

SYLLABUS

Session - 2024-25

Class - X

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Class : X

Subject : English Language and Literature (184)

Background

At the secondary stage of English language learning the textual materials and other resources should represent a wide range of learning experience. Literature has always played a significant role in learning language. However, it is felt that pupils should be apprised with contemporary issues, read authentic literature and experiences of people to reflect and build their personality traits.

While there is a trend for inclusion of a wider range of contemporary and authentic texts, accessible and culturally appropriate pieces of literature should play a pivotal role at the secondary stage of education. The English class is meant for reading literature from different perspectives and to engage in activities for developing communicative competence, creativity and enrichment of language skills. It should not be seen as a place merely to read poems and stories in, but an area of activities to develop the learner's imagination as a major aim of language study, and to equip the learner with communicative skills to perform various language functions through speech and writing.

2. Objectives:

Objectives of the course are to enable learners to:

- build greater confidence and proficiency in oral and written communication
- develop the ability and knowledge required in order to engage in independent reflection and inquiry
- make appropriate usage of English language
- to communicate in various social settings

- equip learners with essential language skills to question and to articulate their point of view
- build competence in the different aspects of the Language
- develop sensitivity to, and appreciation of world literature representing varieties of English and cultures embedded in it.
- enable the learner to access knowledge and information through reference skills (consulting a dictionary / thesaurus, library, internet, etc.)
- develop curiosity and creativity through extensive reading
- facilitate self-learning to enable them to become independent learners
- review, organise and edit their own work and work done by peers
- integrate listening and speaking skills in the curriculum.
- give a brief oral description of events / incidents of topical interest
- retell the contents of authentic audio texts (weather reports, public announcements, simple advertisements, short interviews, etc.)
- participate in conversations, discussions, etc., on topics of mutual interest in non-classroom situations
- narrate a story which has been depicted pictorially or in any other non-verbal mode
- respond, in writing, to business letters, official communications email etc.
- read and identify the main points / significant details of texts like scripts of audio-video interviews, discussions, debates, etc.
- write without prior preparation on a given topic and be able to defend or

- explain the stand taken / views expressed in the form of article, speech, or a debate
- write a summary of short lectures on familiar topics by making / taking notes
- write an assessment of different points of views expressed in a discussion / debate
- read poems effectively (with proper rhythm and intonation)
- transcode information from a graph / chart to a description / report and write a dialogue, short story or report
- Develop appreciation for Indian languages(multilingualism), translations and Indian Literature.

3. Language Items

In addition to consolidating the grammatical items practised earlier, the courses at the secondary level seek to reinforce the following explicitly:

- sequence of tenses
- reported speech in extended texts
- modal auxiliaries (those not covered at upper primary)
- non-finites (infinitives, gerunds, participles)
- conditional clauses
- complex and compound sentences
- phrasal verbs and prepositional phrases
- cohesive devices
- punctuation (semicolon, colon, dash, hyphen, parenthesis or use of

brackets and exclamation mark)

4. Methods and Techniques

The methodology is based on a multi-skill, activity-based, learner-centered approach. Care is taken to fulfill the functional (communicative), literary (aesthetic) and cultural (sociological) needs of the learner. In this situation, the teacher is the facilitator of learning, She/he presents language items, create situations which motivates the child to use English for the purposes of communication and expression. Aural-oral teaching and testing is an integral feature of the teaching-learning process. The electronic and print media could be used extensively. A few suggested activities are:

- Role play
- Simulating real life situations
- Dramatising and miming
- Problem solving and decision making
- Interpreting information given in tabular form and schedule
- Using newspaper clippings as a resource for comprehending and analysing issues.
- Borrowing situations and registers from the world around the learners, from books and from other disciplines
- Using language games, riddles, puzzles and jokes
- Interpreting pictures / sketches / cartoons
- Debating and discussing
- Narrating and discussing stories, anecdotes, etc.
- Reciting poems

- Working in pairs and groups
- Using media inputs - computer, television, video cassettes, tapes, software package.

Prescribed Books: Published by NCERT, New Delhi

1. FIRST FLIGHT

A. Prose

1. A Letter to God
2. Nelson Mandela - Long Walk to Freedom
3. Stories About Flying
4. From the Diary of Anne Frank
5. Glimpses of India
6. Mijbil the Otter
7. Madam Rides the Bus
8. The Sermon at Benares
9. The Proposal (Play)

B. Poems

1. Dust of Snow
2. Fire and Ice
3. A Tiger in the Zoo
4. How to Tell Wild Animals
5. The Ball Poem
6. Amanda!
7. The Trees

8. Fog
9. The Tale of Custard the Dragon
10. For Anne Gregory

2. FOOTPRINTS WITHOUT FEET

1. A Triumph of Surgery
2. The Thief's Story
3. The Midnight Visitor
4. A Question of Trust
5. Footprints Without Feet
6. The Making of a Scientist
7. The Necklace
8. Bholi
9. The Book that Saved the Earth

3. WORDS AND EXPRESSIONS – II (WORKBOOK FOR CLASS X) – Units 1 to 4 and Units 7 to 11

ENGLISH LANGUAGE AND LITERATURE (Code No. 184)

SECTION & QUESTION WISE WEIGHTAGE

Annual Question Paper Marks: 80

Internal Assessment: 20 marks (Unit Test- 5 Marks, Subject Enrichment- 05 marks, Multiple Assessment -05 Marks ALS- 05 marks)

Total Marks: 100

Section/ Question	NAME OF SECTION	WEIGHTAGE
Section-A Q1.	Reading Skills (40 Periods) 1. Discursive passage of 400-450 words.	(10 +marks)
Q2.	2. Case-based factual passage (with visual input- statistical data, chart etc.) of 200-250 words. (Total length of two passages to be 600-700 words) Multiple Choice Questions / Objective Type Questions, and Short Answer Questions (to be answered in 30-40 words) will be asked to assess comprehension, interpretation, analysis, inference, evaluation and vocabulary.	(10 +marks)
Section-B Q3.	Writing Skills & Grammar (40 Periods) Determiners, Tenses, Modals, Subject – verb concord, Reported speech (Commands and requests Statements Questions) The courses at the secondary level seek to cement high professional grasp of grammatical items and levels of accuracy. Accurate use of spelling, punctuation and grammar in context will be assessed through Gap Filling/ Editing/Transformation exercises. Ten out of 12 questions will have to be attempted.	10 Marks
Q4.	Writing a Formal Letter based on a given situation, in 100-120 words. One out of two questions is to be answered.	5 Marks
Q5.	Writing an Analytical Paragraph in 100-120 words on a given Map/ Chart/ Graph/ Cue/s. One out of two questions is to be answered.	5 Marks
Section-C Q6.	Literature (50 Periods) One extract out of two from Drama / Prose Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.	5 Marks
Q7.	One extract out of two from poetry. Multiple Choice Questions / Objective Type Questions Very Short Answer Questions (one word/ One sentence), Short Answer Questions (to be answered in 30-40 words) will be asked to assess inference, analysis, interpretation, evaluation and vocabulary.	5 Marks

Q8.	Four out of Five Short Answer Type Questions to be answered in 40-50 words from the book FIRST FLIGHT to assess interpretation, analysis, inference and evaluation	4x3=12 marks
Q9.	Two out of Three Short Answer Type Questions to be answered in 40-50 words each from FOOTPRINTS WITHOUT FEET to assess interpretation, analysis, inference and evaluation	2x3=6marks
Q10.	One out of two Long Answer Type Questions from FIRST FLIGHT to be answered in about 100-120 words each to assess creativity, imagination and extrapolation beyond the text and across the text. This can be a passage-based question taken from a situation/plot from the text.	6 marks
Q11.	One out of two Long Answer Type Questions from FOOTPRINTS WITHOUT FEET, on theme or plot involving interpretation, extrapolation beyond the text and inference or character sketch to be answered in about 100-120 words	6 marks

FORMAT FOR THE UNIT TEST (20 Marks)

SECTION	QUESTION	TOTAL MARKS
A (READING)	1	5
B (WRITING & GRAMMAR)	2,3	3+3=6
C (LITERATURE)	4,5,6	2+4+3=9

TENTATIVE ASSESSMENT SCHEDULE: 2024-25

SR. NO.	ASSESSMENT	MARKS	TIME PERIOD	SYLLABUS
1	UNIT TEST - 1	20	MAY	UNIT: 1
2	UNIT TEST - 2	20	JULY-AUGUST	UNITS: 2 & 3
3	TERMINAL	80	SEPTEMBER	UNITS: 1 - 5
4	UNIT TEST - 3	20	NOVEMBER	UNITS: 6 & 7
5	CBT	80	DECEMBER	UNITS: 6 - 10
6	PRE-BOARD	80	JANUARY	UNITS: 1 - 10

UNIT WISE DIVISION OF THE SYLLABUS

UNIT -1 (April)

First Flight: (Literature Reader) Ch-1 A letter to God

Poem-1: Dust of Snow,Poem-2 Fire & Ice

Footprints Without Feet(Supplementary Reader)Ch-1 A Triumph of Surgery

Workbook: Unit-1

Grammar: Tenses, Determiners

Writing Skills: Formal Letter (to the Editor)

Targeted Skills: Conceptual understanding, application of rules, Extracting relevant Information, identifying the Central theme and sub themes, reasoning, appreciating literary convention, inference, analysis etc.

Activity: Listening Task, Reading Comprehension

21st Century Skills: Conversation skill,Understanding,decoding , Analyzing, inferring, interpreting, appreciating

UNIT -2 (May)

Literature Reader: Ch-2 Nelson Mandela - Long Walk to Freedom Poem - 3. A Tiger in the Zoo

Supplementary Reader: Ch-2 The Thief's Story

Workbook: Unit-2

Grammar: Subject Verb Agreement

Writing Skills: Formal Letter (Placing an order & enquiry)

Targeted Skills: Recalling, reasoning, appreciating, applying literary conventions, illustrating and justifying

Activity: A comparative study on principles and lives of Mahatma Gandhi and Martin Luther King in about 200 words.

21st Century Skills: Extract relevant information, application, Analyzing, interpreting, appreciating

UNIT -3 (July)

Literature Reader: Ch-3 Two Stories about Flying Poem-4 How To Tell Wild Animals Poem-5 The Ball Poem

Supplementary Reader Ch-3The Midnight Visitor

Workbook: Unit-3

Writing skills: Analytical Paragraph

Grammar: Reported Speech

Targeted Skills: Critical thinking, Analytical thinking, Collaboration, Skill of Judgment

Activity: Presentation –'Progression of models of Airplanes' or Migratory Birds –Tracing Their Flights

21st Century Skills: Extract relevant information, Analyzing, interpreting, appreciating, Digital Literacy

UNIT -4 (July)

Literature Reader: Ch-4 From the Diary of Anne Frank Poem-6 Amanda

Supplementary Reader Ch-4 A question Of Trust

Workbook: Unit-4

Grammar: Modals

Writing Skills: Analytical Paragraph (based on Pie Chart)

Targeted Skills: Understanding, Critical thinking, Analytical thinking, self-direction

Activity: Project On Women Empowerment in 800 words.

21st Century Skills: Creativity and Innovation , Self awareness

UNIT -5 (August)

Literature Reader: Ch-5 Glimpses of India Poem-7 The Trees

Supplementary Reader Ch-5 Footprints Without Feet

Workbook: Unit-7

Grammar: Reported Speech

Writing Skills: Letter of complaint

Targeted Skills: Understanding, Cultural Competence, Analytical thinking, Application, Self Awareness

Activity: Assessment of Listening & Speaking.

21st Century Skills: Understanding, Problem-Solving, Digital Literacy, Communication, Confidence,

UNIT -6 (October)

Literature Reader: Ch-6 Mijbil The Otter Poem-8 Fog

Supplementary Reader Ch-6 The Making Of A Scientist

Workbook: Unit-8

Grammar: Tenses

Writing Skills: Letter of complaint

Targeted Skills: Flexibility, Initiative and Information Literacy, Creativity, Adaptability.

Activity: Dialogue writing – Mijbil and the tiger both met in the zoo and have conversation about their life style and feelings.

21st Century Skills: Organization of thoughts, Creativity, Innovation

UNIT -7 (November)

Literature Reader: Ch-7 Madam Rides the Bus Poem-9 Tale of Custard the Dragon

Supplementary Reader Ch-7 The Necklace

Workbook: Unit-9

Grammar: Modals

Writing Skills: Business letter

Targeted Skills: Critical Thinking and Information Literacy, Reasoning, Justifying, Illustrating.

Activity: Speaking Task: Over ambition/ showism results in frustration and destruction. Express your views.

21st Century Skills: Communication, Confidence, Critical Thinking, Self-Management

UNIT -8 (December)

First Flight: Ch-8 Sermon At Benares Poem-10 For Anne Gregory

Supplementary Reader Ch-8 Bholi

Workbook: Unit-10

Grammar: Subject Verb Agreement

Writing Skills: Formal letter

Targeted Skills: Decoding, Analyzing, inferring, interpreting, appreciating,

literary conventions and vocabulary Conceptual Understanding,

Activity: Do you think that the love felt for someone's physical appearance is not pure and true? Write your answer reflecting on the poem For Anne Gregory.

21st Century Skills: Creative expression of an opinion, Analytical thinking, Application

UNIT -9 (January)

Literature Reader: Ch-9 The Proposal (Play)

Supplementary Reader Ch-9 The Book That Saved The World

Workbook: Unit-10

Grammar: Tenses, Modals

Writing Skills: Analytical Paragraph based on cues

Targeted Skills: Presence of mind, Analysis, Reasoning, using appropriate format and fluency, inference

Appreciating, applying conventions and justifying etc. Extracting relevant information identifying the

Central theme and sub themes, reasoning, appreciating literary convention, inference, analysis etc.

Activity: Assessment of Listening & Speaking

21st Century Skills: Communication, Understanding, Critical Thinking, Active Listening ,Digital Literacy.

UNIT -10 (February)

Revision for the Board Examination

Solving Sample Papers.

Subject : Science (086)

Prescribed Books:

- **Science-Textbook for Class X-NCERT**
- **Laboratory Manual-Science-Class X**

OBJECTIVE

The subject of Science plays an important role in developing well-defined abilities in cognitive, affective, and psychomotor domains in children. It augments the spirit of enquiry, creativity, objectivity, and aesthetic sensibility.

Upper primary stage demands that a number of opportunities should be provided to the students to engage them with the processes of Science like observing, recording observations, drawing, tabulation, plotting graphs, etc., whereas the secondary stage also expects abstraction and quantitative reasoning to occupy a more central place in the teaching and learning of Science. Thus, the idea of atoms and molecules being the building blocks of matter makes its appearance, as does Newton's law of gravitation.

The present syllabus has been designed around seven broad themes viz. Food; Materials; The World of The Living; How Things Work; Moving Things, People, and Ideas; Natural Phenomenon and Natural Resources. Special care has been taken to avoid the temptation of adding too many concepts than can be comfortably learnt in the given time frame. No attempt has been made to be comprehensive.

At this stage, while science is still a common subject, the disciplines of Physics, Chemistry and Biology being to emerge. The students should be exposed to experiences based on hands-on activities as well as modes of reasoning that are typical of the subject.

