horror fiction	- Focus on character development - Emphasize active learning and critical thinking - Relate the text to modern contexts like reliance on technology versus personal talent	- Story prediction based on the title of the story. - Horror story telling competition - Write ghost stories - Puzzling out the meaning of unfamiliar words - Mind map
Patol Babu SDG 4 : Quality Education SDG 8: Decent Work and Economic Growth.	- Understand the theme of dignity in work and professional commitment. - Interpret the message that no work is insignificant if done with dedication. - Connect the story's message to real-life situations such as school responsibilities and teamwork. - Demonstrate expressive reading while delivering dialogues. - Strengthen critical thinking by analysing Patol Babu's choices. - Cultivate a positive attitude toward every opportunity in life.	- Analyze the protagonist's character traits such as dedication, perseverance, humility, and professionalism with textual evidence. - Interpret the central theme—dignity of labour and intrinsic motivation—through teacher-led questioning and peer discussion. - Examine the role of mentorship by evaluating Nishikanto Ghosh's advice and its impact on Patol Babu's performance	- Role Play / Dramatization: Enact the film scene or Patol Babu's reaction after it. - Diary Entry: Write a diary entry from Patol Babu's perspective after his first acting experience. - Letter Writing: Write a letter Patol Babu might send to a friend describing his experience.

Name of the Chapter	Learning Objectives	Pedagogical Process	Activities to achieve the learning Objectives
Virtually True SDG 4: Quality Education SDG 9: Industry, Innovation and Infrastructure	- Explain the concept of virtual reality and computer-based gaming presented in the chapter. - Analyze the blend of science fiction and reality in the narrative. - Identify key themes such as: - Impact of technology on human life - Expand vocabulary related to technology and gaming	- Explore themes of experiential learning, technological impact, and human empathy. - construct their own understanding and knowledge of the virtual, sometimes dangerous, world through direct experience and reflection.	- Think–Pair–Share: Ask: <i>Can a virtual world feel real?</i> (games, VR, metaverse). - Tech Brainstorm: Students list technologies they use daily and predict how future tech might change life.
The Frog and The Nightingale SDG 3: Good health and wellbeing SDG 16: Peace, justice and strong institutions.	- develop empathy for emotions such as fear, insecurity, and self-doubt - understand the consequences of blind imitation and loss of individuality - appreciate the themes of exploitation, power, and self-confidence - interpret the poem as a satire and allegory - develop critical awareness about manipulation and false authority	- identify features of a narrative poem and satire in <i>The Frog and the Nightingale</i> - understand the allegorical nature of the poem and recognize symbolism in characters and setting - relate the poem’s message to real-life issues such as exploitation, misuse of power, self-confidence, and social responsibility	Role Play / Dramatization - Enact important scenes to understand emotions and manipulation. Group Discussion: Why is self-confidence important? Debate Motion: “<i>The Nightingale is responsible for her own downfall.</i>”
Not Marble, Nor the Gilded Monuments SDG 4: Quality Education SDG 11: Sustainable Cities and Communities	- Identify the theme and poetic form (sonnet). - Recognise key images such as marble, gilded monuments, war and time. - Analyse how Shakespeare contrasts material monuments with the power of poetry. - Examine the poet’s attitude towards time, war and mortality. - Evaluate the poet’s claim that poetry grants immortality.	- be sensitized to the theme of time, mortality, and immortality through a brief discussion on art versus material legacy. - read and recite the sonnet with appropriate rhythm to understand structure, tone, and emotional appeal. - interpret the poet’s argument about the power of verse over physical monuments.	- Brainstorming: What makes a person truly immortal—wealth, power, or art? - Compare & Contrast Alternate Title: Suggest a new title and justify it. - Art-Integrated Activities: Poster Making: Visualizing Time vs Poetry.
Ozymandias SDG 11: Sustainable Cities and Communities SDG 16: Peace, Justice and Strong Institutions	- identify the speaker, Ozymandias and important images from the poem. - explain the central idea of the poem in one’s own words. - analyse the theme of the transience of power and human pride. - judge the relevance of the poem’s message in the modern world, with reasons.	- be introduced to the poem through a brief discussion on power, pride, and the passage of time to build conceptual readiness. - engage in guided questioning to infer the poet’s attitude towards authority and legacy - reflect on the poem’s relevance in contemporary contexts, connecting it with historical and modern examples of rise and decline.	- Theme Tracker: Track how pride, power, and decay appear in the poem. - Diary Entry: Write a diary entry from the traveller’s point of view. - Debate: “Power is temporary; values are permanent.”
The Rime of The Ancient Mariner SDG 13: Climate Action SDG 15: Life on Land	- Understand the central themes of sin, punishment, repentance, and redemption. - Develop empathy for suffering and respect for all living beings. - Appreciate the poem as a narrative ballad with supernatural elements.	- Connect human actions with their consequences through discussion. - Identify features of a ballad and understand archaic expressions.	- Group discussion on the consequences of harming nature. - Role-play or dramatic reading of selected stanzas. - Writing a reflective paragraph on the moral lesson of the poem.

Name of the Chapter	Learning Objectives	Pedagogical Process	Activities to achieve the learning Objectives
SDG 16: Peace, Justice and Strong Institutions		• Relate the poem’s message to environmental responsibility.	
Snake SDG 15 : Life On Land SDG 16 : Peace, Justice and Strong Institutions	• Understand snakes are not just creatures to fear but fascinating animals to respect • Foster better understanding and appreciation of wildlife. • Accept the incredible diversity and adaptability of animals • Develop sensitivity by being responsible and respectful towards all living creatures.	• Explore the conflict between nature and civilization • Analyse the thematic, symbolic and literary devices • Experiential understanding of human psychology, guilt and environmental ethics	• Debate: Instinct vs Education • Role play (Scene at the water trough) • Research Project on Snake Species, Anatomy and Conservation
The Dear Departed SDG 3: Good Health & Well-being SDG 10: Reduced Inequalities	• Understand how the play uses dark humour and irony to criticize the callous, materialistic nature of modern relationships. • Analyse the dramatic tension created by the misunderstanding of death and the subsequent "spat" over inheritance. • Address the social issue of neglecting, abusing, and exploiting elderly family members. • Explore themes of materialism, greed, and moral responsibility.	• focus on analysing themes of greed, moral decay, and disrespect for the elderly through active learning. • discuss on the irony of the title, and critical analysis of the materialistic behaviour	• Role Play / Dramatic • Character Analysis Chart Activity: Ask learners to prepare a chart describing each major character under headings such as: Traits, Evidence from the text, Behaviour, what it reveals about society.
Julius Caesar SDG 16: Peace, Justice and Strong Institutions SDG 10: Reduced Inequalities	• Understand the central themes of ambition, power, loyalty, betrayal, and patriotism • Explain the conflict between personal loyalty and public duty • Appreciate the importance of rhetoric and persuasive speech, especially Antony’s funeral oration • Identify the use of dramatic irony, soliloquy, and symbolism • Relate the play’s themes to modern political and social situations	• connecting its themes of power, ambition, and betrayal to contemporary life • analyse complex character motivations (Caesar, Brutus, Antony)	• Speech Comparison: Compare Brutus’s and Antony’s funeral speeches (purpose, tone, effect). • Debate: <i>Was Brutus a hero or a traitor?</i> • Role Play / Dramatization: Enact the assassination or funeral scene.

ODIA (Code: 013)

Prescribed Text Book:

୧. ସାହିତ୍ୟ ସିନ୍ଧୁ- ଦଶମ ଶ୍ରେଣୀ ପ୍ରକାଶକ - ମାଧନିକ ଶିକ୍ଷା ପରିଷଦ, ଓଡ଼ିଶା (୨୦୨୨)
୨. ମାଧନିକ ବ୍ୟାକରଣ- ଦଶମ ଶ୍ରେଣୀ ପ୍ରକାଶକ - ମାଧନିକ ଶିକ୍ଷା ପରିଷଦ, ଓଡ଼ିଶା (୨୦୨୨)

ASSESSMENT STRUCTURE

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

MULTIPLE ASSESSMENTS

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

SUBJECT ENRICHMENT ACTIVITIES

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

CW/HW

(05 Marks)

- *Regularity and Maintenance of copy
*Relevant Answers and Follow up Action
*Task completion
Poetry Review
*Understanding and Language
*Presentation and Clarity
*Timely completion
Story Writing
*Plot Construction and characterization
*Language and Message
*Timely completion
Group Discussion
*Understanding and Language
*Presentation and Originality
*Time Management
Scenery Narration
*Content and creativity
*Language and understanding
*Timely completion

- (02 Marks)
(02 Marks)
(01 Mark)
(05 Marks)
(02 Marks)
(02 Marks)
(01 Mark)
(05 Marks)
(02 Marks)
(02 Marks)
(01 Mark)
(05 Marks)
(02 Marks)
(02 Marks)
(01 Mark)
(05 Marks)
(02 Marks)
(02 Marks)
(01 Mark)

PA I (BLUE PRINT OF QUESTION PAPER)						
Section	Unit	LA (5/6 Marks)	SA-II (2 Marks)	SA-I (1 Mark)	VSA (1 Mark)	TOTAL
Section A	Reading		5x2			10
Section B	Writing	1x6				6
Section C	Grammar			2X1 2X1		4
Section D	Literature	1x5	3X2	4X1	5X1	20
Marks		11	16	08	05	40

The Question Paper will be divided into four sections .

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

BLUE PRINT (PRE BOARD & ANNUAL)

PA II (BLUE PRINT OF QUESTION PAPER)						
Section	Unit	LA (5 Nos)	SA-II (3 Nos.)	SA-I (4 Nos.)	VSA (2 Nos.)	TOTAL (14 Nos.)
Section A	Reading		5X2			10
Section B	Writing	1X6, 1X6				12
Section C	Grammar	1X4		2X1 2X1 2X1		10
Section D	Literature	1X5, 1X5	3X2 3X2	6X1	10X1 10X1	48
Marks		26	22	12	20	80

DESIGN OF QUESTION PAPER(2026-27)

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

PERIODICASSESSMENT-II / HALF YEARLY (TIME 3 HRS.)		
SL.NO.	CHAPTER	FM: 80
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150 ଶବ୍ଦ ମଧ୍ୟରେ)	5x2=10
SECTION-B (12)		
2	ରଚନା(3ଟିରୁ ଗୋଟିଏ)	1x6=06
3	ସମ୍ବାଦପତ୍ରର ସମ୍ପାଦକଙ୍କ ନିକଟକୁ ପତ୍ର(2ଟିରୁ ଗୋଟିଏ)	1x6=06
SECTION-C (10)		
4	ଛନ୍ଦ (ଭାଗବତ ବାଣୀ, ନଟବାଣୀ, ବଙ୍ଗଳାଶ୍ରୀ, ରାମକେରୀ) (2ଟିରୁ ଗୋଟିଏ)	4x1=4
5	ବାକ୍ୟ ପରିବର୍ତ୍ତନ (ସରଳ, ଯୌଗିକ ଓ ଜଟିଳ)(3ଟିରୁ 2ଟି)	2x1=2
6	ରୁଚି(3ଟିରୁ 2ଟି)	2x1=2
7	ଭ୍ରମ ସଂଶୋଧନ(3ଟିରୁ 2ଟି)	2x1=2
SECTION- D (48)		
8	ସରଳାର୍ଥ (ଗଦ୍ୟ) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
9	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ (ଗଦ୍ୟ))(5ଟିରୁ 3ଟି)	3x2=6
10	MCQ PROSE (NO CHOICE)	10x1=10
11	ସରଳାର୍ଥ (ପଦ୍ୟ) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
12	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ପଦ୍ୟ))(5ଟିରୁ 3ଟି)	3x2=6
13	MCQ POETRY (NO CHOICE)	10x1=10
14	ଅତିରିକ୍ତ ସାହିତ୍ୟ (8ଟିରୁ 6ଟି)	6x1=6
SAHODAYA PRE BOARD / ANNUAL (TIME : 3 HRS.)		
SL.NO.	CHAPTER	FM: 80
SECTION-A (10)		
1	ଅଜଣା ଅନୁଛେଦ (130-150-ଶବ୍ଦ ମଧ୍ୟରେ)	5x2=10
SECTION-B (12)		
2	ରଚନା(3ଟିରୁ ଗୋଟିଏ)	1x6=06
3	ସମ୍ବାଦପତ୍ରର ସମ୍ପାଦକଙ୍କ ନିକଟକୁ ପତ୍ର(2ଟିରୁ ଗୋଟିଏ)	1x6=06
SECTION-C (10)		
4	ଛନ୍ଦ (ଭାଗବତ ବାଣୀ ,ନଟବାଣୀ ବଙ୍ଗଳାଶ୍ରୀ,ରାମକେରୀ) (2ଟିରୁ ଗୋଟିଏ)	1x4=4
5	ବାକ୍ୟ ପରିବର୍ତ୍ତନ (ସରଳ, ଯୌଗିକ ଓ ଜଟିଳ) (3ଟିରୁ 2ଟି)	2x1=2
6	ରୁଚି(3ଟିରୁ 2ଟି)	2x1=2
7	ଭ୍ରମ ସଂଶୋଧନ (3ଟିରୁ 2ଟି)	2x1=2
SECTION- D (48)		
8	ସରଳାର୍ଥ(ଗଦ୍ୟ) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
9	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ଗଦ୍ୟ) (5ଟିରୁ 3ଟି)	3x2=6
10	MCQ PROSE (NO CHOICE)	10x1=10
11	ସରଳାର୍ଥ (ପଦ୍ୟ) (2ଟିରୁ ଗୋଟିଏ)	1x5=5
12	ସଂକ୍ଷେପରେ ଉତ୍ତର ଲେଖ(ପଦ୍ୟ) (5ଟିରୁ 3ଟି)	3x2=6
13	MCQ POETRY (NO CHOICE)	10x1=10
14	ଅତିରିକ୍ତ ସାହିତ୍ୟ (8ଟିରୁ 6ଟି)	6x1=6

DETAILED SYLLABUS

P. A.–I(40 marks) Time: 1 hr 30 Mins	P A-II/Half-Yearly (80 marks) Time: 3 hrs	Sahodaya Pre Board/Annual (80 marks) Time: 3 hrs
ଅପଠିତ ଗଦ୍ୟାଂଶ ଅନୁଛେଦ ରଚନା ବ୍ୟାକରଣ: ୧.ରୁଦ୍ଧି ୨.ଭ୍ରମ ସଂଶୋଧନ ପଦ୍ୟ : ୧. ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ଗଦ୍ୟ: ୧. ଜନ୍ମଭୂମି ଅତିରିକ୍ତ ସାହିତ୍ୟ: ଗଳ୍ପ ୧. କାଠ	ଅପଠିତ ଗଦ୍ୟାଂଶ ଅନୁଛେଦ ରଚନା ସମ୍ବାଦପତ୍ରର ସମ୍ପାଦକଙ୍କ ନିକଟକୁ ପତ୍ର ବ୍ୟାକରଣ: ୧.ରୁଦ୍ଧି ୨.ଭ୍ରମ ସଂଶୋଧନ ୩.ଛନ୍ଦ (ଭାଗବତବାଣୀ, ନଟବାଣୀ ବଙ୍ଗଳାଶ୍ରୀ, ରାମକେରୀ) ୪.ବାକ୍ୟ ପରିବର୍ତ୍ତନ (ସରଳ, ଯୌଗିକ ଓ ଜଟିଳ) ପଦ୍ୟ: ୧. ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ୨. ଭୀମଙ୍କ ସିଂଘନାଦ ରତ୍ନ ୩. ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାମୁକୁଳ ୪. ଚିଲିକାରେ ସାୟନ୍ତନ ଦୃଶ୍ୟ ଗଦ୍ୟ: ୧. ଜନ୍ମଭୂମି ୨.ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ ଅତିରିକ୍ତ ସାହିତ୍ୟ: ଗଳ୍ପ: ୧. କାଠ ୨. କାଳର କପୋଳ ତଳେ ଏକାଙ୍କିକା: ୧. ଫଲ୍ଗୁ	ଅପଠିତ ଗଦ୍ୟାଂଶ ଅନୁଛେଦ ରଚନା ସମ୍ବାଦପତ୍ରର ସମ୍ପାଦକଙ୍କ ନିକଟକୁ ପତ୍ର ବ୍ୟାକରଣ: ୧. ରୁଦ୍ଧି ୨.ଭ୍ରମ ସଂଶୋଧନ ୩.ଛନ୍ଦ (ଭାଗବତବାଣୀ, ନଟବାଣୀ ବଙ୍ଗଳାଶ୍ରୀ, ରାମକେରୀ) ୪.ବାକ୍ୟ ପରିବର୍ତ୍ତନ(ସରଳ, ଯୌଗିକ ଓ ଜଟିଳ) ପଦ୍ୟ: ୧. ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ ୨. ଭୀମଙ୍କ ସିଂଘନାଦ ରତ୍ନ ୩. ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାମୁକୁଳ ୪. ଚିଲିକାରେ ସାୟନ୍ତନ ଦୃଶ୍ୟ ୫. ମଙ୍ଗଳେ ଅଇଲା ଉଷା ୬. ଜାଗବନ୍ଧନହରା ୭. ସର୍ବସହା ମାଟି ଗଦ୍ୟ: ୧. ଜନ୍ମଭୂମି ୨. ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ ୩ . ମାତୃଭାଷା ଓ ଲୋକଶିକ୍ଷା ୪. ନରେନରୁ ବିବେକାନନ୍ଦ ଅତିରିକ୍ତ ସାହିତ୍ୟ: ଗଳ୍ପ : ୧. କାଠ ୨. କାଳର କପୋଳ ତଳେ ୩. ବେଲ, ଅଶ୍ମୁତ୍ତ ଓ ବଟବୃକ୍ଷ ଏକାଙ୍କିକା : ୧.ଫଲ୍ଗୁ ୨.କୋଶାର୍କ (NB. Whole Syllabus)

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

Name of the chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the learning outcomes
ବନ୍ଦେ ଉତ୍କଳ ଜନନୀ SDG-15	ଜାତୀୟତାବାଦି ଚେତନା ଓ ଦେଶାତ୍ମବୋଧଭାବନା ଛାତ୍ରଛାତ୍ରୀମାନଙ୍କ ମଧ୍ୟରେ ଜାଗ୍ରତ ହେବା	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧତି	ଛନ୍ଦ ଲାଳିତ୍ୟ ସହିତ ପଦ୍ୟ ଆବୃତ୍ତି କରିବେ
ଭୀମଙ୍କ ସିଂଘନାଦ ରତ୍ନ SDG – 4, 16	ମହାଭାରତର ବିଭିନ୍ନ ପର୍ବ ସମ୍ବନ୍ଧରେ ଜାଣିବେ। ତତ୍କାଳୀନ ଉତ୍କଳର ସାମାଜିକ, ସାଂସ୍କୃତିକ ଚଳଣୀ ତଥା ରାଜନୈତିକ ଚିତ୍ର ବିଷୟରେ ଅବଗତ ହେବେ। ଅହଂକାର, ଅଭିମାନ(ଗର୍ବ) ର ଶେଷ ପରିଣତି	ଅନୁସନ୍ଧିସ୍ଥାମୂଳକ	ସାରଳା ମହାଭାରତରେ

