

D.A.V. PUBLIC SCHOOL
UPPAL'S SOUTHEND
SECTOR 49, GURUGRAM



ACADEMIC PLANNER
2022-2023

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ACADEMIC PLANNER 2022-2023
CLASS - X
ENGLISH
EXAMINATION SPECIFICATIONS

Maximum Marks: 80

Time- 3 hrs

The question paper is divided into three sections:

Section A:	Reading	20 marks
Section B:	Writing Skills and Grammar	20 marks
Section C:	Literature	40 marks

Academic Plan- 2022-2023
TERM-I

Outcomes:

The students will be able 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
- use appropriate English to communicate in various social settings
- use language skills to question and to articulate their point of view
- build competence in the different registers of English
- develop sensitivity to, and appreciation of, other varieties of English, like Indian English, and the culture they reflect
- 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
- build listening and speaking into the curriculum.

Sub Topic: Prose- Vocabulary, plot, theme, message, characters and reference to context

Poem- Vocabulary, theme, message, about the poet, literary devices, rhyming scheme

Grammar- Tenses, Modals, Subject-Verb concord, Reported Speech,

- **Commands and requests**
- **Statements**
- **Questions**
- **Determiners**

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.

Creative Writing Skills

10 marks

This section will have short as well as long writing tasks including compositions.

I. Formal Letter based on a given situation in 100-120 words. One out of two questions is to be answered.

5
marks

II. Writing an Analytical Paragraph (100-120 words) on a given Map / Chart / Graph / Cue/ s. One out of two questions is to be answered. 5 marks

Teaching Aid: PPT, Text book, videos, flash cards, assignment

Assessment Strategy: Student Reflection Checklist, Mind Map, Quiz, Group Discussion, Oral Test, Pen and Paper Test, Graphic Organizer.

MARCH- APRIL

Vocabulary Enhancement:

Feeling words and Idioms

(Periods-3)

Learning outcomes-

The student are able to :-

- express themselves.
- improve vocabulary skills.
- use idioms and feeling words.

Skill Enhanced: vocabulary skills, speaking skills, reading skills.

FIRST FLIGHT

Chapter- Prose- 1. A Letter to God

(Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.
- understand the relevance of letters.
- have empathy with fellow beings.

Art Integration: Thank You Card- You are Lencho, prepare a thank you card for God thanking him for all his support for saving you and your family.

‘Thank You God’ Card

Skill Enhanced: Creative thinking, writing skill, collaborative skills



Poem - 1. Dust of Snow

(Periods-2)

Learning outcome:

- The students are able to grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.

Art Integration: Give Tunes- recitation of the poem with musical background

Skill Enhanced: Critical thinking skills, creative skills

2. Fire and Ice

(Periods-2)

Learning outcome:

- The students are able to grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.
- They understand the value of being positive and learn the art of living in a modern society.

Art Integration: Poem Illustration – Students will comprehend the poem and draw a suitable illustration.

Skill Enhanced: Critical thinking, problem solving.

3. A Tiger in the Zoo

(Periods-2)

Learning outcome:

- The students are able to grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.

Skill Enhanced: Thinking skills, creative writing skills

FOOTPRINTS WITHOUT FEET

Chapter- 1. A Triumph of Surgery **(Periods-3)**

Learning outcome:

- Students understand with comprehension
- appreciate the story
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: Students will create a poster on “Importance of Exercise to Stay Fit”

Skill Enhanced: Creative thinking, writing skill

Chapter- 2. The Thief’s Story **(Periods-3)**

Learning outcome:

- Students understand with comprehension
- appreciate the story
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: Enactment of the story in groups.

Skill Enhanced: Critical thinking, problem solving, logical thinking

Writing - Formal letter based on a given situation.

Learning outcome:

- Students understand the language, content and style of formal letter
- Vocabulary is enriched.

Art Integration: Flowchart- Students will prepare a flowchart on content of formal letter.

Skill Enhanced: Creative thinking, writing skill

Grammar- Tenses **(Periods-2)**

Learning outcome:

- Writing skills of the learners is honed.
- Understanding of Grammar is strengthened.

Art Integration: Sing a Song- Students will compose and sing a song on the given tenses (group activity)

Skill Enhanced: Listening, speaking, writing skill

Modals **(Periods-3)**

Learning outcome:

- Students understand the uses of modals.
- Students enhance their grammar skills
- Understanding of Grammar is strengthened.

Art Integration: Poster on Traffic Rules: Using modals students will prepare an advisory poster e.g Pedestrians must use zebra crossing.

Bikers should adhere to the speed limit.

Skill enhanced: Grammar skills, speaking skills, creative skills

MAY

FIRST FLIGHT

Chapter- Prose- 2. Nelson Mandela

(Periods-3)

Learning outcome:

- Students understand and comprehend the text.
- summarize the text properly
- retain the events in a chronological order.
- understand the importance of hard work and perseverance

Art Integration: Speech presentation by students- they will work in groups, prepare and present Nelson Mandela's speech.

Skill Enhanced: Self awareness, problem solving skills, public speaking

FIRST FLIGHT

Chapter- Prose- 3. Two Stories about Flying

(Periods-6)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.
- understand people around us.
- infer the meaning of difficult words.

Art Integration: PPT on thrilling adventures - Students to prepare PPT on any four adventure sports.

Skill Enhanced: Problem solving, writing skill

Grammar-

Reported speech

(Periods-3)

(i) Commands and requests

(ii) Statements

(iii) Questions

Learning outcome:

- Students understand direct and indirect speech
- Students enhance their narrative skill

Art Integration: Comic strip designing

Skill Enhanced: Narrative skill, creative skill

Grammar -Subject – verb concord

(Periods-3)

Learning outcome:

- The students are able to understand the use of correct verb.
- They are able to use correct verb in writing sentences.

Art Integration: Puppet show- students will frame dialogues using subject verb agreement and present a puppet show.

Skill Enhanced: Listening, speaking, reading and writing

JULY

FIRST FLIGHT

Chapter- Prose- 4. From the Diary of Anne Frank **(Periods-3)**

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.
- understand people around us.
- infer the meaning of difficult words.

Art Integration: Collage Making - Students will prepare a collage on the famous quotations of Anne Frank and her photos.

Skill Enhanced: Creative thinking, writing skill

Poem - 4. How to Tell Wild Animals **(Periods-3)**

Learning outcome:

- The students are able to grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.
- understand the need of mutual coexistence with other creatures
- infer the meaning of difficult words.

Art Integration: Mask making: Students will prepare and wear masks of different wild animals using newspaper and clay.

Skill Enhanced: Analytical skills, logical thinking skills

5. The Ball Poem **(Periods-3)**

Learning outcome:

- The students grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.
- They are able to develop their optimistic attitude towards life amidst many struggles.

Art Integration: Ball Party JAM - Students will bring any ball of theirs and speak about memories associated with it for just a minute.

Skill Enhanced: Thinking skills, analytical skills

6. Amanda **(Periods-3)**

Learning outcome:

- The students are able to grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.
- They infer the meaning of difficult words.

Art Integration: Poem Dramatisation- Students will present the poem in form of drama having dialogues of Amanda and her mother.

Skill Enhanced: Creative thinking, writing skill

FOOTPRINTS WITHOUT FEET

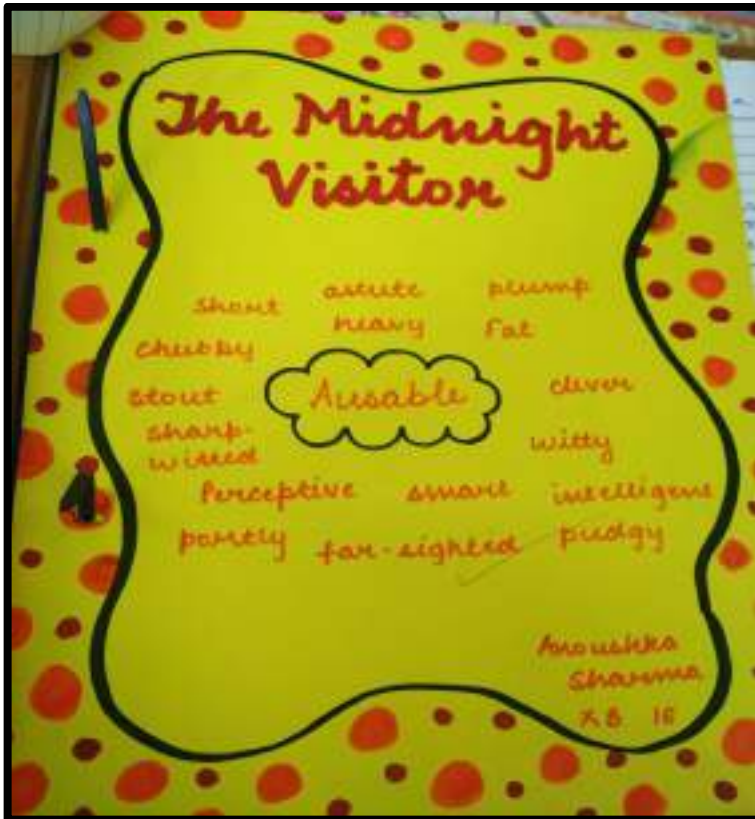
Chapter- 3. The Midnight Visitor

(Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.
- understand people around them
- infer the meaning of difficult words.

Art Integration: Character Sketch Presentation (A4 Sheet)



Skill Enhanced: Logical thinking skills, analytical skills

4. A Question of Trust

(Periods-3)

Learning outcome:

- Students understand with comprehension

- understand the message/ theme
- retain the events in a chronological order.
- understand people around them.
- infer the meaning of difficult words.

Art Integration: Draw a character illustration of Horace Danby and the strange lady.

Skill Enhanced: Logical thinking skills, analytical skills

Writing - Formal Letter based on a situation.

(Periods-3)

Learning outcome:

- The students will be able to write a letter based on any situation.
- They will be able to raise their concern about and compose a letter on the given situation.
- Positive values and attitudes are inculcated in the students.

Skill Enhanced: Writing skill, creative thinking, interpersonal skills

AUGUST

Writing - Analytical Paragraph (Periods-3)

Learning outcome: • The students will be able to construct analytical paragraphs with enough textual support and commentary.

• They will understand how focussed paragraphs and organization contribute to clarity and analysis.

• They will be able to write topic sentences that tie into the overall thesis as well as indicate what the general point of the paragraph is.

Art Integration: Interview a Health Officer to understand the ongoing Pandemic Situation

Skill Enhanced: Communication skills, creative thinking, interpersonal skills

Art Integration: Interview a Health Officer to understand the ongoing Pandemic Situation

Skill Enhanced: Analytical skills, creative skills, listening skills

FIRST FLIGHT

5. Glimpses of India

(Periods-6)

Learning outcome:

- Students understand with comprehension
- Students understand the message/ theme
- They retain the events in a chronological order.

Art Integration: Board Rush- Bring a picture from home about your 'Glimpse of India' and pin up on the class board with a tagline.

Skill Enhanced: Critical thinking, writing skill

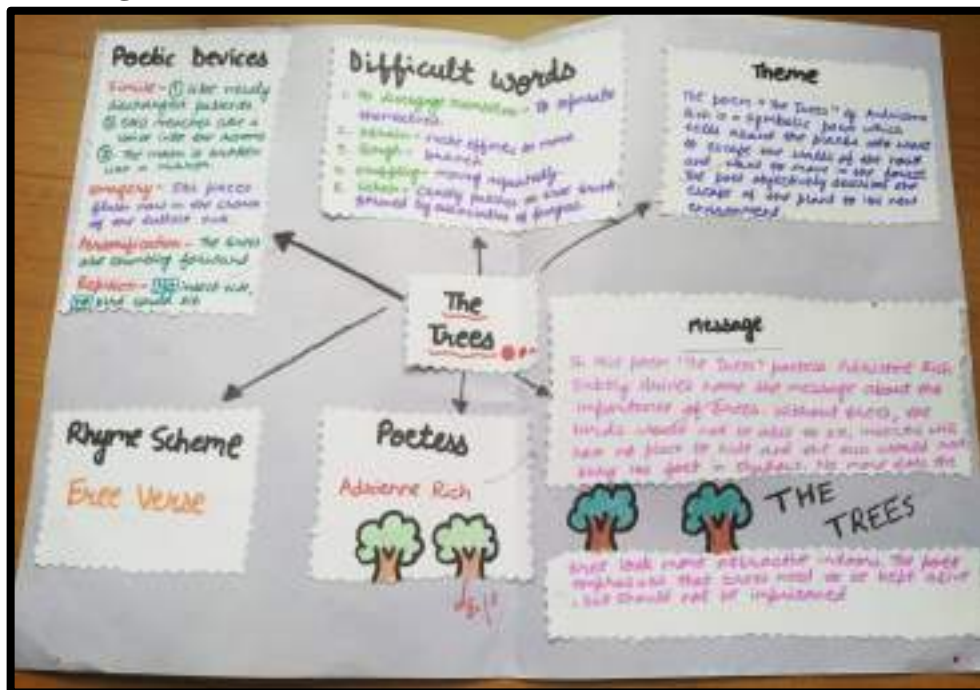
7. The Trees

(Periods-3)

Learning outcome:

- The students are able to grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.

Art Integration: GRAPHIC ORGANISER



Skill Enhanced: logical thinking skills, creative writing

FOOTPRINTS WITHOUT FEET

Chapter- 5. Footprints without Feet

(Periods-3)

Learning outcome:

- Students understand with comprehension
- Students understand the message/ theme
- They retain the events in a chronological order.

Art Integration: Alternate Ending Enactment - Students will think of an alternate ending of the story and enact the same in groups.

Skill Enhanced: Critical thinking, analytical skills

6. The Making of a Scientist

(Periods-3)

Learning outcome:

- Students understand with comprehension
- Students understand the message/ theme
- Students retain the events in a chronological order.

Art Integration: Butterfly analysis- Students will research on types of butterflies and speak about it .

Skill Enhanced: Critical thinking, analytical skills, scientific enquiry skill, speaking skills

FIRST FLIGHT

Chapter- Prose- 6. Mijbil the Otter

(Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: My pet GO- Students will prepare a G.O on the pet that they wish to have, its colour, traits, size, species, eating habits.