General Instructions:

1. There will be an Annual Examination based on the entire syllabus.
2. The Annual Examination will be of 80 marks and 20 marks weightage shall be for Internal Assessment.

3. For Internal Assessment:

- a. There will be Periodic Assessment that would include:

For 5 marks- Three periodic tests conducted by the school. Average of the best two tests to be taken that will have a weightage of 05 marks towards the final result.

For 5 marks- Diverse methods of assessment as per the need of the class dynamics and curriculum transaction. These may include - short tests, oral test, quiz, concept maps, projects, posters, presentations, and enquiry based scientific investigations etc. and use rubrics for arguing them objectively. This will also have a weightage of 05 marks towards the final result.

- b. Practical / Laboratory work should be done throughout the year and the student should maintain a record of the same. Practical Assessment should be continuous. There will be a weightage of 5 marks towards the final result. All practical listed in the syllabus must be completed.

- c. Portfolio to be prepared by the student- This would include classwork and other samples of student work and will carry a weightage of 5 marks towards the final results.

**COURSE STRUCTURE: CLASS X
ANNUAL EXAMINATION)**

UnitNo.	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

TENTATIVE ASSESSMENT SCHEDULE: 2024-25

Recall and apply the content learnt in solving questions.

SR. NO.	ASSESSMENT	MARKS	TIME PERIOD	SYLLABUS
1	UNIT TEST - 1	30	MAY	UNIT: 1
2	UNIT TEST - 2	30	JULY-AUGUST	UNITS: 2 & 3
3	TERMINAL	80	SEPTEMBER	UNITS: 1 - 5
4	UNIT TEST - 3	30	NOVEMBER	UNITS: 6 & 7
5	CONFIDENCE BUILDING TEST	80	DECEMBER	UNITS: 6-10
6	PRE- BOARD	80	JANUARY	UNITS: 1 - 10

* Annual Examination as per the date sheet given by CBSE.

DIVISION OF MARKS: UNIT TEST (M.M.: 30)

ASSESSMENT UNIT TEST (30 MARKS) (10 MARKS OF EACH PORTION=30)

DIVISION OF MARKS FOR EACH PORTION-

QUESTIONS	MARK/MARKS	TOTAL MARKS
3	1	3
2	2	4
1	3	3
		10

DIVISION OF MARKS: TERMINAL, ANNUAL EXAMINATION (M.M.: 80)

TIME: 3 HRS.

TERMINAL EXAMINATION-UNITS 1 TO 5

FINAL EXAMINATION-UNITS 1 TO 10

DIVISION OF MARKS:

SECTION	QUESTIONS	MARK/MARKS	TOTAL MARKS
A	20	1	20
B	6	2	12
C	7	3	21
D	3	5	15
E(Case Based)	3	4	12
TOTAL			80

UNIT-I:(April)

1. Chemical reactions and equations: Chemical equation-forms and balancing.

Activity: Balancing the chemical equations.

Targeted Skills: Understanding, Analytical and Calculation.

21st century skills-critical thinking, problem solving, and information literacy.

2. Light reflection and refraction- Reflection of light by curved surfaces; Images formed by spherical mirrors, centre of curvature, principal axis, principal focus, focal length.

PRACTICAL – Determination of the focal length of: Concave mirror (By obtaining the image of a distant object).

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills.

3. Life processes: Nutrition in plants and animals (Amoeba).

Activity- To show that chlorophyll, CO₂ and sunlight are essential for photosynthesis.

21st century skills Awareness, understanding Observational Skills, Critical Thinking, Creativity, Decision Making, Logical Thinking, work sensitivity, empathy Value sensitivity towards the environment caring and sharing.

PRACTICAL Preparing a temporary mount of a leaf peel to show stomata.

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Awareness, Observational Skills, Critical Thinking, Decision Making, Logical Thinking, Skill of Comparison

UNIT-II: (May)

1. Chemical reactions and equations.-Types of chemical reactions: Combination, decomposition, displacement.

Targeted Skills - Problem solving, Analytical.

PRACTICAL: 1. Performing and observing the following reactions and classifying them into:

- a) Combination reaction
- b) Decomposition reaction
- c) Displacement reaction
- d) Double displacement reaction
 - (i) Action of water on quick lime
 - (ii) Action of heat on ferrous sulphate crystals.
 - (iii) Iron nails kept in copper sulphate solution.
 - (iv) Reaction between sodium sulphate and barium chloride solutions

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills.

2. Light-reflection and refraction- Mirror formula (Derivation not required), magnification.

Refraction; Laws of refraction, refractive index.

- Determination of the focal length of:

Convex lens (By obtaining the image of a distant object).

Targeted Skills - Observation, Curiosity, Analytical.

3. Life processes – Nutrition in human being, Respiration in plants and animals.

PRACTICAL- Experimentally show that carbon dioxide is given out during respiration.

Practical- 21st century skills that can be useful for science practical:

- **Scientific reasoning:** Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills

UNIT-III: (July)

1. Chemical reactions and equations.- Types of chemical reactions: Double displacement, precipitation, neutralization, oxidation, and reduction.

Targeted Skills - Observation, Curiosity, Analytical.

2. Light-reflection and refraction - Refraction of light by spherical lens; Image formed by spherical lenses; Lens formula (Derivation not required); Magnification. Power of a lens.

PRACTICAL- 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.

Targeted Skills: Understanding, Analytical, Application and Calculation.

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

UNIT IV: (July)

1. Acids, bases, and salts-Their definitions in terms of furnishing of H⁺ and OH⁻ ions, General properties, examples. Uses concept of pH scale (Definition relating to logarithm not required), importance of pH in everyday life.

Subject Enrichment Activity - Related DRR topic: Soil degradation (pH degradation)

Targeted Skills -Analytical skill, Observational, Critical thinking

Skills-Handles tools and laboratory apparatus properly; measures physical quantities using appropriate apparatus, instruments, and devices.

PRACTICAL: Studying the properties of acids and bases by their reaction with:

- a) Litmus solution (Blue/Red)
- b) Zinc metal.
- c) Solid sodium carbonate

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills

2. Human eye and the colourful world- Functioning of a lens in human eye, defects of vision and their corrections, applications of spherical mirrors and lenses.

Targeted Skills - Demonstrative , Critical Analysis.

3. Control and coordination: Control and coordination in animals, reflex action. Human brain; nervous tissue.

Activity- Make labelled diagrams of human brain and reflex arc.

Targeted Skills: Understanding, Analytical, Application

UNIT V (August)

1. Acids bases and salts. Preparation and uses of Sodium Hydroxide, bleaching powder, baking soda, Washing soda and Plaster of Paris.

Targeted Skills - Demonstrative , Critical Analysis

PRACTICAL- Finding the pH of the following samples by using pH paper / universal indicator:

- a) Dilute Hydrochloric Acid
- b) Dilute NaOH solution
- c) Dilute Ethanoic Acid Solution
- d) Lemon juice
- e) Water
- f) Dilute Hydrogen Carbonate solution

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills

2. Human eye and the colourful world- 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).

Targeted Skills - Demonstrative , Critical Analysis.

PRACTICAL- Tracing the path of the rays of light through a glass prism.

3.Control and co-ordination: Chemical Coordination in animals, animal hormones.

UNIT VI: (October)

1. Metals and non-metals: Properties of metals and non-metals; Reactivity series; Formation and properties of ionic compounds.

Targeted Skills - Assessing and analysing information, Curiosity, and imagination, Assessing riosity and imagination

PRACTICAL: Observing the action of Zn, Fe, Cu and Al metals on the following salt solutions: ZnSO_4 (aq)

FeSO_4 (aq)

CuSO_4 (aq)

$\text{Al}_2(\text{SO}_4)_3$ (aq)

Arranging Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result.

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills

2. Electricity- Electric current, potential difference, and electric current.

Ohm's law, Resistance, resistivity, Factors on which the resistance of a conductor depends.

PRACTICAL- Studying the dependence of potential difference (V) across a resistor on the current (I) passing through it and determining its resistance. Also plotting a graph between V and I.

Subject Enrichment Activity- Related DRR topic: ARC FLASH ACCIDENTS

Targeted Skills- Assessing and analysing information, Curiosity, and imagination. Assessing.

3.How do organisms reproduce: Reproduction in animals and plants (asexual and sexual).

Practical- Studying (a) binary fission in Amoeba, and (b) budding in yeast and Hydra with the help of prepared slides.

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills.

UNIT VII: (October)

1. Metals and nonmetals: Basic metallurgical processes; Corrosion and its prevention.

SUBJECT ENRICHMENT ACTIVITY - Related to DRR - Alloys- used as rescue equipment during natural disasters

Targeted Skills - Critical thinking, Collaboration

2.Electricity- Series combination of resistors, parallel combination of resistors and its applications in daily life.

PRACTICAL- Determination of the equivalent resistance of two resistors when connected in series and parallel.

Targeted Skills: Understanding, Analytical, Application and Calculation.

3.How do organisms reproduce: Reproductive health, need for reproductive health and methods of family planning Safe sex vs HIV/AIDS. Childbearing and women's health.

PRACTICAL- Identification of the different parts of an embryo of a dicot seed (Pea, gram, or red kidney bean)

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills.

UNIT VIII: (November)

1. 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.

Targeted Skills -Analysing skill, Observation skill.

2. Electricity -: Heating effect of electric current and its applications in daily life. Electric power, Inter-relation between P, V, I and R.

Targeted Skills - Analysing skill, Observation skill.

3.Heredity and evolution-: Heredity; Mendel's contribution- Laws for inheritance of traits, sex determination: brief introduction.

Activity- Study of inherited and acquired traits.

Targeted Skills -Analysing skill, Observation skill.

UNIT IX (November)

1. Carbon compounds: Chemical properties of carbon compounds (combustion, oxidation, addition, and substitution reaction).

SUBJECT ENRICHMENT ACTIVITY- Related DRR topic: Carbon compounds and Environmental Disasters

Targeted Skills - Observation skills, Collaboration

PRACTICAL- Study of the following properties of acetic acid (ethanoic acid): i) Odour ii) solubility in water iii) effect on litmus iv) reaction with Sodium Hydrogen Carbonate.

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills

2. Magnetic effects of current- Magnetic field, field lines, field due to a current carrying conductor, field due to current carrying coil or solenoid, Force on current carrying conductor, Fleming's Left Hand Rule.

SUBJECT ENRICHMENT ACTIVITY- Related DRR topic: GEOMAGNETIC STORMS – Effect on Earth.

Targeted Skills - Analysing skill, Observation skill, Application, Understanding

3. Heredity and evolution-: - Sex determination: brief introduction

UNIT X (November-December)

1. Carbon compounds: Ethanol and Ethanoic acid (only properties and uses), soaps and detergents.

Targeted Skills - Team work, research skill, Analytical skill.

PRACTICAL- Study of the comparative cleaning capacity of a sample of soap in soft and hard water.

Practical- 21st century skills that can be useful for science practical:

- Scientific reasoning: Improves critical thinking, problem-solving, Initiative.

Productivity and decision-making skills

2. Magnetic effects of current- Direct Current. Alternating current: frequency of AC. Advantage of AC over DC. Domestic electric circuit.

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

SUBJECT ENRICHMENT ACTIVITY- Related DRR topic - Waste management

ASSESSMENT AREAS (THEORY) 2024-25 (CLASS X) SCIENCE (086)

TIME: 3 HRS.

MAXIMUM MARKS: 80 MARKS

COMPETENCIES	TOTAL
Demonstrate Knowledge and Understanding	46%
Application of Knowledge/Concepts	22%
Formulate, Analyse, Evaluate and Create	32%

100%

Note:

Typology of Questions: VSA including objective type questions, Assertion – Reasoning type questions; SA; LA; Source-based/ Case-based/ Passage-based/ Integrated assessment questions.

An internal choice of approximately 33% would be provided.

INTERNAL ASSESSMENT(20 Marks)

- Periodic Assessment - 05 marks + 05 marks
- Subject Enrichment (Practical Work) - 05 marks
- Portfolio - 05 marks

Class: X

Subject : Mathematics (041)

The Syllabus in the subject of Mathematics has undergone changes from time to time in accordance with growth of the subject and emerging needs of the society. The present revised syllabus has been designed in accordance with National Curriculum Framework 2005 and as per guidelines given in the Focus Group on Teaching of Mathematics which is to meet the emerging needs of all categories of students. For motivating the teacher to relate the topics to real life problems and other subject areas, greater emphasis has been laid on applications of various concepts. The curriculum at Secondary stage primarily aims at enhancing the capacity of students to employ Mathematics in solving day-to-day life problems and studying the subject as a separate discipline. It is expected that students should acquire the ability to solve problems using algebraic methods and apply the knowledge of simple trigonometry to solve problems of height and distances. Carrying out experiments with numbers and forms of geometry, framing hypothesis and verifying these with further observations form inherent part of Mathematics learning at this stage. The proposed curriculum includes the study of number system, algebra, geometry, trigonometry, mensuration, statistics, graphs and coordinate geometry, etc. The teaching of Mathematics should be imparted through activities which may involve the use of concrete materials, models, patterns, charts, pictures, posters, games, puzzles and experiments.

Objectives

The broad objectives of teaching of Mathematics at secondary stage are to help the learners to:

- consolidate the Mathematical knowledge and skills acquired at the upper primary stage;

- acquire knowledge and understanding, particularly by way of motivation and visualization, of basic concepts, terms, principles and symbols and underlying processes and skills;
- develop mastery of basic algebraic skills;
- develop drawing skills;
- feel the flow of reason while proving a result or solving a problem;
- apply the knowledge and skills acquired to solve problems and wherever possible, by more than one method;
- to develop ability to think, analyze and articulate logically;
- to develop awareness of the need for national integration, protection of environment, observance of small family norms, removal of social barriers, elimination of gender biases;
- to develop necessary skills to work with modern technological devices and mathematical software's.
- to develop interest in mathematics as a problem-solving tool in various fields for its beautiful structures and patterns, etc.
- to develop reverence and respect towards great Mathematicians for their contributions to the field of Mathematics;
- to develop interest in the subject by participating in related competitions;
- to acquaint students with different aspects of Mathematics used in daily life;
- to develop an interest in students to study Mathematics as a discipline.