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Name of the chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the learning outcomes	
	ବିଷୟରେ ଜାଣି ଭବିଷ୍ୟତ ପାଇଁ ସତର୍କ ହେବେ। ବିପଦ ସମୟରେ ଭଗବାନ କିପରି ସହାୟ ହୁଅନ୍ତି ତାହା ଜାଣିବେ। ଦେବଦେବ ମହାଦେବଙ୍କ ଅସ୍ତର ଶକ୍ତି ବିଷୟରେ ଅବଗତ ହୋଇ ଏକ ନିଷ୍ଠ ହେବା ଶିଖିବେ।		ଭୀମଙ୍କ ସମ୍ପର୍କରେ ବର୍ଣ୍ଣିତ ଏକ କାହାଣୀ କହିବେ।	
ରାଘବଙ୍କ ଲଙ୍କା ଯାତ୍ରାମୁକୂଳ SDG – 4, 16	କବି ସମ୍ରାଟ ଉପେନ୍ଦ୍ର ଭଞ୍ଜଙ୍କ ଉଚ୍ଚ କୋଟିର ସାହିତ୍ୟ ସୃଷ୍ଟି ସହିତ ପରିଚିତ ହେବେ। ‘ବ’ ଆଦ୍ୟ ନିୟମରେ ରଚିତ କାବ୍ୟ ‘ବୈଦେହୀଶବିଳାସ’ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ଲାଭକରିବେ। ରାମାୟଣ ବିଷୟରେ ଜାଣିବା ସହିତ ରାମଚନ୍ଦ୍ରଙ୍କ ଠାରୁ ସତ୍ୟନିଷ୍ଠ, ଏକାଗ୍ରତା ଯୌର୍ଯ୍ୟଶୀଳ ଗୁଣ ଶିଖିବେ।	ଅନୁସନ୍ଧିଷ୍ଠାମୂଳକ	ରାମାୟଣର ବର୍ଣ୍ଣିତ ରାମଚନ୍ଦ୍ରଙ୍କ ମହାନଗୁଣାବଳୀ ସମ୍ବନ୍ଧରେ ଏକ କାହାଣୀ କହିବେ ।	
ଚିଲିକାରେ ସାୟଂତନ ଦୃଶ୍ୟ SDG-315	ପ୍ରକୃତି ଶିକ୍ଷାର ଗନ୍ତାଘର। ମାତୃଭାଷା ମାଧ୍ୟମରେ ଜଣେ ସବୁ କ୍ଷେତ୍ରରେ ଆଗକୁ ଯାଇପାରିବ ଏହା ଶିକ୍ଷାକରିବେ। ପୂଜ୍ୟପୁଜା ପରମ୍ପରା ଆମର ଅଗ୍ରଗତିର ପାଥେୟ ଜାଣିବା ସହିତ ପ୍ରାଚୀନ ସାହିତ୍ୟର ଭାବ ଜାଣି ତାକୁ ପାଠ କରି ରସ ଆସ୍ବାଦନ କରିବେ। ଲୋଭର କୁପରିଣାମ ସମ୍ପର୍କରେ ଜାଣିବେ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧତି	ଚିଲିକାରେ ସୂର୍ଯ୍ୟାସ୍ତର ଚିତ୍ର ଅଙ୍କନ କରିବେ ।	
ମଙ୍ଗଳେ ଅଇଲା ଉଷା SDG-15	ରାମାୟଣ ସମ୍ପର୍କରେ ଅବଗତ ହେବେ। ସତୀ ସୀତାଙ୍କ ଠାରୁ ତ୍ୟାଗ ପୂର୍ବକାବନ ଶୈଳୀ ଶିଖିବେ। ନିଜେ କଷ୍ଟ ପାଇ ଅନ୍ୟକୁ ଆନନ୍ଦ ପ୍ରଦାନ କରିବା ବ୍ରତରେ ବ୍ରତୀ ହେବେ। ପ୍ରକୃତି ସହିତ ଏକାକାର ହୋଇଯିବେ। ଉପକାରୀର ଉପକାରକୁ ମନେରଖି କୃତଜ୍ଞତା ଜ୍ଞାପନ କରିବାକୁ ଭୁଲିବେ ନାହିଁ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧତି	ଚୋଷୀ ରାଗରେ କବିତାଟିକୁ ଗାୟନ କରିବେ ।	
ଜାଗ ବନ୍ଧନ ହରା SDG – 1, 2, 3	ମନୁଷ୍ୟ ଭଗବାନଙ୍କ ସୃଷ୍ଟିର ଶ୍ରେଷ୍ଠ ଅବଦାନ ବୋଲି ଜାଣିବେ। ଜୀବନରେ ଯେତେ ପ୍ରତିକୂଳ ପରିସ୍ଥିତି ଆସିଲେ ମଧ୍ୟ ହତୋତ୍ସାହ ହେବେନି। ଦୁଃଖୀ-ଦରିଦ୍ରଙ୍କ, ଶୋଷିତ- ନିଷ୍ଠେଷିତ ଓ ନିର୍ଯାତିତ ଜନତାର ଦରଦୀ ବନ୍ଧୁ ହେବେ। ସାମ୍ୟବାଦୀ ହୋଇ ସମସ୍ତଙ୍କୁ ସମାନ ଦୃଷ୍ଟିରେ ଦେଖିବା ସହିତ ଦେଶର ସ୍ବାଧୀନତାକୁ ବଜାୟ ରଖିବାକୁ ଚେଷ୍ଟା କରିବେ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧତି	ଖଟିଖୁଆ ଶ୍ରମିକ ମାନଙ୍କ ଉପରେ ରଚିତ ଯେ କୌଣସି ଏକ କବିତା ଆବୃତ୍ତି କରିବେ ।	
ସର୍ବସହା ମାଟି SDG-15, 4, 3	ମାଟିମା’ ପରି ସହନଶୀଳା ହେବେ। ନକାରାତ୍ମକ ନହୋଇ ସକାରାତ୍ମକ ମନୋଭାବ ପୋଷଣ କରିବା ଶିଖିବେ। ମାଟିମା’ ପ୍ରତି ଯତ୍ନଶୀଳ ହେବେ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧତି	ମାଟି ସମ୍ପର୍କରେ ନିଜସ୍ବ କବିତା ଲେଖିବେ ।	
ଜନ୍ମଭୂମି SDG-15	ଜନ୍ମଭୂମିକୁ ଭଲପାଇବା ଶିଖିବେ। ଗ୍ରାମ ଜୀବନରେ ଭାଇତାରା ଭାବ ଓ ଶୃଙ୍ଖଳିତ ଜୀବନ ଧାରା ବିଷୟରେ ଜାଣିବେ। ଗ୍ରାମ୍ୟ ଜୀବନରେ ରାଜନୀତିର ପ୍ରବେଶ ଫଳରେ ସରକାର କିପରି ବିଲୋପ ହେଉଛି ତାହା ଜାଣିବେ। ଯେ କୌଣସି ପରିସ୍ଥିତିରେ ମଧ୍ୟ ଜନ୍ମଭୂମି ପ୍ରତି ବିମୁଖ ନହେବା ଶିଖିବେ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧତି	ଭାଷଣ ପ୍ରତିଯୋଗୀତା	
ସଭ୍ୟତା ଓ ବିଜ୍ଞାନ SDG-11	ବିଜ୍ଞାନର ଅବଦାନ ବିଷୟରେ ଜାଣି ତାକୁ କାର୍ଯ୍ୟରେ ଲଗାଇବାକୁ ପ୍ରେରଣା ପାଇବେ। ସଭ୍ୟତାର ବିକାଶରେ ବିଜ୍ଞାନ ର ଅବଦାନ ବିଷୟରେ ବିଷୟରେ ଜାଣିବେ। ବିଜ୍ଞାନକୁ ଅବଲମ୍ବନ କରି ଆଧୁନିକ ଯୁଗ କିପରି ଆଗକୁ ବଢି ପାରିବ ତାହା ଶିଖିବେ।	ଅନୁସନ୍ଧିଷ୍ଠାମୂଳକ	ବକ୍ତୃତା ପ୍ରତିଯୋଗୀତା	
ମାତୃଭାଷା ଓ ଲୋକଶିକ୍ଷା SDG- 4,17	ମାତୃଭାଷାର ଉପାଦେୟତା ଓ ତାହା କିପରି ଲୋକ ଶିକ୍ଷା ପାଇଁ ଉପଯୋଗୀ ତାହା ଜାଣିବେ। ଜନତାର ସାମୂହିକ ଶିକ୍ଷା ପାଇଁ ମାତୃଭାଷା ହିଁ ପ୍ରକୃତ ମାଧ୍ୟମ ଜାଣିବେ। ଇଂରେଜୀ ଭାଷା ଶାସିତଙ୍କୁ ଶାସକଙ୍କ ଠାରୁ ଦୂରେଇ ରଖିଛି। ମାତୃଭାଷା ଶିଖିବା ସହିତ ତାର ଉନ୍ନତି ପାଇଁ ପ୍ରଚେଷ୍ଟା କରିବା ଶିଖିବେ।	ଅନୁସନ୍ଧିଷ୍ଠା ମୂଳକ	ପ୍ରବନ୍ଧ ଲିଖନ	
ନରେନ ରୁ ବିବେକାନନ୍ଦ SDG- 12	ମାନବ ସେବା ହିଁ ମାଧ୍ୟମ ସେବା। ଏକନିଷ୍ଠ ହେଲେ କାର୍ଯ୍ୟରେ ସଫଳତା ମିଳେ ନାହିଁ ତାହା ବିବେକାନନ୍ଦଙ୍କ ବିଷୟରେ ପାଠ କରି ଜାଣିବେ। ଭାଷଣ ଦେବାର କଳା ଶିକ୍ଷା କରିବେ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧତି	ବିବେକାନନ୍ଦଙ୍କ ଜୀବନୀ ପାଠ	
କାଠ SDG- 1	ଆଧୁନିକ ମଣିଷର ସ୍ବାର୍ଥ ଶଠତାର ଚିତ୍ର ସମାଜର ନିମ୍ନ ବର୍ଗଲୋକଙ୍କ ର ସରକାରୀ ଓ ସ୍ବାଭିମାନ ବିଷୟରେ ଜାଣିବେ। ସମାଜରେ ବାସ କରୁଥିବା ନିମ୍ନ ବର୍ଗଙ୍କ ପ୍ରତି ସହନଶୀଳ ହେବା ସହିତ ସେମାନଙ୍କର ଉନ୍ନତି ପାଇଁ ପ୍ରଚେଷ୍ଟା କରିବେ। ଆଦିବାସୀଙ୍କ ର ଚଳଣି, ସରକାରୀ ଓ ସ୍ବାଭିମାନର ପରିଚୟ ପାଇବେ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧତି	ଆଦିବାସୀଙ୍କ ଜୀବନ ଉପରେ ଗଳ୍ପ ପଠନ	
କାଳର କପୋଳ ଡଳେ	କଳିଙ୍ଗ ଯୁଦ୍ଧ ବିଷୟରେ ଜ୍ଞାନ ଲାଭ କରିବେ। କଳିଙ୍ଗବାସୀଙ୍କ ବୀରତ୍ବ, ଜାତୀ ପ୍ରୀତିର ପରିଚୟ ପାଇବେ।	ଅନୁସନ୍ଧିଷ୍ଠାମୂଳକ	‘ଜାତକକଥା’	

Name of the chapter/ Topic	<u>Learning Objectives</u>	Pedagogical Process	Activities to achieve the learning outcomes
SDG- 16	ଏହି ମାଟିରେ ଅଶୋକ ଚଣ୍ଡାଶୋକ ରୁ ଧର୍ମାଶୋକ ରେ ପରିଣତ ହେବା କଥା ଜାଣିବେ।		ପାଠକରି ଏକ କାହାଣୀ ବର୍ଣ୍ଣନା କରିବେ ।
ବେଲ, ଆଶୁଚ୍ଛ ଓ ବଚବୃକ୍ଷ SDG- 15	ଜଙ୍ଗଦାନ୍ତ୍ରୀମା’ , ଜଙ୍ଗମାଟିକୁ ଭଲପାଇବା ଶିଖିବେ। ବୃକ୍ଷର ଉପକାରିତା ସମ୍ପର୍କରେ ଜାଣିବେ। କର୍ତ୍ତବ୍ୟ ପ୍ରତି ସଚେତନ ହେବେ।	ଅନୁସନ୍ଧିସ୍ଥାମୂଳକ	ବୃକ୍ଷ ଉପରେ ଏକ କବିତା ଲିଖନ
ଫଲ୍ଗୁ SDG- 4	ପ୍ରେମ ଶାଶ୍ୱତ । ଫଲ୍ଗୁ ପରି ଅନ୍ତଃ ସଲୀଳ।। ଆର୍ଥିକ ଅଭାବ ପରିବାରର ହସଖୁସି ବ୍ୟକ୍ତିଗତ ସର୍ଜନ ଶୀଳତାକୁ ନଷ୍ଟ କରିପାରେ ନାହିଁ ତାହା ଶିକ୍ଷା କରିବେ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧା	ନାଟକ ଅଭିନୟ
କୋଶାର୍ଜ SDG – 4, 9	ଜାତି ପାଇଁ ଆନ୍ଦୋହର୍ଗ ଶିକ୍ଷା କରିବେ। କର୍ମ ଦ୍ୱାରା ମଣିଷ କିପରି ଅମର ହୋଇପାରେ , ସେଥି ପାଇଁ ଦୀର୍ଘାୟୁ ହେବା ଜରୁରୀ ଦୁହେଁ। କର୍ମର ଉପାସକ ହୋଇ ନିଜ ଜୀବବକୁ ଧନ୍ୟ କରିବେ, ତେବେ ଯାଇ ଛାତ୍ରଜୀବନ ସଫଳ ହୋଇପାରିବ ଏହି ମନ୍ତ୍ରରେ ଦୀକ୍ଷିତ ହେବେ।	ସହଯୋଗଧର୍ମୀ ପଦ୍ଧା	ନାଟକ ଅଭିନୟ

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निर्धारित पुस्तकें –

- स्पर्श भाग -2 (NCERT)
- संचयन भाग- 2 (NCERT)
- व्याकरण भाग

नोट: निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे - पाठ्य पुस्तक स्पर्श भाग -2 (दोहे , मधुर -मधुर मेरे दीपक जल और गिरगिट)

ASSESSMENT STRUCTURE

परीक्षा भार विभाजन (80 Marks)		INTERNAL ASSESSMENT (20 Marks)			
1. अपठित बोध – 14 अंक 2. व्याकरण - 16 अंक 3. स्पर्श- गद्य -11 अंक पद्य - 11 अंक संचयन -6अंक 4. लेखन विभाग-22अंक		Pen Paper Test (5 marks)	Multiple Assessment: (5 marks)	PORTFOLIO (5 marks)	SUBJECT ENRICHMENT ACTIVITY (5 marks)
		PA-I	PA-I- listening	Class work, Home Work, peer-assessment, self-assessment, achievements of students in the subject etc.	PA-I- Art Integration
		PA-II	PA-II- Concept Map		PA-II- Dramatization
		PA-III	PA-III- News reading		PA-III- IDP
Whole Syllabus		Best one/ Average for Final	Best one/ Average for Final	Best one/ Average for Final	Best one/ Average for Final
आंतरिक मूल्यांकन : Rubrics for Internal Assessment					
	Pen Paper Test सामयिक आकलन	Multiple Assessment श्रवण कौशल		PORTFOLIO पोर्टफ़ोलियो	Subject enrichment Activity श्रवण एवं वाचन
PA- I	PA-I EXAM. (40 marks)	एकाग्रता एव • विशिष्ट जानकारी के लिए सुनना -2 • समझ एवं सह प्रतिक्रिया -2		कक्षा कार्य / गृह कार्य • पाठ्यक्रम की विषय वस्तु पर प्रश्नोत्तर लेखन-2अंक	कबीर के दोहों का सचित्र वर्णन • विषयवस्तु एवं सृजनात्मक -2 • स्पष्टता -1

		शुद्धता -1	● कार्य के प्रति जुड़ाव और पुस्तिका का रख-रखाव-1 ● समय प्रतिबद्धता एवं शुद्ध लेखन-2अंक	● विशिष्ट जानकारी के साथ प्रस्तुतीकरण -2
PA-II	PA-II EXAM. (80 marks)	<u>अवधारणा नक्शा</u> ● विषय की गहनता एवं सृजनात्मकता-2 ● प्रवाह और यथार्थता-2 ● प्रस्तुतीकरण-1		<u>नाटक मंचन</u> ● प्रस्तुतिकरण एवं विषयवस्तु की गहनता -2 ● आत्मविश्वास एवं भाषायी शुद्धता - 2 ● समयनुसार -1
PA-III	Sahodaya Exam.(80 marks)	<u>समाचार वाचन</u> विषयवस्तु एवं उच्चारण शैली -2 प्रभावशीलता -2 समयनुसार -1		<u>परियोजना कार्य</u> (ओड़िशा और महाराष्ट्र के पर्यटन स्थलों का तुलनात्मक अध्ययन) ● संकलित विषयवस्तु- 2अंक ● विशेष जानकारी एवं मौलिकता- 2 ● प्रस्तुतीकरण एवं भाषायी शुद्धता- 1अंक

Blue Print (PA-I)

UNIT	LA (5 marks)	SA-II (4 marks)	SA-I (2 marks)	(1 marks)	TOTAL
अपठित बोध (गद्यांश)			2x2	1x3 (MCQ)	7
व्याकरण भाग				1x8	8
स्पर्श- गद्य, पद्य व पूरक-पुस्तक		4x1(ND)	2x2=4(Prose and 2x2 =4Poetry)	(MCQ) 1x4=4Prose and 1x4=4poetry	20
लेखन	5x1				5
	5	4	12	19	40

Blue Print (PA-II & Sahodaya P.B)

UNIT	LA-II (5 marks)	LA-I (4 marks)	SA-II (2 /3 marks)	MCQ / SAI (1 marks)	TOTAL
अपठित बोध (गद्यांश)-2			2x2=4 (4+4)	MCQ 1x3 (3+3)	14(7+7)
व्याकरण भाग				1x16	16
स्पर्श- गद्य, पद्य व पूरक-पुस्तक			Prose 3x2=6 poetry 3x2=6 N.D 2x3=6	1×10(MCQ)prose &poetry	28
लेखन	5x3	4x1	3x1		22
	15	04	29	32	80

DETAILED SYLLABUS (पाठ्यक्रम)

Periodic Assessment– I (40)	Periodic Assessment– II (80)	Sahodaya P.B (80)	Board Examination (80)
1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)	1.अपठित बोध (अपठित गद्यांश)
<u>2.व्यावहारिक व्याकरण</u> 1. पदबंध 2.रचना के आधार पर वाक्य रूपांतरण	<u>2.व्यावहारिक व्याकरण</u> 1. पदबंध 2.रचना के आधार पर वाक्य रूपांतरण 3.समास 4. मुहावरे	<u>2.व्यावहारिक व्याकरण</u> 1. पदबंध 2.रचना के आधार पर वाक्य रूपांतरण 3.समास 4. मुहावरे	<u>2.व्यावहारिक व्याकरण</u> 1. पदबंध 2.रचना के आधार पर वाक्य रूपांतरण 3.समास 4. मुहावरे

3.स्पर्श भाग;2-पद्य-खंड -पाठ 1.साखी (कबीर) 2 पद (मीरा) गद्य-खंड - पाठ 8.बड़े भाई साहब 2.डायरी का एकपन्ना संचयन भाग -2 1. हरिहर काका	3.स्पर्श भाग;2-पद्य-खंड - पाठ 1. साखी (कबीर) 2 पद (मीरा) 3. मनुष्यता 4.पर्वत प्रदेश में पावस गद्य-खंड- पाठ 8.बड़े भाई साहब 9. डायरी का एकपन्ना 10.तताँरा- वामीरो कथा 11.तीसरी कसम के शिल्पकार शैलेंद्र संचयनभाग -2 1. हरिहर काका 2. सपनों के से दिन	3.स्पर्श भाग;2-पद्य-खंड - पाठ 1. साखी (कबीर) 2 पद (मीरा) 3. मनुष्यता 4.पर्वत प्रदेश में पावस 5.तोप 6.कर चले हम फिदा 7.आत्मत्राण गद्य-खंड-पाठ 8.बड़े भाई साहब 9. डायरी का एक पन्ना 10.तताँरा- वामीरो कथा 11.तीसरी कसम के शिल्पकार शैलेंद्र 12.अब कहाँ दूसरे के दुख से दुखी होनेवाले 13.पतझर में टूटी पत्तियाँ: (गिन्नी का सोना,झेन की देन) 14.कारतूस संचयन भाग -2 1. हरिहर काका 2. सपनों के से दिन 3. टोपी शुक्ला	3.स्पर्श भाग;2-पद्य-खंड - पाठ 1. साखी (कबीर) 2 पद (मीरा) 3. मनुष्यता 4.पर्वत प्रदेश में पावस 5.तोप 6.करचले हम फिदा 7.आत्मत्राण गद्य-खंड-पाठ 8.बड़े भाई साहब 9. डायरी का एक पन्ना 10.तताँरा- वामीरो कथा 11.तीसरी कसम के शिल्पकार शैलेंद्र 12.अब कहाँ दूसरे के दुख से दुखी होनेवाले 13.पतझर में टूटी पत्तियाँ: (गिन्नी का सोना,झेन की देन) 14.कारतूस संचयन भाग -2 1. हरिहर काका 2. सपनों के से दिन 3. टोपी शुक्ला
रचनात्मक लेखन- 1. अनुच्छेद लेखन(लगभग 100 शब्दों में)	रचनात्मक लेखन- 1. अनुच्छेद लेखन (लगभग 100 शब्दों में) (अंक-5) 2. औपचारिक पत्र (लगभग 100 शब्दों में)(अंक-5) 3.सूचना लेखन (लगभग 60 शब्दों में) (अंक -4) 4.विज्ञापन लेखन (लगभग 40 शब्दों में) (अंक -3) 5. लघुकथा लेखन (लगभग 100 शब्दों में) अथवा विविध विषयों पर 100 शब्दों में औपचारिक ई-मेल लेखन(अंक -5)	रचनात्मक लेखन- 1. अनुच्छेद लेखन (लगभग 100 शब्दों में) 2. औपचारिक पत्र (लगभग 100 शब्दों में) 3.सूचना लेखन (लगभग 60 शब्दों में) 4. विज्ञापन लेखन (लगभग 40 शब्दों में) 5. लघुकथा लेखन (लगभग 100 शब्दों में) अथवा विविध विषयों पर 100 शब्दों में औपचारिक ई-मेल लेखन	रचनात्मक लेखन- 1. अनुच्छेद लेखन (लगभग 100 शब्दों में) 2.औपचारिक पत्र (लगभग 100 शब्दों में) 3. सूचना लेखन (लगभग 60 शब्दों में) 4.विज्ञापन लेखन (लगभग 40 शब्दों में) 5.लघुकथा लेखन (लगभग 100 शब्दों में) अथवा विविध विषयों पर 100 शब्दों में औपचारिक ई-मेल लेखन

क्र.सं.	पाठ का नाम	अपेक्षित सीखने के प्रतिफल	शिक्षा शास्त्र	गतिविधियाँ
1.	बड़े भाई साहब SDG-4 – गुणवत्तापूर्ण शिक्षा	विद्यार्थियों में - जिम्मेदार के महत्व को समझकर अपने कर्तव्य का पालन करते हैं । - रिश्तों की अहमियत को समझते हैं और माता–पिता काआदर करना सीखते हैं ।	प्रश्नोत्तर विधि, व्याख्यान विधि,	सम्पूर्ण दिनचर्या हेतु समय सारिणी तैयार करना ।

क्र.सं.	पाठ का नाम	अपेक्षित सीखने के प्रतिफल	शिक्षा शास्त्र	गतिविधियाँ
		● पढ़ाई के साथ-साथ यह पाठ दुनियादारी से भी परिचित कराता है ।		
2.	डायरी का एक पन्ना SDG-16 – शांति, न्याय और सुदृढ़ संस्थान	● विविध साहित्यिक विधाओं एवं डायरी विधा से परिचित होते हैं । ● स्वतंत्रता संग्राम की ऐतिहासिक पृष्ठभूमि को समझे ।	प्रश्नोत्तर विधि, कहानी कथन विधि , पीपीटी	स्वतंत्रता संग्राम में महिलाओं की भूमिका के बारे में जानकारी एकत्र करना ।
3	तताँरा वामीरो कथा SDG-8 -सम्मानजनक कार्य और आर्थि विकास SDG-11 सतत शहर और समुदाय	● पुस्तकालय एवं अन्यई-संदर्भ-स्रोतों के ज़रिये लोककथा साहित्य की परंपरा के विषय में जानकारी एकत्र करने में रुचि ले रहे हैं । ● सामाजिक रूढ़ियों की बुराई समझो ।	प्रश्नोत्तर विधि, व्याख्यान विधि, अभिनय विधि, पीपीटी	लोककथा आधारित कहानी कथन/नाटक मंचन ।
4.	तीसरी कसम के शिल्पकार शैलेंद्र SDG-4 – गुणवत्तापूर्ण शिक्षा SDG-8 -सम्मानजनक कार्य और आर्थिक विकास	● विभिन्न फिल्मी गीतकारों के बारे में जान पाएँगे । ● फिल्म दुनियाँ के बारे में जान पाएँगे । ● कल्पना शक्ति का विकास होगा ।	आलोचनात्मक विधि अर्थकथन विधि	तीसरी कसम फिल्म की समीक्षा ।
5	अब कहाँ दूसरे के दुख से दुखी होने वाले SDG-13 – जलवायु परिवर्तन SDG- 15 – भूमि पर जीवन	● समस्त प्राणियों के दुख-सुख में भाग लेंगे । ● वृक्षों की कटाई तथा प्रदूषण की बुराई समझे । ● मानवता एक महान गुण है इस बात को सीखेंगे ।	आलोचनात्मक विधि, प्रश्नोत्तर विधि, व्याख्यानविधि	वृक्षारोपण/प्रदूषण चित्रसहित-स्लोगन लेखन, समूह परिचर्चा- 'बदलते वातावरण का जीव-जंतुओं पर प्रभाव ' ।
6	पतझर में टूटी पत्तियाँ	● शांति और वर्तमानकाल के महत्त्वको समझ पाते हैं । ● जापान के विकास और बुद्धिमता को समझ पाते हैं ।	आलोचनात्मक विधि, व्याख्यान विधि, पीपीटी	जापान के विकास की जानकारी एकत्र ।
7	कारतूस SDG-16 – शांति, न्याय और सुदृढ़संस्थान SDG-17 -लक्ष्य हेतु भागी दारी	● राष्ट्रप्रेम की भावना को समझते हैं । ● देश-रक्षा तथा विकाश के लिए तैयार ।	अभिनय विधि, कहानी कथन विधि, पीपीटी	स्वतंत्रता सेनानियों के बारे में जानकारी एकत्रित करना ।
1	साखी SDG-10 – असमानता में कमी SDG-17 - लक्ष्य हेतु भागीदारी	● तत्कालीन सामाजिक परिवेश को समझे । ● बाह्य आडंबर का खंडन कर मानवसेवा में खुद को नियोजित करेंगे । ● ज्ञान के महत्व को समझकर उसका सही दिशा में उपयोग करने के लिए सचेत होंगे ।	गीतप्रणाली, खडान्वय विधि, पीपीटी	किसी अन्य संतकवि के दोहों का संकलन व गायन ।
2.	पद SDG-4 – गुणवत्तापूर्ण शिक्षा	● काव्य के प्रति जुड़ाव बढ़ेगा । ● ईश्वर के प्रति आस्था और अटूट विश्वास का भाव विकसित होता है ।	गीत प्रणाली, व्याख्यान विधि, पीपीटी	पदों का सस्वर वाचन