Skill Enhanced: Creative thinking, writing skill

7. Madam Rides the Bus

(Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.

Skill Enhanced: Logical thinking, problem solving

FOOTPRINTS WITHOUT FEET

Chapter- 7. The Necklace

(Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: Necklace making - Students will use their imagination and use beads, paper, and buttons etc to make a necklace that Madam Loisel must have worn to the party.

Skill Enhanced: creative thinking, writing skill

Writing - Revision- Letter writing

(Period-1)

Grammar- Determiners

(Periods-3)

Learning outcome:

- Students understand use of determiners
- Students use determiners correctly in writing

Art Integration : NIE activity - Identify determiners in newspaper articles and state their usage.

Skill Enhanced: Grammar skills, speaking skills

SEPTEMBER

Revision and Term Exam

Subject Enrichment Activity: Assessment of speaking and listening skills.

TERM - II

OCTOBER

FIRST FLIGHT

Chapter- Prose- 8. The Sermon at Benares (Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: Buddha's Wisdom Quotes- Students will prepare the class board with wise sayings and quotes from Gautam Buddha

Skill Enhanced: Wisdom, creative thinking

Poem – 8. Fog (Periods-2)

Learning outcome:

- The students are able to grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.

Art Integration: Poem Composition- Students will get in groups, understand the poem fog and on similar lines, compose a poem on "Rain" (3 stanzas)

Skill Enhanced: Creative thinking, writing skill

9. The Tale of Custard the Dragon (Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: Jingle - Students will sing jingles on Custard the dragon.

Skill Enhanced: Creative thinking, writing skill

10. For Anne Gregory

(Periods-3)

Learning outcome:

- The students are able to grasp the theme and meaning of the poem.
- They are able to read the poem with proper tone and rhyme and develop an interest in poetry.
- Their vocabulary is strengthened.
- retain the events in a chronological order.

Skill Enhanced: Creative thinking, writing skill

FOOTPRINTS WITHOUT FEET

Chapter-8. Bholi

(Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: Enactment of the story

Skill Enhanced: Logical thinking, writing skill

Writing - Revision of letter writing.
Grammar- Revision of Grammar

NOVEMBER

FIRST FLIGHT

Chapter- Prose- 9. The Proposal (Play)

(Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: Role Play

Skill Enhanced: Creative thinking, writing skill

FOOTPRINTS WITHOUT FEET

Chapter- 9. The Book that Saved the Earth

(Periods-3)

Learning outcome:

- Students understand with comprehension
- understand the message/ theme
- retain the events in a chronological order.

Art Integration: Book Jacket Designing- Make a book cover of “The Book that Saved the Earth”

Skill Enhanced: Speaking skills, writing skill

Writing - Revision of article and short story writing.

Subject Enrichment Activity: Assessment of speaking and listening skills.

DECEMBER

REVISION FOR PRE BOARD EXAMS

डी.ए.वी पब्लिक स्कूल,सेक्टर-49, गुरुग्राम

वार्षिक पाठ्यक्रम योजना - 2022-23

कक्षा - दसवीं

विषय - हिंदी

मार्च - अप्रैल

1. पाठ - बड़े भाई साहब - 'प्रेमचंद' (स्पर्श, गद्य खंड)

संभावित कालांश - 7

अपेक्षित अधिगम प्राप्ति:

- पाठ के माध्यम से छात्रों में चिंतन कौशल का विकास कर पाए |
- रटने की प्रवृत्ति तथा समझ कर पढ़ने का तुलनात्मक अध्ययन करना सीख पाए |
- पाठ के माध्यम से छात्र वास्तविकता से परिचित हो पाए|
- समय की पाबंदी ,बड़ों का आदर तथा भाईचारे की भावना सीख पाए|

सह शिक्षण सामग्री :

- पाठ्य पुस्तक-स्पर्श (भाग-2), अधिन्यास, पी.पी.टी., |

मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, शिक्षण आरेख, कक्षा परीक्षा

कला एकीकरण : मुहावरा वृक्ष

कौशल वृद्धि : चिंतन कौशल, सामाजिक कौशल

2. पाठ- साखी-'कबीर' (स्पर्श,पद्य खंड)

संभावित कालांश - 6

अपेक्षित अधिगम प्राप्ति:

- छात्र विभिन्न प्रकार के गुणों को ग्रहण कर उदार बन पाए |

- सभी जातियों के लोगो को समान समझते हुए समदर्शी बन पाए और संगीतात्मकता का विकास हो पाया।
- गुरु भक्ति, नाम स्मरण, प्रेम, कर्तव्यपालन, सत्संग, समानता, त्याग, उदारता सीख पाए।

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2), तकनीकी सामग्री (e-content), अधिन्यास

मूल्यांकन पद्धति : आत्म निरीक्षण सूची, अधिन्यास, कक्षा परीक्षा।

कला एकीकरण : दोहा गायन

कौशल वृद्धि : वाचन कौशल

3. पदबंध, मुहावरे (व्याकरण)

संभावित कालांश – 2

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थी पदबंध की पहचान करना सीख पाए।
- मुहावरों का उचित प्रयोग करना सीख पाए।

सह शिक्षण सामग्री :

- श्यामपट्ट, चाक, झाडन, अधिन्यास।
- **मूल्यांकन पद्धति :** आत्म निरीक्षण सूची अधिन्यास, कक्षा परीक्षा

कौशल वृद्धि : रचनात्मक कौशल, तार्किक कौशल

4. पद - 'मीराबाई (स्पर्श, पद्य खंड)

संभावित कालांश – 4

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थी दोहों के माध्यम से समझ समझ पाए कि मनुष्य जीवन की सार्थकता केवल भक्ति करने में हैं उनसे प्रेम करने में है।
- विद्यार्थियों में एकेश्वरवाद के समर्थन की भावना का विकास हुआ।

सह शिक्षण सामग्री :

- श्यामपट्ट, चाक, झाडन, पी.पी.टी. अधिन्यास।
- **मूल्यांकन पद्धति** : आत्म निरीक्षण सूची अधिन्यास, कक्षा परीक्षा

कला एकीकरण - पद गायन

कौशल वृद्धि : रचनात्मक कौशल, तार्किक कौशल

मई

5. ततारा वामीरो कथा - 'लीलाधर मंडलोई' (स्पर्श, गद्य खंड)

संभावित कालांश - 5

अपेक्षित अधिगम प्राप्ति :

- पाठ के माध्यम से विद्यार्थियों को समाज में फैले अंधविश्वास तथा रूढ़िवादिता से परिचित हो पाए।
- सामाजिक परिवेश के प्रति जागरूकता उत्पन्न कर पाए।

सहभागिता की भावना का विकास कर पाए।

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2), चलचित्र , अधिन्यास।

मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, कक्षा परीक्षा।

कला एकीकरण : परिधान निर्माण

कौशल वृद्धि : रचनात्मक कौशल

6. अब कहाँ दूसरों के दुख से दुखी होने वाले- 'निदा फाजली' (स्पर्श, गद्य खंड)

संभावित कालांश-7

अपेक्षित अधिगम प्राप्ति :

- इस पाठ के माध्यम से छात्रों का प्रकृति के साथ आत्मीय सम्बन्ध जुड़ पाया।
- विद्यार्थियों में तुलनात्मक कौशल का विकास हो पाया।
- प्रकृति से प्रेम, तुच्छ समझी जाने वाली वस्तुओं के प्रति आदर का भाव, संवेदनशीलता का भाव उत्पन्न हो पाया।

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2), तकनीकी सामग्री (e-content), अधिन्यास |
- मूल्यांकन पद्धति : आत्म निरीक्षण सूची, अधिन्यास, शिक्षण आरेख, कक्षा परीक्षा|
- कला एकीकरण: वेनडाएग्राम (तुलनात्मक आरेख)
- कौशल वृद्धि : चिन्तन कौशल

7. वाक्य परिवर्तन (व्याकरण)

संभावित कालांश - 2

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थी विज्ञापन निर्माण करना सीख पाए |
- विद्यार्थी वाक्य परिवर्तन करना सीख पाए|
- विद्यार्थी अलंकारों की पहचान करना सीख पाए|

सह शिक्षण सामग्री :

- अभ्यास अधिन्यास

मूल्यांकन पद्धति : कक्षा परीक्षा

कौशल वृद्धि : ज्ञानात्मक कौशल, बोधात्मक कौशल|

8. समास (व्याकरण)

संभावित कालांश - 2

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थी नए शब्दों के निर्माण के ज्ञान द्वारा अपने शब्दकोश में वृद्धि कर पाए|

सह शिक्षण सामग्री :

- अभ्यास अधिन्यास, माइंड मैप|

मूल्यांकन पद्धति : कक्षा परीक्षा

कौशल वृद्धि : अभिव्यक्ति कौशल, ज्ञानात्मक कौशल, वाचन कौशल

जुलाई

1. पाठ - हरिहर काका (संचयन)

संभावित कालांश - 7

अपेक्षित अधिगम प्राप्ति :

- प्रस्तुत पाठ के माध्यम से विद्यार्थी तार्किक क्षमता का विकास कर पाए |
- विद्यार्थियों में सकारात्मक दृष्टिकोण का विकास हो पाया |

संवेदनशीलता, विनम्रता, आत्मीयता, सहनशीलता, सीख पाए|

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-संचयन (भाग-2)

मूल्यांकन पद्धति : आत्म निरीक्षण सूची, अधिन्यास

कौशल वृद्धि : चिन्तन कौशल, सामाजिक कौशल, तार्किक कौशल|

कला एकीकरण: नाट्य रूपान्तरण|

2. मनुष्यता- मैथिलीशरण गुप्त(स्पर्श, पद्य खंड)

संभावित कालांश - 7

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थी समाज में फैले छुआछूत व जाति-पाति के भेदभाव के विषय में समझ पाए |
विद्यार्थी तत्कालीन समाज की वास्तविकता से परिचित हो सकेंगे और आत्मचिंतन कर पाए |

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2), तकनीकी सामग्री (e-content), अधिन्यास |

मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, शिक्षण आरेख, कक्षा परीक्षा|

कला एकीकरण : कथा वाचन

कौशल वृद्धि : रचनात्मक कौशल

3. लघु कथा, सूचना, विज्ञापन

संभावित कालांश - 4

अपेक्षित अधिगम प्राप्ति :

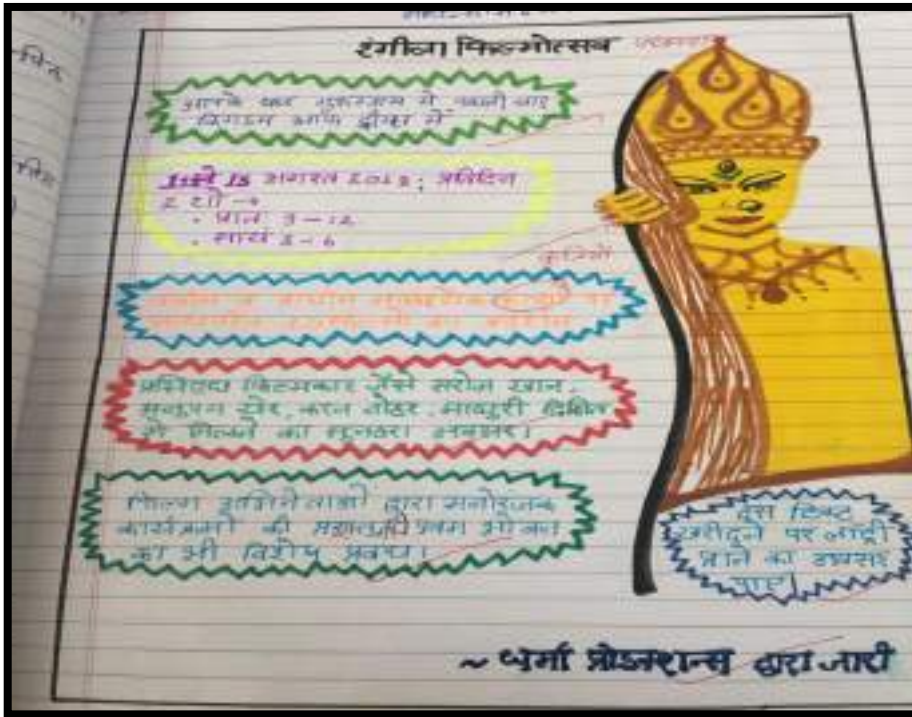
- विद्यार्थी कथा वाचन के माध्यम से अपने वाचन को अधिक प्रभावी बना पाए।
- विद्यार्थी विज्ञापन के माध्यम से रचनात्मक बन पाए।

सह शिक्षण सामग्री :

- अभ्यास अधिन्यास, माइंड मैप।

मूल्यांकन पद्धति : कक्षा परीक्षा, विज्ञापन निर्माण

कला एकीकरण: कथा प्रस्तुति, विज्ञापन



कौशल वृद्धि : अभिव्यक्ति कौशल, ज्ञानात्मक कौशल, वाचन कौशल

4. पर्वत प्रदेश में पावस - 'सुमित्रानन्दन पंत' (स्पर्श, पद्य खंड)

संभावित कालांश - 4

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थी तुलनात्मक अध्ययन करना सीख पाए।
- विद्यार्थियों में प्रकृति के प्रति प्रेम भाव उत्पन्न होगा व विद्यार्थी सजीव व निर्जीव वस्तुओं के विषय में भी समझ पाए।
- प्रकृति प्रेम, स्नेह, नम्रता, कल्पनाशीलता का विकास हुआ।

सह शिक्षण सामग्री :

- ई-बोर्ड, श्यामपट्ट, चाक, झाडन, पाठ्य-पुस्तक-स्पर्श (भाग-2), तकनीकी सामग्री (e-content), अधिन्यास |

मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, शिक्षण आरेख, कक्षा परीक्षा।
कला एकीकरण: फिश बॉन डाएग्राम |



कौशल वृद्धि : रचनात्मक कौशल |

5. पत्र लेखन (औपचारिक)

संभावित कालांश - 1

अपेक्षित अधिगम प्राप्ति- विद्यार्थी पत्र लेखन कला में निपुण हो पाए।

सह शिक्षण सामग्री :