COURSE STRUCTURE CLASS -X

Units	Unit Name	Marks
I	NUMBER SYSTEMS	06
II	ALGEBRA	20
III	COORDINATE GEOMETRY	06
IV	GEOMETRY	15
V	TRIGONOMETRY	12
VI	MENSURATION	10
VII	STATISTICS & PROBABILITY	11
	Total	80

TO BE FOLLOWED IN SCHOOL

UNITS	CHAPTER NAME
I	<ul style="list-style-type: none">• CH-1 REAL NUMBER• CH-2 POLYNOMIALS• CH-13 STATISTICS
II	<ul style="list-style-type: none">• CH-3 PAIR OF LINEAR EQUATIONS IN TWO VARIABLE
III	<ul style="list-style-type: none">• CH-4 QUADRATIC EQUATIONS• CH-14 PROBABILITY
IV	<ul style="list-style-type: none">• CH-5 ARITHMETIC PROGRESSIONS
V	<ul style="list-style-type: none">• CH-6 TRIANGLES• CH-7 CO-ORDINATE GEOMETRY
VI	<ul style="list-style-type: none">• CH-8 INTRODUCTION TO TRIGONOMETRY
VII	<ul style="list-style-type: none">• CH-9 APPLICATIONS OF TRIGONOMETRY
VIII	<ul style="list-style-type: none">• CH-10 CIRCLES
IX	<ul style="list-style-type: none">• CH-11 AREA RELATED TO CIRCLES
X	<ul style="list-style-type: none">• CH-12 SURFACE AREAS AND VOLUMES

UNIT-I

• (UNIT-NUMBER SYSTEMS)

CHAPTER 1: REAL NUMBERS (APRIL)

KEY WORDS: Fundamental Theorem of Arithmetic, HCF, LCM, Real numbers, Rational numbers, Irrational numbers

CONTENTS: Fundamental Theorem of Arithmetic- statements after reviewing work done earlier and after illustrating and motivating through examples, Proofs of irrationality of $\sqrt{2}$, $\sqrt{3}$, $\sqrt{5}$

ACTIVITY - (21st Century Skills-Creativity and Collaboration)

HCF and LCM by using factor tree and Venn diagram.

Targeted Skills- Lateral, Abstract, and Logical Thinking.

• (UNIT-ALGEBRA)

CHAPTER 2: POLYNOMIALS (APRIL)

KEY WORDS: Polynomial, Degree of polynomial, Constant polynomial, Linear polynomial, Quadratic polynomial, Cubic polynomial, Zero of a polynomial.

CONTENTS: Zeroes of a polynomial. Relationship between zeroes and coefficients of quadratic polynomials.

ACTIVITY- (21st Century Skills-Creativity Thinking and Problem solving)

To draw the graph of a quadratic polynomial and observe .

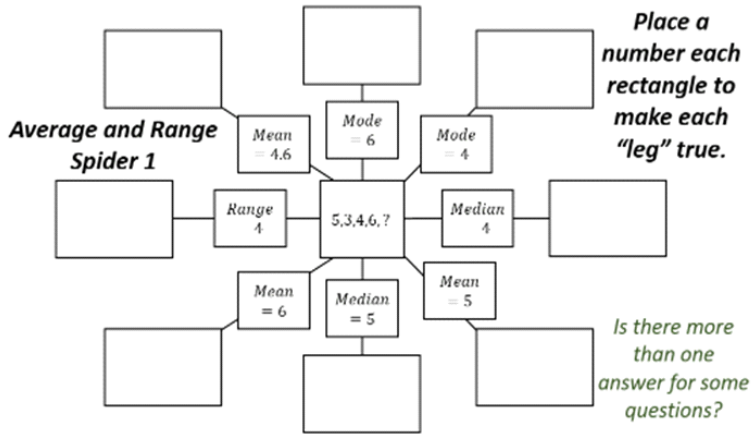
- (i) The shape of the curve when the coefficient of x^2 is positive.
- (ii) The shape of the curve when the coefficient of x^2 is negative.
- (iii) Its number of zeroes.

CHAPTER 13: STATISTIC (MAY)

KEY WORDS: Data, Grouped, Data, Ungrouped, Data Mean, Mode, Median

CONTENTS: Mean, median and mode of grouped data (bimodal situation to be avoided).

ACTIVITY - (21st Century Skills-Critical Thinking and Problem solving)



Targeted Skills : Understanding, Analytical and Calculation.

UNIT-II

(UNIT-ALGEBRA)

CHAPTER 3: PAIR OF LINEAR EQUATIONS IN TWO VARIABLES (MAY)

KEY WORDS: Linear Equation, Solution of linear equation, Consistent system, Inconsistent system, Substitution method, Elimination method,

CONTENTS: Pair of linear equations in two variables and graphical method of their solution, consistency/inconsistency. Algebraic conditions for number of solutions. Solution of a pair of linear equations in two variables algebraically-by substitution and by elimination. Simple situational problems.

ACTIVITY - (21st Century Skills- Critical Thinking and Problem Solving)

To verify the conditions for consistency of a system of linear equations in two

variables by graphical representation.

Targeted Skills- Lateral, Abstract, and Logical Thinking.

UNIT-III

- (UNIT-ALGEBRA)

CHAPTER 4: QUADRATIC EQUATIONS (JULY)

KEY WORDS: Quadratic Equation, Zeroes or roots of quadratic equation, Discriminant, Nature of roots.

CONTENTS: Standard form of a quadratic equation $ax^2 + bx + c = 0$, ($a \neq 0$) Solutions of quadratic equations (only real roots) by factorization, and by using quadratic formula. Relationship between discriminant and nature of roots. Situational problems based on quadratic equations related to day to day activities to be incorporated.

- (UNIT- STATISTICS & PROBABILITY)

CHAPTER 14: PROBABILITY (JULY)

KEY WORDS: Probability, Random experiment, Elementary Event, Sure Event, Impossible Event, Equally likely outcomes.

CONTENTS: Classical definition of probability .Simple problems on finding the probability of an event.

Targeted Skills: Understanding, Analytical and Calculation.

UNIT-IV

- (UNIT-ALGEBRA)

CHAPTER 5: ARITHMETIC PROGRESSIONS (JULY)

KEY WORDS: Progression, Arithmetic Progression, Common difference, Terms, nth term of A.P., Sum of n terms of A.P

CONTENTS: Motivation for studying Arithmetic Progression Derivation of the n^{th} term and sum of the first n terms of A.P and their application in solving daily life problems.

ACTIVITY - (21st Century Skills- Critical Thinking and Problem Solving)

To identify Arithmetic Progressions in some given lists of numbers (patterns).

Targeted Skills : Understanding, Analytical and Calculation.

UNIT-V

· (UNIT-GEOMETRY)

CHAPTER 6: TRIANGLES (AUGUST)

KEY WORDS: Triangle and its types, similar figures and similar triangles, Basic Proportionality Theorem, Area-Ratio theorem, Pythagoras Theorem, Similarity Criterion (AA, SSS, SAS, AAA, RHS)

CONTENTS: Definitions, examples, counter examples of similar triangles.

1. (Prove) If a line is drawn parallel to one side of a triangle to intersect the other two sides in distinct points, the other two sides are divided in the same ratio.
2. (Motivate) If a line divides two sides of a triangle in the same ratio, the line is parallel to the third side.
3. (Motivate) If in two triangles, the corresponding angles are equal, their corresponding sides are proportional and the triangles are similar.
4. (Motivate) If the corresponding sides of two triangles are proportional, their corresponding angles are equal and the two triangles are similar.
5. (Motivate) If one angle of a triangle is equal to one angle of another triangle and the sides including these angles are proportional, the two triangles are similar.

ACTIVITY - (21st Century Skills- Critical Thinking and Problem Solving)

(i) To verify the basic proportionality theorem by using parallel lines board, triangle cut outs.

• (UNIT-COORDINATE GEOMETRY)

CHAPTER 7: COORDINATE GEOMETRY (AUGUST)

KEY WORDS: X-axis, Y-axis, Origin, Point and its coordinates, Distance formula, Section formula, Mid-point formula, Centroid of triangle and its coordinates,

CONTENTS: Concepts of coordinate geometry, graphs of linear equations. Distance formula. Section formula (internal division)

ACTIVITY - (21st Century Skills- Critical Thinking and Problem Solving)

To verify the distance formula by graphical method.

Targeted Skills : Understanding, Analytical and Calculation

UNIT-VI

• (UNIT- TRIGONOMETRY)

CHAPTER 8 : INTRODUCTION TO TRIGONOMETRY (OCTOBER)

KEY WORDS: Trigonometric ratios, Values of the trigonometric ratios, Trigonometric Identities

CONTENTS: Trigonometric ratios of an acute angle of a right-angled triangle. Proof of their existence (well defined). Motivate the ratios whichever are defined at 0° and 90° . Values of the trigonometric ratios of 30° , 45° and 60° . Relationships between the ratios.

TRIGONOMETRIC IDENTITIES :

Proof and applications of the identity $\sin^2 A + \cos^2 A = 1$. Only simple identities to be given

Targeted Skills : Understanding, Analytical and Calculation

UNIT-VII

- (UNIT- TRIGONOMETRY)

CHAPTER 9: APPLICATIONS OF TRIGONOMETRY (OCTOBER) (HEIGHTS AND DISTANCES)

KEY WORDS: Height, Distance, Line of sight, Angle of elevation, Angle of depression, Clinometer.

CONTENTS: Angle of elevation, Angle of Depression. Simple problems on heights and distances. Problems should not involve more than two right triangles. Angles of elevation / depression should be only 30° , 45° , 60° .

ACTIVITY - (21st Century Skills- Critical Thinking and Problem Solving)

To find the height of a building using a clinometer.

Targeted Skills: Understanding, Analytical and Calculation.

UNIT-VIII

- (UNIT- GEOMETRY)

CHAPTER 10: CIRCLES (OCTOBER)

KEY WORDS: Circle and its related terms, Secant, Tangent, Length of tangent, Interior and exterior of circle.

CONTENTS: Tangent to a circle at, point of contact

1. (Prove) The tangent at any point of a circle is perpendicular to the radius through the point of contact.
2. (Prove) The lengths of tangents drawn from an external point to a circle are equal.

ACTIVITY - (21st Century Skills- Critical Thinking and Problem Solving)

1.To verify experimentally that the tangent at any point to a circle is perpendicular to the radius through that point.

2.To verify that the lengths of tangents to a circle from some external point are equal

Targeted Skills: Understanding, Analytical and Calculation

UNIT-IX

• (UNIT-MENSURATION)

CHAPTER 11: AREAS RELATED TO CIRCLES (NOVEMBER)

KEY WORDS: Segment of circle, Sector of circle, Concentric circles, Perimeter of circle, Length of arc, Areas of circle, semicircle, quadrant, sector, segment.

CONTENTS: Area of sectors and segments of a circle. Problems based on areas and perimeter / circumference of the above said plane figures. In calculating area of segment of a circle, problems should be restricted to central angle of 60° , 90° and 120° only.

ACTIVITY - (21st Century Skills- Critical Thinking and Problem Solving)

To obtain the formula for area of the circle i.e., πr^2 by paper cutting and pasting method.

Targeted Skills: Understanding, Analytical and Calculation

UNIT-X

• (UNIT-MENSURATION)

CHAPTER 12: SURFACE AREAS AND VOLUMES (NOVEMBER)

KEY WORDS: Polyhedron, Cuboid, Cube, Cylinder, Cone, Sphere, Hemisphere, Spherical shell, hemispherical shell, Surface area and volume of each solid written above.

CONTENTS: Surface areas and volumes of combinations of any two of the following: cubes, cuboids, spheres, hemispheres and right circular cylinders/cones.

ACTIVITY - (21st Century Skills- Critical Thinking and Problem Solving)

To find the curved surface area and total surface area of a cylinder experimentally.

Targeted Skills : Understanding, Analytical and Calculation

REVISION OF SYLLABUS (DECEMBER, 2024 ONWARDS)

TENTATIVE ASSESSMENT SCHEDULE

ASSESSMENT	TIME	SYLLABUS	TOTAL MARKS	BLUE PRINT		
				QUESTIONS	MARK/MARKS	TOTAL MARKS
UNIT TEST I	MAY 2024	UNIT I	20	6	1	6
UNIT TEST II	JULY-AUGUST 2024	UNIT II & III	20	1	2	2
UNIT TEST III	NOVEMBER-DECEMBER 2024	UNIT VI & VII	20	1	3	3
				1	4	4
				1	5	5
						20
TERMINAL EXAMS	SEPT 2024 & JAN-FEB 2024		80	20	1	20
				5	2	10
				6	3	18
				4	5	20
				3	4	12
						80

**MATHEMATICS-Standard
QUESTION PAPER DESIGN
CLASS – X (2024-25)**

Time: 3 Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	43	54
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	19	24
3	<p>Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	18	22
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

MATHEMATICS-Basic
QUESTION PAPER DESIGN
CLASS – X (2024-25)

Time: 3Hours

Max. Marks: 80

S. No.	Typology of Questions	Total Marks	% Weightage (approx.)
1	<p>Remembering: Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</p> <p>Understanding: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas</p>	60	75
2	<p>Applying: Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</p>	12	15
3	<p>Analysing : Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations</p> <p>Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.</p> <p>Creating: Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions</p>	8	10
	Total	80	100

INTERNAL ASSESSMENT	20 MARKS
Pen Paper Test and Multiple Assessment (5+5)	10 Marks
Portfolio	05 Marks
Lab Practical (Lab activities to be done from the prescribed books)	05 Marks

PRESCRIBED BOOKS:

1. Mathematics - Textbook for class X - NCERT Publication
2. Guidelines for Mathematics Laboratory in Schools, class X - CBSE Publication
3. Laboratory Manual - Mathematics, secondary stage - NCERT Publication.
4. Mathematics exemplar problems for class X, NCERT publication.

Subject : Information Technology (402)

Books :Employability Skills – Class 10 (Part-A)

Domestic Data Entry Operator for Class 10 (Part-B)

Publisher :NCERT

COURSE OBJECTIVES:

In this course, the students will be introduced to the fundamental concepts of digital documentation, digital spreadsheet, digital presentation, database management and internet security.

- The following are the main objectives of this course:
- To familiarize the students with the world of IT and IT enabled services.
- To provide in-depth training in use of data entry, internet and internet tools.
- To develop practical knowledge of digital documentation, spreadsheets and presentation.
- To enable the students to understand database management systems and have updated knowledge about digital record keeping.
- To make the students capable of getting employment in Private Sector, Public Sector, Ministries, Courts, House of Parliament and State Legislative Assemblies.
- To develop the following skills:
 - o Data Entry and Keyboarding skills
 - o The concept of Digital Documentation
 - o The concept of Digital Presentation
 - o The concept of Electronic Spreadsheet
 - o The concept of Databases
 - o Internet Technologies

MAX. MARKS for Theory and Practical	50 + 50 = 100
UNITS	MAX. MARKS
Employability Skills	
Unit 1 : Communication Skills-II	2
Unit 2 : Self-Management Skills-II	3
Unit 3 : Information and Communication Technology Skills-II	1
Unit 4 : Entrepreneurial Skills-II	3
Unit 5 : Green Skills-II	1
Total	10 Marks
Subject Specific Skills	
Marks	
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 Marks

Practical Work	
Practical Examination	15
Written Test	10
Viva Voce	10
Total	35
Project Work	
Practical File/ Student Portfolio	10
Viva Voce	05
Total	15
GRAND TOTAL	100

Suggestive Question Paper Pattern (Session 2024-2025)

Max. Time: 2 Hours

Max. Marks: 50

General Instructions:

1. Please read the instructions carefully.
2. This Question Paper consists of **21 questions** in two sections: **Section A and Section B**.
3. Section A has objective type questions, whereas Section B contains subjective type questions.
4. **Out of the given (5 + 16 =) 21 questions, a candidate has to answer (5 + 10 =) 15 questions in the allotted (maximum) time of 2 hours.**
5. All questions of a particular section must be attempted in the correct order.
6. **SECTION A- OBJECTIVE TYPE QUESTIONS (24 MARKS):**
 - i. This section has 05 questions.
 - ii. Marks allotted are mentioned against each question/part.
 - iii. There is no negative marking.
 - iv. Do as per the instructions given.
7. **SECTION B- SUBJECTIVE TYPE QUESTIONS (26 MARKS):**
 - i. This section has 16 questions.
 - ii. A candidate has to do 10 questions.
 - iii. Do as per the instructions given.
 - iv. Marks allotted are mentioned against each question/part.