क्र.सं.	पाठ का नाम	अपेक्षित सीखने के प्रतिफल	शिक्षा शास्त्र	गतिविधियाँ
		श्रीकृष्ण की लीलाओं एवं मीरा के बारे में अधिक जानकारी प्राप्त करते हैं।		
3	मनुष्यता SDG-8 सम्मान जनक कार्य और आर्थिक विकास SDG- 10 असमानता में कमी	- चिंतन-मनन की प्रवृत्ति के विकास हुआ। - इस पाठ से नैतिक और मानवीय मूल्यों को आत्मसात किया। - मानव जीवन के मूल कर्तव्य को समझा।	गीत प्रणाली, खंडान्वय विधि, व्याख्यान विधि, पीपीटी	त्याग,बलिदान अथवा परोपकार पर किसी अन्य कवि की कविता का गायन
4	पर्वत प्रदेश में पावस SDG-13 – जलवायु परिवर्तन	- पर्वत श्रृंखला और ऋतुओं के बारे में जानकारी प्राप्त की। - वे सफलता के लिए उच्चाकांक्षी हुए।	गायन विधि, व्याख्यान विधि	पंतजी की अन्य कविताओं का वाचन
5	तोप SDG-16 – शांति, न्याय और सुदृढ़ संस्थान	- धरोहर हमारी संस्कृति की परिचायक हैं इस के बारे में जान पाएँगे। - कोई भी शक्ति कितनी ही विनाशकारी क्यों न हो एक न एक दिन उस का नष्ट होना निश्चित है यह जान पाएँगे।	गीत प्रणाली, प्रश्नोत्तर विधि व्याख्यान विधि	किसी ऐतिहासिक इमारत के बारे में लेखन
6	कर चले हम फिदा SDG-4 – गुणवत्तापूर्ण शिक्षा SDG-17 - लक्ष्यहेतु भागीदारी	- कविता की गायन शैली से परिचित हुए। - कविता के मूलभाव, देशभक्ति से प्रेरित हुए।	व्याख्यान विधि, गीत प्रणाली, पीपीटी	देशभक्ति पर एकांकी मंचन।
7	आत्मत्राण SDG-8 -सम्मानजनक कार्य और आर्थिक विकास SDG-17 -लक्ष्यहेतु भागीदारी	- टैगोर की कविताओं के बारे में जान पाएँगे। - कविता के भाव को अपने अपने आत्मबल को सुदृढ़ कर पाएँगे।	गीतप्रणाली, व्याख्यान विधि,	सुख-दुख जीवन के दो पहिये – इस पर परिचर्चा
1	हरिहर काका SDG-10 – असमानता में कमी SDG-16 – शांति,न्याय और सुदृढ़ संस्थान	- धन या संपत्ति के लोभ के लिए करीबी संबंधियों के दुश्मन बन जाने को प्रदर्शित करने में सक्षम हुए। - धर्म की आड़ में धर्माधिकारियों द्वारा समाज का ठेकेदार बन जाने को प्रदर्शित कर पाते हैं।	अभिनय विधि, कहानी कथन विधि	नाटक मंचन
2	सपनों के से दिन SDG-4 – गुणवत्तापूर्ण शिक्षा SDG-17 -लक्ष्यहेतु भागीदारी	- पाठ के मुख्य बिन्दुओं को रेखांकित करने और सारांश बताने तथा लिखने में कुशलता प्राप्त कर रहे हैं। - पुस्तकालय के माध्यम से अन्य आत्मकथाओं को पढ़ने तथा उनके विषय में जानकारी एकत्र करने में रुचि ले रहे हैं।	कहानी कथन विधि, अर्थ कथन विधि	खेलकूद पढ़ाई के साथ-साथ ज़रूरी – इस पर परिचर्चा
3	टोपी शुक्ला SDG-4 – गुणवत्तापूर्ण शिक्षा SDG-17 -लक्ष्यहेतु भागीदारी	- कहानी में आए तत्कालीन शिक्षा व्यवस्था की कमियों के समझे। - परिवार में प्रेम संबंधों की आवश्यकता को समझे। - दो अलग अलग धर्मों की परंपरागत विशेषताओं को समझे।	कहानी कथन विधि, अर्थ कथन विधि	गुरु और शिष्य के बीच संवाद

SANSKRIT(COMMUNICATIVE) CODE -119

Prescribed Books:

1. मणिका (द्वितीयो भागः) पाठ्यपुस्तकम् (CBSE Publication)

2. मणिका-अभ्यासपुस्तकम् (द्वितीयोभागः) (CBSE Publication)

Reference Book:

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

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

ASSESSMENT STRUCTURE 2026-2027

INTERNAL ASSESSMENT (20marks)

Periodic Assessment – I	Periodic Assessment – II	Periodic Assessment – III
Pen & Paper Test (40 Marks) 40 Marksto be reduced to 5 Marks	Pen & Paper Test (80 Marks) 80 Marks to be reduced to 5 Marks	Pen & Paper Test (80 Marks) 80 Marks to be reduced to 5 Marks
Multiple Assessment Listening Skill- (5 Marks) श्रवणकार्यम् Rubrics:- 1. Correct Response & Understanding- 2 2. Grammatical Accuracy- 2 3. Time management- 1	Multiple Assessment Writing Skill- (5 Marks) सङ्केताधारितम् -कथालेखनम् Rubrics:- 1. Correct Response &. Logical sequence 2 2 Grammatical Accuracy- 2 3. Handwriting- 1	Multiple Assessment (Art Integrated Project):(5 Marks)पर्यावरणसन्दर्भे ओडिशामहाराष्ट्रयोः तुलनात्मकसमीक्षणम् (रमणीया हि सृष्टिः एषा पाठाधारितम्) Rubrics:- 1. Content & Organization- 2 2. Neatness & Timely Submission 2 3. Grammatical correctness- 1
Portfolio :(Class Work)-(5 Marks) Rubrics:- 1. Handwriting - 2 2. Neatness & Timely Submission 2 3. Maintaining Index- 1	Portfolio :(Class Work)-(5 Marks) Rubrics:- 1. Handwriting - 2 2. Neatness & Timely Submission 2 3. Maintaining Index- 1	Portfolio :(Class Work)-(5 Marks) Rubrics:- 1. Handwriting - 2 2. Neatness & Timely Submission 2 3. Maintaining Index- 1
Subject Enrichment Activity Reading Skill : (Quiz Test)(5 Marks) (नास्ति त्यागसमं सुखम्) Rubrics:- 1. Presentation & Pronunciation- 2 2. Clarity & Intonation - 2 3. Time Management- 1	Subject Enrichment Activity (Art Integrated Activity) (5Marks) संवादः/ वार्तालापः-(On any topic as decided by the teacher) Rubrics:- 1. Pronunciation- 2 2. Preparation- 2 3. Memorization- 1	Subject Enrichment Activity Speaking Skill : (Oral Test) -5 Marks) अभ्यासवशात् मनः) - गायनकौशलम् Rubrics:- 1. Presentation- 2 2. Pronunciation- 2 3. Time Management- 1

INTERNAL ASSESSMENT
Examination Structure -2026-27 (Blue Print)

TYPE OF QUESTION	NO. OF QUESTION	NO. OF DIVISION	MARKS PER QUESTION	TOTAL MARKS
MCQ 1 MARK	3+4+4+3+4 = 18	5	1	18
VSA ½ MARK	2+2+2 = 6	3	1/2	03
VSA 1 MARK	2=2	1	1	02
LA ½ MARKS (Fill in the blanks)	10+10+4+8 =32	4	1/2	16
LA 1 MARK	5+2+2+2+5=16	5	1	16
LA- 2 MARK	2=2	1	2	04
SA-1 Mark	1+4+3+3+4+2+2+2= 21	8	1	21
			TOTAL	80

DESIGN OF QUESTION PAPER

PERIODIC ASSESSMENT- I 40 Marks			PERIODIC ASSESSMENT- II, III & ANNUAL 80 Marks		
Q.NO	QUESTION PATTRN	MARKS	Q.NO	QUESTION PATTRN	MARKS
क-भाग: (अपठितावबोधनम्) 5 Marks			क-भाग: (अपठितावबोधनम्) 10 Marks		
1.	एकपदेन (VSA) 2 Qns पूर्णवाक्येन (LA) 1 Qn शीर्षकः (SA) 1 Qn यथानिर्देशम् उत्तरत 2 Qns (MCQ)	2 x ½ = 1 1 x 1 = 1 1 x 1 = 1 2 x 1 = 2	1.	एकपदेन (VSA) 2 Qns पूर्णवाक्येन (LA) 2 Qns शीर्षकः (SA) 1 Qn यथानिर्देशम् उत्तरत 3 Qns (MCQ)	2 x 1 = 2 2 x 2 = 4 1 x 1 = 1 3 x 1 = 3
ख-भाग: (रचनात्मककार्यम्) 5 Marks			ख-भाग: (रचनात्मककार्यम्) 15 Marks		
2.	पत्रलेखनम् (10 Blanks) (LA) 10 Qns	10 x ½ =5	2.	पत्रलेखनम् (LA) 10 Qns (10 Blanks)	10 x ½ =5
			3.	चित्रवर्णनम् (LA) 5 Qns OR अनुच्छेदलेखनम्(LA) 5 Qns (5 sentences to write) संवादपूर्तिः (LA) 5 Qns OR कथापूर्तिः (LA) 10 Qns	5 x 1= 5 5 x 1= 5 OR 10 x½ =5
ग-भाग: (अनुप्रयुक्तव्याकरणम्) 15 Marks			ग-भाग: (अनुप्रयुक्तव्याकरणम्) 25 Marks		
3.	सन्धिः (SA) 4 Qns	4 x 1 = 4	5.	सन्धिः (SA) 4 Qns	4 x 1 = 4
4.	प्रत्ययः (MCQ) 4 Qns	4 x 1 = 4	6.	समासः (MCQ) 4 Qns	4 x 1 = 4
5.	समय-लेखनम् (SA)4 Qs	4 x 1 = 4	7.	प्रत्ययः (MCQ) 4 Qns	4 x 1 = 4
6.	अव्ययपदानि (SA)3 Qns	3 x 1 = 3	8.	वाच्यपरिवर्तनम् (SA) 3 Qns	3 x 1 = 3
			9.	समय-लेखनम् (SA) 3 Qns	3 x 1 = 3
			10.	अव्ययपदानि (SA) 4 Qns	4 x 1 = 4
			11.	अशुद्धिसंशोधनम्(MCQ) 3 Qns	3 x 1 = 3
घ-भाग: (पठितावबोधनम्) 15 Marks			घ-भाग: (पठितावबोधनम्) 30 Marks		
7.	गद्यांशः एकपदेन (VSA) 2 Qns	2 x ½ = 1 2 x 1 = 2	12.	गद्यांशः एकपदेन (VSA) 2 Qns	2 x ½ = 1 2 x 1 = 2

8.	पूर्णवाक्येन (LA) 2 Qns	2 x 1 = 2	13.	पूर्णवाक्येन (LA) 2 Qns	2 x 1 = 2
	यथानिर्देशम् (SA) 2 Qns			यथानिर्देशम् (SA) 2 Qns	
	पद्यांशः			पद्यांशः	
	एकपदेन (VSA) 2 Qns			एकपदेन (VSA) 2 Qns	
9.	पूर्णवाक्येन (LA) 2 Qns	2 x ½ = 1	14.	पूर्णवाक्येन (LA) 2 Qns	2 x ½ = 1
	यथानिर्देशम् (SA) 2 Qns			यथानिर्देशम् (SA) 2 Qns	
	श्लोक-अन्वयः अथवा भावार्थः / (LA) 4 Qns			नाट्यांशः	
	(4 Blanks)			एकपदेन (VSA) 2 Qns	
10.	अर्थचयनम् (VSA) 3 Qns	3 x 1 = 3	15.	पूर्णवाक्येन (LA) 2 Qns	2 x 1 = 2
				यथानिर्देशम् (SA) 2 Qns	
				प्रश्ननिर्माणम् (LA) 5 Qns	
				श्लोक-अन्वयः/ भावार्थः(LA)4Qs	
			16.	(4 Blanks)	4 x ½ = 2
				अर्थचयनम् (MCQ) 4 Qns	
				पाठाधारितकथापूर्तिः (LA) 8 Qns	
TOTAL MARKS = 40			TOTAL MARKS = 80		

SYLLABUS

Periodic Assessment - I (40 Marks) Time:1 ½ Hrs.	Periodic Assessment – II (80 Marks) Time: 3 Hrs.	Periodic Assessment - III (80 Marks) Time: 3 Hrs.	Annual Examination (80 Marks) Time :3 Hrs.
क-भागः (अपठितावबोधनम्) एकः अपठितः गद्यांशः,सरलकथा 1.(40 –50 शब्दपरिमितः) ● एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् ● शीर्षकलेखनम् ● गद्यांशादाधारितं भाषिकं कार्यम् ● भाषिककार्याय तत्त्वानि - (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम्, पर्याय-विलोमपदचयनम्) ख-भागः (रचनात्मककार्यम्) 3. पत्रलेखनम् (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकपत्रम्) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्ण पत्रं लेखनीयम्) ग-	क-भागः (अपठितावबोधनम्) एकः अपठितः गद्यांशः,सरलकथा 1.(80 –100 शब्दपरिमितः) ● एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् ● शीर्षकलेखनम् ● गद्यांशादाधारितं भाषिककार्यम् ● भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्) ख-भागः (रचनात्मककार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकपत्रम्) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् / अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्)	क-भागः (अपठितावबोधनम्) एकः अपठितः गद्यांशः, सरलकथा 1.(80 –100 शब्दपरिमितः) ● एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् ● शीर्षकलेखनम् ● गद्यांशादाधारितं भाषिकं कार्यम् ● भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) ख-भागः (रचनात्मककार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकम्) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् / अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) 4. संवादपूर्तिः/कथापूर्तिः (कथाछात्रस्तरानुगुणम् एव भवेत् ।) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णसंवादः /	क-भागः (अपठितावबोधनम्) एकः अपठितगद्यांशः, सरलकथा 1.(80 –100 शब्दपरिमितः) ● एकपदेन पूर्णवाक्येन च अवबोधनात्मकं कार्यम् ● शीर्षकलेखनम् ● गद्यांशादाधारितं भाषिकं कार्यम् ● भाषिककार्याय तत्त्वानि- (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्) ख-भागः (रचनात्मककार्यम्) 2. पत्रलेखनम्- (सङ्केताधारितम् औपचारिकम् अथवा अनौपचारिकम्) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णपत्रं लेखनीयम्) 3. चित्राधारितं वर्णनम् /अनुच्छेदलेखनम्- (मञ्जूषायाः सहायतया चित्रवर्णनम् अनुच्छेदलेखनं वा करणीयम्) 4. संवादपूर्तिः/ कथापूर्तिः (कथा छात्रस्तरानुगुणम् एव भवेत् ।) (मञ्जूषायाः सहायतया

Periodic Assessment - I (40 Marks) Time:1 ½ Hrs.	Periodic Assessment – II (80 Marks) Time: 3 Hrs.	Periodic Assessment - III (80 Marks) Time: 3 Hrs.	Annual Examination (80 Marks) Time :3 Hrs.
भागः(अनुप्रयुक्तव्याकरणम्) मणिकापुस्तकमाधारितम् 3. सन्धिकार्यम् a) स्वरसन्धिः- वृद्धिः , यण् b) व्यञ्जनसन्धिः - परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः 4.प्रत्ययाः- a)कृत्प्रत्ययौ (तव्यत्, अनीयर) b) तद्धिताः- (मतुप्, ठक्) 5.समयः-अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन) 6.अव्ययाः- इव, उच्चैः, एव, नूनम्, इतस्ततः , विना, सहसा , वृथा , शनैः, इति, मा, यत्, सम्प्रति, इदानीम्, अधुना घ-भागः (पठितावबोधनम्) 7.गद्यांशः-(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्) 8.पद्यांशः-पद्यम् (श्लोकम्/श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्) 9.श्लोकान्वयः अथवा भावार्थः - (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः	4.संवादपूर्तिः / कथापूर्तिः (कथा छात्रस्तरानुगुणम् एव भवेत्।) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णसंवादः / कथा लेखनीया।) ग-भागः (अनुप्रयुक्तव्याकरणम्) (मणिकापुस्तक-आधारितम्) 5.सन्धिकार्यम् a) स्वरसन्धिः - वृद्धिः , यण्, अयादिः b) व्यञ्जनसन्धिः -परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् c) विसर्गसन्धिः - उत्त्वम्, रत्वम् 6. समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः) a)तत्पुरुषः-विभक्तिः, नञ्, उपपदः b)द्वन्द्वः c)अव्ययीभावः-(अनु, उप, सह, निर्, प्रति, यथा) 7. प्रत्ययाः- a)कृत्प्रत्ययौ (तव्यत्, अनीयर) b)तद्धिताः-(मतुप्, ठक्, त्व, तल्) c)स्त्रीप्रत्ययौ- (टाप्, डीप्) 8.वाच्यपरिवर्तनम्- (केवलं लट्लकारे कर्तृ -कर्म-क्रिया) 9.समयः-अङ्कानां स्थाने शब्देषु समयलेखनम् (सामान्य-सपाद-सार्ध-पादोन) 10.अव्ययाः-इव, उच्चैः, एव, नूनम्, इतस्ततः , विना, सहसा , वृथा , शनैः, इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, श्वः, ह्यः, किमर्थम्, कुत्र 11.अशुद्धिसंशोधनम् (वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्) घ-भागः (पठितावबोधनम्) 12. गद्यांशः-(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्)	कथालेखनीया।) ग-भागः अनुप्रयुक्तव्याकरणम् (मणिकापुस्तक-आधारितम्) 5.सन्धिकार्यम् a) स्वरसन्धिः-वृद्धिः , यण्, अयादिः, पूर्वरूपम् b) व्यञ्जनसन्धिः -परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् c)विसर्गसन्धिः- उत्त्वम्, रत्वम्, विसर्गलोपः, विसर्गस्य स्थाने श्, ष्, स् 6.समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः) a)तत्पुरुषः-विभक्तिगतः, नञ्, उपपदः b)द्वन्द्वः c)अव्ययीभावः-(अनु, उप, सह, निर्, प्रति, यथा) 7.प्रत्ययाः- a)कृत्प्रत्ययौ (तव्यत्, अनीयर) b)तद्धिताः-(मतुप्, ठक्, त्व, तल्) c)स्त्रीप्रत्ययौ- (टाप्, डीप्) 8.वाच्यपरिवर्तनम्- (केवलं लट्लकारे कर्तृ -कर्म-क्रिया) 9.समयः-अङ्कानां स्थाने शब्देषु समय लेखनम् (सामान्य-सपाद-सार्ध-पादोन) 10.अव्ययाः-इव, उच्चैः, एव, नूनम्, इतस्ततः , विना, सहसा , वृथा , शनैः इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, श्वः, ह्यः, परश्वः, परह्यः, यदि, तर्हि, अद्य, किमर्थम्, कुत्र 11.अशुद्धिसंशोधनम् (वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्) घ-भागः (पठितावबोधनम्) 12. गद्यांशः-(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि	रिक्तस्थानपूर्तिमाध्यमेन पूर्णः संवादः / कथालेखनीया।) ग-भागः (अनुप्रयुक्तव्याकरणम्) (मणिकापुस्तकमाधारितम्) 5.सन्धिकार्यम् a) स्वरसन्धिः- वृद्धिः , यण्, अयादिः, पूर्वरूपम् b)व्यञ्जनसन्धिः -परसवर्णः (अनुस्वारस्थाने पञ्चमवर्णस्य प्रयोगः), तुगागमः, वर्गीयप्रथमवर्णस्य तृतीयवर्णे परिवर्तनम् c)विसर्गसन्धिः-उत्त्वम्, रत्वम्, विसर्गलोपः, विसर्गस्यस्थाने श्, ष्, स्, 6.समासः (वाक्येषु समस्तपदानां विग्रहः विग्रहपदानां च समासः) a)तत्पुरुषः-विभक्तिगतः, नञ्, उपपदः b)द्वन्द्वः c)अव्ययीभावः-(अनु, उप, सह, निर्, प्रति, यथा) 7.प्रत्ययाः- a)कृत्प्रत्ययौ (तव्यत्, अनीयर) b)तद्धिताः-(मतुप्, ठक्, त्व, तल्) c)स्त्रीप्रत्ययौ- (टाप्, डीप्) 8.वाच्यपरिवर्तनम्- (केवलं लट्लकारे कर्तृ -कर्म-क्रिया) 9.समयः-अङ्कानां स्थाने शब्देषु समय लेखनम् (सामान्य-सपाद-सार्ध-पादोन) 10.अव्ययाः-इव, उच्चैः, एव, नूनम्, इतस्ततः , विना, सहसा , वृथा , शनैः इति, मा, यत्, सम्प्रति, इदानीम्, अधुना, यावत्, बहिः, कदापि, च, अपि, पुरा, अत्र-तत्र, यथा-तथा, कदा, श्वः, ह्यः, परश्वः, परह्यः, यदि, तर्हि, अद्य, किमर्थम्, कुत्र 11.अशुद्धिसंशोधनम् (वचन-लिङ्ग-पुरुष-लकार-दृष्ट्या संशोधनम्) घ-भागः (पठितावबोधनम्) 12. गद्यांशः-(गद्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि

Periodic Assessment - I (40 Marks) Time:1 ½ Hrs.	Periodic Assessment – II (80 Marks) Time: 3 Hrs.	Periodic Assessment - III (80 Marks) Time: 3 Hrs.	Annual Examination (80 Marks) Time :3 Hrs.
अन्वयः भावार्थः वा लेखनीयः) 10.प्रसङ्गानुसारम् अर्थचयनम्- (पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) पाठ्यविषयाः- 1.प्रथमपाठः (वाङ्मयं तपः) 2.द्वितीयपाठः (नास्ति त्यागसमं सुखम्)	- एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) 13.पद्यांशः—पद्यम् (श्लोकम्/ श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) 14.नाट्यांशः—(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) 15.वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम्- 16.श्लोकान्वयः अथवा भावार्थः - (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः) 17.प्रसङ्गानुसारम् अर्थचयनम्-(पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) 18.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) पाठ्यविषयाः- 1.प्रथमः पाठः (वाङ्मयं तपः) 2.द्वितीयः पाठः (नास्ति त्यागसमं सुखम्) 3.तृतीयः पाठः (रमणीया हि सृष्टिः एषा) 4.चतुर्थः पाठः (आज्ञागुरूणां हि अविचारणीया)	अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) 13.पद्यांशः—पद्यम् (श्लोकम्/ श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) 14.नाट्यांशः—(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) 15.वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम्- 16.श्लोकान्वयः अथवा भावार्थः - (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः) 17.प्रसङ्गानुसारम् अर्थचयनम्-(पाठान् आधृत्य बहुविकल्पात्मकाः प्रश्नाः) 18.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) पाठ्यविषयाः- 1.प्रथमः पाठः (वाङ्मयं तपः) 2.द्वितीयः पाठः (नास्ति त्यागसमं सुखम्) 3.तृतीयः पाठः (रमणीया हि सृष्टिः एषा) 4.चतुर्थः पाठः (आज्ञागुरूणां हि अविचारणीया) 5.पञ्चमपाठः (अभ्यासवशगं मनः) 6. षष्ठपाठः (राष्ट्रं संरक्ष्यमेव हि) 7. सप्तमपाठः (साधुवृत्तिं समाचरेत्) 8. अष्टमपाठः (तिरुक्कुरल्-सूक्ति-सौरभम्) 9.नवमपाठः	- भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यपदचयनम् , पर्याय-विलोमपदचयनम्) 13.पद्यांशः—पद्यम् (श्लोकम्/ श्लोकौ अधिकृत्य अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) 14.नाट्यांशः—(नाट्यांशम् अधिकृत्य अवबोधनात्मकं कार्यम्) - एकपदेन पूर्णवाक्येन च प्रश्नोत्तराणि) - भाषिककार्यम् (वाक्ये कर्तृ-क्रियापदचयनम्, विशेषण-विशेष्यचयनम् , पर्याय-विलोमपदचयनम्) 15.वाक्येषु रेखाङ्कितपदानि अधिकृत्य प्रश्ननिर्माणम्- 16.श्लोकान्वयः -अथवा भावार्थः (एकस्य श्लोकस्य अन्वयः अथवा भावार्थः) (मञ्जूषायाः सहायतया रिक्तस्थानपूर्तिमाध्यमेन पूर्णः अन्वयः भावार्थः वा लेखनीयः) 17.प्रसङ्गानुसारम् अर्थचयनम्-(पाठान् आधृत्य बहुविकल्पात्मकप्रश्नाः) 18.पाठाधारित-कथापूर्तिः- (मञ्जूषापदसहायतया रिक्तस्थानपूर्तिः) पाठ्यविषयाः- 1.प्रथमपाठः (वाङ्मयं तपः) 2.द्वितीयपाठः (नास्ति त्यागसमं सुखम्) 3.तृतीयपाठः (रमणीया हि सृष्टिः एषा) 4.चतुर्थपाठः (आज्ञागुरूणां हि अविचारणीया) 5.पञ्चमपाठः (अभ्यासवशगं मनः) 6. षष्ठपाठः (राष्ट्रं संरक्ष्यमेव हि) 7. सप्तमपाठः (साधुवृत्तिं समाचरेत्) 8. अष्टमपाठः (तिरुक्कुरल्-सूक्ति-सौरभम्) 9.नवमपाठः

Periodic Assessment - I (40 Marks) Time:1 ½ Hrs.	Periodic Assessment – II (80 Marks) Time: 3 Hrs.	Periodic Assessment - III (80 Marks) Time: 3 Hrs.	Annual Examination (80 Marks) Time :3 Hrs.
	5.पञ्चमः पाठः (अभ्यासवशगं मनः) 6. षष्ठःपाठः (राष्ट्रं संरक्ष्यमेव हि)	8. अष्टमःपाठः (तिरुक्कुरल्-सूक्ति-सौरभम्) 9.नवमपाठः(सुस्वागतं भो! अरुणाचलेऽस्मिन्) 10.दशमपाठः (कालोऽहम्) (केवलम् आन्तरिकमूल्याङ्कनाय) 11.एकादशपाठः (किं किम् उपादेयम्) (केवलम् आन्तरिकमूल्याङ्कनाय)	(सुस्वागतं भो! अरुणाचलेऽस्मिन्) 10.दशमपाठः (कालोऽहम्) (केवलम् आन्तरिकमूल्याङ्कनाय) 11.एकादशपाठः (किं किम् उपादेयम्) (केवलम् आन्तरिकमूल्याङ्कनाय)

अवधेयम्-

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

LEARNING OBJECTIVES / PEDAGOGICAL PROCESS & ACTIVITIES TO ACHIEVE THE LEARNING OUTCOME			
Name of the Chapter	Learning Objectives	Pedagogical Process	Activities to achieve the Learning Outcome
प्रथमपाठः (वाङ्मयं तपः) SDG- 4, 16	- मधुर भाषणस्य महत्वम् अवगच्छन्ति - दैनिकजीवने शिष्टभाषायाः प्रयोगं करिष्यन्ति	चित्राणि, सूक्तयः, लघुकथानाम् प्रदर्शनम्	संस्कृते लघुवाक्यलेखनम्
द्वितीयपाठः (नास्ति त्यागसमं सुखम्) SDG- 4 & 1	- त्यागस्य महत्वम् इति विषये अवगच्छन्ति - नैतिकमूल्यानां पालनाय प्रेरिताः भवन्ति	छात्राः स्व-अनुभावान् कथयिष्यन्ति	वाचनकौशलस्य अभिवृद्धिः
तृतीयपाठः (रमणीया हि सृष्टिः एषा) SDG- 15 & 6	- प्रकृतेः सौन्दर्यं वर्णयितुं पारयन्ति - पर्यावरणस्य आवश्यकतां ज्ञास्यन्ति	प्रकृतिसम्बद्धानि चित्राणि प्रदर्शनम्	छात्राणां वृक्षाणां महत्वविषये ज्ञानम्
चतुर्थपाठः (आज्ञागुरुणां हि अविचारणीया) SDG- 4, 3	- गुरुशिष्यसम्बन्धस्य महत्वम् ज्ञास्यन्ति - गुरोः आज्ञा पालनस्य आवश्यकतां जानन्ति	चित्राणि, सूक्तयः, लघुकथानाम् प्रदर्शनम्	समूह-चर्चा, भूमिकानिर्वाहः
पञ्चमपाठः (अभ्यासवशगं मनः) SDG- 3 & 4	- मनो निग्रहस्य आत्मासंयमस्य च आवश्यकता - अभ्यासस्य महत्त्वं जानन्ति	प्रेरणादायकसुकतयः गायनम्	गीतापाठः, समूहचर्चा
षष्ठपाठः (राष्ट्रं संरक्ष्यमेव हि) SDG- 16 & 17	- सैनिकानां त्यागस्य महत्त्वम् - राष्ट्रस्य महत्वम् अवगच्छन्ति	राष्ट्रोपयोगीलघुकथा कथनम्	भाषणप्रतियोगिता
सप्तमपाठः (साधुवृत्तिं समाचरेत्) SDG -3 & 4	- दैनिकजीवने सद्गुणव्यवहारस्य पालनम् - सत्य-अहिंसा-दया- गुणानां ज्ञानम्	प्रेरणादायकसुकतयः गायनम्	संवादलेखनम्
अष्टमपाठः (तिरुक्कुरल्-सूक्ति-सौरभम्) SDG- 4 & 1	- तिरुक्कुरल् सुक्तिनां भावं महत्त्वं जानन्ति - नैतिकमूल्यानां पालनाय प्रेरिताः भवन्ति	प्रेरणादायकचित्राणि प्रदर्शयन्ति	समूहचर्चा, अर्थलेखनम्
नवमपाठः (सुस्वागतं भो! अरुणाचलेस्मिन्) SDG- 15 & 11	- अरुणाचलप्रदेशविषये कथनम् - पर्यटनस्य पर्यावरणसंरक्षणाय प्रयत्नम्	अरुणाचलप्रदेशस्य मानचित्रस्य प्रदर्शनम्	मानचित्रकार्यक्रमः
दशमपाठः (कालोहम्) (केवलम् आन्तरिकमूल्याङ्कनाय) SDG- 5 & 11	- कालविषये ज्ञानम् - अङ्गज्ञानस्य उपरि प्रभावः	समयस्य चित्राणि प्रदर्शनम्	संख्या-लेखनम्
(केवलम् आन्तरिकमूल्याङ्कनाय) एकादशपाठः (किं किम् उपादेयम्) SDG- 4 & 1	- सुक्तिनां भावं महत्त्वं जानन्ति - नैतिकमूल्यानां पालनाय प्रेरिताः भवन्ति	प्रेरणादायकचित्राणि प्रदर्शयन्ति	समूहचर्चा, अर्थलेखनम्

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

PRESCRIBED BOOKS:

- 1- Text Book For Class X: NCERT
- 2- Exemplar Problems For Class X: NCERT
- 3- Lab Manual: Mathematics, Secondary Stage: NCERT

COURSE STRUCTURE CLASS-X (ANNUAL EXAMINATION)

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

ASSESSMENT STRUCTURE

Board exam (80 marks) Whole syllabus	INTERNAL ASSESSMENT (20 MARKS)			
	Pen and Paper Test (5)	Multiple Assessment (5)	Portfolio (5)	Subject Enrichment Activity (5)
	PA-1	PA-1 : Quiz (Written)	PA-1:	PA-1: Maths Lab Activity
	PA-2	PA-2: Oral Test	PA-2:	PA-2: Maths Lab Activity
	PA-3	PA-3: Art Integrated Project	PA-3: CW & HW, and Other Achievements in Subject	PA-3: Maths Lab Activity

SUBJECT ENRICHMENT ACTIVITIES:

PA-1

- To draw the graph of a quadratic polynomial and determine the zero(s) geometrically.
- To verify the sum of n natural numbers $\frac{n(n+1)}{2}$

PA-2

- To determine the value of t-ratio of 30⁰ and 45⁰ by geometrically.
- To verify Basic Proportionality Theorem.

PA-3

- To verify the length of tangents from an external point to a circle are equal.
- To compare the volume of a right circular cylinder&a right circular cone with same height and radius.

Rubrics for Assessments			
Oral test/ quiz (5marks) - Content knowledge (2) - Answers confidently & Thinks logically (2) - Correct approach &Time management(1)	Art integrated project (5 marks) - content accuracy (2) - creativity (2) - presentation & neatness (1)	cw/hw: (5 marks) - Regularity (2) - Maintenance of copy with index and neatness (2) - Task completion (1)	lab activity: (5 marks) - Timely submission/ Neatness (2) - Presentation skill (2) - Creativity (1)

SYLLABUS

Chapter	Periodic Assessment-1 (40 Marks) Time: 1 ½ Hours	Periodic Assessment-2 (80 Marks) Time : 3 Hours	Periodic Assessment -3 (As per CBSE Sample Paper) (80 marks) Time : 3 hours	Board Examination (80 Marks) Time : 3 Hours
Chapter-1	Real numbers (6marks)	Real numbers (6marks)	Real numbers	Real numbers
Chapter -2	Polynomials (8marks)	Polynomials (10 marks)	Polynomials	Polynomials
Chapter -3	Pair of linear equations in two variables (8marks)	Pair of linear equations in two variables (10 marks)	Pair of linear equations in two variables	Pair of linear equations in two variables
Chapter -4	Quadratic equations (10)	Quadratic equations (8)	Quadratic equations	Quadratic equations
Chapter-5	Arithmetic progression (8)	Arithmetic progression(10)	Arithmetic progression	Arithmetic progression
Chapter-6	-	Triangles(9marks)	Triangles	Triangles
Chapter-7	-	Co - ordinate geometry(7)	Co - ordinate geometry	Co - ordinate geometry
Chapter-8	-	Introduction to Trigonometry (12 marks)	Introduction to Trigonometry	Introduction to Trigonometry
Chapter-9	-	Applications of trigonometry(8)	Applications of trigonometry	Applications of trigonometry
Chapter-10	-	-	Circles	Circles
Chapter-11	-	-	Areas related to circles	Areas related to circles
Chapter-12	-	-	Surface area and volumes	Surface area and volumes
Chapter-13	-	-	Statistics	Statistics
Chapter-14	-	-	Probability	Probability

WEIGHTAGE TO FORM OF QUESTIONS

PERIODIC ASSESSMENT- I

Sl. No.	Form Of Questions	MCQ +AR	SA-I	SA-II	LA	Case Based Questions
1	Marks for each question	1	2	3	5	4
2	No. of questions	9+1	2	4	2	1 (ONE CASE STUDY QUESTION TO BE INCLUDED) A case study has two one mark questions and one two marks question with internal choice(1+1+2*)
3	Total Marks	10	4	12	10	4
	Internal Choice		1	1	1	1
Total no. Of internal choice questions : 4						
Total No Of Questions : 19, Total Marks : 40						

PERIODIC ASSESSMENT – II & III

Sl. No.	Form of Questions	MCQ	SA-I	SA-II	LA	Case Bsed 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 linternal Choice Wuestions: 9						
Total No of Questions : 38, Total Marks : 80						

LEARNING OUTCOMES, PEDAGOGICAL PROCESS

Name of the Chapter/ Topic	Learning Outcomes	Pedagogical Process	Activities to Achieve the Learning Outcomes
CH:1-Real Numbers SDG:8. Decent Work and Economic Growth	The learners will be able to: • use the fundamental theorem of arithmetic in order to calculate hcf and lcm of the given numbers in the context of the given problem. • recall the properties of irrational number in order to prove that whether the sum/ difference/ product/quotient of 2 numbers is irrational or not • apply theorems of irrational number in order to prove whether a given number is irrational or not	• peer discussion on irrationality of numbers. • quiz on hcf and lcm • demonstration on fundamental theorem of arithmetic • use of colour paper to find hcf of number.	• printed worksheet on irrationality/ hcf & lcm of numbers • crossword puzzle
CH:2 Polynomials SDG : 16. Peace and Justice, Strong Institutions	• recall degree of polynomial in order to find the number of zeroes of polynomial • uses algebraic and graphical method of finding zeroes of a polynomial in order to establish a relationship between them • analyse the graph of the polynomials in order to find the number of zeroes of polynomial • compute zeroes of the polynomials in order to verify the relationship between zeroes and the coefficients • compute the sum and product of zeroes of the polynomial in order to find the quadratic polynomial	• playing games on factorization of polynomials • graph skill to explore the zero(s) of polynomials • questionnaire on zero(s) and the relationship between the zero(s) and the co-efficient of the polynomial. • presentation through open end interactive software	• to differentiate polynomials from given group of algebraic expressions . • to find the zero(s) of polynomial from a given printed worksheet. .
CH : 3 - Linear Equations in Two Variables SDG: 5 - Gender Equality	• state the properties of linear equation in order to classify the given equations as linear or non linear • uses graphical and other methods in order to finds solutions of pairs of linear equations in two variables • interpret the concepts of linear equations in order to represent any given situation algebraically and graphically • demonstrate given two linear equations in order to comment on the nature/behaviour of the lines representing the linear equations • use the most appropriate algebraic method in order to solve the given pair of linear equations	• formation of peer group to form linear equations • graph skill to represent a pair of linear equations in two variables • demonstration of solving linear equations	• students in group will be given example cards to frame linear equations from a given situation. • to draw the graph and explore its nature. • assignment to find the solutions of linear equations by algebraic method i.e elimination method and substitution method

Name of the Chapter/ Topic	Learning Outcomes	Pedagogical Process	Activities to Achieve the Learning Outcomes
	- use the concepts of pair of linear equations in two variables in order to represent any given situation algebraically and find its solution - calculate the ratio of coefficients of linear equations in order to discuss the nature of pair of linear equations		MCQ worksheet to find the solution of problems based on real life situations.
CH-4 : Quadratic Equations SDG:5 - Gender Equality SDG: 8 - Decent Work and Economic Growth	- write quadratic equation in order to represent the given situation algebraically - rewrite the given equations in the standard form in order to check whether they are quadratic or not - solve quadratic equations through factorization in order to find its roots - solve quadratic equations through middle term splitting in order to find its roots - use the quadratic formula in order to find the roots of quadratic equation - substitute the value of the roots of a given equation in order to verify roots of that quadratic equation - examine the discriminant of quadratic equation in order to find out the nature of its roots - describe the nature of the roots of a quadratic equation in order to determine that whether a given situation is possible or not	- oral discussion on quadratic polynomial and equations - use of worksheet to check whether the equation is quadratic or not. - demonstration of finding solutions of quadratic equation - discussion to frame quadratic equation from a given situation	- worksheets on finding the solutions of quadratic equations - assignment on finding the solutions of quadratic equations by using quadratic formula. - worksheets on nature of roots of a quadratic equation.
CH-5 - Arithmetic Progression SDG:5 - Gender Equality SDG: 8 - Decent Work and Economic Growth	- produce patterns in order to observe that succeeding terms are obtained by adding a fixed number to the preceding terms. - calculate the nth term of a given ap in order to find its terms and their nature - calculate the nth term of a given ap in order to solve for a real-life word problem - calculate the sum of a given ap in order to get the solution for a real-life word problem - calculate the last term of the given ap in order to find the solution for a real-life word problem - use appropriate formula to calculate the last term of the given ap.	- representation of activity sheet showing different sequences - providing some slips contain some real life situations - oral presentation - creating design using ap - paper cutting and pasting activity to verify the sum of first n natural numbers.	- activity to represent different sequences by using match sticks and also to find the general term. - identifying AP from a set of sequences. - presentation of sum of n natural numbers on the lab activity record.
CH-6 - Triangles SDG: 9 - Industry Innovation and Infrastructure SDG: 10 - Reduced Inequalities	- distinguish between congruency and similarity and understand the concept of similar figures - compute the angles and ratio of sides of polygons in order to determine their similarity - compute the angles and ratio of sides of triangles in order to determine their similarity - apply basic proportionality theorem and its converse in order to determine the ratio of sides in the given triangle(s) - apply various criterions of similarity in order to prove whether given triangles are similar or not - show similarity of triangles in order to solve for given real life word problems.	- providing printed worksheet on similar figures - discussion of basic proportionality theorem - demonstration of criteria of similarity in triangles - written quiz	- separation of pair of similar figures from other set of figures - verification of BPT by paper folding method. - analysis of given figures to set the criteria of similar triangles.
CH-7 : Coordinate Geometry SDG: 3 - Good Health and Well Being	- identify x and y coordinate in order to plot points on the graph - apply and derive distance formula in order to determine the distance between two coordinates on the graph	- snake-ladder game - providing printed worksheet to find the distance	students in group will find the distance between any two

Name of the Chapter/ Topic	Learning Outcomes	Pedagogical Process	Activities to Achieve the Learning Outcomes
	• apply distance formula in order to solve various mathematical and real-life situations graphically • apply and derive section formula in order to divide the line segment in a given ratio • apply distance and section formula in order to determine the vertices/diagonals/mid points of given geometrical shapes	• demonstration of section formula	• cities on a coordinate plane • using section formula to find a point between two given points with a given ratio
CH-8 : Introduction to Trigonometry SDG: 9 - Industry Innovation and Infrastructure	• describe trigonometry in order to study the relationship between side and angle of a triangle • define and distinguish various trigonometric ratios in order to describe and verify sine, cosine, tangent, cosecant, secant, cotangent of an angle • use given trigonometric ratio(s) in order to find and verify other trigonometric ratios/angles of the triangle • compute the trigonometric ratio of 0°, 30°, 45°, 60°, 90° in order to know and apply the value of specific angles • compute and apply trigonometric identities in order to simplify and solve mathematical problems	• demonstration of t-ratios • quiz on t-ratio • explanation of identity $\sin^2 \theta + \cos^2 \theta = 1$ • providing printed worksheet to recall basic ratios	• proving trigonometry ratio of some specific angles • printable assignment to prove identities • mcq worksheet based on identity $\sin^2 \theta + \cos^2 \theta = 1$
CH-9 - Some Applications of Trigonometry SDG: 9 - Industry Innovation and Infrastructure	• identify line of sight in order to determine angle of elevation and angle of depression. • apply trigonometric ratios (of specific angles) in order to determine heights and distances of the objects.	• explanation of different terms related to application of trigonometry. • group activity	• each group will make a clinometers.
CH -10 : Circles SDG: 9 - Industry Innovation and Infrastructure SDG: 10 - Reduced Inequalities	• draw, identify and differentiate between secant and tangent of a circle in order to prove and apply various theorems related to circles • prove and apply theorems related to tangent of a circle in order to determine number of tangents from the given point(s) • prove and apply theorem related to tangent of a circle in order to determine length of the tangent.	• demonstration cum discussion of terms related to circles • activity method to verify the properties of tangents of a circle.	• verifying the lengths of the tangents drawn from an external points are equal. • printable worksheets related to the concepts.
CH -11 : Areas Related to Circles SDG: 9 - Industry Innovation and Infrastructure SDG: 10 - Reduced Inequalities	• describe the relationship between circumference and diameter of a circle. • apply the concepts of circumference and area in order to solve in for various circular objects in real life. • describe sector and segment of a circle in order to differentiate between the two. • describe minor and major sector of a circle in order to differentiate between the two • describe minor and major segment of a circle in order to differentiate between the two • apply the formula of area of sector and segment of a circle in order to compute the area of a specified region . • calculate the length of an arc of a circle in order to comment whether it is the major arc or minor arc . • calculate the area of various combinations of plane figures in order to apply the concepts of circles, quadrilaterals and triangles.	• discussion based on parts of the circle. • explanation on areas of different parts of circle and the combination of figures.	• art integrated activity on the concept of parts of circle. • oral assessment on the concept • worksheet on areas of combination of figures.