- अभ्यास अधिन्यास

मूल्यांकन पद्धति: कक्षा परीक्षा

कौशल वृद्धि : लेखन कौशल।

6. अनुच्छेद लेखन

संभावित कालांश - 1

अपेक्षित अधिगम प्राप्ति- विद्यार्थी अनुच्छेद लेखन कला में निपुण हो पाए।

सह शिक्षण सामग्री :

- अभ्यास अधिन्यास

मूल्यांकन पद्धति : कक्षा परीक्षा

कौशल वृद्धि : लेखन कौशल।

अगस्त

7. तोप - वीरेन डंगवाल (स्पर्श, पद्य खंड)

संभावित कालांश- 3

अपेक्षित अधिगम प्राप्ति :

- विरासत क्या होती है, विद्यार्थी ये समझ पाएँगे।
- विद्यार्थी अपने इतिहास की घटनाओं और अंग्रेजों के आत्याचारों को याद कर पाएँ।

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2)चलचित्र, अधिन्यास ।

मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, कक्षा परीक्षा।

कला एकीकरण : कोलाज निर्माण (भारत को विरासत में मिली इमारतों, वस्तुओं का) ।

कौशल वृद्धि : रचनात्मक कौशल।

8. कर चले हम फ़िदा - 'कैफ़ी आजमी' (स्पर्श, पद्य खंड)

संभावित कालांश-6

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थियों के मन में सैनिक वर्ग के प्रति आदर का भाव उत्पन्न हो पाया ।
- विद्यार्थियों में कल्पनाशीलता व नैतिकता की भावना का समावेश हो सका

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2)चलचित्र, अधिन्यास ।

मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, कक्षा परीक्षा।

कला एकीकरण : कोलाज निर्माण (भारत-चीन के युद्ध में शहीद हुए सैनिकों के चित्र)।

कौशल वृद्धि : रचनात्मक कौशल।

9. पतझर में टूटी पत्तियाँ (झेन की देन, गिन्नी का सोना)

अपेक्षित अधिगम प्राप्ति -

- विद्यार्थी मानसिक रोगों के कारणों को जान पाए।
- विद्यार्थी शांति व स्थिरता के महत्व को समझ पाए।
- विद्यार्थी आदर्श व व्यावहारिकता के अंतर को समझ पाए।

संभावित कालांश -6

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2), तकनीकी सामग्री (e-content), अधिन्यास |
- मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, शिक्षण आरेख, कक्षा परीक्षा।
- कला एकीकरण: फ्लो चार्ट (जापान में होने वाले मानसिक रोग के कारण और उसका समाधान)

सितंबर

प्रथम सत्रीय परीक्षा

अक्तूबर

पाठ - तीसरी कसम के शिल्पकार शैलेन्द्र

संभावित कालांश-6

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थी शैलेन्द्र के लेखन कौशल से प्रभावित हो पाए।
- विद्यार्थियों में कल्पनाशीलता व नैतिकता की भावना का समावेश हो सका।

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2) चलचित्र, अधिन्यास |
- मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, कक्षा परीक्षा।
- कला एकीकरण : फ़िल्म के गीतों के भावों को अभिव्यक्त करते हुए उस पर अभिनय करना।
- कौशल वृद्धि : रचनात्मक कौशल।

10. सपनों के से दिन 'मिथिलेश्वर' (संचयन)

संभावित कालांश - 7

अपेक्षित अधिगम प्राप्ति :

- प्रस्तुत पाठ को पढ़कर छात्रों में आत्मविश्वास बढेगा व चिंतन मनन की क्षमता का विकास हो पाया |
- विद्यार्थी कल्पनाशीलता, सकारात्मक व आलोचनात्मक दृष्टिकोण का प्रयोग अपने जीवन में कर पाए |

सह शिक्षण सामग्री :

- पाठ्य पुस्तक-संचयन (भाग-2), तकनीकी सामग्री (e-content) |

मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, शिक्षण आरेख, कक्षा परीक्षा|

कौशल वृद्धि : तार्किक कौशल

कला समेकन : तुलनात्मक आरेख

नवंबर

11. टोपी शुक्ला ' राही मासूम रजा' (संचयन)

संभावित कालांश -7

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थियों में प्रत्येक कार्यो में सहभागिता की भावना का विकास हो सका |
- विद्यार्थियों में आपसी प्रेम तथा भाईचारे का विकास हो पाया|

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-संचयन (भाग-2), चलचित्र |<https://youtu.be/dl9BhjB0STE>

मूल्यांकन पद्धति : आत्म निरीक्षण सूची अधिन्यास, शिक्षण आरेख, कक्षा परीक्षा

कला एकीकरण : नाट्य मंचन|

कौशल वृद्धि : अभिनय कौशल

12. कारतूस -'हबीब तनवीर' (स्पर्श, गद्य खंड)

संभावित कालांश - 6

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थी बहादुरी जैसे गुणों को अपने जीवन में अपना पाए ।
- विद्यार्थी अपने इतिहास से संबंधी कुछ घटनाओं व तथ्यों को जान पाए ।

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2), तकनीकी सामग्री (e-content), अधिन्यास ।
- मूल्यांकन पद्धति :** आत्म निरीक्षण सूची अधिन्यास, शिक्षण आरेख, कक्षा परीक्षा।
कला एकीकरण: नाट्य मंचन।

कौशल वृद्धि: अभिनय कौशल।

दिसंबर

आत्मत्राण - रवीन्द्रनाथ ठाकुर (स्पर्श, पद्य खंड)

संभावित कालांश-6

अपेक्षित अधिगम प्राप्ति :

- विद्यार्थियों के मन में आत्मबल उत्पन्न हो पाया।
- विद्यार्थी प्रार्थना के अलग रूप से परिचित हो पाए।

सह शिक्षण सामग्री :

- पाठ्य-पुस्तक-स्पर्श (भाग-2) चलचित्र, अधिन्यास ।
- मूल्यांकन पद्धति :** आत्म निरीक्षण सूची अधिन्यास, कक्षा परीक्षा।
कला एकीकरण : कविता का अभिनयात्मक प्रस्तुति।
कौशल वृद्धि : रचनात्मक कौशल।

बहुविध मूल्यांकन गतिविधि - 2022-23
(SUBJECT ENRICHMENT ACTIVITY)

हिन्दी, कक्षा - x

	गतिविधि	पाठ के नाम	कौशल	अधिगम प्राप्ति
1.	वस्त्र का डिज़ाइन तैयार करना	ततारा-वमीरो कथा	कल्पनाशीलता, रचनात्मकता,	विद्यार्थी आदिवासी जनजातियों की परंपराओं तथा जीवन से परिचित हो पाए।
2.	मुहावरा वृक्ष	बड़े भाई साहब	तार्किक चिंतन, रचनात्मकता	विद्यार्थी मुहावरों के अर्थ जानकर उनका उचित प्रयोग करना सीख पाए।
3.	परोपकार परम धर्म (फ़ोटो सहित विवरण)	मनुष्यता	सहयोग, तार्किक चिंतन, कलात्मकता	विद्यार्थी परोपकार के महत्व को समझ पाए।
4.	कविता का चित्रांकन	पर्वत प्रदेश में पावस	कलात्मकता, कल्पनाशीलता	विद्यार्थी कविता में वर्णित दृश्यों को अपनी कल्पनाशक्ति के द्वारा मूर्त रूप दे पाए।
5.	टोपी शुक्ला और इफ़फन की कहानी को गीत, नृत्य, चित्र आदि किसी भी माध्यम से प्रस्तुत करना अथवा अपने दादा-दादी, नाना नानी के साथ बिताए हुए पलों को याद करते हुए एक कविता लिखिए	टोपी शुक्ला	रचनात्मकता, कलात्मकता, चिंतन, सहयोग की भावना	विद्यार्थी मित्रता के सही मायनों को समझ पाए और ये भी समझ पाए कि दोस्ती या प्रेम किसी धर्म या जाति का मोहताज नहीं होता। विद्यार्थी अपने बड़े-बुजुर्गों के प्रति संवेदनशीलता प्रकट करते हुए अपने जीवन

	और उससे संबंधित फ़ोटो भी लगाइए।			में उनके महत्त्व को समझ पाए।
6.	सैनिक से मिलने पर उसे धन्यवाद कहने के लिए 'आभार पत्र' तैयार करना ।	कर चले हम फ़िदा...	रचनात्मकता, अभिव्यक्ति,	विद्यार्थी एक सैनिक के प्रति कृतार्थ भाव रखते हुए आभार व्यक्त कर पाए।

SUBJECT ENRICHMENT ACTIVITY

(विषय संवर्धन गतिविधि)

श्रवण कौशल एवं वाचन कौशल

पोर्टफोलियो

उत्तर पुस्तिका मूल्यांकन, कक्षा में खेले जाने वाले मूल्यांकन खेल एवं अन्य गतिविधि

कला समेकन गतिविधि

हमारे देश के स्वतंत्रता संग्राम में देश के हर कोने से असंख्य लोगों ने अंग्रेजी सरकार के विरुद्ध आवाज़ उठाई। तेलंगाना राज्य के ऐसे किन्हीं दो स्वतंत्रता सैनानियों की आज़ादी की लड़ाई में योगदान के बारे में चित्र सहित जानकारी एकत्रित कीजिए ।

वार्षिकपरियोजना (2022-23)
कक्षा-दशमी
विषय:-संस्कृतम्
प्रथमसत्रम्
मार्च/अप्रैल

प्रथमः पाठः -शुचिपर्यावरणम्

संभावितकालांशाः -चत्वारः

उपविषयः -समासाः पर्यायवाची शब्दाः च ।

सहायिका-सामग्री -पाठ्यपुस्तकम्, अभ्यासः, अधिन्यासः इत्यादयः ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, पर्यावरणस्य उपरि सामूहिक-चर्चा ।

कौशलानि -चिन्तनकौशलम् , तार्किककौशलम् ।

कला-एकीकरणम् -श्लोकानां सस्वर अभिनय-सहित-गायनम् | पर्यावरणस्य रक्षायै किं किम् आवश्यकम् इत्यस्योपरि परियोजना निर्माणम् | चित्रमाध्यमेन भावाभिव्यक्तिः ।



अधिगम-प्राप्तिः - पर्यावरणस्य महत्त्वं, व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादयः ।

द्वितीयः पाठः - बुद्धिर्बलवती सदा

संभावितकालांशाः -पञ्च

उपविषयः -कठिनशब्दानां संधि-विच्छेदः ।

सहायिका-सामग्री -अभिनयः, पाठ्यपुस्तकम्, कथावाचनम्, अभ्यासः, अधिन्यासः इत्यादयः ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, सामूहिक-चर्चा ।

कौशलानि -पठनकौशलम्, चिन्तनकौशलम्, तार्किककौशलम् ।

कला-एकीकरणम् -अभिनयमाध्यमेन पाठस्य प्रस्तुतिकरणम् ।

अधिगम-प्राप्तिः - बुद्धेः महत्वं, समुचिते समये समुचित निर्णयः, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि ।

पाठ-व्यंजनसन्धयः

संभावितकालांशाः -चत्वारः

उपविषयः - तुकागमः, मोऽनुस्वारः, वर्गीयप्रथमाक्षराणां तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम् ।

सहायिका-सामग्री -भित्तिपत्रम्, अभ्यासपत्रम्, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि -पठनकौशलम्, चिन्तनकौशलम्, तार्किककौशलम् ।

कला-एकीकरणम् -जी. ओ. निर्माणम् ।

अधिगम-प्राप्तिः - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः इत्यादयः ।

मई

चतुर्थः पाठः - शिशुलालनम्

संभावितकालांशाः -पञ्च

उपविषयः -कठिनशब्दानां संधि-विच्छेदः ।

सहायिका-सामग्री -अभिनयः, पाठ्यपुस्तकम्, कथावाचनम्, अभ्यासः, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, सामूहिक-चर्चा ।

कौशलानि -पठनकौशलम्, चिन्तनकौशलम्, तार्किककौशलम् ।

कला-एकीकरणम् -अभिनयमाध्यमेन पाठस्य प्रस्तुतिकरणम् । चार्टपत्रे रामवंशवृक्षस्य निर्माणं कुरुत ।

अधिगम-प्राप्तिः - वात्सल्यस्य महत्त्वम्, व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे

निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादयः ।

पाठ-अव्ययपदानि

संभावितकालांशाः -चत्वारः

उपविषयः - उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र-कुत्र, इदानीम्, अधुना, सम्प्रति, साम्प्रतम्

सहायिका-सामग्री - भित्तिपत्रम्, अभ्यासपत्रम्, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः - आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि - चिन्तनकौशलम्, तार्किककौशलम् ।

कला-एकीकरणम् - अव्ययानां वाक्येषु प्रयोगोपरि सामूहिक चर्चा । भित्तिपत्रनिर्माणम् ।



अधिगम-प्राप्तिः - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः इत्यादयः ।

पाठ-प्रत्ययाः

संभावितकालांशाः -चत्वारः

उपविषयः - तद्धिताः - मतुप्, ठक्, त्व, तल स्त्री प्रत्ययौ - टाप्, डीप्

सहायिका-सामग्री - भित्तिपत्रम्, अभ्यासपत्रम्, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः - आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि - चिन्तनकौशलम्, तार्किककौशलम् ।

कला-एकीकरणम् -जी. ओ. निर्माणम्।

अधिगम-प्राप्तिः - - नूतनशब्दानां निर्माणे दक्षता , शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः,
वाचन-लेखनकौशलयोः विकासः इत्यादयः।

पाठ- अशुद्धिसंशोधनम्

संभावितकालांशाः -चत्वारः

उपविषयः - लकार-वचन-पुरुषविभक्तयः

सहायिका-सामग्री -भित्तिपत्रम् , अभ्यासपत्रम् , अधिन्यासः इत्यादयः ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि -चिन्तनकौशलम् , तार्किककौशलम् ।

कलाएकीकरणम् -शुद्धवाक्यप्रयोगक्रीडा

अधिगम-प्राप्तिः - - शुद्धवाक्यानां निर्माणे दक्षता , शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः,
वाचन-लेखनकौशलयोः विकासः इत्यादयः।

जुलाई

पञ्चमः पाठः - जननी तुल्यवत्सला

संभावितकालांशाः -पञ्च

उपविषयः -अव्ययपदानि कठिनशब्दानां संधि-विच्छेदः च ।

सहायिका-सामग्री -अभिनयः, पाठ्यपुस्तकम्, कथावाचनम् , अभ्यासः, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, सामूहिक-
चर्चा ।