TENTATIVE ASSESSMENT SCHEDULE: 2024-25

SR. NO.	ASSESSMENT	MARKS	TIME PERIOD	SYLLABUS
1	UNIT TEST - 1	20	MAY	UNIT: 1
2	UNIT TEST - 2	20	JULY-AUGUST	UNITS: 2&3
3	TERMINAL	50	SEPTEMBER	UNITS: 1 - 5
4	UNIT TEST - 3	20	NOVEMBER	UNITS: 6&7
5	CBT	50	DECEMBER	UNITS: 6 - 10
6	PRE-BOARD	50	JANUARY	UNITS: 1 - 10

DIVISION OF MARKS: UNIT TEST (M.M.: 20)

QUESTIONS	MARK/MARKS	TOTAL MARKS
10	1	10
5	2	10
		20

DIVISION OF MARKS: TERMINAL EXAM, CBT & PREBOARD (M.M.: 50)

QUESTIONS	MARK/MARKS	TOTAL MARKS
24	1	24
7	2	14
3	4	12
		50

Information Technology (Code no. 402)	
Theory	50 marks
Practical	50 marks
Total Marks	100 marks

UNIT-1 (April)

COMMUNICATION SKILLS-II (Employability Skill- Part A book)

Session 1 Methods of Communication

Session 2 Verbal Communication

Session 3 Non-verbal Communication

Session 4 Communication Cycle and Importance of Feedback

Session 5 Barriers to Effective Communication

Session 6 Writing Skills — Parts of Speech

Session 7 Writing Skills — Sentences

DIGITAL DOCUMENTATION (ADVANCED) using Libre Office Writer (Part B book)

Chapter 1. Introduction to Styles

Targeted Skills: Understanding, Analytical and Application.

Activity: (21st Century Skill Critical Thinking and Information Literacy)

Students will be made aware about the SDG 4-Quality Education through these activities.

1. Create a mind map for the types of communication. Describe each communication with its further types.
2. Make a mind map of elements of communication.
3. Practicals given on page number 7, 12 and 15 of the book.
4. Practical Exercises given on page number 18 – 20 to be done on the computer using styles.

UNIT-2 (May)

DIGITAL DOCUMENTATION (ADVANCED) (Part B book)

Chapter 2. Working with Images

Chapter3. Advanced Features of Writer

Targeted Skills: Understanding, Analytical and Application

Activity:(21st Century Skill Critical Thinking, Creativity and Information Literacy)Activities will be aligned with the SDG-13 climate action, SDG-14 Life below water and SDG-15 Life on land (Through posters and documents)

1. Do all the 7 practical activities given in the book of the chapter-2.
2. Assignment of practical exercises given on pages 43 – 44 of the book.
3. Do all the 8 practical activities given in the book of the chapter-3.
4. Assignment of practical exercises given on pages 79 – 80 of the book.

UNIT-3 (July)

SELF-MANAGEMENT SKILLS (Employability Skill- Part A book)

Session 1 Stress Management

Session 2 Self-awareness — Strength and Weakness Analysis

Session 3 Self-motivation

Session 4 Self-regulation — Goal Setting

Session 5 Self-regulation — Time Management

Targeted Skills: Understanding, Analytical and Application

Activity:(21st Century Skill Critical Thinking and Information Literacy)

Activities will be aligned with the SDG-4 Quality Education.

1. Create a mind map or a table to identify your own strengths and weaknesses.
2. List the steps for managing time effectively.

UNIT-4 (July – August)

ELECTRONIC SPREADSHEET (ADVANCED) using LibreOffice Calc

(Part B book)

Chapter 4. Analyse Data using Scenarios and Goal Seek

Chapter 5. Using Macros in Spreadsheet

Chapter 6. Linking Spreadsheet Data

Chapter 7. Share and Review a Spreadsheet

Targeted Skills: Understanding, Analytical, Application and Art integration.

Activity: (21st Century Skill Critical Thinking and Information Literacy)
Students will be made aware of the SDG – 5 Gender Equalities through the creation of multiple spreadsheets and what –if analysis through the given activities.

1. Complete all 10 practical activities given in the book of the chapter-4.

2. Complete all 4 practical activities given in the book of the chapter-5.

3. Complete all 3 practical activities given in the book of the chapter-6.

4. Complete all 3 practical activities given in the book of the chapter-7.

Assignment of practical exercises given at the end of each chapter of the textbook.

UNIT-5 (August)

INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS (Employability Skill- Part A book)

Session 1 Basic Computer Operations

Session 2 Performing Basic File Operations

Session 3 Computer Care and Maintenance

Session 4 Computer Security and Privacy

Targeted Skills: Understanding, Analytical and Application.

Activity: (21st Century Skill Critical Thinking and Information Literacy)

Activities will be aligned with the SDG 4-Quality Education.

1. Make a list of various threats to a computer and its data.
2. Create a mind map for the various ways to protect data.

UNIT-6 (October)

Database Management System using LibreOffice Base (Part – B book)

Chapter 8. Introduction to Database Management System

Chapter 9. Starting with LibreOffice Base

Chapter 10. Working with Multiple Tables

Chapter 11. Queries in Base

Targeted Skills: Understanding, Analytical and Application.

Activity: (21st Century Skill Critical Thinking and Information Literacy)

Activities will be aligned with the SDG 4-Quality Education.

1. Create a mind map of data types in DBMS (in hierarchical form).
2. Create a database for a stationery shop.

Hint: Create fields for items, price, colour, vendor, etc.

3. Practical exercise given on page 182 and 183 of the book.

4. Open the database created in the previous chapter activity. Do the practical exercises of the query commands given on pages 194-195 of the book.

UNIT-7 (November)

Database Management System using LibreOffice Base (Part – B book)

Chapter 12. Forms and Reports

ENTREPRENEURIAL SKILLS (Employability Skill- Part A book)

Session 1 Entrepreneurship and Society

Session 2 Qualities and Functions of an Entrepreneur

Session 3 Myths about Entrepreneurship

Session 4 Entrepreneurship as a Career Option

Targeted Skills: Understanding, Analytical and Application.

Activity: (21st Century Skill Critical Thinking and Information Literacy)

Activities will be aligned with the SDG 4-Quality Education and SDG 9-Industry, Innovation and Infrastructure.

1. Create a form for the academic database created in the above activity. Populate the table with mark results using the form.
2. Create a report to display data from table stored in database created earlier. A report must display your entire academic score card.
3. Do practical exercises given on pages 218-219 of the book.
4. Make a table of Qualities and a table of Functions of a successful Entrepreneur.

UNIT-8 (December)

Maintain Healthy, Safe and Secure Working Environment(Part–B book)

Chapter 13. Health, Safety and Security at Workplace

Chapter 14. Workplace Quality Measures

Chapter 15. Prevent Accidents and Emergencies

Targeted Skills: Understanding, Analytical and Application.

Activity: (21st Century Skill Critical Thinking and Information Literacy)

Activities will be aligned with the SDG 4-Quality Education and SDG 3-Good Health and Well Being.

1. Identify some precautions that may be taken at various places to avoid

accidents.

2. Enlist the measures to avoid hazards in various situations at workplace.
3. List the fire safety equipments to be installed in any organisation.

UNIT-9 (December)

GREEN SKILLS (Employability Skill- Part A book)

Session 1 Sustainable Development

Session 2 Our Role in Sustainable Development

Targeted Skills: Understanding, Analytical and Application.

Activity: (21st Century Skill Critical Thinking and Information Literacy)

Students will be made aware about all the 17 SDGs. Activities will be aligned with the SDG 4-Quality Education and SDG 9- Industry, Innovation and Infrastructure, SDG 6- Clean Water and Sanitation, SDG-13 climate action, SDG-14 Life below water and SDG-15 Life on land. (posters, PPTs and pamphlets)

Activity: Make a collage of 17 sustainable goals of the world to make it a better place to live.

UNIT-10 (December)

PRACTICAL PROJECT

- Making of a flyer/ brochure in documentation software - Comparing with partner state for the - places to visit in your city, population comparison on the basis of gender.
- Submission of all activities and Project file.

Note: Submit Activity File with a Project

Subject : Social Science (087)

Rationale

Social Science is a compulsory subject up to secondary stage of school education. It is an integral component of general education because it helps the learners in understanding the environment in its totality and developing a broader perspective and an empirical, reasonable and humane outlook. This is of crucial importance because it helps them grow into well-informed and responsible citizens with necessary attributes and skills for being able to participate and contribute effectively in the process of development and nation-building. The Social Science curriculum draws its content mainly from History, Geography, Political Science and Economics.

Objectives

The main objectives of this syllabus are to:

- Develop an understanding of the processes of change and development-both in terms of time and space, through which human societies have evolved.
- Make learners realize that the process of change is continuous and any event or phenomenon or issue cannot be viewed in isolation but in a wider context of time and space.
- Develop an understanding of contemporary India with its historical perspective, of the basic framework of the goals and policies of national development in independent India, and of the process of change with appropriate connections to world development.

Weightage to Type of Questions

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

CLASS X INTERNAL ASSESSMENT: 20 MARKS

Type of Assessment	Description	Marks Allocated
Periodic Assessment	Pen Paper Test.	5
Multiple Assessment	Quiz, debate, role play, viva, group discussion, visual expression, interactive bulletin boards, gallery walks, exit cards, concept maps, peer assessment, Self-assessment etc. through Inter disciplinary project	5
Subject Enrichment Activity	Project work on Disaster Management	5
Portfolio	Class work done (activities/ assignments) reflections, narrations, journals, etc. Achievements of the student in the subject throughout the year Participation of the student in different activities like Heritage India Quiz	5

ASSESSMENT UNIT TEST (20 MARKS)

QUESTION	MARK/ MARKS	TOTAL MARKS
1-2	1X2	2
3-4	2X2	4
5	3X1	3
6(Case Study)	1X4	4
7	1X5	5
8(Map)	1X2	2
TOTAL		20

TERMINAL/ANNUAL EXAMINATION 2024-25 (80 MARKS)

QUESTIONS	MARK/MARKS	TOTAL MARKS
20	1	20
4	2	8
5	3	15
3	4	12
4	5	20
1(MAP)	5	5
TOTAL		80

UNIT 1**Chapter 1 Power Sharing (Political Science) [APRIL]**

Belgium and Sri Lanka, Majoritarianism in Sri Lanka, Accommodation in Belgium, why power sharing is desirable? Forms of Power Sharing

Targeted Skills- Understanding, Case Study & Demonstration.

ACTIVITY – (21st Century Skills- Role Play and Problem solving.)

Make a chart of comparative study of the two countries (Sri Lanka and Belgium) to study the power sharing arrangement.

Chapter 1 Resource and Development (Geography) [APRIL]

Concept, Development of Resources, Resource Planning - Resource Planning in India, Conservation of Resources, Land Resources, Land Utilization, Land Use Pattern in India, Land Degradation and Conservation Measures, Soil as a Resource - Classification of Soils, Soil Erosion and Soil Conservation.

Targeted Skills- Understanding, Case Study & Demonstration.

ACTIVITY-(21st Century Skills- Analytical Thinking and Reflective Inquiry) Draw a soil profile on an activity sheet and label each layer of soil.

UNIT 2

Chapter 1 Development (Economics) [MAY]

What Development Promises - Different People, Different Goals, Income and Other Goals, National Development, how to compare different countries or states? Income and other criteria, Public Facilities, Sustainability of Development.

Targeted Skills- Understanding, Analytical and Calculation, Case Study & Demonstration.

ACTIVITY– (21st Century Skills- Reasoning Skills and Problem solving. Assume that there are only four families each in two countries. Study the table carefully and answer questions that follow

	Monthly income of families (Rs)				Average Income
	I	II	III	IV	
Country A	15,000	12,000		13,000	
Country B	8,000	4,000	3,000	35,000	

i) Fill in the blank such that both country A and country B have the same average income

Does the worked out average income equally applied to the Country-B?
And again, does this average not hide the status of the families I, II, III in that country?

- ii) Does the family III in the country A has the same income as it is shown by the average?
- iii) Let us calculate which country is better off and why?

Chapter 2 Federalism (Political Science) [MAY]

What is Federalism? What make India a Federal Country? How is Federalism practiced? Decentralization in India.

Targeted Skills- Understanding, Case Study & Demonstration.

ACTIVITY– (21st Century Skills- Critical Thinking and Problem solving.) Make a list of the subjects that comes under the various lists of Indian Constitution in a tabular form

Chapter 6 Life Lines of National Economy (Geography) [MAY]

(Only map pointing to be evaluated in the Board Examination)

Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks)

Targeted Skills- Understanding, Demonstration.

Activity: – (21st Century Skills- Mind Mapping and Demonstration)

Map of Chapter Geography

UNIT 3

Chapter 2 Nationalism in India (History) [MAY]

The First World War, Khilafat and Non - Cooperation, Differing Strands within the Movement, Towards Civil Disobedience, The Sense of Collective Belonging.

Targeted Skills- Understanding, Case Study & Demonstration.

ACTIVITY - (21st Century Skills- Role Play and Problem solving.) The year is 1921. You are a student in a government school. Design a poster urging school students to Gandhi's call to join non-cooperation movement.

Chapter 2 Sectors of the Indian Economy [JULY]

Sectors of Economic Activities, Comparing the three sectors ,Primary, Secondary and Tertiary Sectors in India , Division of sectors as organized and unorganized.

Targeted Skills- Understanding, Analytical, Case Study & Demonstration.

ACTIVITY – (21st Century Skills- Critical Thinking and Information Literacy) Classify the different economic activities into different sectors and analyse the pattern of total production and employment in India

UNIT 4

Ch 1 The Rise of Nationalism in Europe (History) [JULY]

The French Revolution and the Idea of the Nation The Making of Nationalism in Europe The Age of Revolutions: 1830-1848 The Making of Germany and Italy Visualizing the Nation Nationalism and Imperialism.

Targeted Skills- Understanding, Case Study & Demonstration.

ACTIVITY: (21st Century Skills- Mind Mapping and Spatial Thinking)

Plot on a map of Europe the changes drawn by Vienna Congress

Ch. 6 Political Parties (Politics) [JULY]

Why do we need Political Parties? How many Parties should we have? National Political Parties State Parties Challenges to Political Parties How can Parties be reformed?

Targeted Skills- Understanding, Demonstration, Critical Thinking

ACTIVITY (21st Century Skills- Critical Thinking, Creativity, Flexibility and Initiative) Find out the reason why don't political parties give enough tickets to women? Is that also due to lack of Internal Democracy

Chapter 4 Globalization and The Indian Economy (Economics) [JULY]

To be evaluated in the Board Examination: What is Globalization? Factors that have enabled Globalization

Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks) Production across the countries, Chinese toys in India, World Trade Organization, The Struggle for a Fair Globalization

UNIT 5

Ch 3 Water Resources:(Geography) [AUGUST]

- Water Scarcity and The Need for Water • Conservation and Management
- Multi-Purpose River Projects • Integrated Water Resources Management
- Rainwater Harvesting.