Name of the Chapter/ Topic	Learning Outcomes	Pedagogical Process	Activities to Achieve the Learning Outcomes
CH-12 : Surface Areas And Volumes SDG: 9 - Industry Innovation and Infrastructure	- to be familiar with the term-combination of solids - to relate examples from real life - to learn how to find out the volumes and surface areas of combination of solids - apply formulas of volume of 3d solids in order to derive the volume of a new solid. - apply formulas of volumes of 3d solids in order to derive the volume of the new converted solid - use concepts of surface areas and volumes for a variety of 3-d objects in order to apply into real life.	- group discussion initiated with a practice sheet - experimental activity on conversion of solids - demonstration of formula of combination of solids	- worksheet (objective) - worksheet (subjective) - comparing the volume of a right circular cylinder and a right circular cone with same base and height
CH-13 : Statistics SDG: 3 - Good Health And Well Being SDG : 8 - Decent Work and Economic Growth SDG : 13 - Climate Action	- calculate the mean of the grouped data by direct method, assumed mean method and step-deviation method - calculates mean, median and mode in order to apply them to real life contexts - compute the mean and mode of the given data in order to interpret the two measures of central tendency - apply formula for the median of a given grouped data in order to calculate missing values of frequency - differentiate between mean, median and mode with examples in order to understand most effective measure of central tendency in various cases.	- explanation of measure of central tendency - discussion of finding mean, median and mode of grouped data.	- printable assignments on measure of central tendency - oral assessment
CH-14 : Probability SDG- 13 : Climatic Action	- differentiate between empirical probability and theoretical probability - calculate the probability of given events in an experiment and comment whether they are complementary events/sure event/impossible event - represent using organized lists, tables, or tree diagrams in order to list the sample space for compound events - calculate the probability of various events in order to rank them from most to least probable	- explanation of different terms related to probability - demonstrating by throwing two dices simultaneously to show the outcomes.	- making mind map - printable assignments on the concepts.

SCIENCE

Prescribed text books:

- 1. Science-Text Book, NCERT Publication
- 2. Exemplar Problems, NCERT Publication
- 3. Laboratory Manual- Science- NCERT Publication

COURSE STRUCTURE (ANNUAL EXAMINATION)

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

ASSESSMENT STRUCTURE

80 Marks Board Exam (Whole syllabus)	20 Mark Internal Assessment		
	Pen Paper Test (5 Marks + 5 Marks)	Portfolio (C.W.&H.W.) (5 Marks)	Subject Enrichment (Practical/ Laboratory Work) (5 Marks)
	Three written tests will be conducted. Best two tests will be taken for final marking.	• Regularity (2 mark) • Writing relevant answers (2 mark) • Timely submission (1 mark)	• Experimental setup and proper technique (2mark) • Collection of Data and observation. (1 mark) • Practical record (2 mark)

INTERNAL ASSESSMENT-SUBJECT ENRICHMENT ACTIVITY (5 MARKS)

Periodic Assessment -I	Periodic Assessment -II	Pre Board-I & II
Physics Exp-1. Determination of the focal length of (a) concave Mirror (b) convex lens by obtaining the image of a distant object. Exp-2. Tracing the path of a ray of light passing through a rectangular glass slab for different angles of incidence. Measure the angle of incidence, angle of refraction, angle of emergence and interpret the result. Chemistry Exp-I . Performing and observing the following reactions and classifying them into : (a) Combination reaction (b) Decomposition reaction	Physics Exp-3.Tracing the path of the rays of light through a glass prism. Exp-4. Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it, and determine its resistance. Also plotting a graph between V and I. Chemistry Exp-2. A. Studying the properties of Acids and Bases(HCl and NaOH) on the basis of their reaction with i. Litmus solution(Blue/Red) ii. Zinc Metal iii. Solid sodium carbonate Exp.2. B. Finding the pH of the following samples by using pH paper/Universal Indicator a. Dilute Hydrochloric Acid	Physics Exp-5.Determination of equivalent resistance of two resistors when connected in series and parallel. Chemistry Exp: 4.Study the following properties of Acetic acid (Ethanoic acid) a. Odour b. Solubility in water c. Effect on Litmus d. Reaction with solid Sodium Hydrogen Carbonate Exp-5.Study of the comparative cleaning capacity of a sample of soap in soft and hard water. Biology

(c) Displacement reaction (d) Double displacement reaction. i. Action of water on Quick lime ii. Action of heat on Ferrous sulphate crystals iii. Iron nails kept in Copper sulphate solution (iv)Reaction between Sodium sulphate and barium chloride solutions. Biology Expt.-1. Preparing a temporary mount of a leaf peel to show stomata.	b. Dilute NaOH solution c. Dilute Ethanoic Acid solution d. Lemon juice e. Water f. Dilute Sodium Hydrogen Carbonate solution. Exp:3-Observing the action of Zn, Fe, Cu & Al metals on the following salt solutions i. ZnSO₄(aq) ii. FeSO₄(aq) iii. CuSO₄(aq) iv. Al(SO₄)₃ (aq) Arranging Zn, Fe, Cu & Al metals in the decreasing order of reactivity based on the above result. Biology Exp-2. Experimentally show that carbon dioxide is given out during respiration. Note: Practical portion covered during PA-I are also included in PA-II	Exp-3. Studying (a) Binary fission in Amoeba (b) Budding in Yeast and Hydra with the help of prepared slides. Exp-4. Identification of the different parts of an embryo of a dicot seed (Pea, Gram or Red kidney bean) Note: Practical portions covered during PA-I & PA-II are also included for PREBOARD-I&II.
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BLUE PRINT OF PERIODIC ASSESSMENT-I QUESTION PAPER

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

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

ONLY (Written Test)

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

Theme: Materials

Unit I: Chemical Substances - Nature and Behaviour

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

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Periodic Classification of Elements: Döbereiner's Triads, Newlands' Law of Octaves, Mendelée's Periodic Table, Modern Periodic Table and the Modern, Metallic and Non metallic Properties.

The above topics to be assessed in the form of write ups as Port Folio in Periodic Assessment-II

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

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

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

Theme: The World of the Living Unit I : World of Living

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

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

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

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

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference.

Evolution: Acquired and Inherited Traits, Speciation, Evolution and Classification, Tracing

Evolutionary Relationships, Fossils, Evolution by Stages, Human Evolution

Theme: Natural Phenomena

Unit 11: Natural Phenomena

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

Refraction; Laws of refraction, refractive index.

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

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

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

Theme: How Things Work

Unit IV: Effects of Current

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

Magnetic effects of Electric Current: Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid; Force on current carrying conductor, Fleming's Left Hand Rule, Direct current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuits.

The following topics are included in the syllabus but will be assessed only formatively to reinforce understanding without adding to summative assessments. This reduces academic stress while ensuring meaningful learning. Schools can integrate these with existing chapters as they align well. Relevant NCERT textual material is enclosed for reference:

Motor, Electromagnetic Induction, Electric Generator

A written test of 20 marks will be taken of the chapter **MAGNETIC EFFECTS OF ELECTRIC CURRENT** (including the above concepts) during the last week of November). It will be included in Portfolio.

The blue print of the above test is given below.

ASSESSMENT : 20 MARKS				DURATION : 40 Mins		
SL No	Form of Question	MCQ	AIR	Source based /case based	Short Answer Type	
					SA-I	SA-II
1	Marks for each question	1	1	4(1+1+2)	2	3
2	No of Questions	4	2	1	2	2
3	Total Marks	4	2	4	4	6

Theme: Natural Resources

Unit V: Natural Resources

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

DETAILS SYLLABUS

SL No	Chapter Name	Periodic Assessment - I (40 marks) Time-1hr 30min	Periodic Assessment - II (80marks) Time-3hrs.	Sahodaya Preboard Time-3hours (80 marks) Time-3hrs.	Annual Exam (80 marks) Time-3hrs. As per the guidelines of CBSE
1	Ch: 1. Chemical Reaction and Equations	8	5	25	25
2	Ch: 2. Acids, Bases and Salts	5 (Up to Importance of pH in Everyday Life) (Before More about Salts)	8		
3	Ch: 3. Metals and Non -metals	----	9		
4	Ch: 4. Carbon and its Compounds	-----	Up to Allotropes of Carbon (Before Versatile nature of Carbon) 3		
5	Ch: 5. Life Processes	14	14	25	25
6	Ch: 6. Control and Coordination	-----	10		

7	Ch: 7. How do Organisms Reproduce?	-----	Up to Asexual mode of reproduction 6		
8	Ch: 8. Heredity	----	---		
9	Ch: 9. Light -Reflection and Refraction	10	5		12
10	Ch: 10. The Human Eye and the Colourful World.	3 (Up to Defects of Vision)	8	12	
11	Ch: 11. Electricity	----	12		
12	Ch: 12. Magnetic Effects of Electric Current	----	----	13	13
13	Ch: 13. Our Environment			5	5
	TOTAL:	40	80	80	80

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESSES

Name of the Chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the Learning objectives
CH-1: Chemical Reactions and Equations SDG 03 - Good Health and Well Being SDG 15 -Life on Land SDG 09 - Industry Innovation and Infrastructure	Learners can: • identify the characteristic features and principle of chemical reactions. • use of chemical symbols, formulae in order to acquire the skill of writing chemical equations. • apply the law of conservation of mass in order to balance the chemical equations for various reactions. • categorise the given chemical reactions on the basis of their properties. • predict the reaction as oxidation or reduction based on the addition/removal of oxygen/hydrogen/electrons to the reactants to form products. • plan and conduct simple activities/ experiments to verify the types of reactions and seek answer to their own queries.	• identify the chemical changes in everyday life. • recognise the difference between reactions, such as exothermic and endothermic, oxidation and reduction, etc. • study how chemical equations are balanced using simple mathematical skills.	The following activities will be performed by the students on: • burning of magnesium ribbon • decomposition of ferrous sulphate/ lead nitrate crystals • displacement of iron in copper sulphate solution • double displacement for barium chloride and sodium sulphate solution. • perform role play to explain different types of chemical reactions.
CH-2: Acids, Bases and Salts SDG 03 - Good Health and Well Being SDG 09 - Industry Innovation and	• observe the action of given substances with various indicators in order to categorize them as acids or bases. • detect the formation of hydrogen gas / carbon dioxide gas when metals / metal carbonates / bicarbonates react with acids and bases	• investigate to understand the difference between properties of acids and bases through chemical tests. • recognise different types of salts and their uses. • observe the action of indicators in acidic and basic medium.	• students will identify acids and bases by using litmus paper or litmus solution. the following activities will be performed by the students on: • metals such as zinc, magnesium with dilute HCL/H2S04. • metal carbonates / bicarbonates with acids.

Name of the Chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the Learning objectives
Infrastructure SDG 14 - Life Below Water SDG 15 - Life on Land	- analyse the reaction taking place between an acid and a base (alkali, metal oxides) using an indicator. - detect the strength of given substance based on their position in the PH scale. - identify the positive and negative radicals present in a salt in order to predict a salt's family and PH range. - classify salts into acidic, basic and neutral type. - analyze the preparation of different salts and use them in day-to-day life. - create a concept map to show the preparation of different salts starting from common salt.		- neutralisation reaction of any acid and base. - use PH paper to identify the strength of acid and bases. - prepare a concept map on chemical properties of acids and bases.
CH-3: Metals and Non-Metals SDG 08 - Decent Work and Economic Growth SDG 09 - industry innovation and infrastructure	- identify the electropositive and electronegative elements. - differentiate metals and non-metals by their physical and chemical properties. - classify highly reactive, moderately reactive and low reactive metals on the basis of reaction with oxygen/ water/ dilute acids. - explain the formation of ionic bond and analyse their properties. - construct a flow chart for the process of extraction of most reactive, moderately reactive and least reactive metals. - create a concept map for the chemical properties of metals.	- recognise the difference between metals and non-metals by their physical properties such as hardness, malleability, ductility, conductivity, etc. - investigate chemical properties of metals and non-metals with acids, bases and salt solutions. - discuss the basic metallurgical processes of different metals on the basis of their reactivity. - perform games or role play to explain the different properties of metals and non-metals	- quiz on reactivity series of metals. - the following activities will be performed by the students on: - reaction of metals and non-metals with oxygen. - reaction of metals and non-metals with water. - reaction of metals and non-metals with dilute acids and bases. - displacement reactions to show the order of reactivity of metals.
CH-4: Carbon and Its Compounds SDG 15 - Life on Land SDG 03 - Good Health and Well Being	- classify the different allotropes of carbon. - differentiate saturated and unsaturated hydrocarbons. - classify carbon compounds into homologues series in order to predict their properties. - construct the possible isomers of different carbon compounds. - explain the formation of covalent molecules by sharing of electrons. illustrate the chemical properties of carbon compounds (like combustion, oxidation, addition and substitution) along with balanced chemical reactions.	- design the models of diamond, graphite, fullerene and different simple hydrocarbons. - observe how carbon compounds burn in oxygen in order to classify them as saturated or unsaturated. - discuss the process of micelle formation in order to understand how soap works in hard water and soft water.	- use of ball and stick model to explain the structure of different carbon compounds. - the following activities will be performed by the students on: - physical and chemical tests to distinguish between ethanol and ethanoic acid. - reaction of ethanoic acid with solid sodium carbonate/ bicarbonate. - formation of ester from ethanol and ethanoic acid in presence of conc. sulphuric acid.

Name of the Chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the Learning objectives
	- differentiate between esterification and saponification. - create a concept map for reactions of carbon compounds.		
CH: -Life Processes SDG 14 : Life Below Water SDG 15 : Life on Land	- explain the process of conversion of CO₂& H₂O into carbohydrates, in order to understand how autotrophs, obtain nutrition. - illustrate the process involved in human digestive system, in order to explain how humans, obtain nutrients from food list the enzymes & their functions involved in human digestive system, in order to understand breakdown of food in humans. - outline and explain the ways of breakdown of glucose by various pathways, in order to explain how energy is obtained in organisms. - illustrate the process involved in human respiratory system, in order to explain how humans, take in oxygen and expel CO₂. - illustrate the process of transport of oxygenated & de-oxygenated blood by human heart, in order to explain how oxygen is transported to cells. - outline the process of double circulation of blood in human, in order to explain how oxygenated & deoxygenated blood is compartmentalized. - describe the function of blood vessels, platelets & lymph in human body in order to understand how human transportation system works. - explain the function of xylem (vessels and tracheids) in plants, in order to explain how plants take up water from soil. - explain the function of transpiration in order to explain how water travels up in plants. - explain the function of phloem & ATP, in order to explain how food is transported in plants. - illustrate the process involved in human excretory system, in order to explain how waste is transported out of humans' body. - describe transpiration and other ways in which plants shed extra wastes, in order to explain excretion in plants.	- ppt presentation on different topics related to life processes. - concept map on different physiological processes that occur in plants and animals. - conduct activity on- to prepare temporary mount of leaf peel to show stomata. - light is necessary for photosynthesis. - CO₂ is given out during respiration.	- differentiate organisms based on their type of nutrition, such as autotrophic, saprophytic parasitic and holozoic nutrition. - plan and conduct experiments to show variegated leaves perform photosynthesis. - draw labelled diagrams \ flow chart \ concept maps of digestive, respiratory, circulatory and excretory system. - exhibit creativity in designing models using eco-friendly resources, such as working model of respiratory. digestive and excretory systems.

Name of the Chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the Learning objectives
CH:6 - Control and Coordination SDG 14 -Life Below Water SDG 15 - Life On Land SDG 03 - Good Health and Well Being	- draw the structure & explain the functioning of a neuron, in order to explain how electrical signals travel in human body. - outline the working of a reflex arc, in order to explain how reflex actions, take place in humans. - illustrate the location and functions of different parts of human brain, in order to understand working of human brain. - examine tropic movements in order to understand how plants respond to environmental triggers like light, gravity, water. - illustrate the function of endocrine glands in human body, in order to understand functioning of hormones.	- PPT presentation on structure and function of human brain and endocrine system of human being. - Conduct activity on- - phototropism. - geotropism - hydrotropism - draw the flow chart to show the pathways of electrical impulses in a neuron.	- explain the transmission of electrical and chemical signals in human body. - explain the working principle of reflex action in human being. - perform activities on different tropic movement in plants. - locate various endocrine glands and can explain the function of each. - draw labelled diagrams of reflex arc, neuromuscular junction and neuron.
CH-7: How Do Organisms Reproduce? SDG 04 - Quality Education SDG 05 - Gender Equality SDG 03 - Good Health and Well Being	- list down the reasons for changes in DNA copying and their effect on niche, in order to understand importance of variations. - illustrate the process of fission in amoeba, Leishmania & Plasmodium, in order to understand how unicellular organisms divide. - illustrate the process of fragmentation in Spirogyra, spore formation in Rhizopus, budding in Hydra and regeneration in Planaria in order to understand how multicellular organisms with simple body design divide. - illustrate the process of vegetative propagation in plants like sugarcane, roses, grapes in order to understand how plants reproduce without seeds. - label the different parts of a flower and explain their functions in order to understand how flowers reproduce to form fruit. - illustrate the male reproductive system and the female	- experiment to show the growth of Rhizopus on moist slice of bread, vegetative propagation in Bryophyllum. - to observe permanent slides of binary fission in Amoeba, budding in yeast and budding in Hydra. - to identify unisexual and bisexual flower from a group of flowers. - PPT presentation on HIV AIDS and child bearing and women's health.	- can draw conclusion, such as DNA copying is the basic event in reproduction. - explain the processes of budding in Hydra, fission in Amoeba, Leishmania & Plasmodium. - draw labelled diagram / flow chart of male and female reproductive system, L.S. of bisexual flower, germination of pollen grain on stigma of a flower. formation of egg till child birth, pathway of movement of sperm in human male reproductive system. - applies scientific concept in daily life and solving problems. such as how to take precautions to prevent STDs, using vegetative propagation to develop sapling in gardening.

Name of the Chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the Learning objectives
	reproductive system in order to understand its function in reproduction . list down the ways to avoid fertilization, in order to avoid pregnancy and maintain reproductive health.		
CH-8 : Heredity SDG 05- Gender Equality	- explain the combination of sex chromosomes, in order to understand how sex is determined in humans. - state and explain Mendel's traits of inheritance, in order to understand how traits are inherited from one generation to next.	- to solve the problems related to monohybrid cross and dihybrid cross. - make a graphic organizer on DNA.	- draw conclusions such as traits / features are inherited through genes present on chromosomes. - take initiative to know about scientific discoveries / inventions such as Mendel's contribution in understanding the concept of inheritance.
CH:9. Light- Reflection and Refraction SDG 9- Industry, Innovation and Infrastructure SDG 11- Sustainable Cities and Communities	- differentiate between reflection and refraction , concave mirror and convex mirror, real image and virtual image. - plan and conduct experiments on reflection of light by plane mirror, refraction by glass slab and convex lens etc. - explain the process of formation of image by various types of mirrors and lenses. - draw ray diagrams for the formation of image by plane and spherical mirrors. - analyze the bending of a ray of light while travelling from one transparent medium to another transparent medium. - calculate refractive index, position of object, image and focal length of optical devices in various situations using the data given. - compute the values of power for various types of lenses. - use scientific convention to represent formulae and equations such as sign conventions in optics.	- get familiar with new cartesian sign convention using illustrated cards and may be given ample opportunities to apply the sign convention in various situations of reflection by spherical mirrors and refraction by lenses. - draw the ray diagrams for the formation of image by spherical mirrors and lenses for different positions of the object. - observe the refraction of light through a rectangular glass slab.	- draw the ray diagrams for the formation of image by spherical mirrors and lenses for different positions of the object. - finding the focal length of concave mirror and convex lens by obtaining the real image of distant object on the screen. - solve the numerical on mirror and lens by using mirror formula and lens formula. - Quiz in the form of MCQ.
CH: 10. The Human Eye and the Colourful World SDG: 04 - Quality Education SDG 03 - Good Health and Well Being	- differentiate between myopia and hypermetropia, atmospheric refraction and scattering etc. - relate processes and phenomena with causes and effects such as blue colour of sky with scattering of light. - explain the phenomena such as twinkling of stars, formations of rainbow etc. - plan and conduct experiments to verify the refraction of light through a glass prism. - draw labelled diagram for	- draw the ray diagram for the image formation by normal eye, defective eye and their correction. - observe the refraction and dispersion of light through a glass prism.	- draw the ray diagram for the correction of myopia and hypermetropia. - measure the angle of incidence, angle of refraction and angle of deviation during the refraction of a monochromatic ray of light through a glass prism. - test in the form of work-sheet.

Name of the Chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the Learning objectives
	refraction of light through glass prism. analyze and interpret the data and the figures such as ray diagrams for refraction of a ray of light through prism.		
CH: 11. Electricity SDG 09- Industry, Innovation and Infrastructure SDG 11- Sustainable Cities and Communities SDG 12 - Responsible Consumption and Production	- differentiate between closed circuit and open circuit, series and parallel circuits. - draw labelled diagrams for different electric circuits. - analyse and interpret the V-I graph. - calculate the equivalent resistance of a system of resistors and electric power. - use scientific conventions to represent units of various quantities such as current, potential difference, power, heat etc. - handle tools and laboratory apparatus properly; to measure current and potential difference by using ammeter and voltmeter. - derive formula for equivalent resistance of resistors in series and parallel. - draw conclusion such as P.D across a metal conductor is proportional to the electric current	- explore the relationship between two physical quantities, such as, between potential difference across a conductor and electric current flowing through it; design, conduct, and share the findings of an activity - the learners may be facilitated to draw a graph, such as v-i graph for analysing the relationship between the potential difference across a conductor and the current through it. - activity to discuss the factors on which the resistance of conducting wires depends. - observe the series and parallel combination of resistances and derive the expression to find the equivalent resistance of the combination of two resistors. - discuss the day to day activity - on the practical applications of heating effect of electric current.	- design the simple electric circuit using various electrical components. - verifying the ohm's law by doing activity. - numerical on various terms on electricity. - survey on the consumption of electrical energy by analysing the electric bill given by electricity board. - objective test in the form of worksheet.
CH: 12. Magnetic Effects of Electric Current SDG 09 : Industry, Innovation and Infrastructure SDG 11 : Sustainable Cities and Communities SDG 12 : Responsible Consumption and Production	- plan and conduct experiments to know different patterns of magnetic field lines around current carrying conductors of different shapes. - relates the process and phenomena with causes and effects such as deflection of compass needle due to magnetic effect of electric current. - draw labelled diagrams of magnetic field lines produced by permanent magnet, electromagnets and current carrying conductors. - take initiative to know about the scientific discovery and inventions such as Oersted's discovery. - communicates the findings and	- observe the magnetic field pattern around a bar magnet sprinkling the iron fillings around it. - demonstrate the deflection of the pointer of magnetic compass placed closed to current carrying straight conductor. - draw the magnetic field lines around a bar magnet, current carrying straight conductor, coil and solenoid using magnetic needle. - experiment to observe the force experienced on a current carrying conductor placed perpendicular to a magnetic field. - draw the schematic diagram	- designing the magnetic field lines around ✓ bar magnet ✓ current carrying straight conductor ✓ current carrying circular loop ✓ current carrying solenoid - identify the direction of force on a charged - particle moving in a uniform magnetic field.