कौशलानि -पठनकौशलम् , चिन्तनकौशलम् , तार्किककौशलम् ।

कला-एकीकरणम् -पाठात् व्यञ्जनसन्धेः पदानि चित्वा परियोजनायाः निर्माणम् ।

अधिगम-प्राप्तिः - - मातृवात्सल्यस्य महत्वम्, व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे
निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादयः ।

षष्ठः पाठः - सुभाषितानि

संभावितकालांशाः -पञ्च

उपविषयः -सूक्तयः ।

सहायिका-सामग्री -अभिनयः, पाठ्यपुस्तकम्, कथावाचनम् , अभ्यासः, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, सामूहिक-चर्चा ।

कौशलानि -पठनकौशलम् , चिन्तनकौशलम् , तार्किककौशलम् ।

कला-एकीकरणम् -श्लोकानां सस्वर अभिनय-सहित-गायनम् । पञ्चसूक्तिनां संग्रहं कृत्वा भित्तिपत्रनिर्माणं कुरुत।

सप्तमः पाठः - सौहार्द प्रकृतेः शोभा संभावितकालांशाः -पञ्च

उपविषयः -प्रकृतेः वर्णनम् । पर्यायवाची-विलोम-शब्दाः कठिनशब्दानां संधि-विच्छेदः च ।

सहायिका-सामग्री -अभिनयः, पाठ्यपुस्तकम्, कथावाचनम् , अभ्यासः, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, सामूहिक-चर्चा ।

कौशलानि -पठनकौशलम् , चिन्तनकौशलम् , तार्किककौशलम् ।

कला-एकीकरणम् -चित्रमाध्यमेन पाठस्य भावार्थाभिव्यक्तिः ।

अधिगम-प्राप्तिः - एकतायाः महत्त्वम्, प्रकृतिसौन्दर्यस्य आस्वादनं, समाजे भेदभावनायाः निष्कासनं, भ्रातृत्वभावनायाः विकासः, व्याकरण ज्ञानम् इत्यादि ।

पाठ-संस्कृतानुवादः अनुच्छेदलेखनम् च संभावितकालांशाः -चत्वारः

उपविषयः - कारकविभक्तयः

सहायिका-सामग्री - भित्तिपत्रम् , अभ्यासपत्रम् , अधिन्यासः इत्यादयः ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि -चिन्तनकौशलम् , तार्किककौशलम् ।

कला-एकीकरणम् -संस्कृते एका प्रश्नोत्तरीनिर्माणम् ।

अधिगम-प्राप्तिः - नूतनवाक्यानां निर्माणे दक्षता , शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः इत्यादयः।

अगस्त

अष्टमः पाठः - विचित्रः साक्षी संभावितकालांशाः -पञ्च

उपविषयः -कथावाचनम् । कठिनशब्दानां संधि-विच्छेदः पर्यायवाची शब्दाः च ।

सहायिका-सामग्री –अभिनयः, पाठ्यपुस्तकम्, कथावाचनम् , अभ्यासः, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः –आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, सामूहिक-चर्चा ।

कौशलानि –पठनकौशलम् , चिन्तनकौशलम् , तार्किककौशलम् ।

कला-एकीकरणम् -पाठस्योपरि एकस्याः लघुनाटिकायाः मंचनम् ।

अधिगम-प्राप्तिः – न्यायस्य महत्वम्, न्यायम् प्रति श्रद्धा-भावनायाः विकासः, निर्दोषजनानां न्यायेन कथं च रक्षणीयम् , व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि ।

नवमः पाठः – सूक्तयः

संभावितकालांशाः –पञ्च

उपविषयः –कठिनशब्दानां संधि-विच्छेदः प्रत्ययाः च ।

सहायिका-सामग्री –अभिनयः, पाठ्यपुस्तकम्, कथावाचनम् , अभ्यासः, अधिन्यासः इत्यादि ।

मूल्यांकनविधिः –आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः, सामूहिक-चर्चा ।

कौशलानि –पठनकौशलम् , चिन्तनकौशलम् , तार्किककौशलम् ।

कला-एकीकरणम् -श्लोकानां सस्वर अभिनय-सहित-गायनम् ।

अधिगम-प्राप्तिः – जीवने पितरोः त्यागस्य महत्वम्, जीवने सरलता-मधुरवाणी-विवेकादिनां गुणानां विकासः, गुर्वादी-श्रेष्ठजनानाम् सम्मानम् कथं च करणीयम् , व्याकरणज्ञानम्, नैतिकमूल्यानि, स्पष्टोच्चारणे निपुणता, चिन्तनशक्तेः वर्धनम् इत्यादि ।

पाठ-विसर्गसन्धयः

संभावितकालांशाः –चत्वारः

उपविषयः – विसर्गस्य उत्त्वम्, रत्वम् , विसर्गस्य स्थाने स् श् ष् ।

सहायिका-सामग्री – भित्तिपत्रम् , अभ्यासपत्रम् , अधिन्यासः इत्यादि ।

मूल्यांकनविधिः –आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि –पठनकौशलम् , चिन्तनकौशलम् , तार्किककौशलम् ।

कला-एकीकरणम् -भित्तिपत्रनिर्माणम् ।

अधिगम-प्राप्तिः – – शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः इत्यादयः ।

पाठ-पत्रलेखनम्

संभावितकालांशाः - चत्वारः

उपविषयः - वाक्यनिर्माणम्

सहायिका-सामग्री - भित्तिपत्रम् , अभ्यासपत्रम् , अधिन्यासः इत्यादि ।

मूल्यांकनविधिः - आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि - चिन्तनकौशलम् , तार्किककौशलम् ।

कलाएकीकरणम् - कक्षायां पत्रस्योपरि परिचर्चा ।

अधिगम-प्राप्तिः - नूतनवाक्यानां निर्माणे दक्षता , शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः इत्यादयः ।

शेमुषी-पुस्तक-आधारितम्

पाठानाम् नामानि

प्रथमः पाठः - शुचिपर्यावरणम्

द्वितीयः पाठः - बुद्धिर्बलवती सदा

तृतीयः पाठः - व्यायामः सदा पथ्यः

चतुर्थः पाठः - शिशुलालनम्

पञ्चमः पाठः - जननी तुल्यवत्सलता

षष्ठः पाठः - सुभाषितानि

सप्तमः पाठः - सौहार्द प्रकृतेः शोभा

व्याकरणम्

सन्धिकार्यम्

व्यञ्जनसन्धिः - तुकागमः, मोऽनुस्वारः, वर्गीयप्रथमाक्षराणां तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम्

प्रत्ययाः

- तद्धिताः - मतुप्, ठक्, त्व, तल
- स्त्री प्रत्ययौ - टाप्, डीप्

वाच्यपरिवर्तनम् - केवल- लटलकारे (कर्तृ-कर्म-क्रिया)

समयः - अंकानास्थाने शब्देषु समयलेखनम् (सामान्य- सपाद- सार्ध- पादोन)

अव्ययपदानि -उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र-कुत्र, इदानीम्, अधुना, सम्प्रति,
साम्प्रतम्

अशुद्धि संशोधनम् (वचन-लिंग-पुरूष-लकार-विभक्तिदृष्ट्या संशोधनम्)

पत्रलेखनम्

संस्कृतानुवादः

चित्रवर्णनम् अथवा अनुच्छेदलेखनम्

सितम्बर

पुनरावृत्तिः, प्रथमसत्रीय परीक्षा च

द्वितीयं सत्रम्

अक्टूबर

पाठ-समासाः

संभावितकालांशाः -चत्वारः

उपविषयः -तत्पुरुषः -बहुव्रीहिः अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा), द्वन्द्वः
सहायिका-सामग्री - भित्तिपत्रम् , अभ्यासपत्रम् , अधिन्यासः इत्यादि ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि -पठनकौशलम् , चिन्तनकौशलम् , तार्किककौशलम् ।

कलाएकीकरणम् -प्रश्नावली निर्माणम् ।

अधिगम-प्राप्तिः - शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः
विकासः इत्यादयः ।

नवम्बर

पाठ-पत्रलेखनम्

संभावितकालांशाः -चत्वारः

उपविषयः -वाक्यनिर्माणम्

सहायिका-सामग्री - भित्तिपत्रम् , अभ्यासपत्रम् , अधिन्यासः इत्यादि ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि -चिन्तनकौशलम् , तार्किककौशलम् ।

कलाएकीकरणम्-कक्षायां पत्रस्योपरि परिचर्चा ।

अधिगम-प्राप्तिः -नूतनवाक्यानां निर्माणे दक्षता , शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः इत्यादयः।

पाठ-संस्कृतानुवादः अनुच्छेदलेखनम् च

संभावितकालांशाः -चत्वारः

उपविषयः - कारकविभक्तयः

सहायिका-सामग्री - भित्तिपत्रम् , अभ्यासपत्रम् , अधिन्यासः इत्यादयः ।

मूल्यांकनविधिः -आत्मनिरीक्षणसूची, माइन्ड मैप, कक्षा-परीक्षा, प्रश्नोत्तर विधिः ।

कौशलानि -चिन्तनकौशलम् , तार्किककौशलम् ।

कलाएकीकरणम् -कारकविभक्तेः जी. ओ. निर्माणम् ।

अधिगम-प्राप्तिः - - नूतनवाक्यानां निर्माणे दक्षता , शुद्धोच्चारणम्, चिन्तनकौशलस्य विकासः, वाचन-लेखनकौशलयोः विकासः इत्यादयः।

दिसम्बर

पुनरावृत्तिः , प्रीबोर्ड परीक्षा च
शेमुषी-पुस्तक-आधारितम्

पाठानाम् नामानि

प्रथमः पाठः - शुचिपर्यावरणम्

द्वितीयः पाठः - बुद्धिर्बलवती सदा

चतुर्थः पाठः - शिशुलालनम्

पञ्चमः पाठः - जननी तुल्यवत्सलता

षष्ठः पाठः - सुभाषितानि

सप्तमः पाठः - सौहार्द प्रकृतेः शोभा

अष्टमः पाठः - विचित्रः साक्षी

नवमः पाठः - सूक्तयः

द्वादशः पाठः - अन्योक्तयः

व्याकरणम्

1. सन्धिकार्यम्

- व्यञ्जनसन्धिः - वर्गीयप्रथमाक्षराणां तृतीयवर्णे परिवर्तनम्, प्रथमवर्णस्य पञ्चमवर्णे परिवर्तनम्
- विसर्गसन्धिः - विसर्गस्यलोपः, उत्त्वम्, रत्वम्, विसर्गस्य स्थाने स् श ष

2. समासः - वाक्येषु समस्तपदानां विग्रहः विग्रहपदानाम् च समासः

- तत्पुरुषः - विभक्तिः
- बहुव्रीहिः
- अव्ययीभावः (अनु, उप, सह, निर्, प्रति, यथा)
- द्वन्द्वः

3. प्रत्ययाः

- तद्धिताः - मतुप्, ठक्, त्व, तल्
- स्त्री प्रत्ययौ - टाप्, डीप्

4. वाच्यपरिवर्तनम् - केवल- लटलकारे (कर्तृ-कर्म-क्रिया)

5. समयः - अंकानास्थाने शब्देषु समयलेखनम् (सामान्य- सपाद- सार्ध- पादोन)

6. अव्ययपदानि

उच्चैः, च, श्वः, ह्यः, अद्य, अत्र-तत्र, यत्र-कुत्र, इदानीम्, अधुना, सम्प्रति, साम्प्रतम्, यदा, तदा, कदा, सहसा, वृथा, शनैः, अपि, कुतः, इतस्ततः, यदि, तर्हि।

7. अशुद्धि संशोधनम् (वचन-लिंग-पुरूष-लकार-विभक्तिदृष्ट्या संशोधनम्)

8. अपठित-अवबोधनम्

9. पत्रलेखनम्

10. संस्कृतानुवादः

11. चित्रवर्णनम् अथवा अनुच्छेदलेखनम्

**ACADEMIC PLANNER
CLASS X
MATHEMATICS**

MONTH: MARCH

Topic: Ch-7. COORDINATE GEOMETRY

No. of teaching periods : 15

Sub Topic

- **Distance formula.**
- **Section formula.**

Teaching aids: Assignments, Book, E board, foldables

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: Problem solving.

Learning outcome: The learner

- Recalls locating point in 2-dimensional Cartesian coordinate system and vocabulary related to it
- Writes and applies the distance formula to find distance between two points in a cartesian plane
- Calculates the coordinates of a point which divides the line segment joining the two points internally in the ratio $m : n$ using the formula
- Finds the coordinates of the mid-point of the line segment using the section formula with ratio 1:1
- Applies the formulas in various situations



MONTH-APRIL

Topic: Ch-7. COORDINATE GEOMETRY (CONT.)

Topic: Ch- 1. REAL NUMBERS

No. of teaching periods : 15

Subtopics:

1. **Fundamental Theorem of Arithmetic.**
2. **Revisiting irrational numbers.**

Teaching aids: Assignments, Book, E board, lab activity (find HCF of two numbers)

Assessment strategy: Class test, SRC, Mind map.