Targeted Skills- Understanding, Analytical and Calculation, Case Study & Demonstration.

ACTIVITY-(21st Century Skills- Creative Thinking, Visual Representation and Conceptual Skills.)

Draw a diagram of rooftop rain water harvesting

Ch 3 Money and credit (Economics) [AUGUST]

Money as a medium of exchange· Modern forms of Money· Loan activities of Banks· Two different Credit situations· Terms of Credit· Formal Sector Credit in India· Self Help Groups for the Poor·

Targeted Skills- Understanding, Analytical ,Case Study & Demonstration.

ACTIVITY- (21st Century Skills- Critical Thinking and Problem solving.)

You want to withdraw Rs. 5000/- in cash for making payments. How would

you write a cheque to withdraw the money?

Ch 7 Outcomes of Democracy (Political Science) [AUGUST]

How do we assess democracy's outcomes? • Accountable, responsive and legitimate government. • Economic growth and development. • Reduction of inequality and poverty. • Dignity and freedom of citizens.

Targeted Skills- Understanding, Case Study & Demonstration.

ACTIVITY-(21st Century Skills- Research Skill, Critical Thinking and Innovative and Creative Skill.)

Find out plans and programmes implemented by democracy to accommodate social diversity.

UNIT 6

CH 5 The Age of Industrialization (History)

(To be assessed as part of Periodic Assessments only) [OCTOBER]

• Before the Industrial Revolution • Hand Labor and Steam Power
• Industrialization in the colonies • Factories Come Up • The Peculiarities of Industrial Growth • Market for Goods.

Targeted Skills- Understanding & Demonstration.

ACTIVITY: (21st Century Skills- Mind Mapping, Descriptive Skill, Critical Thinking and Problem solving.) On the map of Asia, find and draw the sea and land links of the textile trade from India to central Asia

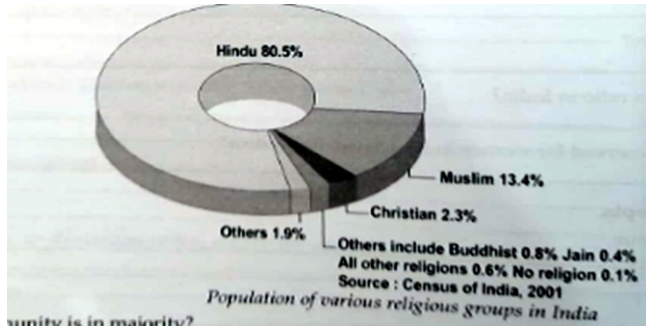
Ch 4 Gender, Religion and Caste: (Democratic Politics) [OCTOBER]

Gender and Politics - Public/Private division, Women's political representation Religion, Communalism and Politics – Communalism, Secular State (excluding image on page 46, 48, 49 of NCERT Textbook – Democratic Politics –II - reprinted edition 2021) Caste and Politics - Caste inequalities, Caste in politics, Politics in caste.

Targeted Skills- Understanding, Analytical, Case Study & Demonstration.

ACTIVITY– (21st Century Skills- Observation, Critical Thinking and Problem solving.)

Study the pie diagram and write your observations



UNIT 7

Ch 6 Manufacturing Industries:(Geography) [OCTOBER]

Importance of Manufacturing - Industrial Location, Industry Market Linkage, Agro based Industry, Textile Industry, Sugar Industry, Mineral based Industries.

Targeted Skills- Understanding, Analytical, Case Study & Demonstration.

ACTIVITY-(21st Century Skills- Information Literacy and Research Literacy.)

Collect information about steel plants in India.

Ch 4 The Making of a Global World: (History) [OCTOBER]

To be evaluated in the Board Examination-Subtopics:1 to 1.3 Pre Modern World to Conquest, Disease and Trade).

Interdisciplinary project as part of multiple assessments (Internally assessed for 5 marks Sub topics 2 to 4.4 The nineteenth century (1815-1914) to end of Bretton Woods & the beginning of “Globalisation.”

Targeted Skills- Understanding, Demonstration

ACTIVITY-(21st Century Skills-(Inquiry based skills and Mind Mapping.)

On the map of the world show the trade route that linked India to the world at the end of the 17th century.

UNIT 8

Ch 5 Minerals and Energy Resources-(Geography) [NOVEMBER]

• What is a mineral? • Mode of occurrence of Minerals • Ferrous and Non-Ferrous Minerals • Non-Metallic Minerals • Rock Minerals • Conservation of Minerals • Energy Resources • Conventional and Non-Conventional Conservation of Energy Resources.

Targeted Skills- Understanding, Analytical & Demonstration.

ACTIVITY : (21st Century Skills- Critical Thinking and Data Analysing.)

Collect information about newly established solar power plants in India.

Ch 7 Print Culture and the Modern World: (History) [NOVEMBER]

• The First Printed Books • Print Comes to Europe • The Print Revolution and its Impact • The Reading Mania • The Nineteenth Century • India and the World of Print • Religious Reform and Public Debates • New Forms of Publication • Print and Censorship.

Targeted Skills- Understanding, Case Study & Demonstration.

ACTIVITY-(21st Century Skills- Skill Creativity and Descriptive Skill.)

Paste the picture of Johann Gutenberg and enlist his contribution to the print culture

UNIT 9

Agriculture(Geography)

[NOVEMBER]

Types of Farming – Primitive, Subsistence, Intensive Subsistence, Commercial Cropping Pattern – Major Crops, Food Crops other than Grains, Non Food Crops, Technological and Institutional Reforms.

Targeted Skills- Understanding, Analytical, Case Study & Demonstration.

ACTIVITY – (21st Century Skills- Creativity, Flexibility and Initiative.)

List the items which are made of rubber and used by us

Ch 2 Forest and Wildlife (Geography)

[NOVEMBER]

• Conservation of forest and wildlife in India • Types and distribution of forests and wildlife resources, Community and Conservation.

Targeted Skills- Understanding, Analytical, Case Study & Demonstration.

ACTIVITY – (21st Century Skills- Data Visualizing Skill and Innovation.)

Make a poster on forest and wildlife conservation

UNIT 10

REVISION

LIST OF MAP ITEM **Note:** Items of Locating and Labelling may also be given for Identification

A. HISTORY (Outline Political Map of India)

Chapter-3 Nationalism in India–for locating and labelling / Identification

- I. Congress sessions: 1920 Calcutta, 1920 Nagpur, 1927 Madras session
- II. 3 Satyagraha movements: Kheda ,Champan,, Ahmedabad mill workers
- III. Jallianwala Bagh
- IV. Dandi March

B. GEOGRAPHY (Outline Political Map of India)

Chapter 1: Resources and Development (Identification only)

a. Major soil Types

Chapter 3: Water Resources (Locating and Labelling)

Dams:

- | | |
|--------------------|----------------------|
| a. Salal | b. Bhakra Nangal |
| c. Tehri | d. Rana Pratap Sagar |
| e. Sardar Sarovar | f. Hirakud |
| g. Nagarjuna Sagar | h. Tungabhadra |

Chapter 4: Agriculture (Identification only)

a. Major areas of Rice and Wheat

b. Largest / Major producer states of Sugarcane, Tea, Coffee, Rubber, Cotton and Jute

Chapter 5: Minerals and Energy Resources Minerals (Identification only)

a. Iron Ore mines

- | | |
|-------------------------|--|
| • Mayurbhanj | • Durg |
| • Bailadila | • Bellary |
| • Kudremukh. Coal Mines | |
| • Raniganj | • Bokaro |
| • Talcher | • Neyvelic. Oil Fields |
| • Digboi | • Naharkatia |
| • Mumbai High | • Bassien |
| • Kalol | • Ankaleshwar Power Plants (Locating and Labelling only) |

a. Thermal

- Namrup
- Singrauli

Ramagundamb. Nuclear

- Narora
- Kakrapara
- Tarapur
- Kalpakkam

Chapter 6: Manufacturing Industries (Locating and Labelling Only)

Cotton Textile Industries:

- a. Mumbai b. Indore c. Surat d. Kanpur e. Coimbatore

Iron and Steel Plants:

- a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijayanagar f. Salem

Software Technology Parks:

- a. Noida b. Gandhinagar
c. Mumbai d. Pune
e. Hyderabad f. Bengaluru
g. Chennai h. Thiruvananthapuram

Chapter 7: Lifelines of National Economy Major Ports: (Locating and Labelling)

- a. Kandla b. Mumbai
c. Marmagao d. New Mangalore
e. Kochi f. Tuticorin
g. Chennai h. Vishakhapatnam
i. Paradip j. Haldia

International Airports:

- a. Amritsar (Raja Sansi - Sri Guru Ram Dassjee)
b. Delhi (Indira Gandhi)
c. Mumbai (Chhatrapati Shivaji)
d. Chennai (MeenamBakkam)
e. Kolkata (Netaji Subhash Chandra Bose)
f. Hyderabad (Rajiv Gandhi)

हिंदी पाठ्यक्रम (085)

हिंदी शिक्षण का औचित्य: -

भारत एक बहुभाषी देश है जिसमें बहुत सी क्षेत्रीय भाषाएँ रची बसी हैं। भाषिक और सांस्कृतिक दृष्टि से भिन्न होने के बावजूद भारतीय परंपरा में बहुत कुछ ऐसा है जो एक दूसरे को जोड़ता है। यही कारण है कि मातृभाषा के रूप में अलग भाषा को पढ़ने वाला विद्यार्थी जब दूसरी भाषा के रूप में हिंदी का चुनाव करता है तो उसके पास अभिव्यक्ति का एक दृढ़ आधार पहली भाषा के रूप में पहले से ही मौजूद होता है इसलिए छठी से आठवीं कक्षा में सीखी हुई हिंदी का विकास भी वह तेज़ी से करने लगता है। आठवीं कक्षा तक वह हिंदी भाषा में सुनने, पढ़ने, लिखने और कुछ-कुछ बोलने का अभ्यास कर चुका होता है। हिंदी की बाल पत्रिकाएँ और छिटपुट रचनाएँ पढ़ना भी अब उसे आ गया है इसलिए जब वह नवीं एवं दसवीं कक्षा में हिंदी पढ़ेगा तो जहाँ एक ओर हिंदी भाषा के माध्यम से सारे देश से जुड़ेगा वहीं दूसरी ओर अपने क्षेत्र और परिवेश को हिंदी भाषा के माध्यम से जानने की कोशिश भी करेगा, क्योंकि किशोरवय के इन बच्चों के मानसिक धरातल का विकास विश्व स्तर तक पहुँच चुका होता है।

शिक्षण उद्देश्य

- दैनिक जीवन में हिंदी में समझने-बोलने के साथ-साथ लिखने की क्षमता का विकास करना।
- हिंदी के किशोर-साहित्य, अखबार व पत्रिकाओं को पढ़कर समझ पाना और उसका आनंद उठाने की क्षमता का विकास करना।
- औपचारिक विषयों और संदर्भों में बातचीत में भाग ले पाने की क्षमता का विकास करना।
- हिंदी के जरिए अपने अनुभव संसार को लिखकर सहज अभिव्यक्ति कर पाने में सक्षम बनाना।
- संचार के विभिन्न माध्यमों (प्रिंट और इलेक्ट्रॉनिक) में प्रयुक्त हिंदी के विभिन्न रूपों को

समझने की योग्यता का विकास करना।

- कक्षा में बहुभाषिक, बहुसांस्कृतिक संदर्भों के प्रति संवेदनशील सकारात्मक सोच बनाना।
- अपनी मातृभाषा और परिवेशगत भाषा को साथ रखकर हिंदी की संरचनाओं की समझ बनाना।

शिक्षण युक्तियाँ

- द्वितीय भाषा के रूप में पढ़ाई जा रही हिंदी भाषा का स्तर पढ़ने और पढ़ाने दोनों ही दृष्टियों से मातृभाषा सीखने की तुलना में कुछ मंथर गति से चलेगा। वह गति धीरे-धीरे बढ़ सके, इसके लिए हिंदी अध्यापकों को बड़े धीरज से अपने अध्यापन कार्यक्रमों को नियोजित करना होगा। किसी भी द्वितीय भाषा में निपुणता प्राप्त करने-कराने का एक ही उपाय है-उस भाषा का लगातार रोचक अभ्यास करना-कराना। ये अभ्यास जितने अधिक रोचक, सक्रिय एवं प्रासंगिक होंगे विद्यार्थियों की भाषिक उपलब्धि भी उतनी ही तेजी से हो सकेगी। मुखर भाषिक अभ्यास के लिए वार्तालाप, रोचक कहानी सुनना-सुनाना, घटना-वर्णन, चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण प्रतियोगिताएँ, कविता पाठ और अंत्याक्षरी जैसी गतिविधियों का सहारा लिया जा सकता है।
- काव्य भाषा के मर्म से विद्यार्थी का परिचय कराने के लिए जरूरी होगा कि किताबों में आए काव्यांशों की लयबद्ध प्रस्तुतियों के ऑडियो-वीडियो कैसेट तैयार किए जाएँ। अगर आसानी से कोई गायक/गायिका मिले तो कक्षा में मध्यकालीन साहित्य के अध्यापन-शिक्षण में उससे मदद ली जानी चाहिए।
- एन. सी. ई. आर. टी. मानव संसाधन विकास मंत्रालय के विभिन्न संगठनों तथा स्वतंत्र निर्माताओं द्वारा उपलब्ध कराए गए कार्यक्रम/ई सामग्री वृत्तचित्रों और सिनेमा को शिक्षण-सामग्री के तौर पर इस्तेमाल करने की जरूरत है। इनके प्रदर्शन के क्रम में इन पर लगातार बातचीत के जरिए सिनेमा के माध्यम से भाषा के प्रयोग की विशिष्टता की

पहचान कराई जा सकती है और हिंदी की अलग – अलग छटा दिखाई जा सकती है।

- कक्षा में सिर्फ एक पाठ्यपुस्तक की उपस्थिति से बेहतर होगा कि शिक्षक के हाथ में तरह – तरह की पाठ्यसामग्री को विद्यार्थी देखें और कक्षा में अलग – अलग मौकों पर शिक्षक उनका इस्तेमाल कर सकें।
- भाषा लगातार ग्रहण करने की क्रिया से बनती है, इसे प्रदर्शित करने का एक तरीका यह भी है कि शिक्षक खुद यह सिखा सकें कि वे भी शब्दकोश, साहित्यकोश, संदर्भग्रंथ की लगातार मदद ले रहे हैं। इससे विद्यार्थियों में इनके इस्तेमाल करने को लेकर तत्परता बढ़ेगी। अनुमान के आधार पर निकटतम अर्थ तक पहुँचकर संतुष्ट होने की जगह वे सटीक अर्थ की खोज करने के लिए प्रेरित होंगे। इससे शब्दों की अलग – अलग रंगत का पता चलेगा, वे शब्दों के बारीक अंतर के प्रति और सजग हो पाएँगे।
- भिन्न क्षमता वाले विद्यार्थियों के लिए उपयुक्त शिक्षण – सामग्री का इस्तेमाल किया जाए तथा किसी भी प्रकार से उन्हें अन्य विद्यार्थियों से कमतर या अलग न समझा जाए।
- कक्षा में अध्यापन को हर प्रकार की विविधताओं (लिंग, धर्म, जाति, वर्ग आदि) के प्रति सकारात्मक और संवेदनशील वातावरण निर्मित करना चाहिए।