Name of the Chapter/ Topic	Learning Objectives	Pedagogical Process	Activities to achieve the Learning objectives
	conclusions effectively from the experiments and activities of magnetic effect of electric current in written form by using appropriate figure. •analyse and interpret the data about the figures based on different activities, experiments and situations regarding the magnetic field lines. •draw the labelled diagrams for house hold circuits. •apply scientific concepts of heating and magnetic effects to overcome the problems of domestic electric circuits.	of a common domestic circuit.	
CH-13 Our Environment SDG 11 - Sustainable Cities and Communities SDG 13 : Climate Action	• classify biotic and abiotic components and their interaction with each other, in order to describe an ecosystem. • tabulate the organisms feeding on one another (producers, consumers, decomposers) and energy transfer between them, in order to form a food chain or a food web. • describe the formation & properties of ozone, in order to identify ways to protect it from depletion. • classify different waste products as biodegradable or non-biodegradable, in order to assess their effect on environment.	• on ozone layer depletion, • how to manage e - waste, • if we don't make changes in the natural environment, our future generations would lead a happy and normal life. • only humans are responsible for modification in natural and artificial environment. • no modification is possible without the natural environment. • everything is born from natural environment. • design an artificial aquatic/terrestrial ecosystem.	• differentiate materials/objects based on characteristics, such as biodegradable and non-biodegradable substances. • apply learning to hypothetical situations, such as what happens if all herbivores removed from an ecosystem? • apply scientific concepts in daily life and solving problems, avoid using appliances responsible for ozone layer depletion. • make efforts to conserve environment realizing the interdependency and interrelationship in the biotic and abiotic factors of environment, such as appreciate and promote segregation of biodegradable and non-biodegradable wastes. take steps to promote sustainable management of resources in day-to-day life, advocate use of fuels which produce less energy, use efficient electric devices, use fossil fuels judiciously, etc.

SOCIAL SCIENCE (CODE: 087)

Prescribed Text Books:

- 1. History : India and The Contemporary World–II
- 2. Political Science : Democratic Politics–II
- 3. Geography: Contemporary India–II
- 4. Economics: Understanding Economic Development
- 5. Disaster Management: Together Towards A Safer India–III (For project only)

COURSE STRUCTURE

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

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

ASSESSMENT STRUCTURE

Annual Exam	INTERNAL ASSESSMENT (20Marks)			
80 Marks	05 Marks	05 Marks	05 Marks	05 Marks
Whole Syllabus	Pen Paper Test: PA-I, PA-II & PA-III	MULTIPLE ASSESSMENT PA-I: Geography -Ch-1- Resources and Development Group discussion – Topic – Why is Resource Planning important for sustainable development? PA-II: Economics - Ch 2- Sectors of Indian Economy Case study Analysis - Disguised Unemployment in Agriculture. PA- III: INTERDISCIPLINARY PROJECT The Making of a Global World (History Chapter 3) SubTopics -2 to 4.4. The nineteenth century (1815-1914) to end of Bretton Woods and the beginning of Globalisation with (Geography Chapter7: Life Lines of National Economy) and Chapter 4 of (Economics- Globalisation and the Indian Economy.) SubTopics: i. Production across the countries ii. Chinese toys in India iii. World Trade Organisation. iv.The struggle for a Fair Globalisation	PORTFOLIO:FOR PA-I, PA-II &PA-III (A collection of learning achievements) A. Class Work & Home Assignments B. Achievement s in Curricular and Co-curricular activities in the subject.	SUBJECT ENRICHMENT ACTIVITY PA-I History –Ch-1 The Rise of Nationalism in Europe – Picture Interpretation (Any 5) PA-II: Pol.Sci- - Ch- 2: Federalism- Fish Bone Activity Topic-Understanding of Federalism PA-III: PROJECT: Consumer Rights OR Social Issues OR Sustainable Development

RUBRICS FOR INTERNAL ASSESSMENT

A. MultipleAssessments

- I. Group Discussion (5Marks)**

1. Participation-2mark

2. Knowledge of Linking Concepts-2mark

3. Presentation-1
- II. Case Study(5 Marks)**

1. Understanding – 2 marks

2. Content Accuracy – 2 marks

3. Analysis and presentation – 1 mark
- III. Interdisciplinary Project- 5 Marks**

1. Research Work- 1 Mark

2. Collaboration & Communication- 1 Mark

3. Presentation & Content relevance – 1 Mark

4. Competencies (Creativity, Analytical Skills, Evaluation & Synthesizing)- 2 Marks

- B. Portfolio: 5 Marks**

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

a. Index–1mark

b. Neatness of the Copy–1mark

c. Timely Submission–1mark

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

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

C. Subject Enrichment Activity

- I. Picture Interpretation**

1.Understanding - 2mark

2. Neat Diagram and Creativity -2 marks

3.Relevant points -1 marks
- II. Fish Bone Activity (5marks)**

1. Content–2marks

2. Creativity–2marks

3. Presentation–1mark
- III. Project(Handwritten 10 to 15 pages, A4 Size Paper.)-5marks**

a. Content accuracy, Originality & collaborative skills-2marks

b. Competencies exhibited and Presentation-2marks

c. Viva Voce-1mark

WEIGHTAGE TO FORM QUESTIONS

Periodic Assessment : I

Sl.No.	Form of Questions	MCQ	VSA	SA	LA	SB/CB	Total
1.	Marks for each Question	1	2	3	5	4	
2.	No. of questions	10	03	02	02	02	19
3.	Total marks	10	06	06	10	08	40
Total no. of Questions-19 Total marks-40 NB-Internal choice questions should be given in LA type (05) questions							

PERIODIC ASSESSMENT: II, III. SAHODAYA AND ANNUAL EXAM

Sl.No.	Form of Questions	MCQ	VSA	SA	LA	CB/SB	Map	Total
1	Marks for each Question	1	2	3	5	4	2 (Hist.)+3 (Geo)	
2	No. of questions	20	4	5	4	3	1+1	38
3	Total marks	20	8	15	20	12	5	80
Total no. of Questions-38								Totalmarks-80

DETAILED SYLLABUS

Chapter Names	Periodic Assessment-I F.M:40 Time: 1 Hr 30 Min.	Periodic Assessment-II F.M:80 Time: 3 hours	Sahodaya Pre Board F.M:80 Time: 3 hours	Board Examination (As per CBSE notification) F.M:80 Time: 3 hours
HISTORY				
Ch-1: The Rise of Nationalism in Europe	✓	✓	✓	✓
Ch-2: Nationalism in India:		✓	✓	✓
Ch-3:The Making of a Global World Sub-topics : 1 to 1.3 (PreModern World to Conquest,Disease and Trade)			✓	✓
Interdisciplinary Project Sub-topics: 2 to 4.4 (Rebuilding a World Economy: The Post-war Era)				
Ch-4:The Age of Industrialization:		✓		
Ch-5:Print Culture and the Modern World			✓	✓
GEOGRAPHY				
Ch-1: Resources and Development:	✓	✓	✓	✓
Ch-2: Forest and Wildlife Resources	✓	✓	✓	✓
Ch-3: Water Resources		✓	✓	✓
Ch-4: Agriculture		✓	✓	✓
Ch-5: Minerals and Energy Resources			✓	✓
Ch-6: Manufacturing Industries			✓	✓
Ch-7: Lifelines of National Economy Only Map Skill and Interdisciplinary Project			Only Map	Only Map
POLITICAL SCIENCE				
Ch-1: Power Sharing	✓	✓	✓	✓

Ch-2: Federalism	✓	✓	✓	✓
Ch-3: Gender,Religion & Caste		✓	✓	✓
Ch-4: Political Parties			✓	✓
Ch-5: Outcomes of Democracy			✓	✓

ECONOMICS (Understanding Economic Development)				
Ch-1: Development:	✓	✓	✓	✓
Ch-2: Sectors of the Indian Economy		✓	✓	✓
Ch-3: Money and Credit			✓	✓
Ch-4: Globalization and the Indian Economy: I- What is Globalisation? II- Factors that have enabled Globalisation Interdisciplinary Project (Production across the countries, Chinese toys in India, World Trade Organisation. The struggle for a Fair Globalisation			✓	✓
Ch-5:Consumer Rights	To be evaluated as a Project			

LIST OF MAP ITEMS SOCIAL SCIENCE

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

A. HISTORY

Nationalism in India (Identification /Labeling)

- I. Congress Sessions:
A. Calcutta (Sep.1920), B.Nagpur(Dec.1920), C. Madras(1927)
- II.Three Satyagraha Movements:
A. Champaran (1917) B. Kheda (1917) C. Ahmedabad (1918)
- III. Jallianwala Bagh Massacre (1919): Amritsar
- IV. Salt Satyagraha/Dandi March: Dandi

B . GEOGRAPHY

Chapter 1 : Resources and Development (Identify: Major Soil Types

Chapter 3 : Water Resources Locating and Labelling:

- Salal

Bhakra Nangal

Tehri
- Rana Pratap Sagar

Sardar Sarovar

Hirakud
- Nagarjun Sagar

Tungabhadra

Chapter 4 : Agriculture: Identify: Major areas of Rice and Wheat.

- Largest/MajorProducer states of Sugarcane;Tea,Coffee;Rubber;Cotton and Jute

Chapter : 5 Mineral and Energy Resources : Identify

- a. Iron Ore Mines:Mayurbhanj,Durg,Bailadila,Bellary,Kudremukh.
- b. Coal Mines-Raniganj,Bokaro,Talcher,Neyveli.
- c. Oil fields-Digboi,Naharkatia,Mumbai High,Bassien,Kalol, Ankaleshwar.

Power Plants : (Locating and labeling)

- a.Thermal : Namrup, Singrauli, Ramagundam
- b. Nuclear : Narora, Kakrapara, Tarapur, Kalpakkam

Chapter 6: Manufacturing Industries

Locating and Labeling Only

- a. CottonTextile Industries: Mumbai, Indore, Surat, Kanpur, Coimbatore
- b. Iron and Steel Plants: Durgapur, Bokaro, Jamshedpur, Bhilai, Vijayanagar, Salem
- c. SoftwareTechnology Parks: Noida, Gandhinagar, Mumbai, Pune, Hyderabad, Bangaluru, Chennai, Thiruvananthapuram

Chapter 7: Lifelines of National Economy. Locating and labeling:

- A. **Major Ports** - Kandla, Mumbai, Marmagao, New Mangalore, Kochi, Tuticorin, Chennai, Vishakhapatnam, Paradip, Haldia
- B.International Airports:** Amritsar (Raja Sansi-Sri Guru Ram Das Ji), Delhi (Indira Gandhi), Mumbai (Chhatrapati Shivaji), Chennai (Meenam Bakkam), Kolkata (Netaji Subash Chandra Bose), Hyderabad (Rajiv Gandhi)
- N.B.:** Items of locating and labeling may also be given for Identification.

ANNEXTURE III

Class X Project Work	10 Periods	5 Marks
Every student must undertake one project on ... Consumer Awareness OR Social Issues OR Sustainable Development Objectives: • The overall objective of the project work is to help students gain an insight and pragmatic understanding of the theme and see all the Social Science disciplines from an interdisciplinary perspective. • It should also help in enhancing the Life Skills of the students. • Students are expected to apply the Social Science concepts that they have learnt over the years in order to prepare the project report. • If required, students may go out for collecting data and use different primary and secondary resources to prepare the project. • If possible, various forms of art may be integrated in the project work		The students will develop the following competencies: • Collaboration. • Use analytical skills. • Evaluate the situations during disasters. • Synthesize the information. • Find creative solutions. • Strategies the order of solutions • Use right communication skills

Guidelines:

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

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

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

ANNEXTURE IV

Inter disciplinary Project:

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

Guidelines:

- It involves combining 2 or more disciplines into one activity-more coherent and integrated. The generally recognized disciplines are economics, History, Geography, Political Science, a sample plan has been enclosed) Kindly access the link given below
- Methodology (A sample interdisciplinary project plan Link has been provided to get an insight about IDP.
- Topic: The Making of a Global World, Globalisation and Life lines of Economy

<https://docs.google.com/document/d/1dIwwFeaSrExJHMTkzcEuq3ehh-7FtHM/edit>

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

Class X: 10-day Suggestive plan for Interdisciplinary Project
Day 1: Introduction to the Interdisciplinary Project and Setting the Context: Brief overview of the project and its objectives to be given by the teachers. History teacher to Introduce the historical context of the World War II and its aftermath through inquiry method. Make the students to Group discuss the impact of World War II on the global economy. Teacher to refer annexure III for rubrics)
Day 2: The Great Depression: Students to watch a video from the link, https://www.youtube.com/watch?v=62DxELjuRec and https://www.youtube.com/watch?v=gqx2E5qIV9s and discuss the causes and consequences of the Great Depression and the role of mass production and consumption in the Great Depression. Present a group PPT /report on consequences of the Great Depression on the global economy.
Day 3: India and the Great Depression Students to collect material related to India's economic condition during the Great Depression and relate it to the present economic condition of India and US. Students may collect information through a visit to the library. As a group activity they need to present a collage of their findings. (Refer Annexure VI for Rubrics)
Day 4: Rebuilding the World Economy and Interlinking Production across countries • Teachers to use Jigsaw method to make the students to sit in groups and to give each group a part of the handout with information about process taken to rebuild economy and how the production across countries got interlinked. Make the groups to compile the

information by moving from group to group. • Make them discuss the post-war recovery efforts and their impact on the global economy • Study the role of the Bretton Woods Institutions in rebuilding the world economy and present their learnings through Art Integrated Project. Refer Annexure VI for rubrics.
Day 5: The Early Post-War Years: The role of roadways, railways, waterways and airways in building the national economy • The teacher distributes the Handout 1 given below to the groups and asks them to find answers to the questions posed at the end of Hand out and present it in groups using Café conversations mode. Refer Annexure III for rubrics. • Study the challenges faced by the world in the early post-war years • Discuss the efforts made towards decolonization and independence of nations
Day 6: Post war settlement and Bretton Woods institutions • Make the students read the material given in https://en.wikipedia.org/wiki/Bretton_Woods_system and debate the impact of Bretton Woods institutions in the post war economy. Refer Annexure VI for Rubrics.
Day 7: Decolonization and Independence - The Role of World Trade Organization: • The students will read the handout 2 given below and present a role play of the support rendered by the World Trade Organisation in building new nations. Refer Annexure VI for rubrics • Introduction to the World Trade Organization • Study the role of the WTO in promoting fair trade practices
Day 8: End of Bretton Woods and the Beginning of Globalization: • The students will read material given in the link https://www.imf.org/external/about/histend.htm#:~:text=End%20of%20Bretton%20Woods%20system,-The%20system%20dissolved&text=In%20August%201971%2C%20U.S.%20President,the%20breakdown%20of%20the%20system • Organise an interview with a financial expert/economist/ lecturer/professor. Based on the information they gathered, the students can submit a report on the findings. • Discuss the reasons for the end of the Bretton Woods system
Day 9: Impact of Globalization in India and role of waterways and airways https://www.jagranjosh.com/general-knowledge/new-economic-policy-of-1991-objectives-features-and-impacts-1448348633-1 • The students will read the material given in the above link, and design a report on what would have happened to India if this stand wasn't taken and present it as a radio talk show. They will link the role of waterways and airways in the achievement of India in globalisation. • Study the impact of globalization on the Indian economy • Discuss the challenges faced by India in the process of globalization
Day 10. Final presentation • Conclude the interdisciplinary project and summarize the key takeaways

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

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

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

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

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

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

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

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

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

Conclusion:

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

Questions:

- 1. Mention the role of major ports in imports and exports.
- 2. Emergence of Deccan airways changed the entire functionalities of domestic airways> Substantiate the statement
- 3. The waterways and airways contribute to the economic growth of India. Substantiate your answer

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

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

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

What is the WTO?

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

How has the WTO helped new nations post-colonialization?

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

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

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

Conclusion:

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

INTER DISCIPLINARY PROJECT

ANNEXURE–V

Presentation Template by the student

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:	

ANNEXURE VI

Rubrics	Marks allocated
Research Work	1
Collaboration & Communication	1
Presentation & Content relevance	1
Competencies • Creativity • Analytical skills • Evaluation • Synthesizing	2
Total	5

CLASS-X COURSE CONTENT

LEARNING OUTCOMES AND PEDAGOGICAL PROCESS

Content	Curricular Goals	Competencies	Learning Outcomes	Pedagogical Process	Activities to achieve the learning Objectives
The Rise of Nationalism in Europe SDG-16 : Peace, Justice and Strong Institutions	CG-2 Analyses important phases in world history and draws insight to understand the present - day world. CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation	C-2.4 Explains the growth of new ideas in Europe and Asia (humanism, mercantilism, industrialisation, colonialism, scientific developments and explorations, imperialism, and the rise of new nation-states across the world) and how it affected the course of human history. C-2.5 Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasion, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds.	• Infer how the French Revolution had an impact on the European countries in the making of nation state. • Comprehend the nature of the diverse social movements of the time. • Analyse and infer the evolution of the idea of nationalism which led to the formation of nation states in Europe and elsewhere. • Evaluate the reasons which led to the First World War.	The learners will be able to: • Presentation and discussion on the French Revolution after watching animations/films/reading stories or novels related to French revolution. Use of graphic organizers to explain unification of states to form one nation. • Map activity familiarising the location of various places studying the map of Europe after the Congress of Vienna 1815 and locating important places on the political outline map of Europe. • World Café on changes after 1815 in Europe. • Role play on the social revolutions of Europe.	• Picture Analysis • find out the difference between the two Maps of Europe.
II Nationalism in India SDG-16- Peace, Justice and Strong Institutions	CG-3 Understands the idea of a nation and the emergence of the modern Indian Nation.	C-3.2 Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma	• Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging. • Evaluate the effectiveness of the strategies applied by Gandhiji and other leaders in the	• Sequence chart/ story Board/ Story telling pedagogy to Illustrate various facets of Nationalistic movements that ushered in the sense of Collective Belonging • Students will examine	• Map Skill • Role Play • Diary Writing

		Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values, and methods (such as Swaraj, Swadeshi, passive resistance, fight for dharma self-sacrifice, ahimsa) that played a part in achieving Independence.	movements organised by him. Summarise the effects of the First World War that triggered the two defining movements (Khilafat &Non Cooperation Movement) in India	textual content and other references and Present through PPT. • Viewing the relevant Snippets from the movies/ video clippings depicting various events involving Gandhiji and other leaders and present findings	
III. The Making of a Global World SDG-17- Partnership for the Goals Subtopic 1 The pre modern world Subtopic 2 19th century 1815 - 1914 Subtopic 3 The inter-war economy Subtopic 4 Rebuilding of world economy: the post war era. Inter disciplinary Project with chapter 7 of Geography: Lifelines of National Economy and chapter 4 of Economics: Globalization and the Indian Economy	CG-7 Develops an understanding of the economy of a nation, with specific reference to India.	C-2.3 Traces aspects of continuity and change in different phases of world history (including cultural trends, social and religious reforms, and economic and political transformations) C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the changes from time to time. Refer Annexure IV	• Summarize the changes that transformed the world in terms of economy, political, cultural and technological areas. • Depict the global interconnectedness from the Pre modern to the present day. • Enumerate the destructive impact of colonialism on the livelihoods of colonised people. • Refer Annexure IV	• Initiate an Inquiry based learning using world café’ strategy and present your findings through café conversation strategy of each area (transformed the world in terms of economy, political,cultural and technological aspects.) • Art integration and gallery walk to depict the interconnectedness. • Students examine the photographic display/ new paper cutting that depict the destructive impact of colonialism on the livelihoods of colonised people and present their understandings in the form of Newsletter/ cartoon strips/ Inter Disciplinary Project	•Picture interpretation •Concept Map •FlowChart
IV The Age of Industrialisation SDG--9- Industry, Innovation and Infrastructure	CG-2 Analyses the important phases in world history and draws insights to understand the	C-2.4 Explains the growth of new ideas and practices across the world (including humanism,	• Watch relevant Videos/ Visuals/ documentaries/ the movie clippings on features of Pre & Post economic, political, social	• Enumerate economic, political, social features of Pre and Post Industrialization. • Analyse and infer how the industrialization impacted colonies with	• Timeline • Poster Making

	present-day world	mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history	features of Pre and Post Industrialization	specific focus on India	
V. Print culture and the Modern World SDG-4: Quality Education	CG-2 Analyses the important phases in world history and draws insights to understand the present-day world. CG-9 Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it.	C-2.4 Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history.	- Enumerate the development of Print from its beginnings in East Asia to its expansion in Europe and India. - Comment on the statement that the print revolution was not just a way of producing book but profound transformation of people. Compare and contrast the old tradition of handwritten manuscripts versus the print technology. - Summarise the role of Print revolution and its impact.	- Flow chart to depict the development of Print. - transformation of people due to the print revolution - Use of Venn diagram to compare the advantages of handwritten books and the printed books Interpret and infer from pictures, cartoons, extracts from propaganda literature on important events and issues with focus on print culture	- Collage Making - Concept Map on Evolution of Printing Press

POLITICAL SCIENCE

Content	Curricular Goals	Name of Competency	Learning Outcomes	Pedagogical Process	Activities To achieve The Learning outcomes
1.Power Sharing – SDG--9- Industry Innovation and Infrastructure	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a	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	- Enumerate the need for power sharing in democracy. - Analyse the Challenges faced by countries like Belgium and Sri Lanka ensuring effective power sharing. - Compare and contrast the power sharing of India with Sri Lanka and Belgium. - Summarize the	- Read relevant Newspaper articles/ clippings on Power sharing and present the findings in the form of flow chart. Discuss various forms of power-sharing. - Classroom discussion on challenges faced by Belgium & Sri Lanka in ensuring effective power sharing	- Map skills- Belgium and Sri Lanka. - Cartoon Interpretation. - A debate on need of power sharing.

	democratic government		purpose of power sharing in preserving the unity and stability of a country	• Socratic discussion on Power Sharing Techniques used by India, Sri Lanka and Belgium	
2 Federalism SDG-16- Peace Justice and Strong Institution	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them	C-5.2 Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success.	• Infer and appreciate how federalism is being practised in India. • Analyse and infer how the policies and politics that has strengthens federalism in practice.	• Group discussion on the distribution of powers between Union and state Government and present the outcomes through presentations. • Debate on policies and politics that strengthens Federalism in practice and present through mind map	• Tabular Presentation of Scheduled Languages of India. • Debate on Local- Self Government.
3.Gender, Religion and Caste SDG- 5: Gender Equality.	CG-6 Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical	C-6.2 Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading	• Examines the role and differences of Gender, religion and Caste in practicing Democracy in India. • Analyses the different expressions based on these. • differences are	• Skit/ street play to enumerate how the differences in gender, religion and caste impact the practicing healthy or otherwise in a Democracy. • Graphic method to analyse and infer how different expressions based on differences in Gender, Religion	• Data interpretation • Cartoon Analysis

	Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them	to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with varying outcomes and degrees of success	healthy or otherwise in a democracy	and Caste are healthy or unhealthy in a democracy	
4. Political Parties SDG-16. Peace, Justice and Strong Institutions	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.3 Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties	- Understand the process of parties getting elected. - Know the significance of right to vote and exercise the duties as citizen of nation. - Examine the role, purpose and no. of Political Parties in Democracy - Justifies the contributions /non contributions made by national and regional political parties in successful functioning of Indian democracy	- Mock election to learn the process. - Role play and create awareness of fundamental duties. - Use flow chart to bring out the role, purpose and no. of Political Parties. - Read newspapers, watches video clippings to justify the contributions /non contributions made by national and regional political parties in successful functioning of Indian Democracy	- Collage on different Political Party Symbols. - Election result analysis.
5.Outcomes of Democracy	CG-5 Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	C-5.5 Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions	Enumerates how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.	Graphic organizer to enumerate how a success of democracy depends on quality of government, economic wellbeing, in equality, social differences, conflict, freedom and dignity.	- Cartoon Analysis from News Clippings. - Group Discussion - Quiz - Collage

ECONOMICS

Content	Curricular Goals	Competency	Learning Outcomes	Pedagogical Process	Activities to achieve the learning Outcomes
1. Development SDG-4: Quality Education	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature	C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level. 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	- Enumerate and examine the different processes involved in setting developmental Goals that helps in nation building. - Analyse and infer how the per capita income depicts the economic condition of the nation. - Evaluate the development goals that have been set for the nation by the Planning commission of India -with specific reference to their efficacy, implemental strategies, relevance to current requirements of the nation. - Compare and contrast the per capita income of some countries and infer reasons for the variance. - Analyses the multiple perspectives on the need of development.	- Hot seat strategy to enumerate different developmental Goals that helps in nation building. - Case study to analyse and infer how the per capita income depicts the economic condition of the nation. - Graphic organizer to compare the relation between HDI (Human Development Index) and PCI (Per Capita National Income) - Declamation to Analyse the multiple perspectives on the need of development. - Debate on 'Health and Education are the true indicators of development.'	- Collection of Human Development Report by UNDP. - Designatable on the features of development goals.
2.Sectors of the Indian Economy SDG-8: Decent Work and Economic Growth	CG-7 Develops an understanding of the economy of a nation, with specific reference to India.	C-7.1 Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these	- Analyses and infer how the economic activities in different sectors contribute to the overall growth and development of the Indian economy. - Propose solutions to identify problems in different sectors based on their understanding. - Summarize how the organised and	- Data analysis of various sectors and their contribution in GDP (Gross domestic Product) and NDP (Net Domestic Product). - Research based strategy to propose solutions to identified problems in different sectors based on their	- Dramatization on different sectors. - Graph Analysis of Sectorial Contributions - Situation Card

		aspects (including technology) C-7.2 Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country’s economy, especially India C-7.3 Distinguishes between ‘unorganised’ and ‘organised’ sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called ‘unorganised’ sector in Indian economy and its connections with the self-organising features of Indian society.	unorganised sectors are providing employment and the challenges faced by them. • Enumerates the role of unorganised sector in impacting • PCI (Per Capita Income) currently and proposes suggestive steps to reduce the unorganised sector for more productive contributions to GDP. • Enumerates and infer the essential role of the Public and Private sectors the present trends of PPP and efficacy of the initiative.	understanding. • Read Newspaper articles and group discuss to Summarize how the organised and unorganised sectors are providing employment and the challenges faced by them. • Role plays of case studies explaining underemployment/ disguised unemployment. • Class conversation / group discussion on how to create more employment.	
3 Money and Credit SDG-1:NOPOVERTY	CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature	C-8.1 Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one’s locality, region and at the	• Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. • Analyse and infer various sources of Credit. • Summarizes the	• Group discussion to Enumerate how money plays as a medium exchange in all transactions of goods and services since ancient times to the present times. • Case based study	• Demonstration of different mediums of exchange of different times. • Data Interpretation

		national level. Markets. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period	significance and role of self-help groups in the betterment of the economic condition of rural people/ women.	to Analyse and infer various sources of Credit. • Guest Speaker Programme (bank manager/ a self-help group member) who will summarize the significance and role of self-help groups in the betterment of the economic condition of rural	
4.Globalization and the Indian Economy Subtopics: What is Globalization ? Factors that have enabled Globalisation. Inter disciplinary Project with chapter 3 of History: “The making of a Global World”.and chapter 7 of Geography: “Lifelines of National Economy” Subtopics:	CG-7 Develops an understanding of the economy of a nation, with specific reference to India. CG-8 Evaluates the economic development of a country in terms of its impact on the lives of its people and nature.	society C-7.4 Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of trade in the beginning, and the changes from time to time. C-8.3 Understands these features in the context of ancient India, with its thriving trade, both	- Enumerate the concept of globalization and its definition, evolution, and impact on the global economy. - Evaluate the key role of the key major drivers of globalization and their role in shaping the global economic landscape in various countries. - Comprehends the significance of role of G20 and its significance in the light of India's present role.	- Watch videos on globalization followed by an interactive group discussion to enumerate the concept of globalization and its definition, evolution, and impact on the global economy. - Read Textual and other resources to analyse and infer the key drivers of globalization and their role in shaping the global economic landscape. - Discussions / Debates on the positive impact of Globalization on the lives of people.	Collage making with News Paper Cuttings.

Production across the countries Chinese toys in India World Trade Organization The Struggle for A Fair Globalisation SDG 9:Industry,I nnovation and Infrastructu re		internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world’s leading economies up to the colonial period. Refer Annexure IV			
5 Consumer Rights OR Social Issues OR Sustainable Development	Project work	Refer Annexure III	Refer Annexure III underutilized resources		

GEOGRAPHY

Content	Curricular Goals	Competency	Learning Outcomes	Pedagogical Process	Activities to achieve the learning outcomes
1.Resources and Development SDG-1: No Poverty	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-4.4 Analyses and evaluates the interrelationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation	- Enumerates how the resources are interdependent, justify how planning is essential in judicious utilization of resources and the need to develop them in India. - Infers the rationale for development of resources. - Analyse and evaluate data and information related to non-optimal land, utilization in India - Appraise and infer the need to conserve all resources available in India.	- Brainstorming on how the resources are interdependent in nature and the need to develop them in India and present in the form of a Venn diagram. - Use of maps, charts, and other tools to identify patterns and trends of land utilization. - Case study and debate on the topic “Is the development acting as an adversary for conservation”.	- Map Skill(Soil Resources of India- PA- I Subject Enrichment) - Group Discussionon “Conservation of land resources”.

			Suggest remedial measures for optimal utilization of underutilized resources	Present a report in the form of PPT.	
2. Forest and Wildlife Resources SDG-15: Life On Land	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation	- Examine the importance of conserving forests and wildlife and their interdependency in maintaining the ecology for the sustainable development of India. - Analyse the role of grazing and wood cutting in the development and degradation	- Report on People Participation in Conservation. - Poster Designing.
3. Water Resources SDG-6: Clean Water And Sanitation	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region.	C-4.2 Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region.	- Examine the reasons for conservation of water resource in India. - Analyse and infer how the Multipurpose projects are supporting the requirement of water in India.	- Brainstorming session to discuss the scarcity of water and present through graphic organizers. - Prepare a PPT to Summarize the roles of Multipurpose projects in supporting the water requirement of India	Make a collage of newspaper cuttings/clippings showing water scarcity, pollution of water, areas suffering from drought or flood
4. Agriculture SDG-2: Zero Hunger	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how	C-4.3 Draws inter linkages between various components of the physical environment, such as climate and relief, climate and	- Examine the crucial role played by agriculture in our economy and society. - Analyses the challenges faced by the farming community in India. - Identifies and summarizes various aspects of agriculture, including crop production, types of	Group Discussion on the challenges faced by farmers, such as low productivity, lack of modern technology, inadequate irrigation facilities, and post-harvest losses and present the	- Picture Identification. - Map Skill

	that influences the livelihoods, culture, and the biodiversity of theregion	vegetation, vegetation, and wildlife	farming, modern Agricultural practices, and the impact of agriculture on the environment. Analyses the challenges faced by the farming community in India	findings through - PPT/chart. - Collect Newspaper and have a panel discussion on the challenges faced by the farming community in India - Use of graphic organizers to distinguish the traditional and modern farming methods	
5. Minerals and Energy Resources SDG-7: Affordable And Clean Energy	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of theregion	C-4.6 Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation.	- Differentiates between the conventional and nonconventional sources of energy. - Analyses the importance of minerals and natural resources for economic development of the country. - Suggests strategies for sustainable use of natural resources	- Use graphic organizers to infer the resource distribution to real-world situations and - lists the strategies for sustainable use of natural resources. - Use of flow chart to Differentiate between the conventional and nonconventional sources of energy	- Map Skill. - Identify the Minerals and Categorize them.
6.Manufacturing Industries SDG-13: Climate Action	CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	C-4.5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must	- Enumerates the impact of manufacturing industries on the environment and develop strategies for sustainable development of the manufacturing sector. - Differentiates between various types of manufacturing industries based on their input materials, processes, and end products, and analyse their significance in the Indian economy. - Analyses the relation between the availability of raw material and location of the industry	- Use of flow chart to differentiate between various types of manufacturing industries based on their input materials, processes, and end products. - Utilizes the textual information (data given through various maps/ graphs) to enumerate the impact of manufacturing industries on the environment and develop strategies for sustainable development of	- Map Skill - Poster designing (Measures to control Industrial Pollution)

		be taken to reverse them		the manufacturing sector. • Uses case studies to Infer the relation between availability of raw material and location of the industry.	
7.Life Lines of National Economy SDG- 11. Sustainable Cities And Communities		Inter disciplinary project with chapter 3 of History: The making of a Global world and chapter 4 of Economics: Globalization and the Indian Economy	• Refer Annexure IV	• Refer Annexure IV	• Map Skill • Flow Chart

QUESTION PAPER DESIGN, SUBJECT WISE WEIGHTAGE

Subject	Syllabus	Marks (80)	Percentage
History	• The Rise of Nationalism in Europe. • Nationalism in India: • The Making of a Global World Sub topics1 to 1.3 • Print Culture and the Modern World • Map pointing	18+2	25%
Political Science	• Power – sharing • Federalism • Gender, Religion and Caste • Political Parties • Outcomes of Democracy	20	20%
Geography	• Resources and Development • Forest and Wildlife Resources • Water Resources • Agriculture • Mineral& Energy resources • Manufacturing industries. • Lifelines of National Economy (map pointing) • Map pointing	17+3	25%
Economics	• Development • Sectors of the Indian Economy • Money and Credit • Globalization and The Indian Economy • Sub topics: • What is Globalization? • Factors that have enabled Globalization	20	25%

Weightage to Type of Questions

Type of Questions	Marks (80)	Percentage
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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%

Weightage to Competency Levels

Sr. No.	Competencies	Marks (80)	Percentage
	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	24	30%
	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	11	13.25%
	Formulating, Analysing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions	40	50%
	Map Skill	5	6.25%
Total		80	100%

INFORMATION TECHNOLOGY (402)

BOOKS PRESCRIBED BY NCERT / Goyal Brothers :

Information Technology (402) (As per the CBSE Curriculum)

Total Marks:100 (Theory-50+Practical-50)

DETAILS OF THE UNITS

Part	Units	Max Marks
Part A	Employability Skills Unit 1: Communication Skills-II	2
	Unit 2: Self-Management Skills-II	3
	Unit 3: ICT Skills-II	1
	Unit 4: Entrepreneurial Skills-II	3
	Unit 5: Green Skills-II	1
	Total	10
Part B	SUBJECT SPECIFIC SKILLS	
	Unit 1: Digital Documentation (Advanced)	8
	Unit 2: Electronic Spreadsheet (Advanced)	10
	Unit 3: Database Management System	12
	Unit 4: Maintain Health, Safety and Secure Working Environment	10
	Total	40
Part C	PRACTICAL WORK Advanced Documentation Advanced Spreadsheets Databases	20
	Viva Voce	10
	Total	30
Part D	PROJECT WORK/FIELD VISIT	10
	PORTFOLIO/ PRACTICAL FILE:	10
	Total	20

LEARNING OBJECTIVES AND PEDAGOGICAL PROCESS

Sl No	Learning Outcomes	Theory	Practical
1	Apply Styles in the document	• Styles/ categories in Writer • Styles and Formatting window • Using Fill Format • Creating and updating new style from selection • Load style from template or another document. • Creating a new style using drag-and-drop. • Applying styles.	• List style categories in Writer. Select the style from the Styles and Formatting window. • Use Fill Format to apply a style to many different areas quickly. • Create and update a new style from a selection. • Load a style from a template or another document. • Create a new style using drag-and drop.
2	Insert and use images in document	• Options to insert image to document from various sources. • Options to modify, resize, crop and delete an image. • Creating drawing objects, setting or changing its properties. Resizing and grouping drawing objects.	• Insert an image to document from various sources. • Modify, resize, crop and delete an image. • Create drawing objects • Set or change the properties of a drawing object • Resize and group drawing objects • Position the image in the text

Sl No	Learning Outcomes	Theory	Practical
		Positioning image in the text.	
3	Create and use template	- Templates in Writer. - Using predefined templates. - Creating a template. - Set up a custom template. - Using a template - Changing to a different template. - Updating a Document	- Create a template. - Use predefined templates. - Set up a custom default template. - Update a document. - Change to a different template. - Use the Template. - Update the document.
4	Create table of contents	- Table of contents. Hierarchy of headings. Customization of table of contents. - Character styles. Maintaining a table of contents.	- Create a table of contents. - Define a hierarchy of headings. - Customize a table of contents. - Apply character styles. - Maintain a table of contents
UNIT 2: ELECTRONIC SPREADSHEET (ADVANCED)			
1	Analyse data using scenarios and goal seek.	- Using consolidating data. Creating subtotals. - Using “what if” scenarios. Using “what if” tools - Using goal seek and solver.	- Use consolidating data - Create subtotals - Use “what if” scenarios Use “what if” tools - Use goal seek and solver
2	Link spreadsheets data	- Setting up multiple sheets. Creating reference to other sheets by using keyboard and mouse. - Creating reference to another document by using keyboard and mouse. - Relative and absolute hyperlinks - Hyperlinks to the sheet. Linking to external data. - Linking to registered data sources.	- Setup multiple sheets by inserting new sheets. - Create reference to other sheets by using keyboard and mouse. - Create references to other documents by using keyboard and mouse. - Create, Edit and Remove hyperlinks to the sheet. - Link to external data. - Link to registered data source.
3	Share and review a spreadsheet	- Setting up a spreadsheet for sharing. - Opening and saving a shared spreadsheet. - Recording changes. - Add, Edit and Format the comments. - Reviewing changes – view, accept or reject changes. Merging and comparing.	- Set up a spreadsheet for sharing. - Open and save a shared spreadsheet. - Record changes. - Add, Edit and Format the comments. - Review changes – view, accept or reject changes. - Merge and compare sheets.
4	Use Macros in spreadsheet	- Using the macro recorder. - Creating a simple macro. - Using a macro as a function. - Passing arguments to a macro. - Passing the arguments as values. - Macros to work like built- in functions.	- Demonstrate the use of a macro recorder. - Create a simple macro. - Use a macro - Pass arguments to a macro - Pass the arguments as values - Write the macros that act like built – in functions

Sl No	Learning Outcomes	Theory	Practical
		- Accessing cells directly. - Sorting the columns using macro.	- Access cells directly - Sort the columns using macro.
UNIT 3: DATABASE MANAGEMENT SYSTEM			
1	Appreciate the concept of Database Management System	- Concept and examples of data and information, - Concept of database, - Advantages of database, - Features of database, - Concept and examples of Relational database, - Concept and examples of field, record, table, database, - Concept and examples of Primary key, composite primary key, foreign key, - Database management system (DBMS) software	- Identify the data and information, - Identify the field, record, table in the database, - Prepare the sample table with some standard fields. - Assign the primary key to the field, - Identify the primary key, composite primary key, foreign key.
2	Create and edit tables using wizard and SQL commands	- Introduction to LibreOffice Base - Database objects – tables, queries, forms, and reports of the database, - Terms in database – table, field, record, - Steps to create a table using table wizard - Data types in database., - Option to set primary key Table Data View dialog box	- Start the Libre Office Base and observe the parts of main window, - Identify the data base objects - Create the sample table in any category using wizard, - Practice to create different tables from the available list and choosing fields from the available fields. - Assign data types of fields, Set primary key, - Edit the table in design view, Enter the data in the fields.
3	Perform operations on table	- Inserting data in the table, - Editing records in the table, - Deleting records from the table, - Sorting data in the table, - Referential integrity, - Creating and editing relationships – one to one, one to many, many to many - Field properties	- Demonstrate to: - Insert data in the table, - Edit records in the table, - Delete records from table, - Sort data in the table, - Create and edit relationships - one to one, one to many, many to many, - Enter various field properties.
4	Retrieve data using query	- Database query, - Defining query, - Query creation using wizard, - Creation of query using design view, - Editing a query, - Applying criteria in query – single field, multiple fields, using wildcard, - Performing calculations, - Grouping of data, - Structured Query Language (SQL).	- Prepare a query for given criteria, - Demonstrate to create query using wizard, and using design view, - Edit a query, - Demonstrate to apply various criteria in query – single field, multiple fields, using wild card, - Performing calculations using query in Base, - Demonstrate to group data, - Use basic SQL commands,

Sl No	Learning Outcomes	Theory	Practical
5	Create Forms and Reports using wizard	- Forms in BASE. - Creating form using wizard, - Steps to create form using Form Wizard, - Options to enter or remove data from forms - Modifying form, - Changing label, background, - Searching record using Form, - Inserting and deleting record using Form, - Concept of Report in Base, - Creating Report using wizard, - Steps to create a Report using Wizard.	- Illustrate the various steps to create - Form using Form Wizard, - Enter or remove data from Forms, - Demonstrate to modify Forms, - Demonstrate to change label, background, - Search record using Form, - Insert and delete record using Form View, - Illustrate the various steps to create - Report using Report Wizard, - Demonstrate various examples of Report.
UNIT 4: MANAGING HEALTH AND SAFETY			
	Maintain workplace safety	- Basic safety rules to follow at workplace – Fire safety, - Falls and slips, Electrical safety, Use of first aid. - Case Studies of hazardous situations.	- Practice to follow basic safety rules at workplace to prevent accidents and protect workers – Fire safety, - Falls and slips, Electrical safety, Use of first aid.
	Prevent Accidents and Emergencies	- Accidents and emergency, - Types of Accidents, - Handling Accidents - Types of Emergencies.	- Illustrate to handle accidents at workplace, - Demonstrate to follow evacuation plan and procedure in case of an emergency.
	Protect Health and Safety at work	- Hazards and sources of hazards, - General evacuation procedures, - Healthy living.	- Identify hazards and sources of hazards, - identify the problems at workplace that could cause accidents, - Practice the general evacuation procedures in case of an emergency.

VISUAL ART

Worksheet : Art Project File

Half Yearly	Annual
- Theory:-Sixlimbs ofArt - Painting tourist place of Odisha - Free Hand Sketching (Human figure/ Nature study) SDGS-15 - Clay modelling(Basic knowledge about human structure and animals)	- Painting : NatureStudy(spotpainting) - Applied Art (SDGS-12) - Craft : Best out of Waste - Submission of projecton "Saura Art" of Odisha The students have other art activities on occasion wise beyond the class works.

RUBRICS FOR ASSESSMENT

Term I (50 marks)	Term II (50 marks)
Rubrics:(10 Marks Each) 1. An innovative and creative approach 1. Skill (Output)	Rubrics : (10 Marks Each) 1. Aninnovative and creative approach 2. Skill (Output)

2. A willingness to experiments with different Art medium 3. Sincere participation 4. Project File/Portfolio Grade Point A-41-50 B- 31-40 C-21-30 D-11-20 E-Below11	3. Awillingness to experiments with different Art medium 4. Sincere participation 5. Project File/Portfolio Grade Point A-41-50 B- 31-40 C-21-30 D-11-20 E-Below11
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LEARNING OUTCOMES AND PEDAGOGICAL PROCESS

Term – I

Theme	Objectives	Pedagogical method	Suggestive materials	Suggestive integration subjects	Art with
Theory : Six limbs of Art	To provide Artists with a comprehensive framework for creating and appreciating Art such as:- • Technical skills • Aesthetic • Sensitivity • Personal expression, etc.	• Paintings • Illustrations • Measurements • Emotion • Gracefulness • Likeness • Colouring etc.	• Pencil • Colour • Brushes • Marking tape etc.	• Literature	
Painting tourist place of Odisha	• Exchange of cultural heritage • Promoting tourism • Historical documentation • Environmental conservation	• Drawing • Painting • Making sketches, etc.	• Pencil • Colour • Brushes • Palette • Sketch pen • Marker pen,etc.	• Literature • Social science	
Freehand sketching SDGS-15	• Developing observational skills • Hand-Eye coordination • To develop Creativity & Imagination	• Sketching by marker pen • Sketching by brush • Sketching with pencil	• Ink/Colour 5. Pencil/Brushes	• Mathematics	
Clay modelling	• To develop fine motor skills • Hands-On medium for Creative expression Cultural&Historical appreciation	Individual Activity • Slab method • Coil method • Subtraction and addition method • Rolling method, etc.	• Modelling tools • Caly (earthen) • Plasticine • Artificial clay • Paper clay, etc.	• Mathematics • Social science	

Term – II

Theme	Objectives	Pedagogical method	Suggestive materials	Suggestive integration subjects	Art with
Painting: Nature Study (spot painting)	• To observe and appreciate the beauty of nature • Creating environmental awareness through painting • Artistic expression	• Observation and sketching • Coloring • Visualization of contour line	• Pencil • Watercolor • Acryliccolor • Oilpastel, etc. as per requirement of the students	• Literature	
Applied Art SDGS-12	• To develop	• Layout preparation	• Paper • Poster colour	• Economics	

	communication skills - Improvement of visual literacy - To develop creative expression	- Painting & Composition - Separation of negative and positive space	- Brushes - Masking tape, etc. as per student's requirement	
Craft: Best out of Waste	- To create environmental awareness - Waste reduction & recycling under "SDG" - Critical thinking & Design thinking	Group Activity Selection of discarded materials as per planning	- Waste materials like unused plastic, scrape - Materials that are available in our surrounding	Science
Submission of project on "Saura Art" of Odisha	- Exchange of cultural diversity - Concept of Saura Art of Odisha - To provide a comprehensive and enriching learning experience through project	- Painting - Photo collage - Study of characteristics of Saura paintings	- Collections of different paintings - Collection of photographs of Saura Art	- Mathematics - Social Science

MUSIC

REFERENCE BOOKS:

1. Sangeet Sagar

SYLLABUS	
TERM-I	TERM-II
THEORY: 1. Brief Knowledge about - Mela / Thaat	THEORY: 1. Brief Knowledge of Bhajan/ Janan
PRACTICAL: 1. Gandhi Bhajan (Baishnav Janato) 2. Community Song (Bengali)	PRACTICAL: 1. Geet Govind/ Meera Bhajan. 2. Community Song -Gujurati
PROJECT WORK: To collect photograph of Lata Mangeshkar and write up about her.	PROJECTWORK: To collect photograph of Tabla & Pakhawaj with a write up.