Skill enhanced: Problem solving, analytical thinking

Learning outcome: The learner

- States Fundamental Theorem Of Arithmetic
- Represents every given composite number as a product of primes and appreciate that every factorization of composite number is unique
- Applies Fundamental Theorem Of Arithmetic to find H.C.F and L.C.M in given situations
- Proves that $\sqrt{2}$, $\sqrt{3}$ etc. as irrational numbers

SUBJECT ENRICHMENT ACTIVITY: (find HCF of two numbers)

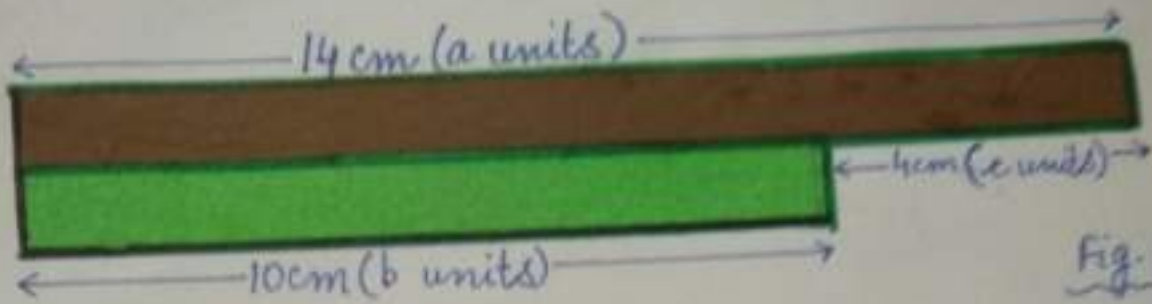


Fig. 1

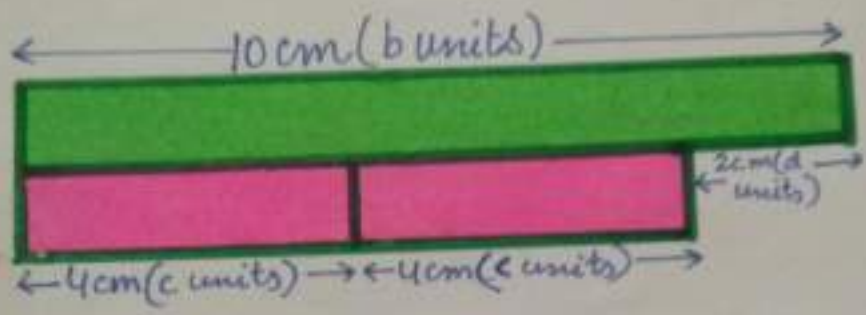


Fig. 2

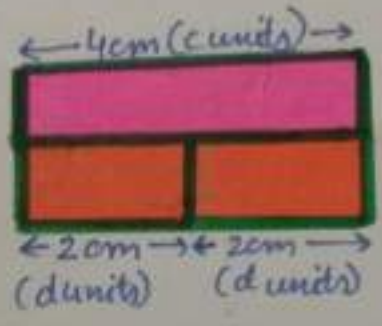


Fig. 3

Topic: Ch- 2. POLYNOMIALS

No. of teaching periods : 8

Sub - Topics

1. Geometrical meaning of zeroes of a polynomial.
2. Relationship between zeroes and coefficients of a polynomial.

Teaching aids: Assignments, Book, E board

Assessment strategy: Class test, SRC, Mind map, Frayer's Model

Skill enhanced: Problem solving, analytical thinking .

Learning outcome: The learner

- Recalls and defines Polynomials, their types and zeroes of polynomials
- Finds the zeroes of a polynomial by means of graph, where it intersects the x-axis
- Finds and Relates the zeroes of the quadratic polynomial $ax^2 + bx + c$ with the coefficients a , b , and c .



MONTH- MAY

Topic: Ch- 3. PAIRS OF LINEAR EQUATIONS IN TWO VARIABLES

No. of teaching periods : 15

Sub - Topics

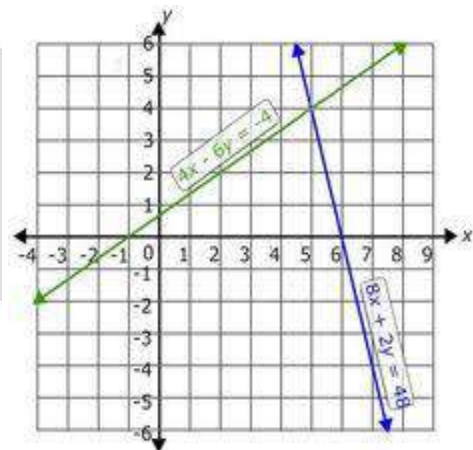
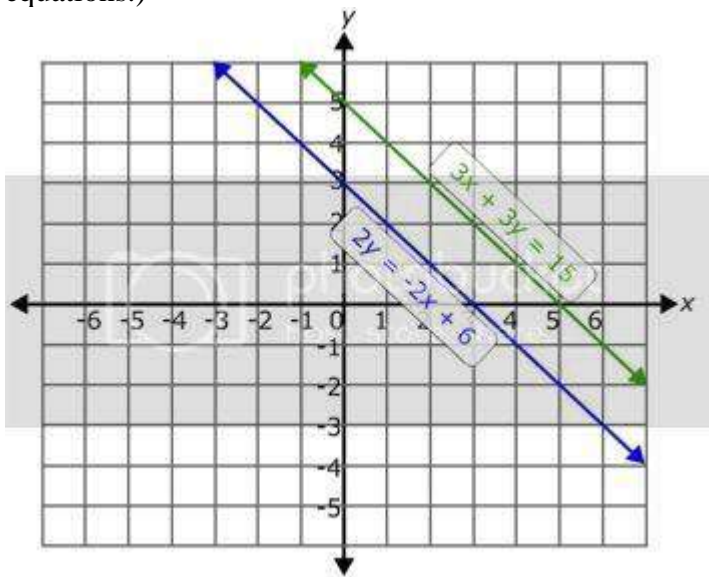
- Graphical method of solving a pair of linear equations.
- Algebraic method of solving a pair of linear equations.
 - Substitution method
 - Elimination method

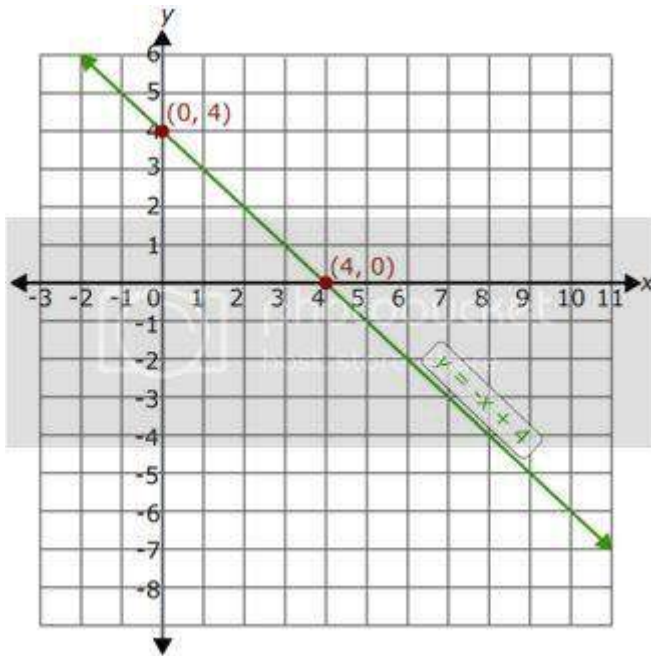
Teaching aids: Assignments, Book, E board

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: Problem solving, critical thinking.

SUBJECT ENRICHMENT ACTIVITY: (find consistency and inconsistency for pair of linear equations.)





Learning outcome: The learner

- Recalls and defines general form of linear equations in two variables.
- Creates graphs to solve a pair of linear equations and to solve word problems
- Solves a system of linear equation by the method of substitution, elimination.

Topic: Ch- 6. TRIANGLES

No. of teaching periods : 15

Sub Topics

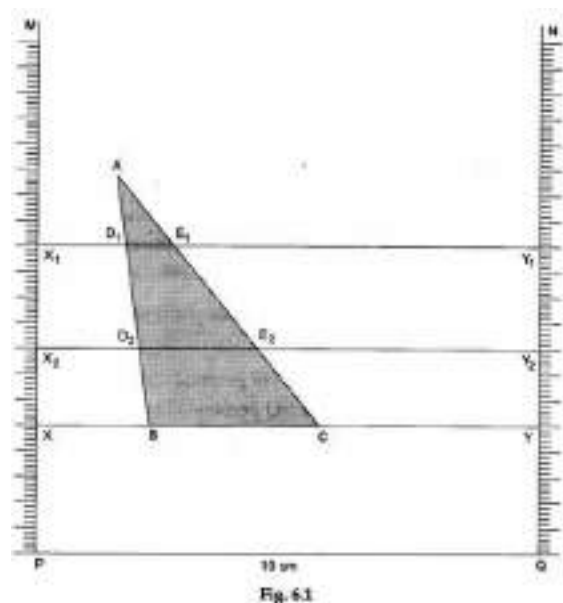
1. Similar Figures.
2. Similarity of triangles.
3. Criteria for similarity of triangles.

Teaching aids: Assignments, Book, E board,
Assessment strategy: Class test, SRC, Mind map
Skill enhanced: Problem solving, quantitative reasoning.

SUBJECT ENRICHMENT ACTIVITY: (Lab activity on BPT.)

Learning outcome: The learner

- Defines similar figures and distinguishes between congruent and similar figures
- Proves Basic Proportionality Theorem and applies it to solve problems
- Applies the basis on which two triangles can be termed as similar like AAA,SAS, SSS and RHS



MONTH-JULY

Topic: Ch- 6. TRIANGLES (CONT.)

Topic: Ch-4. QUADRATIC EQUATIONS

No. of teaching periods: 15

Sub Topic

1. Quadratic Equation.
2. Solution of quadratic equation by factorisation.
3. Quadratic formula.
4. Nature of roots.

Teaching aids: Assignments, Book, E board

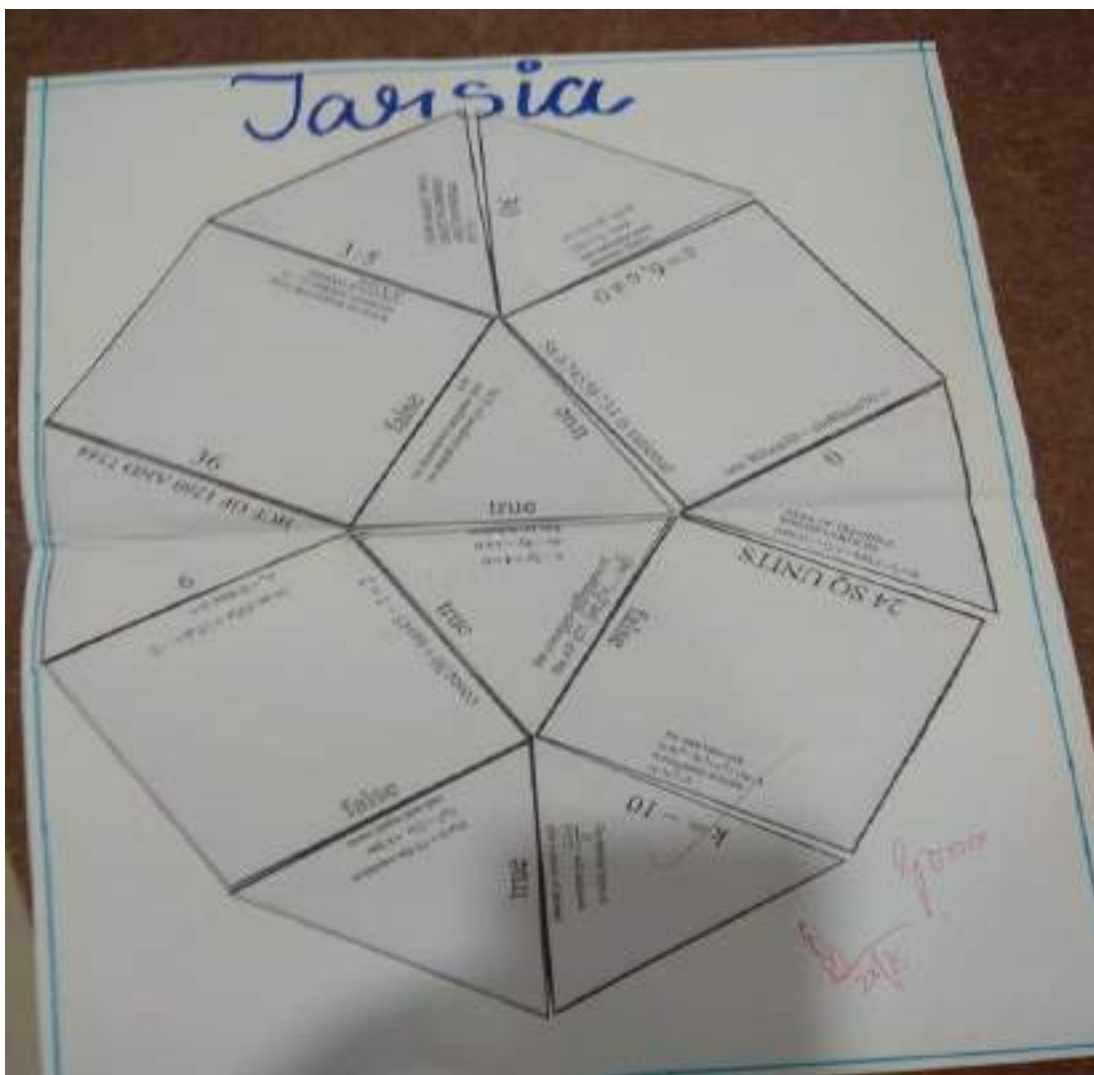
Assessment strategy: Class test, SRC, Mind map, tarsia

Skill enhanced: analytical thinking, quantitative reasoning.

Learning outcome: The learner

- Recalls the concept of quadratic polynomials and correlates with linear equation and quadratic equation
- Represents the equation in general form as $ax^2 + bx + c = 0$ where a, b, c are real numbers $a \neq 0$
- Solves the quadratic equation by using factorization method and quadratic formula.
- Calculates discriminant to find nature of roots and apply the same to problem solving.