हिंदी पाठ्यक्रम –ब (कोड सं. 085)
कक्षा 10वीं हिंदी – ब परीक्षा हेतु पाठ्यक्रम विनिर्देशन 2024-25

खंड		भारंक
क	अपठित बोध	14
ख	व्यावहारिक व्याकरण	16
ग	पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक	28
घ	रचनात्मक लेखन	22

भारंक- 80 (वार्षिक बोर्ड परीक्षा) +20 (आंतरिक परीक्षा)

निर्धारित समय- 3 घंटे

भारंक-80

वार्षिक बोर्ड परीक्षा हेतु भार विभाजन			
खंड – क (बहुविकल्पी प्रश्न)			
	विषयवस्तु	उप भार	कुल भार
1	अपठित गद्यांश पर बोध, चिंतन, विश्लेषण, सराहना आदि पर बहुविकल्पीय, अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न		
	अ दो अपठित गद्यांश लगभग 200 शब्दों के । एक अंकीय तीन बहुविकल्पी प्रश्न (1×3=3) पूछे जाएँगे अतिलघूत्तरात्मक एवं लघूत्तरात्मक प्रश्न (2×2=4) पूछे जाएँगे	7+7	14
खंड – ख (व्यावहारिक व्याकरण)			
2	व्याकरण के लिए निर्धारित विषयों पर विषयवस्तु का बोध, भाषिक बिंदु/ संरचना आदि पर अतिलघूत्तरात्मक/लघूत्तरात्मक प्रश्न। (1×16) (कुल 20 प्रश्न पूछे जाएँगे, जिनमें से केवल 16 प्रश्नों के उत्तर देने होंगे)		
	1 पदबंध (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	16
	2 रचना के आधार पर वाक्य रूपांतरण (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	3 समास (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
	4 मुहावरे (1×4=4) (5 में से 4 प्रश्न करने होंगे)	4	
खंड – ग (पाठ्यपुस्तक एवं पूरक पाठ्यपुस्तक)			
3	अ गद्य खंड (पाठ्यपुस्तक)	11	

	1	स्पर्श (भाग-2) से निर्धारित पाठों में से गद्यांश के आधार पर विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे। (1x5)	5	28
	2	स्पर्श (भाग-2) से निर्धारित पाठों में से विषयवस्तु का ज्ञान, बोध, अभिव्यक्ति आदि पर तीन प्रश्न पूछे जाएँगे। (विकल्प सहित- 25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
ब		काव्य खंड (पाठ्यपुस्तक)	11	
	1	स्पर्श (भाग-2) से निर्धारित कविताओं में से काव्यांश के आधार पर एक अंकीय पाँच बहुविकल्पी प्रश्न पूछे जाएँगे (1x5)	5	
	2	स्पर्श (भाग-2) से निर्धारित कविताओं के आधार पर विद्यार्थियों का काव्यबोध परखने हेतु तीन प्रश्न पूछे जाएँगे। (विकल्प सहित-25-30 शब्द-सीमा वाले 4 में से 3 प्रश्न करने होंगे) (2x3)	6	
स		पूरक पाठ्यपुस्तक संचयन भाग – 2	6	22
		संचयन (भाग-2) से निर्धारित पाठों पर आधारित दो प्रश्न पूछे जाएँगे। (3x2) (विकल्प सहित-50-60 शब्द-सीमा वाले 3 में से 2 प्रश्न करने होंगे)	6	
खंड – घ (रचनात्मक लेखन)				
i		विभिन्न विषयों और संदर्भों पर विद्यार्थियों के तर्कसंगत विचार प्रकट करने की क्षमता को परखने के लिए संकेत-बिंदुओं पर आधारित समसामयिक एवं व्यावहारिक जीवन से जुड़े हुए तीन विषयों में से किसी एक विषय पर लगभग 120 शब्दों में अनुच्छेद लेखन (5x1)	5	
ii		अभिव्यक्ति की क्षमता पर केंद्रित औपचारिक विषयों में से किसी एक विषय पर लगभग 100 शब्दों में पत्र (विकल्प सहित) (5x1)	5	
iii		व्यावहारिक जीवन से संबंधित विषयों पर आधारित लगभग 60 शब्दों में सूचना लेखन। (विकल्प सहित) (4x1)	4	
iv		विषय से संबंधित लगभग 40 शब्दों के अंतर्गत विज्ञापन लेखन (विकल्प सहित) (3x1)	3	
v		विविध विषयों पर आधारित लगभग 80 शब्दों में ई-मेल लेखन (5x1) अथवा दिए गए विषय/शीर्षक आदि के आधार पर लगभग 100 शब्दों में लघुकथा लेखन (5x1)	5	

		कुल		80
		आंतरिक मूल्यांकन	अंक	20
	अ	सामयिक आकलन	5	
	ब	बहुविध आकलन	5	
	स	पोर्टफोलियो	5	
	द	श्रवण एवं वाचन	5	
		कुल		100

निर्धारित पुस्तकें:

- 1 स्पर्श, भाग-2 एन.सी.ई.आर.टी, नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण
- 2 संचयन, भाग-2 एन.सी.ई.आर.टी, नई दिल्ली द्वारा प्रकाशित नवीनतम संस्करण

❖ नोट : निम्नलिखित पाठों से प्रश्न नहीं पूछे जाएँगे।

पाठ्य पुस्तक स्पर्श, भाग-2

बिहारी-दोहे (पूरा पाठ)

महादेवी वर्मा- मधुर-मधुर मेरे दीपक जल (पूरा पाठ)

अंतोन चेखव- गिरगिट (पूरा पाठ)

पूरक पुस्तक संचयन, भाग-2

पुस्तक में कोई परिवर्तन नहीं। कोई भी पाठ नहीं हटाया गया है।

कक्षा दसवीं हेतु प्रश्न पत्र का विस्तृत प्रारूप जानने के लिए कृपया बोर्ड द्वारा जारी आदर्श प्रश्न पत्र देखें।

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(परीक्षा हेतु अनुमानित मूल्यांकन 2024 - 25)

क्रम संख्या	मूल्यांकन	अंक	समय अवधि	पाठ्यक्रम
1.	Unit Test-1	20	मई	Unit 1
2.	Unit Test-2	20	जुलाई - अगस्त	Unit 2-3
3.	Terminal Exam.	80	सितंबर	Unit 1-5
4.	Unit Test-3	20	नवंबर	Unit 6-7
5.	Final Exam.	80	मार्च	Unit 1-10

अंक विभाजन: - Unit Test (कुल अंक - 20)

अपठित गद्यांश 5 अंक

प्रश्न - उत्तर 6 अंक

व्याकरण भाग 5 अंक

लेखन भाग 4 अंक

अंक विभाजन - अर्द्धवार्षिक और वार्षिक परीक्षा (80 + 80 अंक)

समय - 3 घंटे

अर्द्धवार्षिक परीक्षा - (Unit 1-5)

वार्षिक परीक्षा - (Unit 1-10)

शिवालिक पब्लिक स्कूल
हिंदी पाठ्यक्रम
कक्षा - 10वीं (2024 - 25)

Unit-1 (अप्रैल)

स्पर्श पुस्तक

पाठ - कबीर सारवी, बड़े भाई साहब

व्याकरण - औपचारिक पत्र, अपठित गद्यांश, वाक्य रूपांतरण

लक्षित कौशल

- श्रवण वाचन शक्ति का विकास
- शब्द भंडार में वृद्धि
- कल्पना शक्ति का विकास
- उच्चारण की शुद्धता

गतिविधि: -

नैतिक मूल्यों के आधार पर कबीरदास द्वारा रचित अन्य पाँच दोहे (इक्कीसवीं सदी के शिक्षण - नैतिक मूल्यों का विकास एवं आत्मनिर्देशन)

Unit 2-3 (मई - जुलाई)

Unit-2

स्पर्श पुस्तक

पाठ - मीरा के पद, डायरी का एक पन्ना

व्याकरण - मुहावरे, सूचना लेखन, पदबंध, पठित गद्यांश

Unit-3

स्पर्श पुस्तक

पाठ - मनुष्यता

संचयन पुस्तक पाठ - हरिहर काका

व्याकरण - अनुच्छेद, समास (पहले तीन) (अव्ययीभाव, तत्पुरुष, कर्मधारय)

लक्षित कौशल

- तार्किक क्षमता का विकास
- भाषायी दक्षता एवं सुसंबद्धता
- शब्द भंडार के अनुप्रयोग की प्रेरणा

गतिविधि: -

पाठ - 'मीरा के पद' पर आधारित विष्णु के 10 अवतारों का सचित्र वर्णन (इक्कीसवीं सदी के शिक्षण - प्राचीन संस्कृति का ज्ञान तथा भक्ति भावना का प्रसार)

Unit 4-5 (जुलाई - अगस्त)

Unit - 4

स्पर्श पुस्तक

पाठ - तताँरा - वामीरो कथा

व्याकरण - विज्ञापन लेखन, ई-मेल

Unit - 5

स्पर्श पुस्तक

पाठ - तीसरी कसम के शिल्पकार - शैलेंद्र

व्याकरण - लघुकथा / ई-मेल, मुहावरे

लक्षित कौशल

- श्रवण वाचन शक्ति का विकास
- शब्द भंडार में वृद्धि
- कल्पना शक्ति का विकास
- उच्चारण की शुद्धता

गतिविधि: -

अपने प्रांत विशेष की किसी लोक कथा का वर्णन (इक्कीसवीं सदी के शिक्षण - प्रांतीय जागरूकता और नवाचार)

Unit 6-7 (सितंबर)

Unit - 6

संचयन पुस्तक

पाठ - सपनों के से दिन

स्पर्श - पर्वत प्रदेश में पावस

व्याकरण : अनुच्छेद, पदबंध, समास के शेष भेद

Unit-7

स्पर्श पुस्तक

पाठ - तोप

स्पर्श पुस्तक

पाठ - अब कहाँ दूसरे के दुख से दुखी होने वाले

पाठ - पतझड़ में टूटी पत्तियाँ (भाग - 1) गिन्नी का सोना

व्याकरण - औपचारिक पत्र, सूचना लेखन

लक्षित कौशल

- तार्किक क्षमता का विकास
- भाषायी दक्षता एवं सुसंबद्धता
- शब्द भंडार के अनुप्रयोग की प्रेरणा

गतिविधि: -

किसी प्रसिद्ध कंपनी के शीतल पेय पदार्थ अथवा औषधीय केश तेल पर विज्ञापन तैयार करें
(इक्कीसवीं सदी के शिक्षण - मीडिया तथा जनसंचार साधनों का प्रति जागरूकता)

Unit 8-9 (अक्टूबर)

Unit-8

स्पर्श पुस्तक

पाठ - कर चले हम फिदा

स्पर्श पुस्तक

पाठ - पतझड़ में टूटी पत्तियाँ (भाग 2 झेन की देन)

व्याकरण - मुहावरे, अनुच्छेद लेखन, विज्ञापन लेखन

Unit-9

स्पर्श पुस्तक

पाठ - आत्मत्राण

स्पर्श पुस्तक

पाठ - कारतूस

व्याकरण - सूचना लेखन, वाक्य रूपांतरण, औपचारिक पत्र

लक्षित कौशल

- श्रवण वाचन शक्ति का विकास
- शब्द भंडार में वृद्धि
- कल्पना शक्ति का विकास
- उच्चारण की शुद्धता

गतिविधि: -

कैप्टन विक्रम बत्रा की युद्ध नीति का उल्लेख (**इक्कीसवीं सदी के शिक्षण** - सहयोग, समर्पण तथा देश भक्ति की भावना का विकास)

Unit-10 (नवंबर)

Unit-10

स्पर्श पुस्तक

पाठ - टोपी शुक्ला

व्याकरण - समास, अनुच्छेद लेखन, लघु-कथा, मुहावरे

लक्षित कौशल

- तार्किक क्षमता का विकास
- भाषायी दक्षता एवं सुसंबद्धता
- शब्द भंडार के अनुप्रयोग की प्रेरणा

गतिविधि: -

समास के भेदों पर आधारित वृक्षारेपण (**इक्कीसवीं सदी के शिक्षण** - सृजनात्मकता और रचनात्मकता का विकास)

ਪੰਜਾਬੀ (004)

ਲਿਖਤੀ ਪਰੀਖਿਆ - 80 ਅੰਕ
ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ - 20 ਅੰਕ
ਕੁੱਲ ਅੰਕ - 100

ਲਿਖਤੀ ਪਰੀਖਿਆ ਲਈ ਸਮਾਂ 3 ਘੰਟੇ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਉਦੇਸ਼

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਕਾਰਜ-ਪ੍ਰਣਾਲੀ ਨੂੰ ਸਮਝ ਕੇ ਉਸ ਦੀ ਢੁਕਵੀਂ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ਤੇ ਸਾਹਿਤ ਦੀਆਂ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ-ਕਵਿਤਾ, ਇਕਾਂਗੀ ਕਹਾਣੀ ਅਤੇ ਵਾਰਤਕ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ ਤਾਂ ਕਿ ਵਿਦਿਆਰਥੀ ਭਾਸ਼ਾ ਦੇ ਵੱਖ-ਵੱਖ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਹੋ ਕੇ ਆਪਣੀ ਬਹੁ-ਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ ਕਰ ਸਕਣਾ। ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਮੂਲ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤਕ ਵਿਰਸੇ ਨਾਲ ਜੋੜਨਾ ਹੈ।

1. ਸਲਾਨਾ ਲਿਖਤੀ ਪਰੀਖਿਆ (Year End Written Exam - 80)

ਇਕਾਈ/ਸਿੱਖਣ ਦਾ ਖੇਤਰ	ਅੰਕ	ਪੀਰੀਅਡ		
ਭਾਸ਼ਾ				
(ੳ) ਅਡਵਾਂਸ ਪੜ੍ਹਨ-ਕੋਸ਼ਲ	10		15	
(ਅ) ਵਿਆਕਰਨ	20		35	
(ੲ) ਪ੍ਰਭਾਵਸ਼ਾਲੀ 'ਤੇ ਆਧਾਰਿਤ	20		35	
ਸਾਹਿਤ (ਪਾਠ-ਪੁਸਤਕਾਂ 'ਤੇ ਆਧਾਰਿਤ)	30		65	

2. ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ (Internal Assessment - 20)