RUBRICS FOR ASSESSMENT	
TERM-I (50 MARKS)	TERM-II (50 MARKS)
TECHNIQUE (10 MARKS)	TECHNIQUE(10 MARKS)
Rubrics: (2 Mark Each) 1. Theoretical knowledge 2. Interest 3. Voice modulation 4. Rhythm 5. Melody	Rubrics: (2 Mark Each) 1. Theoretical knowledge 2. Interest 3. Voice modulation 4. Rhythm 5. Melody
PERFORMANCE(10 MARKS)	PERFORMANCE(10 MARKS)
Rubrics: (2 Mark Each) 1. Regularity 2.Rhythmic 3.Skill (out put) 4.Sincere Participation 5. Instruments	Rubrics: (2 Mark Each) 1. Regularity 2.Rhythmic 3.Skill (out put) 4.Sincere Participation 5. Instruments

CREATIVITY(10 MARKS)	CREATIVITY(10 MARKS)
Rubrics: (2 Mark Each)	Rubrics: (2 Mark Each)
1. Composition	1. Composition
2. Interpretation (Explain)	2. Interpretation (Explain)
3. Interest	3. Interest
4. Voice modulation	4. Voice modulation
5. Presentation	5. Presentation
COLLABORATION(10 MARKS)	CREATIVITY(10 MARKS)
Rubrics: (2 Mark Each)	Rubrics: (2 Mark Each)
1. Teamwork	1. Teamwork
2. Communication	2. Communication
3. Adaptability	3. Adaptability
4. Cooperation	4. Cooperation
5. Discipline	5. Discipline
PROGRESS(10 MARKS)	PROGRESS(10 MARKS)
Rubrics: (2 Mark Each)	Rubrics: (2 Mark Each)
1. Improvement	1. Improvement
2. Commitment	2. Commitment
3. Goal	3. Goal
4. Punctuality	4. Punctuality
5. Regularity	5. Regularity

DANCE

REFERENCE BOOKS:

1. Bharatiya Nrutykala
2. Abhinaya Darpana

TERM-I	TERM-II
Theory: Brief knowledge of Geeta Govind	Theory : Knowledge of Tandav and Lasya
PRACTICAL:	PRACTICAL:
1. Regional Dance of India	1. Foot Work Indifferent Forms
2. Demo by dancer	2. Revision of Eye, Neck, Head, Body Movement, Padaveda
3. Asamyukta Hasta & Samyukta Hasta	3. Hasta Prachara & Bhramari
4. Mudra with Demo	
PROJECT WORK:	PROJECT WORK:
Photo collection of Indian Folk Dance with write up	Costume designing for different dance forms

RUBRICS FOR ASSESSMENT

TERM-I(50MARKS)	TERM-II(50MARKS)
TECHNIQUE(10MARKS)	TECHNIQUE (10 MARKS)
Rubrics: (2 Marks Each)	Rubrics: (2 Marks Each)
1. Posture	1. Posture
2. Execution	2. Execution
3. Coordination	3. Coordination
4. Flexibility	4. Flexibility
5. Musicality	5. I0.Musicality
PERFORMANCE (10MARKS)	PERFORMANCE (10MARKS)

Rubrics: (2MarkEach) 1. Expression 2. Projection 3. Confidence 4. Connection 5. Energy	Rubrics: (2MarkEach) 1. Expression 2. Projection 3. Confidence 4. Connection 5. Energy
CREATIVITY (10 MARKS)	CREATIVITY (10 MARKS)
Rubrics: (2 Marks Each) 1. Choreography 2. Interpretation 3. Artistry 4. Composition 5. Presentation	Rubrics: (2 Marks Each) 1. Choreography 2. Interpretation 3. Artistry 4. Composition 5. I0.Presentation
COLLABORATION (10 MARKS)	COLLABORATION (10 MARKS)
Rubrics: (2 Marks Each) 1. Teamwork 2. Communication 3. Adaptability 4. Cooperation 5. I0.Discipline	Rubrics: (2 Marks Each) 1. Teamwork 2. Communication 3. Adaptability 4. Cooperation 5. Discipline
PROGRESS (10 MARKS)	PROGRESS (10 MARKS)
Rubrics: (2 Marks Each) 1. Improvement 2. Commitment 3. Goal 4. Punctuality 5. Regularity	Rubrics:(2 Marks Each) 1. Improvement 2. Commitment 3. Goal 4. Punctuality 5. Regularity

PHYSICAL EDUCATION

SYLLABUS	
Term I	Term II
Theory : 25 Marks Physical Fitness : 10 Marks Special Achievement : 10 Marks Discipline : 05 Marks Total : 50 Marks	Theory : 25 Marks Physical Fitness : 10 Marks Special Achievement : 10 Marks Discipline : 05 Marks Total : 50 Marks
1. Kho-Kho 2. Basketball 3. Football 4. Athletic 5. Cricker	1. Volley Ball 2. Table Tennis 3. Badminton 4. Athletics 5. Kabaddi
Theory : MCQ on latest rules & regulations of given games & current affairs. All fitness Assessment will be done on the basis of (50mt run, Standing broad jump, Basketball throw & Sit up/Mass PT)	Theory : MCQ on latest rules & regulations of given games & current affairs. All fitness Assessment will be done on the basis of (50mt run, Standing broad jump, Basketball throw & Sit up/Mass PT)

RUBRICS FOR ASSESSMENT

HALF YEARLY (50 MARKS)	ANNUAL (50 MARKS)
Theory (25 Marks) Rubrics : 5 Marks each MCQ on rules & regulations of given games & current affairs i. Kho Kho ii. Basketball	Theory (25 Marks) Rubrics : 5 Marks each MCQ on rules & regulations of given games & current affairs i. Volley Ball ii. Table Tennis

iii. Football iv. Athletic v. Current Affairs	iii. Cricker iv. Athletic v. Current Affairs
Physical Fitness (10 Marks) Rubrics : 2 Marks each i. 50 mt run ii. Standing board jump iii. Basketball throw iv. Sit up v. Mass PT	Physical Fitness (10 Marks) Rubrics : 2 Marks each i. 50 mt run ii. Standing board jump iii. Basketball throw iv. Sit up v. Mass PT
Special Achivements (10 Marks) Rubrics : i. Cluster / District / Sahodaya (2 Marks) ii. Zonal / State (3 Marks) iii. National/International (5 Marks)	Special Achivements (10 Marks) Rubrics : i. Cluster / District / Sahodaya (2 Marks) ii. Zonal / State (3 Marks) iii. National/International (5 Marks)
Discipline (5 Marks)	Discipline (5 Marks)

YOGA

SYLLABUS	
Term I	Term II
- Methods and Benefits of Sukshma Vyayama - Surya Namaskar with Breath Awerness - Asanas : Pada Hastasana, Urdhv Pranamasana, Konasana, Vajrasana, Supta Vajrasana, Shashankasana, Gomukhasana, Janusursana - Pranayama : Nadisodhana with count - Concentration : On own breath (So-ham) chanting and Shantipath	- Impact of ‘Sattwic Aahar’ and Mitahara - Surya Namaskar with Breath Awareness (10 Round) - Asanas : Pada Hastasana, Urdhv Pranamasana, Konasana, Vajrasana, Supta Vajrasana, Shashankasana, Gomukhasana, Janusursana - Pranayama : Nadisodhana with kumbhaka - Concentration : On own breath (Humsa) chanting and Shantipath, Yoganidra

RUBRICS FOR ASSESSMENT

TERM I (50 MARKS)	TERM II (50 MARKS)
SURYANAMSKAR – I (20 Marks)	SURYANAMSKAR – II (20 Marks)
Rubrics : (4 Marks each) 1. Posture Perfection 2. Knowledge on Posture 3. Strength 4. Posture Beauty 5. Flexibility	Rubrics : (5 Marks each) 1. Posture Perfection 2. Knowledge on Posture 3. Strength 4. Posture Beauty 5. Flexibility
OTER ASANAS (10 MARKS)	OTER ASANAS (10 MARKS)
Rubrics : (5 marks each) 1. Knowledge on Posture 2. Posture Perfection	Rubrics : (5 marks each) 1. Knowledge on Posture 2. Posture Perfection
PRANAYAM AND OTHER PRACTICES (10 MARKS)	PRANAYAM AND OTHER PRACTICES (10 MARKS)
Rubrics : (5 Marks each) 1. Breath Rhythm 2. Mudra Adoption	Rubrics : (5 Marks each) 1. Breath Rhythm 2. Mudra Adoption
Portfolio (10 marks)	Portfolio (10 marks)
Rubrics : 5 Marks each 1. Copy Updatation 2. Viva	Rubrics : 5 Marks each 1. Copy Updatation 2. Viva

LEARNING OUTCOMES

Sl	Contents	Learning Outcomes	Pedagogical Processes	Activities for Assessment
1.	Methods and benefits of Asanas, Pranayam and Concentration	The students will be able to : - learn difference parts of the body flexibility - aware about the improvement of blood circulation in different parts of body	- Demonstration - Discussion - Questionnaire	Individual Practice
2	Surya Namaskar with mantras	- learn about the importance of Surya Namaskar and its 24 steps - overall development of all the traits of personality - learn of all names and mantras	- Demonstration - Instruction	Group Practice
3	Asanas – Trikonasana, Vrikshasana, Parivrat Trikonasana, Padmasana, Yogamudra, Matsyasana, mandukasana	- learn on backward and forward bending - balance the body and build strength - more effective for digestive system - improve flexibility in the body - tone of muscles and develop core strength	- Demonstration - Instruction - Video	- Individual Demonstration - Posture Alignment - Oral Questionnaire
4	Pranayama : Nadisodhan Pranayama with Kumbhak Kapalbhathi, Bhramari, Sheetkari	- improve the breathing pattern - develops lungs capacity - good flow of oxygenated blood in the body - tranquility of mind - reduce stress and anxiety - control heat intense in the body	- Demonstration - Instruction - Explanation	- Individual Demonstration - Posture Alignment - Oral Questionnaire
5	Importance of Yoga in daily life	- learn on concept of hatha yoga and raja yoga - know to avoid old age problem	- Discussion - Written work - Display of different foods	- Oral questions - Prepare tiffin on Sattwic Aahar
6	Asanas : Bhoonamanasana, Pawanmuktasana, Vipritikami, Shavasana, Yogamudra, Veeparitakarani	- learn on backward and forward bending - balance the body and build strength - more effective for digestive system - improve flexibility in the body - tone of muscles and develops core strength	- Demonstration - Instruction - Video	- Individual Demonstration - Posture Alignment - Oral Questionnaire
7	Meditation Practice: Concentration on nosetip Humsa Chanting	- it will improve their focus and concentration - feel the vibration of humsa and soham in breathing	- Instruction - Audio - Video	By observing behavioural changes
8	Yoga Nidra	Improve and aware of their relaxation capacity	- Instruction - Audio	Questionnaire on steps

IMPORTANT ACTIVITIES ROUND THE YEAR 2026-27						
S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
APRIL						
1.	01.04.26	WED	Utkal Diwas	Odia Dept &Function Dept, Music, Dance	STD VIII-X	Song, Speech, self-composed poem, short movie & guest speech
2.	14.04.26	TUE	Ambedkar Jayanti	Function Dept & Dept. of Social Science	_____	Relevant Activities
3.	15.04.2026	WED	International Art Day	Art Dept.		
4.	19.04.26	SUN	Mahatma Hansaraj's Birthday	Havan Dept, Music & Function dept	STD VIII	Havan, Speech on Importance of the day .
5.	22.04.26	WED	Earth Day	SST club & Dept of Social Science	LKG TO STD-XII	Relevant Activities & Competitions to promote the theme ‘Restore our Earth’
6.	23.04.26	THU	English Language Day/World Book &Copyright Day	Dept of English &Library	LKG TO STD-XII	Webinar, Seminar poster & write ups
7.	28.04.26	TUE	Swabhiman Divas	Odia Dept.	STD-III - X	Song, Skit, Speech
MAY						
JUNE						
8.	05.06.26	FRI	World Environment Day	Eco Club	LKG TO STD-XII	Plantation
9.	19.06.26 to 18.07.2026		National Reading Day, Week, Month			
10	21.06.26 SUN		International Yoga Day	Dept of Yoga & Phy. Education	LKG TO STD-XII	Yoga by students & teachers
11			World Music Day	Dept of Music	STD-III - X	Relevant Activities
12	26.06.26 FRI		International Day against Drug abuse & illicit trafficking	Civil Defence Dept (NCC,SCOUT)	STD VI-XII	Awareness program & Relevant Activities
13	30.06.26	TUE	IFFCO DAV Foundation Day	Havan Dept , Func. Dept., Music, Dance	STD VI-XII	Havan, Competition, Blood Donation Camp
JULY						
21 to 26 JULY 2026				Periodic Assessment-I		
14	01.07.26 To 07.07.26	WED TO TUE	Van Mahotsav Week	Eco club & NCC Dept.	Club Members & STD VI TO X	LKG J & UKG (Fancy Dress) I&II(III TO V Kitchen garden) VI TO IX(Plantation Drive)
15	19.06.26 to 18.07.2026		National Reading Day, Week, Month			
16	26.07.26	SUN	Vijay Divas/Kargil Victory Day	NCC Dept. , Music	STD VI TO IX	Observation in Assembly
17	29.07.26	WED	World Tiger Day	Teachers	LKG TO STD II	PPT on conservation on TIGER, Documentary, Slogan Writing, Poster Display, Speech
18	31.07.26	FRI	Prem Chand Jayanti	Hindi		
AUGUST						
19	09.08.26	SUN	Gangadhar Meher Jayanti	Odia Dept., Music	STD III TO IX	Speech & Observation
20	17.08.26	MON	Sanskrit Divas	Dept of Sanskrit &Music	STD I – VI TO X	Shloka presentation in the assembly, speech on the importance of the day.
21	15.08.26	SAT	Independence Day	Sport Dept, Dance, Music, NCC & Function Dept.	STD I-XII	Celebration with all activities
22	17.08.26	MON	Raksha Bandhan Eve	Function Dept., Activity Dep, Music, Dance	Std I to XI	Celebrated in the morning assembly by the Cabinet

S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
						Members. Rakhi will be prepared by Activity dept. before one week Speech & Observation
23	29.08.26	SAT	National Sports Day	Sports Dept.	STD VI TO XII	Mini Marathon, Junior girls KHO-KHO, Senior balls FOOTBALL
SEPTEMBER						
15 SEPTEMBER TO 27 SEPTEMBER 2026				TERM-1/PERIODIC ASSESSMEII / HALF YEARLY		
24	01.09.26 TO 07.09.26	TUE-MON	National Nutrition week Literacy week	Health &Wellness Club All Language Depts.	STD III to XII STD III to XII	Relevant Activities Relevant Activities
25	08.09.26	TUE	International literacy day	All Language Depts & Library	STD III TO XII	Relevant Activities
26	05.09.26	SAT	Teacher’s Day	School cabinet, Music & Dance	STD XI & XII	Relevant Activities
27	14.09.26 to 30.09.26	MON-WED	Hindi Pakhwada	Dept of Hindi	STD-III to X	Relevant Activities 30 Sept Valedictory Ceremony)
28	28.09.26 to 02.10.26	MON - FRI	Swachhata Bharat Abhiyan	Dept of Civil Defence (NCC)	STD IX & X LKG TO STD II	Relevant Activities
29	28.09.26	MON	Lata Mangeshkar Jayanti	Music Dept.		
OCTOBER						
30	02.10.26	FRI	Gandhi & Shastri Jayanti	Function DEPT.& Music	Function Dept.	Observation & Cultural programme
31	Date will be notified latter		Joy of Giving Week	Joy of Giving Club	School Cabinet	To conduct activities of charity
32	09.10.26	FRI	Gopabandhu Jayanti	Odia & Music Dept.	Std III TO X	Song ,speech & floral tribute in the morning assembly
33	15.10.26	THU	Birth Anniversary of Dr. APJ Kalam’– (‘World Students Day’) & Global Handwashing day	Science Dept & Health & Wellness Club	Std III TO XII LKG TO STD II	Quiz competition ,Painting Competition & floral tribute
34	24.10.26	SAT	Diwali Eve	Function Dept & Activity Dept	LKG TO Std XII	Eco-friendly celebration
35	31.10.26	SAT	National Unity Day(Sardar Patel’s Birthday)	Dept of Social Science	Std III TO XII	Observation with all decorum & speech
NOVEMBER						
36	31.10.26 To 05.11.26	SAT – THU	Vigilance Awareness Week	House Co-ordinators (House I/C & All Clubs)	Std III TO XII	. Relevant Activities
37		SAT	Boita bandana Utsav	KG WINGS , Music & Dance	Pre-LKG To Std -II	Celebration with all
38	14.11.26	SAT	Children’s Day	Function Dept , Music & Dance	Teachers	Celebration with all decorum & Cultural programme Innovative and working models
39	14.11.26 TO 20.11.26	SAT - FRI	National Book Week	Library I/C	Std VI -XII	Book Exhibition.
40	19.11.26	THU	International Gents	By All lady Teachers		

S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
			DAY			
41	30.11.2026	MON	National Computer Security Day	Computer Dept.		
42	Last week of November to first week of December	Date will be notified latter on	PICNIC	Picnic dept.	Picnic dept.	***** ***** ***** *****
DECEMBER						
01 DECEMBER TO 06 DECEMBER 2026				Periodic Test-II/Periodic Test-III		
43	Last week of November to first week of December	Date will be notified latter on	National Mathematics Day	Picnic dept.	Picnic dept.	***** ***** ***** *****
44	01.12.26	TUE	Worlds AIDS Day	Health & Wellness Club	STD III TO XII	SPEECH & BADGE
45	10.12.26	THU	Human Right’s day	Social Science dept.	STD VI TO IX	Speech in the morning assembly
46	14.12.26	MON	National energy conservation day	Science Dept.	STD VI TO X	Awareness programme & Relevant Activities
47	22.12.26	TUE	National Mathematics Day	Dept. of Maths.	STD III TO XII	Celebration with all decorum & Cultural programme
48	24.12.26 THU		Christmas Eve	KG, Dance	Pre-LKG to STD -XII	Celebration with all decorum
49	Fourth week December		Annual Sports	Sports Dept. Function Dept, Music & Dance	LKG TO STD XII	Relevant Events as well as cultural programmes
JANUARY						
50	10.01.27 to 16.01.27	SUN – SAT	National Road Safety Week	Dept of Civil Defence (NCC)	Std VI to X	Awareness Programme & Relevant Activities
51	12.01.27	TUE	Swami Vivekanand’s Birth Anniversary - (National Youth day)	Function DEPT.	Std VI to XII	Observation with all decorum & Awareness programme
52	23.01.27	SAT	* Netaji Jayanti / Veer Surendra Sai Jayanti *Potted Plant Exhibition *Mother’s rangoli & petal Designing	SST Dept, MUsic Eco Club Std Prelkg to STd -II Eco Club	STD III TO XII Pre-LKG TO STD-II	Obsevation with relevant activities& Inter house quiz Traditional design (Rangoli & petal designing) competition for mothers. Potted plant competition for students.
53	26.01.27	TUE	Republic Day	Dept of Function, Civil defence, Phy. Education, Music & House Co-ordinator	STD III TO XII	March Past and other proceedings
54	30.01.27	SAT	Martrys Day	Dept of NCC	NCC Cadets	Observation with Relevant Activities
FEBRUARY						
2 nd WEEK OF FEBRUARY				ANNUAL EXAMINATION		
54	12.02.27	FRI	Swami Dayanand’s Birthday	Dept of Havan , Function & Dance	STD III TO XII	Havan & Prayer
55	14.02.27	SUN	Black Day	Dept of NCC	NCC Cadets	Observation with Relevant Activities
56	18.02.27	WED	Rishibodh Utsav	Dept of Havan &Function	Teachers	Hawan & Prayer
57	21.02.27	THU	International Mother Tongue Day	Dept of Odia & Music	Teachers	Observation with Relevant Activities

S.N	DATE	DAY	DAYS TO BE OBSERVED	DEPARTMENT /CLUB/HOUSE	GROUP	INTRAMURAL ACTIVITIES
58	28.02.27	SUN	National Science Day	Dept of Science	TEACHERS	Observation with Relevant Activities
MARCH						
59	13.03.27	SAT	Holi Eve Celebration	Dept of Function Music	Teachers	Celebration with colours
60	08.03.27	MON	International Women’s Day	By all Gen’s Teachers	Teachers	Celebration with all decoum
61	22.03.27	MON	World Water Day	Dept of Civil Defence (NCC)	STD VI & X	Relevant Activities on Conservation of water

PRINCIPAL

CCA SCHEDULE

MONTH	DATES	LKG/UKG	I / II	III / IV / V	VI / VII / VIII	IX/ X / XI / XII
JUL	03.07.2026	-	-	Drawing & Colouring	Pencil Shading	-
	10.07.2026	-	-	-	-	Still Life Composition / Animal Shading
	17.07.2026	Colouring	Drawing & Colouring	-	Mime Act	-
AUG	07.08.2026	-	-	Pot Decoration	-	-
	14.08.2026	-	-	-	-	Innovative Idea Pitch (ATL)
	21.08.2026	-	-	One Act Play	-	Debate (English)
	28.08.2026	-	-	-	Speech (English / Odia)	-
SEPT	11.09.2026	Fance Dress (Excluding Mythological and Freedom Fighter)	-	-	-	-
	18.09.2026	-	Fance Dress (Scientist of India)	-	-	-
OCT	09.10.2026	Rhymes (Eng / Hindi / Odia)	-	-	Quiz	Live Commentary (Football / Cricket), Eng/Hindi
	16.10.2026	-	-	Quiz Current Affairs	Bluff Master	-
	30.10.2026	-	Story Telling (Eng / Hindi / Odia)	-	-	Quiz (Current Affairs)
NOV	06.11.2026	-	-	Autobiography (Eng/ Hindi / Odia)	-	-

SI No	Special Events	III – XII	Date
1.	Inter House March Past & Drill Dance Competition	Annual Sports	3 rd Week of December
2.	Annual Exhibition	Day before Children’s Day	13 November 2026

CCA I/C

Principal