ART INTEGRATION ACTIVITY:



Topic: Ch- 5. ARITHMETIC PROGRESSION

No. of teaching periods: 10

Sub Topic

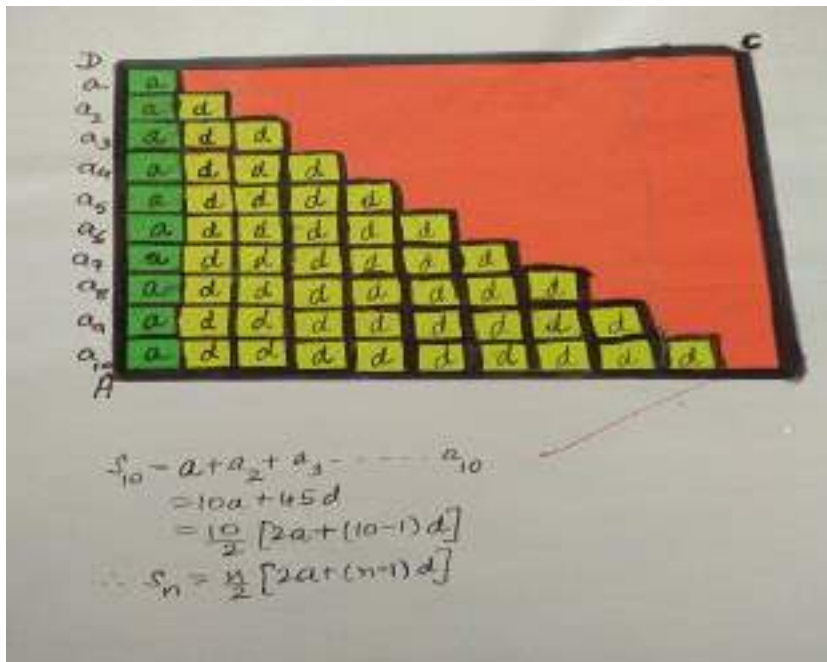
- **Arithmetic Progression.**
- **nth term of A.P.**
- **Sum of first n terms of an A.P**

Teaching aids: Assignments, Book, E board

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: analytical thinking ,quantitative reasoning.

SUBJECT ENRICHMENT ACTIVITY (Lab activity on the sum of first n terms of an AP)



Learning outcome: The learner

- Recognizes the patterns in a given series
- Defines and identifies an Arithmetic Progression ,and finds its first term and common difference
- Finds the nth term of an A.P and the sum of nth terms of an A.P.
- Applies the formula for calculating nth term and sum upto n terms in real life situations

MONTH-AUGUST

Topic: Ch- 15. PROBABILITY

No. of teaching periods : 10

Subtopic:

- **Probability- A theoretical Approach.**

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: quantitative reasoning.

Learning outcome: The learner

- Associate probability as a chance and formulates probability of an Event E as
$$P(E) = \frac{\text{No.of outcomes favourable to E}}{\text{No.of all possible outcomes of the Experiment}}$$
- Verifies that the sum of all probabilities of all the elementary events of an experiment is 1
- Validates the maximum and minimum values of probability. Hence the fact $0 \leq P(E) \leq 1$
Calculates the theoretical probability related to events like tossing of coins, rolling of die/2 dice ,drawing playing and number cards and other events related to day to day situations.

(1,1)	(1,2)	(1,3)	(1,4)	(1,5)	(1,6)
(2,1)	(2,2)	(2,3)	(2,4)	(2,5)	(2,6)
(3,1)	(3,2)	(3,3)	(3,4)	(3,5)	(3,6)
(4,1)	(4,2)	(4,3)	(4,4)	(4,5)	(4,6)
(5,1)	(5,2)	(5,3)	(5,4)	(5,5)	(5,6)
(6,1)	(6,2)	(6,3)	(6,4)	(6,5)	(6,6)

Topic: Ch- 10. CIRCLES

No. of teaching periods : 10

Sub Topic

- **Tangents to a circle.**
- **Number of tangents from a point on a circle.**

Teaching aids: Assignments, Book, E board, Lab activity on properties of tangents.

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: critical thinking, quantitative reasoning.

SUBJECT ENRICHMENT ACTIVITY (By paper folding, cutting and pasting verify that radius of the circle is perpendicular to the tangent through (at) the point of contact)

Learning outcome: The learner

- Defines and identifies tangent and secant to a circle
- States and applies the theorem-Tangent at any point of a circle is perpendicular to the radius through point of contact
- States and applies the theorem- the length of two tangents drawn to a circle from an external point are equal

REVISION OF FIRST TERM

MONTH-SEPTEMBER

TERM- I SYLLABUS

1. REAL NUMBERS
2. POLYNOMIALS
3. PAIR OF LINEAR EQUATIONS
4. QUADRATIC EQUATIONS
5. ARITHMETIC PROGRESSIONS
6. TRIANGLES
7. COORDINATE GEOMETRY
8. CIRCLES
9. PROBABILITY

MONTH-OCTOBER

Topic: Ch-8. INTRODUCTION TO TRIGONOMETRY

No. of teaching periods : 10

Sub Topics

1. Trigonometric Ratios
2. Trigonometric Ratios of some specific angles.
3. Trigonometric Identities.

Teaching aids: Assignments, Book, E board

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: analytical thinking, quantitative reasoning.

Learning outcome: The learner

- Develops understanding of trigonometric ratios of an acute angle of a right angled triangle

- Tabulates and makes use of trigonometric Ratios of standard angles of $0^\circ, 30^\circ, 45^\circ, 60^\circ, 90^\circ$ to right angled triangle.
- Proves trigonometric identities taking three identities as the base.

ACTIVITY:



Topic: Ch-9. SOME APPLICATIONS OF TRIGONOMETRY

No. of teaching periods : 10

Sub topic:

- **Heights and distances**

Teaching aids: Assignments, Book, E board

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: Problem solving, critical reasoning.

Learning outcome: The learner

- Visualises eye movement while observing an object and define and represent angle of elevation and angle of depression
- Uses the concept of angles of elevation and depression to draw figures as per the problem and applies trigonometry to reach the solution

Topic: 12. AREAS RELATED TO CIRCLES

No. of teaching periods : 12

Subtopic:

- **Perimeter and area of a circle**

- **Area of sector and segment of a circle**
- **Area of combinations of plane figure**

Teaching aids: Assignments, Book, E board

Assessment strategy: Class test, SRC, Mind map, crossword.

Skill enhanced: analytical thinking, quantitative reasoning.

Learning outcome: The learner

- Recognises the different elements of a circle and calculates the area and perimeter of circle
- Finds the areas and length of arcs of sector and segment corresponding to minor and major arcs of circle.
- Calculates the areas and perimeters of combinations of plane figures.

MONTH-NOVEMBER

Topic: Ch-13. SURFACE AREAS AND VOLUMES

No. of teaching periods: 12

Subtopic:

- **Surface area of a combination of solids**
- **Volume of a combination of solids**

Teaching aids: Assignments, Book, E board, Foldables

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: Problem solving, quantitative reasoning.

Learning outcome: The learner

- Finds surface areas and volume of combination of solid figures.

Topic: Ch-14. STATISTICS

No. of teaching periods: 18

Sub Topics

1. **Mean of grouped data**
2. **Mode of grouped data**
3. **Median of grouped data**

Teaching aids: Assignments, Book, E board

Assessment strategy: Class test, SRC, Mind map

Skill enhanced: Problem solving.

Learning outcome: The learner

- Calculates the three measures of central tendency for the given information.

TERM-II SYLLABUS

1. REAL NUMBERS
2. POLYNOMIALS
3. PAIR OF LINEAR EQUATIONS
4. QUADRATIC EQUATIONS
5. ARITHMETIC PROGRESSIONS
6. TRIANGLES
7. COORDINATE GEOMETRY
8. INTRODUCTION TO TRIGONOMETRY
9. SOME APPLICATIONS OF TRIGONOMETRY
10. CIRCLES
11. AREA RELATED TO CIRCLES
12. SURFACE AREAS AND VOLUMES
13. STATISTICS
14. PROBABILITY

SUBJECT ENRICHMENT ACTIVITIES

Lab activities:

1. To find the HCF of the two numbers experimentally.
2. To verify the conditions of consistency/inconsistency for a pair of linear equations in two variables by graphical method.
3. To establish a formula for the sum of first n terms of an Arithmetic Progression.
4. To verify Basic Proportionality Theorem (Thales Theorem).
5. By paper folding, cutting and pasting verify that radius of the circle is perpendicular to the tangent through (at) the point of contact.
6. To verify that the tangents to a circle from some external point are equal.
7. To verify that sum of areas of three sectors of the same radii 'r' formed at the vertices of any triangle is $\frac{1}{2} \pi r^2$ by paper cutting and pasting.

SCIENCE

CLASS 10 CHEMISTRY

MONTH	CHAPTER	NO. OF PERIOD
MAR-APRIL	CH 1 - CHEMICAL REACTIONS AND EQUATIONS	10 periods
Expected Learning Outcomes	<p>The learner :</p> <ul style="list-style-type: none"> • uses scientific conventions to represent symbols / formulae / equations, such as balanced chemical equation by using symbols and physical states of substances. • calculates using the data given, such as number of atoms in reactants and products to balance a chemical equation. • differentiates processes based on various types of reactions. • applies scientific concepts in daily life and solving problems, such as corrosion and rancidity. • draws labelled diagram of electrolysis of water 	
Sub Topics	<ul style="list-style-type: none"> • Chemical equations and writing a chemical equation • Balance chemical equations • Type of chemical reactions. • Combination reaction, decomposition reaction, Displacement reaction and double displacement reactions. • Redox reactions. 	
Lab Activity	<ol style="list-style-type: none"> To perform Action of water on quick lime and classify it as: <ul style="list-style-type: none"> • Combination reaction • Decomposition reaction • Displacement reaction • Double displacement reaction. To perform action of heat on ferrous sulphate crystals and classify it as: <ul style="list-style-type: none"> • Combination reaction • Decomposition reaction • Displacement reaction • Double displacement reaction To perform the reaction of iron nail kept in copper sulphate solution and classify it as: <ul style="list-style-type: none"> • Combination reaction • Decomposition reaction • Displacement reaction • Double displacement reaction To perform the reaction between sodium sulphate and barium chloride solutions and classify it as: <ul style="list-style-type: none"> • Combination reaction 	

CLASS 10 CHEMISTRY

	<ul style="list-style-type: none"> • Decomposition reaction • Displacement reaction • Double displacement reaction 	
Teaching Aid	E content, Wipro strategies, Hands on activities, Av aid- YouTube videos.	
Art integration/ Multiple assessment	<p>1) To make wall hangings indicating different types of chemical reactions with examples of reactions.</p> <p>2) To paste pictures or draw pictures indicating preventive measures of corrosion and rancidity.</p>	
Assessment strategy	Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist, Class discussions.	
Skill enhanced	Observation skills, creative skills, Communicating skills, Inferring skills, Critical thinking skills, Experimentation, Drawing, Presentation, Questioning, Predicting the results, psychomotor skills.	
MONTH	CHAPTER	NO. OF PERIOD
APRIL-MAY	CH 2 ACIDS, BASES AND SALTS	14 periods
Expected Learning Outcomes	<p>The learner :</p> <ul style="list-style-type: none"> • differentiates materials based on strong and weak acids and bases, acidic, basic and neutral salts. • classifies materials as acids and bases on the basis of their chemical properties, etc. • plans and conducts investigations / experiments to arrive at and verify which gas is evolved during fermentation? • relates processes and phenomena with causes / effects, such as tooth decay with pH of saliva, growth of plants with pH of the soil, survival of aquatic life with pH of water. • explains processes and phenomena, such as formation of various salts. • analyses data/ graph/ figures in order to interpret the pH of solutions to predict the nature of substances. • analyses and interprets data such as pH of solutions to predict the nature of substances. 	

CLASS 10 CHEMISTRY

<p>Sub topics</p>	<ul style="list-style-type: none"> ○ Indicators (Natural indicators and olfactory indicators) ○ Understanding the chemical properties of acids and base. ○ pH scale and its importance in daily life ○ Properties of salts ○ Type of salts- acidic, basic and neutral salts. ○ Properties and uses of salts like baking soda, washing soda, plaster of paris, bleaching powder and sodium chloride
<p>Lab work/Activities</p>	<ol style="list-style-type: none"> 1. To find the pH of the following samples by using pH paper/universal indicator: <ol style="list-style-type: none"> a) Dilute Hydrochloric Acid b) Dilute NaOH solution c) Dilute Ethanoic Acid solution d) Lemon juice e) Water f) Dilute Sodium Bicarbonate solution 2. To study the properties of HCl by its reaction with: <ol style="list-style-type: none"> a. Litmus solution (Blue/Red) b. Zinc metal c. Solid sodium carbonate 2) To study the properties of NaOH by its reaction with: <ol style="list-style-type: none"> a. Litmus solution (Blue/Red) b. Zinc metal c. Solid sodium carbonate
<p>Teaching Aid</p>	<p>E content, Wipro strategies, Hands on activities, Av aid- YouTube videos, Sample mobile kit.</p>
<p>Art integration/ Multiple assessment</p>	<ol style="list-style-type: none"> 1. To study concepts using tarsia puzzle. 2. To make mobile lab kit specially used for indicators. 3. To prepare two cakes- one using baking powder and one only using baking soda and analyzing the taste to know importance of edible acids in preparation of cakes. 4. To make comic strip/ photo story indicating corrosive effects of acids.
<p>Assessment strategy</p>	<p>Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist, Class discussions, hands on learning worksheets</p>

Skill enhanced	Observation skills, Communicating skills, Inferring skills, Critical thinking skills, creative skills, Experimentation, Psychomotor skill , Drawing, Presentation, Questioning.	
MONTH JULY-AUGUST	CHAPTER METALS AND NON METALS	NO. OF PERIOD 10 PERIOD
Expected Learning Outcomes	<p>The learner:</p> <ul style="list-style-type: none"> classifies materials on the basis of their physical and chemical properties. explains processes and phenomena, such as extraction of metals from ores, displacement of metals from their salt solutions on the basis of reactivity series. draws labelled diagrams / flow charts / concept map electron dot structure of atoms and molecules, flow chart for extraction of metals from ores. analyses and interprets data such as melting and boiling points of substances to differentiate between covalent and ionic compounds. plans and conducts investigations / experiments to seek answers to queries on their own, such as investigates conditions necessary for rusting 	
Sub topics	<ul style="list-style-type: none"> Physical properties of metals and non-metals Chemical properties of metals and non metals Extraction of metals from their alloys Alloys Corrosion and conditions required for corrosion 	
Lab WORK /Activities	<ol style="list-style-type: none"> To observe the action of Zn, Fe, Cu and Al metals on the following solutions: <ol style="list-style-type: none"> ZnSO₄(aq) FeSO₄(aq) CuSO₄(aq) Al₂(SO₄)₃(aq) Arrange Zn, Fe, Cu and Al (metals) in the decreasing order of reactivity based on the above result. 	