ਕਿਰਿਆਤਮਿਕ ਕੰਮ	ਅੰਕ	ਪੀਰੀਅਡ		
(Activity/Assignment)	20		30	

ਪੰਜਾਬੀ-004

ਸਲਾਨਾ ਪਰੀਖਿਆ ਲਈ ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਅੰਕ-ਵੰਡ

ਕੁੱਲ ਅੰਕ 80

I.	ਪੜ੍ਹਨ-ਕੌਸ਼ਲ (Reading Skill) (ਬਹੁਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨਾਂ ਤੇ ਅਧਾਰਿਤ)	10
	1. ਅਣਡਿੱਠਾ ਪੈਰਾ (ਵਾਰਤਕ) 200-250 ਸ਼ਬਦਾਂ ਵਿੱਚ	6
	2. ਅਣਡਿੱਠੀ ਕਾਵਿ ਟੁਕੜੀ ਨਾਲ ਸੰਬੰਧਿਤ (ਤਿੰਨ ਪ੍ਰਸ਼ਨ)	1×4=4
II.	ਵਿਆਕਰਨ (Grammar) (ਬਹੁਵਿਕਲਪੀ ਅਤੇ ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ)	12
	1. ਸਮਾਸੀ ਸ਼ਬਦ (ਬਹੁਵਿਕਲਪੀ) ਚੋਣ ਅਧਾਰਿਤ	2×1=2
	2. ਬਹੁਅਰਥਕ (ਬਹੁਵਿਕਲਪੀ) ਚੋਣ ਅਧਾਰਿਤ	2×1=2
	3. ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ (ਬਹੁਵਿਕਲਪੀ) ਚੋਣ ਅਧਾਰਿਤ	2×1=2
	4. ਅਗੇਤਰ-ਪਿਛੇਤਰ (ਸ਼ਬਦ ਬਣਾਉਣਾ) ਕੋਈ ਇਕ	2×1=2
	5. ਮੁਹਾਵਰੇ (ਕ ਤੋਂ ਝ ਤੱਕ) (ਵਾਕਾਂ ਵਿੱਚ ਵਰਤ ਕੇ ਅਰਥ ਸਪਸ਼ਟ ਕਰਨਾ) ਕੋਈ ਚਾਰ	4
III.	ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਣ-ਕੌਸ਼ਲ (Writing Skill)	18
	1. ਲੇਖ-ਰਚਨਾ (ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਅਤੇ ਆਮ ਵਿਸ਼ੇ) 200 ਸ਼ਬਦ (ਤਿੰਨ ਲੇਖ ਚੋਣ ਅਧਾਰਿਤ - ਨੁਕਤਿਆਂ ਸਹਿਤ)	8
	2. ਪੱਤਰ ਰਚਨਾ (ਨਿਜੀ ਤੇ ਬਿਨੈ-ਪੱਤਰ) (ਦੋ ਪੱਤਰ ਚੋਣ ਅਧਾਰਿਤ - ਨੁਕਤਿਆਂ ਸਹਿਤ)	6
	3. ਚਿੱਤਰ (ਰੋਟੋ)/ਤਸਵੀਰ (ਦ੍ਰਿਸ਼) ਦੇ ਆਧਾਰ 'ਤੇ ਵਰਨਣ (50 ਸ਼ਬਦਾਂ ਵਿੱਚ)	4
IV.	ਪਾਠ-ਪੁਸਤਕਾਂ ਤੇ ਅਧਾਰਿਤ (Text Books)	5+5+4+14+8+4 = (40)
	1. ਅਤਿ ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (1 ਅੰਕ ਵਾਲੇ)	
	ੳ) ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਬਹੁ-ਵਿਕਲਪੀ) ਚੋਣ ਅਧਾਰਿਤ	1×5=5
	ਅ) ਕਵਿਤਾ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ (ਬਹੁ ਵਿਕਲਪੀ ਪ੍ਰਸ਼ਨ) ਚੋਣ ਅਧਾਰਿਤ	1×5=5
	ੲ) ਕਹਾਣੀ ਤੇ ਵਾਰਤਕ ਵਿੱਚੋਂ (ਇੱਕ ਸ਼ਬਦ ਵਾਲੇ)	4
	2. ਛੋਟੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ 2 ਅੰਕ ਵਾਲੇ (25 ਤੋਂ 30 ਸ਼ਬਦਾਂ ਵਿੱਚ) (ਵਾਰਤਕ ਕਹਾਣੀ ਤੇ ਇਕਾਂਗੀ ਵਿੱਚੋਂ)	(7×2=14)
	3. ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ) (ਕਵਿਤਾ, ਵਾਰਤਕ ਵਿੱਚੋਂ) (ਚੋਣ ਅਧਾਰਿਤ)	(2×4=8)
	4. ਇਕਾਂਗੀ 'ਚੋਂ ਵੱਡੇ ਉੱਤਰਾਂ ਵਾਲੇ ਪ੍ਰਸ਼ਨ (50 ਤੋਂ 60 ਸ਼ਬਦਾਂ ਵਿੱਚ) (ਚੋਣ ਅਧਾਰਿਤ)	(4×1)=4

ਨਿਰਧਾਰਿਤ ਪਾਠ-ਪੁਸਤਕਾਂ

1. ਸਾਹਿਤ-ਮਾਲਾ : 10 (ਪੰਜਾਬੀ ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ)

(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

- ਕਾਵਿ-ਰਚਨਾਵਾਂ -
1. ਸੋ ਕਿਉਂ ਮੰਦਾ ਆਖੀਐ (ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ)
 2. ਕਿਰਪਾ ਕਰਿ ਕੈ ਬਖਸਿ ਲੈਹੁ (ਗੁਰੂ ਅਮਰਦਾਸ ਜੀ)
 3. ਤੂੰ ਮੇਰਾ ਪਿਤਾ ਤੂੰ ਹੈ ਮੇਰਾ ਮਾਤਾ (ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ)
 4. ਸਤਿਗੁਰੂ ਨਾਨਕ ਪ੍ਰਗਟਿਆ (ਭਾਈ ਗੁਰਦਾਸ ਜੀ)
 5. ਜੰਗ ਦਾ ਹਾਲ (ਸ਼ਾਹ ਮੁਹੰਮਦ)
- ਵਾਰਤਕ -
1. ਘਰ ਦਾ ਪਿਆਰ (ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ)
 2. ਬੋਲੀ (ਸ. ਗੁਰਬਖਸ਼ ਸਿੰਘ)
 3. ਪ੍ਰਾਰਥਨਾ (ਡਾ. ਬਲਬੀਰ ਸਿੰਘ)
 4. ਮੇਰੇ ਵੱਡੇ-ਵਡੇਰੇ (ਗਿਆਨੀ ਗੁਰਦਿੱਤ ਸਿੰਘ)
 5. ਤੁਰਨ ਦਾ ਹੁਨਰ (ਡਾ. ਨਰਿੰਦਰ ਸਿੰਘ ਕਪੂਰ)

2. ਵੰਨਗੀ 10 (ਪੰਜਾਬੀ ਕਹਾਣੀਆਂ ਤੇ ਇਕਾਂਗੀ)

(ਪ੍ਰਕਾਸ਼ਕ - ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

- ਕਹਾਣੀਆਂ-
1. ਕੁਲਫੀ (ਸੁਜਾਨ ਸਿੰਘ)
 2. ਅੰਗ-ਸੰਗ (ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ)
 3. ਧਰਤੀ ਹੇਠਲਾ ਬਲਦ (ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ)
- ਇਕਾਂਗੀ -
1. ਜ਼ਫਰਨਾਮਾ (ਡਾ. ਹਰਚਰਨ ਸਿੰਘ)
 2. ਦੂਜਾ ਵਿਆਹ (ਸੰਤ ਸਿੰਘ ਸੇਖੋ)

ਪਾਠ ਪੁਸਤਕਾਂ

1. ਸਾਹਿਤ ਮਾਲਾ 10 (ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)
2. ਵੰਨਗੀ 10 (ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ)

ਦਸਵੀਂ ਜਮਾਤ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦੀਆਂ ਗਤੀਵਿਧੀਆਂ ਅਤੇ ਮੁਲਾਂਕਣ

Guidelines for Activities and Evaluation

ਪਾਠ-ਕ੍ਰਮ ਦਾ ਉਦੇਸ਼ ਵਿਦਿਆਰਥੀਆਂ ਦੀ ਛਿਪੀ ਹੋਈ ਪ੍ਰਤਿਭਾ ਨੂੰ ਬਾਹਰ ਲਿਆਉਣਾ ਹੈ, ਇਸ ਲਈ ਬੋਰਡ ਵੱਲੋਂ ਸਲਾਨਾ ਪਰੀਖਿਆ ਦੇ ਨਾਲ-ਨਾਲ ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ ਲਈ 20 ਅੰਕ ਰਾਖਵੇਂ ਰੱਖੇ ਗਏ ਹਨ। ਜਿਸ ਦੇ ਤਹਿਤ-

ਸਭ ਤੋਂ ਚੰਗੇ ਦੋ ਨਿਯਮਤ ਪੀਰੀਉਡਿਕ ਟੈਸਟਾਂ ਦਾ ਔਸਤ

5 ਅੰਕ	ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ (ਜਮਾਤ ਟੈਸਟ)
5 ਅੰਕ	ਗਤੀਵਿਧੀਆਂ (ASSIGNMENT) ਵਿਸ਼ਾ ਅਧਾਰਿਤ
5 ਅੰਕ	ਬਹੁ ਭਾਤੀ ਮੁਲਾਂਕਣ
5 ਅੰਕ	ਪੋਰਟਫੋਲੀਓ

ਇਹਨਾਂ ਗਤੀਵਿਧੀਆਂ ਦਾ ਮੁਲਾਂਕਣ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਿਤ ਅਧਿਆਪਕ ਤੇ ਸਕੂਲ ਮੁਖੀ ਵੱਲੋਂ ਨਿਰਧਾਰਿਤ ਨਿਗਰਾਨ ਅਧਿਆਪਕ ਦੀ ਨਿਗਰਾਨੀ ਵਿੱਚ ਪੜ੍ਹਨ-ਸੰਬੰਧੀ (Comprehension), ਲਿਖਣ ਕੌਸ਼ਲ (Writing Skill), ਬੋਲਣ ਕੌਸ਼ਲ (Speaking Skill) ਅਨੁਸਾਰ ਕੀਤਾ ਜਾਵੇਗਾ।

ਸੁਝਾਅ

	ਵਿਸ਼ਾ	ਮੁਲਾਂਕਣ ਵਿਧੀ
1.	ਭਾਸ਼ਾ ਨੂੰ ਪ੍ਰਫੁੱਲਤ ਕਰਨ ਲਈ ਨਿਰਧਾਰਿਤ ਰੂਪ-ਰੇਖਾ	<ol style="list-style-type: none"> 1. ਸ਼ਬਦ-ਭੰਡਾਰ 2. ਰਚਨਾਤਮਕ 3. ਪੇਸ਼ਕਾਰੀ
2.	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਬੋਲਣ ਤੇ ਲਿਖਣ ਦੀ ਕਲਾ ਨੂੰ ਨਿਖਾਰਨਾ	<ol style="list-style-type: none"> 1. ਭਾਸ਼ਾ ਦੀ ਸੂਝ-ਬੂਝ 2. ਸਵੈ-ਭਰੋਸਾ 3. ਹੁਨਰ ਦੀ ਪਰਖ 4. ਪੇਸ਼ਕਾਰੀ
3.	ਵਿਦਿਆਰਥੀ ਦਾ ਆਪਣੇ ਸਹਿਪਾਠੀਆਂ ਨਾਲ ਵਰਤਾਓ । ਸਥਿਤੀ ਤੇ ਨੈਤਿਕਤਾ	<ol style="list-style-type: none"> 1. ਪੇਸ਼ਕਾਰੀ ਦਾ ਹੁਨਰ 2. ਰਚਨਾਤਮਿਕਤਾ 3. ਵਿਸ਼ੇ ਨੂੰ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਸੂਝ 4. ਸ਼ਬਦਾਵਲੀ 5. ਵਿਅਕਤੀਗਤ ਉੱਤਮਤਾ
4.	ਸਕੂਲ ਦੇ ਰਸਾਲੇ ਜਾਂ ਕਿਸੇ ਹੋਰ ਮਾਧਿਅਮ ਲਈ ਰਚਨਾਤਮਿਕ ਕਾਰਜ	<ol style="list-style-type: none"> 1. ਭਾਸ਼ਾ-ਗਿਆਨ 2. ਸ਼ਬਦ-ਭੰਡਾਰ 3. ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਲਿਖਤ 4. ਰਚਨਾਤਮਿਕਤਾ
5.	ਵਿਦਿਆਰਥੀ ਦੇ ਗਿਆਨ ਗ੍ਰਹਿਣ ਕਰਨ ਦੇ ਸ੍ਰੋਤ । ਜਿਵੇਂ- ਪਾਠ-ਪੁਸਤਕਾਂ, ਇੰਟਰਨੈਟ ਅਤੇ ਹੋਰ ਸ੍ਰੋਤ	<ol style="list-style-type: none"> 1. ਮੌਲਿਕਤਾ 2. ਰਚਨਾਤਮਿਕ 3. ਤਰਕ ਭਰਪੂਰ ਯੋਗਤਾ

6.	ਕਿਸੇ ਵੀ ਲਿਖਤੀ ਅੰਸ਼ ਨੂੰ ਕਾਰਟੂਨ/ਚਲ-ਚਿੱਤਰ (ਫਿਲਮ) ਤਸਵੀਰ ਰਾਹੀਂ	<ol style="list-style-type: none"> 1. ਮੌਲਿਕਤਾ 2. ਨਿਰੰਤਰਤਾ 3. ਕਲਪਨਾ 4. ਪੇਸ਼ਕਾਰੀ (ਹਾਵ-ਭਾਵ ਰਾਹੀਂ)
7.	ਭਾਸ਼ਾ ਉਚਾਰਨ : ਅਰਥ ਭਰਪੂਰ, ਉਚਾਰਨ ਢੰਗ, ਵਾਕ ਬਣਤਰ 1. ਵਿਅਕਤੀ 2. ਸਮੂਹ ਵਿੱਚ	<ol style="list-style-type: none"> 1. ਠੀਕ ਸ਼ਬਦਾਵਲੀ ਦਾ ਕਰਨਾ 2. ਠੀਕ ਵਾਕ ਬਣਾਉਣਾ 3. ਸਹੀ ਸ਼ਬਦ ਚੋਣ 4. ਸਹੀ ਬੋਲਚਾਲ
8.	ਤੁਰੰਤ ਦਿੱਤੇ ਵਿਸ਼ੇ 'ਤੇ ਬੋਲਣਾ (ਪਾਠਕ੍ਰਮ ਜਾਂ ਆਮ ਜੀਵਨ 'ਚੋਂ)	<ol style="list-style-type: none"> 1. ਗ੍ਰਹਿਣ ਕਰਨਾ 2. ਕਲਪਨਾ 3. ਪੇਸ਼ਕਾਰੀ 4. ਵਿਚਾਰ ਪ੍ਰਗਟਾਅ 5. ਸਵੈ ਭਰੋਸਾ 6. ਸਮੁੱਚਾ ਪ੍ਰਭਾਵ

ਸੁਝਾਈਆਂ ਗਤੀਵਿਧੀਆਂ (Suggested Activities)