Teaching Aid	E content, Wipro strategies, Hands on activities, Av aid- YouTube videos, Sample mobile kit.
Art integration/ Multiple assessment	<ol style="list-style-type: none"> To study concepts using tarsia puzzle To Study the difference in cleaning properties of silver articles with Colgate paste and copper articles with lemon juice to differentiate the nature of corroded layers formed on it.
Assessment strategy	Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist, Class discussions, hands on learning worksheets
Skill enhanced	Observation skills, Communicating skills, Inferring skills, Critical thinking skills, creative skills, Experimentation, Psychomotor skill , Drawing, Presentation, Questioning.

**MID AUGUST-SEPTEMBER- REVISION OF TERM I
SUBJECT ENRICHMENT: PRACTICALS**

SYLLABUS OF FIRST TERM

- CHEMICAL REACTIONS AND EQUATIONS
- ACIDS, BASES AND SALTS
- METALS AND NON METALS

MONTH	CHAPTER	NO. OF PERIOD
OCTOBER-NOVEMBER	CH 4 Carbon and its Compounds	16 periods
Expected Learning Outcomes	<p>The learner :</p> <ul style="list-style-type: none"> differentiates carbon compounds in homologous series in order to predict their properties. plans and conducts investigations / experiments to seek answers to queries on their own, compares the foaming capacity of different types of soap samples. draws diagrams (electron dot structures) of various carbon compounds, structure of micelle formation. 	

	<ul style="list-style-type: none"> uses scientific conventions to represent symbols / formulae of various carbon compounds.
Sub topics	<ul style="list-style-type: none"> The versatile nature of Carbon. Covalent bonding in Carbon. Classification of hydrocarbons Nomenclature of carbon compounds. Chemical properties of carbon compounds
LAB WORK	<ol style="list-style-type: none"> 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 Study of the comparative cleaning capacity of a sample of soap in soft and hard water
Teaching Aid	E content, Wipro strategies, Hands on activities, Av aid-YouTube videos, Sample mobile kit.
Art integration/ Multiple assessment	<ol style="list-style-type: none"> To prepare soap and pasting sample in register.(experiential learning) To study concepts using tarsia puzzle
Assessment strategy	Class assignments, Oral response, Class tests, Mind Maps, G.O. Student Reflection Checklist, Class discussions, hands on learning worksheets
Skill enhanced	Observation skills, Communicating skills, Inferring skills, Critical thinking skills, creative skills, Experimentation, Psychomotor skill , Drawing, Presentation, Questioning.

NOVEMBER- DECEMBER (REVISION)
 SUBJECT ENRICHMENT ACTIVITY:
 PRACTICALS SYLLABUS OF FINAL
 TERM

- CHEMICAL REACTIONS AND EQUATIONS
- ACIDS, BASES AND SALTS
- METALS AND NON METALS
- CARBON AND ITS COMPOUNDS

SUBJECT: PHYSICS
CLASS- 10(2022-23)

MONTH	CHAPTER	NO. OF PERIOD
March- April	Light-reflection and refraction	12
Learning Outcomes	<ul style="list-style-type: none"> • draws labelled diagrams, • analyses and interprets data, graphs, and figures • calculates using the data given • uses scientific conventions to represent units of various quantities, symbols, formulae, and equations • handles tools and laboratory apparatus properly; measures physical quantities using appropriate apparatus, instruments, and devices • differentiates materials, objects, organisms, phenomena, and processes, based on, properties and characteristics • plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own 	
Sub-topics	<ol style="list-style-type: none"> 1. Reflection of light -Laws of reflection 2. Spherical mirrors - Important terms related to spherical mirrors 3. Rules for image formation by concave mirror and convex mirror 4. Image formation by concave mirror 5. Image formation by convex mirror 6. Uses of mirrors 7. Sign conventions for reflection by spherical mirrors 8. Mirror formula, Linear Magnification 9. Refraction of light- Cause of refraction 	
Lab work	<ul style="list-style-type: none"> • . To find the rough focal length of a concave mirror. 	
Activities	<ul style="list-style-type: none"> ➤ Identification of mirrors by touching and by looking image. ➤ To show the converging and diverging action of spherical mirrors. ➤ To show the image formation by concave mirror for different position of object(candle). ➤ To understand the phenomenon of refraction with the help of activities <ul style="list-style-type: none"> • Bending of pencil in a glass of water • The coin appears slightly raised above its actual position • Letters appears to be raised when seen through a glass slab. ➤ 	
Teaching Aid	<ul style="list-style-type: none"> • Smart class modules. • Physics lab Apparatus 	
Multiple assessment	<ul style="list-style-type: none"> • Crossword • Quiz 	
Art integration	<ul style="list-style-type: none"> • Draw/ click a picture showing the phenomenon of reflection and refraction occurring simultaneously in nature. 	

Assessment Strategy	<ul style="list-style-type: none"> • Class +Homework Assignments • Class Tests
Skill enhanced	<ul style="list-style-type: none"> • Psychomotor skills • Application • Observation

MONTH	CHAPTER	NO. OF PERIOD
May	Light-reflection and refraction(continued),	9
Learning Outcomes	<p style="text-align: center;">LIGHT-REFLECTION AND REFRACTION</p> <ul style="list-style-type: none"> • draws labelled diagrams, • analyses and interprets data, graphs and figures • calculates using the data given • uses scientific conventions to represent units of various quantities, symbols, formulae, and equations • handles tools properly; measures physical quantities using appropriate apparatus, instruments, and devices 	
Subtopics	<p>CH- LIGHT-REFLECTION AND REFRACTION</p> <ul style="list-style-type: none"> • Refraction through glass slab • Laws of refraction • Refractive Index - Relation between refractive index and speed • Lenses and types of lenses • Rules of refraction by lenses. • Image formation by convex lens • Image formation by concave lens • Sign convention in lenses. • Lens formula • Uses of lenses • Power of a lens. • 	
Lab activities	<ul style="list-style-type: none"> ➤ To trace the path of a ray of light through a rectangular glass slab. ➤ To find the rough focal length of a convex lens by focusing the image of a distant object. 	
Activities	<ul style="list-style-type: none"> • To show converging and diverging action of spherical lenses. • To determine the rough focal length of a convex lens • To trace the path of a ray of light through a prism. 	
Teaching Aid	<ul style="list-style-type: none"> • Smart class modules. • Physics lab Apparatus 	
Art integration	<ul style="list-style-type: none"> • Create your own rainbow using the things available at your home and click pictures or make a video to explain the scientific concept involved. 	
Multiple Assessment	<ul style="list-style-type: none"> • WORD SEARCH • QUIZ 	
Skill enhanced	<ul style="list-style-type: none"> • Psychomotor skills • Application • Observation 	

MONTH	CHAPTER	NO. OF PERIOD
July- August	Human Eye Electricity	12 09
Learning outcomes	<p>CH- HUMAN EYE</p> <ul style="list-style-type: none"> • explains processes and phenomena • relates processes and phenomena with causes and effects • plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own • draws conclusion <p>CH- ELECTRICITY</p> <ul style="list-style-type: none"> • plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own • analyses and interprets data, graphs, and figures • handles tools and laboratory apparatus properly; measures physical quantities using appropriate apparatus, instruments, and devices • draws conclusion • takes initiative to know about scientific discoveries and inventions • Derives formulae / equations / laws, such as equivalent resistance of resistors in series and parallel, etc. • Applies scientific concepts in daily life and solving problems such as uses appropriate electrical plugs (5 /15A) for different electrical devices, 	
Sub Topics	<p>CH- HUMAN EYE</p> <ul style="list-style-type: none"> • Structure of human eye • Working of human eye -Functions of parts of eye • Power of accommodation • Defects of vision: Myopia and hypermetropia – causes, correction and ray diagram for the defect • Presbyopia –cause and correction • Refraction through a prism • Dispersion of white light by a glass prism, Cause of dispersion • Rainbow formation • Atmospheric refraction • Twinkling of stars • Advanced sunrise and delayed sunset • Scattering of light- Tyndall effect, The Blue color of sky • <p>CH- ELECTRICITY</p> <ul style="list-style-type: none"> • Introduction- Charge, Electric current and circuit • Electric potential and Potential difference • Circuit diagram-Components of circuit and their symbol • Ohm’s law- Circuit diagram, Verification and graphical representation • Resistance- Factors on which resistance depends 	

Lab work	<p>CH- HUMAN EYE</p> <ul style="list-style-type: none"> To trace the path of a ray of light through a triangular prism and measure angle of emergence and angle of deviation.. <p>CH- ELECTRICITY</p> <ul style="list-style-type: none"> To study the dependence of potential difference (V) across a resistor on the current (I) passing through it and determine its resistance. Also plot a graph between V and I.
ACTIVITIES	<p>CH- HUMAN EYE</p> <ul style="list-style-type: none"> To show the various parts of Human eye using eye model To show the formation of real image on the retina of human eye. To show dispersion of white light by a glass prism. To show the phenomenon of total internal reflection. To show scattering of white light and red colour of the sun during sunrise and sunset. <p>CH- ELECTRICITY</p> <ul style="list-style-type: none"> To show various components of an electric circuit To show a relation between length of a conductor and resistance.
Teaching Aid	<ul style="list-style-type: none"> Smart class modules. Physics lab Apparatus
Art integration	<ul style="list-style-type: none"> To design an electricity bill with Logo.
Multiple Assessment	<ul style="list-style-type: none"> Crossword Quiz
Assessment Strategy	<ul style="list-style-type: none"> Class +Homework Assignments Class Tests
Skill enhanced	<ul style="list-style-type: none"> Observing Skill of predicting Numerical solving Psychomotor

Practical to be taken under subject enrichment activity

SEPTEMBER: TERM 1 EXAM

Syllabus of Term I

- Ch- Light (Reflection and refraction)**
- Human Eye**

MONTH	CHAPTER	NO. OF PERIOD
October-November	CH- Electricity	10
	CH- Magnetic effects of current	10
Learning outcomes	<p>CH- ELECTRICITY</p> <ul style="list-style-type: none"> plans and conducts investigations and experiments to arrive at and verify the facts, principles, phenomena, or to seek answers to queries on their own analyses and interprets data, graphs, and 	

	<p>figures</p> <ul style="list-style-type: none"> • handles tools and laboratory apparatus properly; measures physical quantities using appropriate apparatus, instruments, and devices • draws conclusion • takes initiative to know about scientific discoveries and inventions • Derives formulae / equations / laws, such as equivalent resistance of resistors in series and parallel, etc. • Applies scientific concepts in daily life and solving problems such as uses appropriate electrical plugs (5 /15A) for different electrical devices, <p>CH-MAGNETIC EFFECTS OF CURRENT</p> <ul style="list-style-type: none"> • Relates processes and phenomena with causes / effects such as deflection of compass needle due to magnetic effect of electric current, etc. • Explains processes and phenomena, such as working of electric motor and generator • Measures physical quantities using appropriate apparatus / instruments /devices, such as pH of substances using different indicators, electric current and potential difference using ammeter and voltmeter, etc • Takes initiative to know about scientific discoveries / inventions, such as Oersted discovery that electricity and magnetism are related. • Exhibits creativity in designing models using eco-friendly resources, such as working model of electric motor and generator, etc 	
<p>Sub Topics</p>	<p>CH: ELECTRICITY</p> <ul style="list-style-type: none"> • Series Combination of resistances • Parallel Combination of resistances, Numerical based on combination of resistances. • Heating effect of electric current, Practical applications of heating effect • Electric power, Commercial unit of energy <p>CH- MAGNETIC EFFECTS OF CURRENT</p> <ul style="list-style-type: none"> • Magnetic field -Field lines, Properties of field lines, • Oersted’s experiment • Magnetic field due to current carrying straight conductor • Right hand thumb rule • Magnetic field pattern due to circular coil, Clock rule • Magnetic field pattern due to a solenoid • Electromagnet, Factors on which strength of electromagnet depends • Force on a current carrying conductor in a magnetic field • Direct and alternating current. • Domestic circuits 	

ACTIVITIES	CH- MAGNETIC EFFECTS OF CURRENT <ul style="list-style-type: none"> • Draw magnetic field lines for a bar magnet, in order to identify the magnetic field strength at different points around a magnet. • To show that current carrying conductor has a magnetic field around it.
Teaching Aid	<ul style="list-style-type: none"> • Smart class modules. • Physics lab Apparatus
Lab work	<ul style="list-style-type: none"> • To determine the equivalent resistance of two resistors in series and parallel
Multiple assessment	<ul style="list-style-type: none"> • Word search
Assessment Strategy	<ul style="list-style-type: none"> • Class +Homework Assignments • Class Tests
Skill Enhanced	<ul style="list-style-type: none"> • Skill of predicting • Interpreting • Problem Solving

DECEMBER- PREBOARD 1
JANUARY- PREBOARD 2
MARCH- APRIL- FINAL BOARD EXAM

Syllabus of FINAL EXAMS

1. CH- LIGHT (REFLECTION AND REFRACTION)
2. CH- THE HUMAN EYE AND THE COLOURFUL WORLD
3. CH- ELECTRICITY
4. Ch- MAGNETIC EFFECTS OF CURRENT

CLASS 10 Biology:

MONTH	CHAPTER	NO. OF PERIOD
APRIL-MAY	Life Processes	22 periods
Learning Outcomes	<ul style="list-style-type: none"> ● The learner: ● analyses the need of energy required for life processes such as digestion, respiration, transpiration and excretion. ● differentiates between different modes of nutrition. ● explains processes and phenomena related to different life processes. ● Plans/ conducts experiments/investigations to arrive at or verify the scientific principles governing different life processes. ● draws labeled diagrams, flow charts, concept maps. ● applies scientific concepts in daily life and solving problems ● exhibits creativity in designing models using eco-friendly resources. ● Communicates the findings & conclusions effectively. 	
Sub Topics	<ul style="list-style-type: none"> • Definition of life processes and its significance • Nutrition in plants and animals • Respiration in plants and animals • Transportation in human beings and plants • Excretion in human beings and plants 	
Lab Activity	<ul style="list-style-type: none"> ● To prepare a temporary mount of a leaf peel to show stomata. ● To show experimentally that carbon dioxide is given out during respiration 	
Teaching Aid	E content, Models Torso, Bio visual Charts, Assignment, Chalk board summary, 3D lesson, Ganong's light screen, jumbo heart model, Duodenum- Pancreas model & set up related to NCERT activities.	
Art integration/ Multiple assessment	<ul style="list-style-type: none"> ● Making clay tablets for different body systems. ● Travel brochure ● Comic strip on excretion 	
Assessment strategy	Class discussion, oral test, peer assessment, Verbal clues, Lab work, activities related to the lesson , Mind maps, SRC, Journey maps related to the topics	

Skill enhanced	Observation, Critical Thinking, Experimentation, Psychomotor skill, drawing & Data Interpretation.	
MONTH	CHAPTER	NO. OF PERIOD
JULY	Control and Coordination	20 periods
Expected Learning Outcomes	<p>The learner :</p> <ul style="list-style-type: none"> differentiates between the role of nervous system and hormonal system required for the control coordination of different activities performed by living organisms. relates processes & phenomena with causes & effects to study the reflex action in animals. explains the process of nervous control & functions of different parts of CNS draws model of NEURON draws labeled diagrams, flow charts, concept maps. appreciates the role of voluntary & involuntary actions. applies learning of concepts to understand the movements in plants in response to various stimuli. discusses the role of plant hormones in regulating their growth & development. analyses & interprets the role of various glands and hormones associated with them in regulating growth & development/behavioral changes in animals. 	
Sub topics	<ul style="list-style-type: none"> Nervous System. Reflex actions Co-ordination in plants Hormones in animal-Endocrine system 	
Lab work/Activities	<ul style="list-style-type: none"> To study the response of plant to light 	
Teaching Aid	E content, Model of brain and Spinal cord (Lab & Improvised), Assignments, 3D Science lesson, Mimosa plant, Potted plant to study the nature of auxin, bio visual charts.	