- | | |
|---------------------------------|--------------------------|
| 1. ਸੁਲੇਖ | 2. ਕਵਿਤਾ ਉਚਾਰਨ ਜ਼ਬਾਨੀ |
| 3. ਭਾਸ਼ਣ ਮੁਕਾਬਲਾ | 4. ਵਾਦ-ਵਿਵਾਦ |
| 5. ਕੁਇਜ਼ (ਪ੍ਰਸ਼ਨੋਤਰੀ) | 6. ਨਾਟਕ ਮੰਚਣ |
| 7. ਦਿਨ-ਤਿਉਹਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ | 8. ਲੋਕ-ਗੀਤ |
| 9. ਪੁਰਾਤਨ ਸੱਭਿਆਚਾਰ ਬਾਰੇ ਜਾਣਕਾਰੀ | 10. ਚਲੰਤ ਘਟਨਾਵਾਂ ਦਾ ਵਰਨਣ |

- ਨੋਟ- 1. ਵਿਦਿਆਰਥੀ ਦਾ ਮੁਲਾਂਕਣ ਉਪਰੋਕਤ ਦਿੱਤੇ ਗਏ ਦਿਸ਼ਾ-ਨਿਰਦੇਸ਼ਾਂ ਅਨੁਸਾਰ ਕੀਤਾ ਜਾਵੇ ।
2. ਮੁਲਾਂਕਣ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਿਤ ਅਧਿਆਪਕ ਤੇ ਸਕੂਲ ਮੁਖੀ ਵੱਲੋਂ ਨਿਰਧਾਰਤ ਨਿਗਰਾਨ ਅਧਿਆਪਕ ਦੀ ਨਿਗਰਾਨੀ ਹੇਠ ਹੋਵੇਗਾ ।

Class: X
Subject : Punjabi

Unit 1 (ਅਪ੍ਰੈਲ)

ਕਹਾਣੀ - ਕੁਲਫੀ

ਸ਼ਬਦ ਰਚਨਾ : ਸੋ ਕਿਉਂ ਮੰਦਾ ਆਖੀਐ

ਵਿਆਕਰਨ: ਮੁਹਾਵਰੇ (ਕ) ਅੱਖਰ ਵਾਲੇ, ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ (ੳ, ਅ) ਅੱਖਰ ਵਾਲੇ, ਸਮਾਸੀ ਸ਼ਬਦ (ਸਮਾਨਾਰਥਕ) ਸ਼ਬਦਾਂ ਵਾਲੇ, ਅਣਡਿੱਠਾ ਪੈਰਾ

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ: (ਰਚਨਾਤਮਕ, ਸਿਰਜਣਾਤਮਕ, ਪ੍ਰੋਨਾਦਾਇਕ ਕੌਸ਼ਲ)

ਗਤੀਵਿਧੀ: ਕੁਲਫੀ ਕਹਾਣੀ ਨੂੰ ਪ੍ਰਗਟਾਉਂਦਾ ਹੋਇਆ ਰੇਖਾ ਚਿੱਤਰ ਬਣਵਾਇਆ ਜਾ ਸਕਦਾ ਹੈ।

ਗਤੀਵਿਧੀ: ਸਮਾਜ ਵਿੱਚ ਖਾਸ ਅਹਿਮੀਅਤ ਰੱਖਦੀ ਹੋਈ ਕਿਸੇ ਇਸਤਰੀ ਸ਼ਖਸ਼ੀਅਤ ਦੀ ਜੀਵਨੀ ਲਿਖੋ।

ਨੋਟ:- ਇਸ ਤੇ ਇਲਾਵਾ ਬੋਰਡ ਵੱਲੋਂ ਸੁਝਾਈਆਂ ਗਈਆਂ ਗਤੀਵਿਧੀਆਂ ਨੂੰ ਵੀ ਆਧਾਰ ਬਣਾਇਆ ਜਾ ਸਕਦਾ ਹੈ।

Unit 2 (ਮਈ)

ਵਾਰਤਕ ਲੇਖ - ਘਰ ਦਾ ਪਿਆਰ

ਵਿਆਕਰਨ: ਸਮਾਸੀ ਸ਼ਬਦ (ਵਿਰੋਧੀ ਰੂਪ), ਮੁਹਾਵਰੇ (ਖ ਅੱਖਰ ਵਾਲੇ)

ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ: (ਸ ਅੱਖਰ ਵਾਲੇ), ਨਿੱਜੀ ਪੱਤਰ

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ: (ਨੈਤਿਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਤੇ ਅਧਾਰਤ)

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skill): ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ ਅਤੇ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ।

ਗਤੀਵਿਧੀ : ਤੁਸੀਂ ਆਪਣੇ ਆਪ ਨੂੰ ਆਪਣੇ ਪਰਿਵਾਰ ਦਾ ਅਹਿਮ ਹਿੱਸਾ ਮੰਨਦਿਆਂ ਹੋਇਆਂ ਪਰਿਵਾਰਕ ਖੁਸ਼ੀਆਂ ਵਧਾਉਣ ਵਿੱਚ ਕੀ ਯੋਗਦਾਨ ਪਾ ਸਕਦੇ ਹੋ? ਇਸ ਬਾਰੇ ਆਪਣੇ ਵਿਚਾਰ ਸਪਸ਼ਟ ਕਰੋ।

Unit 3 (ਮਈ)

ਬਾਣੀ ਰਚਨਾ – ਕਿਰਪਾ ਕਰਕੇ ਬਖਸ਼ ਲੇਹੂ

ਵਾਰਤਕ ਲੇਖ – ਬੋਲੀ, ਅਣਡਿੱਠੀ ਕਾਵਿ – ਟੁਕੜੀ

ਵਿਆਕਰਨ: ਬਹੁਅਰਥਕ ਸ਼ਬਦ (ਹ ਤੋਂ ਕ ਅੱਖਰ ਤੱਕ)

ਮੁਹਾਵਰੇ: (ਗ ਅੱਖਰ), ਸਮਾਸੀ ਸ਼ਬਦ (ਭਿੰਨ ਭਿੰਨ ਅਰਥਾਂ ਵਾਲੇ), ਅਗੇਤਰ-ਪਿਛੇਤਰ

ਲੇਖ ਰਚਨਾ: (ਵਿਸ਼ਾ ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਤੇ ਆਮ)

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ: (ਸਾਹਿਤਕ ਜਾਣਕਾਰੀ ਭਰਪੂਰ ਕੌਸ਼ਲ)

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skill): ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ ਅਤੇ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ।

ਗਤੀਵਿਧੀ : ਇਲਾਕਿਆਂ ਦੇ ਆਧਾਰ ਤੇ ਪੰਜਾਬੀ ਉਪ ਭਾਸ਼ਾਵਾਂ ਕਿਹੜੇ-ਕਿਹੜੇ ਇਲਾਕਿਆਂ ਵਿੱਚ ਬੋਲੀਆਂ ਜਾਂਦੀਆਂ ਹਨ। ਉਹਨਾਂ ਵਿਚਲੇ ਵਖਰੇਵੇਂ ਕੀ ਹਨ? ਇਸ ਸਬੰਧੀ ਪ੍ਰੋਜੈਕਟ ਤਿਆਰ ਕਰੋ।

Unit 4 (ਜੁਲਾਈ)

ਕਹਾਣੀ – ਅੰਗ- ਸੰਗ

ਬਾਣੀ ਰਚਨਾ: ਤੂੰ ਮੇਰਾ ਪਿਤਾ ਤੂੰ ਹੈ ਮੇਰਾ ਮਾਤਾ

ਵਿਆਕਰਨ : ਅਗੇਤਰ-ਪਿਛੇਤਰ, ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ (ਖ, ਗ, ਘ) ਸਮਾਸੀ ਸ਼ਬਦ (ਸਾਰਥਕ) ਤੇ ਨਿਰਾਰਥਕ) ਮੁਹਾਵਰੇ (ਘ ਅੱਖਰ) ਚਿੱਤਰ ਵਰਣਨ

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skill): ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ ਅਤੇ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ।

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ: (ਪੱਤਰਕਾਰਤਾ)

ਗਤੀਵਿਧੀ: ਸਮਾਜ ਵਿੱਚ ਮੌਜੂਦਾ ਮਾਮਲਿਆਂ ਤੇ ਅਧਾਰਤ ਚਲੰਤ ਘਟਨਾਵਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾਵੇਗੀ।

ਗਤੀਵਿਧੀ : ਵਿਆਕਰਨ ਵਿੱਚੋਂ ਕਿਸੇ ਵੀ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਿਤ ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾ ਸਕਦੀ ਹੈ।

Unit 5 (ਅਗਸਤ, ਸਤੰਬਰ)

ਇਕਾਂਗੀ - ਜ਼ਫਰਨਾਮਾ

ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸਮਾਸੀ ਸ਼ਬਦ (ਉਰਦੂ ਫਾਰਸੀ, ਦੁਹਰਾਵੇ, ਵਾਕੰਸ਼ਾਂ ਤੇ ਅਧਾਰਿਤ) ਮੁਹਾਵਰੇ (ਚ ਅੱਖਰ)

ਬਹੁਅਰਥਕ ਸ਼ਬਦ (ਚ ਤੋਂ ਟ) ਅਣਡਿੱਠੀ ਕਾਵਿ-ਟੁਕੜੀ, ਬਿਨੇ ਪੱਤਰ

ਇੱਕੀਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ: (ਸਮਝ ਬੂਝ ਕੌਸ਼ਲ, ਇਤਿਹਾਸ ਬਾਰੇ ਜਾਣਕਾਰੀ ਇਕੱਠੀ ਕਰਨਾ)

ਗਤੀਵਿਧੀ : ਪਾਠ ਪੁਸਤਕ ਦੇ ਅਧਾਰ ਤੇ ਲਿਖਤੀ ਕੁਇਜ਼ ਵੀ ਕਰਵਾਇਆ ਜਾ ਸਕਦਾ ਹੈ। ਪੋਰਟਫੋਲਿਓ ਅਧਾਰਤ ਗਤੀਵਿਧੀ ਕਰਵਾਈ ਜਾਵੇਗੀ।

Unit 6 (ਅਕਤੂਬਰ)

ਵਾਰਤਕ - ਪ੍ਰਾਰਥਨਾ

ਸ਼ਬਦ ਰਚਨਾ – ਸਤਿਗੁਰ ਨਾਨਕ ਪ੍ਰਗਟਿਆ

ਵਿਆਕਰਨ: ਬਹੁਅਰਥਕ ਸ਼ਬਦ (ਪ ਤੋਂ ਰ ਤੱਕ) ਸਮਾਸੀ ਸ਼ਬਦ, (ਉਰਦੂ-ਫਾਰਸੀ ਵਾਲੇ)

ਅਗੇਤਰ- ਪਿਛੇਤਰ, ਮੁਹਾਵਰੇ (ਛ) ਅੱਖਰ, ਬਿਨੈ ਪੱਤਰ

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ: (ਪ੍ਰੋਰਨਾਦਾਇਕ ਕੌਸ਼ਲ)

ਗਤੀਵਿਧੀ: ਸ੍ਰੀ ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੇ ਜਨਮ ਨਾਲ ਸੰਬੰਧਿਤ ਕੋਈ ਸਾਖੀ ਲਿਖੋ।

Unit 7 (ਅਕਤੂਬਰ-ਨਵੰਬਰ)

ਕਹਾਣੀ – ਧਰਤੀ ਹੇਠਲਾ ਬਲਦ

ਵਾਰਤਕ- ਮੇਰੇ ਵੱਡੇ ਵਡੇਰੇ

ਅਣਡਿੱਠੀ ਕਾਵਿ- ਟੁਕੜੀ, ਵਿਆਕਰਨ, ਬਹੁਅਰਥਕ ਸ਼ਬਦ (ਲ ਤੋਂ ਵ) ਸਮਾਸੀ ਸ਼ਬਦ (ਸਮਾਨਾਰਥਕ ਤੇ ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦ) ਅਗੇਤਰ-ਪਿਛੇਤਰ, ਮੁਹਾਵਰੇ (ਜ ਤੇ ਝ ਅੱਖਰ)

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ: (ਸਮੂਹ ਵਿਚਾਰ ਵਟਾਂਦਰਾ ਗਤੀਵਿਧੀ)

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skill): ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ ਅਤੇ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ।

Unit 8 (ਨਵੰਬਰ-ਦਸੰਬਰ)

ਕਵਿਤਾ – ਜੰਗ ਦਾ ਹਾਲ

ਵਾਰਤਕ- ਤੁਰਨ ਦਾ ਹੁਨਰ

ਵਿਆਕਰਨ ਸਮਾਸੀ (ਦੁਹਰਾਵੇ, ਭਿੰਨ ਭਿੰਨ ਅਰਥਾਂ ਵਾਲੇ) ਮੁਹਾਵਰੇ (ਕ ਤੋਂ ਘ) ਬਹੁ ਅਰਥਕ, ਪਿਛੇਤਰ ਲੇਖ ਰਚਨਾ (ਆਮ ਵਿਸ਼ੇ ਤੇ ਵਿਚਾਰ ਪ੍ਰਧਾਨ ਵਿਸ਼ੇ)

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਗਤੀਵਿਧੀ (ਬੋਧਿਕ ਵਿਕਾਸ)

ਮਿੱਥੇ ਟੀਚੇ (Targeted Skill): ਕੌਸ਼ਲ ਨਿਪੁੰਨਤਾ ਅਤੇ ਬਹੁਪੱਖੀ ਪ੍ਰਤਿਭਾ ਦਾ ਵਿਕਾਸ।

ਗਤੀਵਿਧੀ- ਮਾਲਕ ਬਿਮਾਰ ਹਨ ਤੇ ਨੌਕਰ ਤੰਦਰੁਸਤ ਵਿਸ਼ੇ ਤੇ ਆਪਣੇ ਵਿਚਾਰ ਸਪੱਸ਼ਟ ਕਰਦੇ ਹੋਏ ਤੁਹਾਡੇ ਆਸ ਪਾਸ ਦੇ ਲੋਕ ਕਿੰਨਾ ਬਿਮਾਰੀਆਂ ਤੋਂ ਗ੍ਰਸਤ ਹਨ ਬਾਰੇ ਸੂਚੀ ਤਿਆਰ ਕਰੋ।

Unit 9 (ਦਸੰਬਰ)

ਇਕਾਂਗੀ - ਦੂਜਾ ਵਿਆਹ

ਵਿਆਕਰਨ : ਅਗੇਤਰ-ਪਿਛੇਤਰ, ਸਮਾਸੀ ਸ਼ਬਦ ਮੁਹਾਵਰੇ (ਚ ਤੋਂ ਝ ਤੱਕ) ਬਹੁਅਰਥਕ ਸ਼ਬਦ ਅਣਡਿੱਠੀ ਕਾਵਿ - ਟੁਕੜੀ, ਚਿੱਤਰ ਵਰਣਨ

21ਵੀਂ ਸਦੀ ਨਾਲ ਸੰਬੰਧਿਤ ਕੌਸ਼ਲ: (ਵਾਦ-ਵਿਵਾਦ)

ਗਤੀਵਿਧੀ- (ਸਮਾਜਿਕ ਸਮੱਸਿਆਵਾਂ ਤੇ ਵਿਚਾਰ ਵਟਾਂਦਰਾ)

Unit 10 (ਜਨਵਰੀ)

ਦੁਹਰਾਈ (ਸਾਰਾ ਸਲੇਬਸ)