Art integration/ Multiple assessment	<ul style="list-style-type: none"> ● Making of a model of neuron/human brain using plasticine. ● To create a model of reflex arc.
Assessment strategy	Class discussion, Class tests, Verbal Cues, Lab work, activities related to the lesson, G.O., Flow chart, Mind maps, SRC, Peer Assessment Crosswords, Assertion reasoning tests
Skill enhanced	Observation, Critical Thinking, Experimentation, Psychomotor skill, drawing & Data Interpretation.

MONTH	CHAPTER	NO. OF PERIOD
AUGUST	OUR ENVIRONMENT	6
Expected Learning Outcomes	<p>The learner:</p> <ul style="list-style-type: none"> ● explains ecosystem and its components. ● differentiates between food chain & food web. ● diagrammatic representation of flow of energy in an ecosystem. ● applies learning to hypothetical situations, such as what happens if all herbivores removed from an ecosystem? ● relates the impact of human activities on environment. ● applies scientific concepts in solving problems related to waste management. ● draws concept maps of the lesson. ● applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment. 	
Sub topics	<ol style="list-style-type: none"> 1. Ecosystem and its components 2. Food chains and webs 3. Biological magnification 4. How do our activities effect the environment? --- Ozone depletion 	

Lab work/Activity	1. Relay game on food chains 2. Poster making on food web
Teaching Aid	E content and Assignment
Assessment strategy	Card games, cross words, Word search, Class discussion, Class tests , activities related to the lesson ,G.O., Flow chart Mind maps, SRC, Peer Assessment, Assertion reasoning tests
Skill enhanced	Observation, Critical Thinking, Data Interpretation & analysis Drawing, Peer learning.

SUBJECT ENRICHMENT: PRACTICALS

SYLLABUS OF FIRST TERM

1. LIFE PROCESSES
2. CONTROL AND CO-ORDINATION
3. OUR ENVIRONMENT

SEPTEMBER- REVISION OF TERM I

MONTH	CHAPTER	NO. OF PERIOD
SEPTEMBER- OCTOBER	How Do Organism Reproduce	20 periods
Learning Outcomes	<ul style="list-style-type: none"> ● The learner : ● explains definition/processes of reproduction & its significance. ● relates the body design and importance of variation in an organism. ● analyses the different modes of sexual /asexual reproduction. ● classifies different ways of vegetative propagation with reference to the plant parts. ● plans and conducts investigations to study structure and functions of different floral whorls in angiosperm plant. ● explains sexual reproduction in human beings 	

	<ul style="list-style-type: none"> ● applies scientific concepts in the control of STD and in maintaining reproductive health. ● 	
Sub Topics	<ul style="list-style-type: none"> ● Importance of variation in reproduction ● Asexual methods of reproduction- fission, fragmentation, regeneration, etc. ● Vegetative propagation ● Sexual reproduction in flowering plants and animals ● Male and female reproductive systems. ● Reproductive Health. 	
Lab Activity	<ul style="list-style-type: none"> ● To study (a) binary fission in Amoeba and (b) budding in yeast with the help of prepared slides. ● To identify the different parts of an embryo of a dicot seed (Pea, gram or red kidney bean). 	
Teaching Aid	Permanent slides of different types of asexual reproductions, Specimen of bread mould, Bryophyllum leaf, Hibiscus/Lily flower, Human Torso, Germinating seeds of bean /gram, Seed of maize (monocot).	
Art integration/ Multiple assessment	Students will dissect a hibiscus flower and draw different floral whorls on an A4 sized sheet.	
Assessment strategy	Class discussion, Class tests, Verbal Cues, Lab work , activities related to the lesson ,G.O., Flow chart, Mind maps, SRC, Peer Assessment Crosswords, Assertion reasoning tests	
Skill enhanced	Observation, Critical Thinking, Experimentation, Psychomotor skill, drawing &Data Interpretation.	
MONTH	CHAPTER	NO. OF PERIOD
OCTOBER	Heredity and Evolution (Only Heredity till sex determination)	12 periods
Expected Learning Outcomes	The learner: <ul style="list-style-type: none"> ● draws conclusion, such as traits / features are inherited through genes present on chromosomes. 	

	<ul style="list-style-type: none"> ● Draws flow chart/ concept map on sex determination ● takes initiative to know about scientific discoveries in the field of genetics- Mendel’s contribution in understanding the concept of inheritance. 	
Sub Topics	<ul style="list-style-type: none"> ● Heredity ● Rules of Inheritance ● Monohybrid and Dihybrid crosses ● Sex determination 	
Teaching Aid	Models of DNA , RNA, bio visual charts	
Art integration/ Multiple Assessment	Pictorial representation of sex determination in human beings	
Assessment strategy	Card games, cross words, Word search, Class discussion, Class tests , activities related to the lesson ,G.O., Flow chart Mind maps, SRC, Peer Assessment, Assertion reasoning tests	
Skill enhanced	Observation, Critical Thinking, drawing &Data Interpretation.	
MONTH	CHAPTER	NO. OF PERIOD
AUGUST	OUR ENVIRONMENT	6
Expected Learning Outcomes	The learner: <ul style="list-style-type: none"> ● explains ecosystem and its components. ● differentiates between food chain & food web. ● diagrammatic representation of flow of energy in an ecosystem. ● applies learning to hypothetical situations, such as what happens if all herbivores removed from an ecosystem? ● relates the impact of human activities on environment. ● applies scientific concepts in solving problems related to waste management. ● draws concept maps of the lesson. 	

	<ul style="list-style-type: none"> • applies the interdependency and interrelationship in the biotic and abiotic factors of environment to promote conservation of environment.
Sub topics	5. Ecosystem and its components 6. Food chains and webs 7. Biological magnification 8. How do our activities effect the environment? --- Ozone depletion
Lab work/Activity	3. Relay game on food chains 4. Poster making on food web
Teaching Aid	E content and Assignment
Assessment strategy	Card games, cross words, Word search, Class discussion, Class tests , activities related to the lesson ,G.O., Flow chart Mind maps, SRC, Peer Assessment, Assertion reasoning tests
Skill enhanced	Observation, Critical Thinking, Data Interpretation & analysis Drawing, Peer learning.

NOVEMBER- REVISION OF COMPLETE SYLLABUS FOR PRE-BOARD AND FINAL EXAMS.

SYLLABUS FOR PRE BOARD & FINAL EXAMS

1. LIFE PROCESSES
2. CONTROL AND CO-ORDINATION
3. HOW DO ORGANISMS REPRODUCE?
4. HEREDITY (ONLY HEREDITY TILL PAGE 147 INTEXT QUESTIONS)
5. OUR ENVIRONMENT

- Model test papers to be discussed.
- All activities mentioned in NCERT BOOK will be taken up as class activities

- Practical work will be taken up as subject enrichment activities

DAV PUBLIC SCHOOL UPPAL'S SOUTHEND SECTOR 49, GURGAON
ACADEMIC PLAN
CLASS X
SOCIAL SCIENCE (CBSE SUBJECT Code No. 087)

COURSE STRUCTURE -

NO.	UNIT	MARKS	PERIOD
1	India and the contemporary world-II	20	60
2	Democratic Politics II	20	55
3	India- Resource and their Development	20	50
4	Understanding Economic Development-II	20	50
	TOTAL	80	215

ASSESSMENT SCHEDULE/FORMAT

The Assessment Format & weightage of marks for classes X will be as under:

CLASS	ASSESSMEN-1	MULTIPLE ASSESSMENT	NOTE BOOK SUBMISSION	SUBJECT ENRICHMENT	THEORY	TOTAL
X	3	2	2	3	40	50

NOTE : OUT OF THREE P.A. MARKS BEST TWO WILL BE CONSIDERED FOR INTERNAL ASSESSMENT *- 10 MARKS -

Notebook Submission (02 Marks): Notebook submission as a part of Internal Assessment is aimed at enhancing seriousness of students towards preparing notes on the topics being taught in the classroom as well as the assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep

Subject Enrichment Activities (03 Marks): These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by the concerned subject teachers.

TERM WISE SYLLABUS (SESSION 2022-23)

CHAPTER 1	The Rise of Nationalism in Europe. (H)
CHAPTER 3	Nationalism in India (H)
CHAPTER 1	Power Sharing(C)
CHAPTER 2	Federalism(C)
CHAPTER 3	Gender, Religion And Caste (c)
CHAPTER 1	Resource And Development (G)
CHAPTER 2	Forest And Wildlife Resources (G)
CHAPTER 3	Water Resources (G)

CHAPTER 4	Agriculture (G)
CHAPTER 1	Development(E)
CHAPTER 2	Sectors of Indian Economy(E)
	TERM-2 (OCTOBER – NOVEMBER)
CHAPTER 3	THE Making Of Global World (H)
CHAPTER 4	THE AGE OF INDUSTRIALISATION (H)
CHAPTER 5	Print Culture and The Modern World (H)
CHAPTER 5	Political Parties (C)
CHAPTER 6	Outcomes Of Democracy (C)
CHAPTER 5	Minerals and Energy Resources (G)
CHAPTER 6	Manufacturing Industries (G)
CHAPTER 7	Lifelines of National Economy (G)
CHAPTER 3	Money and Credit (E)
CHAPTER 4	Globalisation (E)

LIST OF MAP ITEMS
CLASS X (2022-23)

HISTORY (Outline Political Map of India)

Chapter - 3 Nationalism in India – (1918 – 1930) for Locating and Labelling / Identification

1. Indian National Congress Sessions:

- a. Calcutta (Sep. 1920)
- b. Nagpur (Dec. 1920)
- c. Madras (1927)

2. Important Centres of Indian National Movement

- a. Champaran (Bihar) - Movement of Indigo Planters
- b. Kheda (Gujarat) - Peasant Satyagrah
- c. Ahmedabad (Gujarat) - Cotton Mill Workers Satyagraha
- d. Amritsar (Punjab) - Jallianwala Bagh Incident
- e. Chauri Chaura (U.P.) - Calling off the Non-Cooperation Movement
- f. Dandi (Gujarat) - Civil Disobedience Movement

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•
- b. Coal Mines Raniganj• Bokaro• Talcher• Neyveli•
- c. Oil Fields Digboi• Naharkatia• Mumbai High• Bassien• Kalol• Ankaleshwar•
- d. Power Plants (Locating and Labelling only)
 - a. Thermal Namrup• Singrauli• Ramagundam•
 - b. 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
- b. Iron and Steel Plants: a. Durgapur b. Bokaro c. Jamshedpur d. Bhilai e. Vijaynagar f. Salem Software Technology Parks: a. Noida b. Gandhinagar c. Mumbai d. Pune e. Hyderabad f. Bengaluru g. Chennai h. Thiruvananthapuram

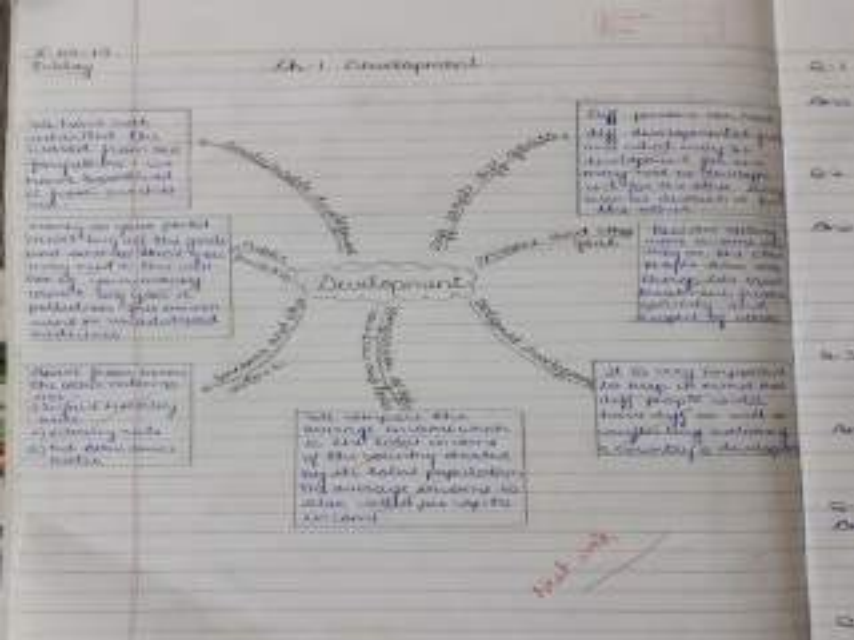
Chapter 7: Lifelines of National Economy

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) b. Delhi (Indira Gandhi International) c. Mumbai

(Chhatrapati Shivaji) d. Chennai (Meenam Bakkam) e. Kolkata (Netaji Subhash Chandra Bose) f. Hyderabad (Rajiv Gandhi)

Note: Items of Locating and Labelling may also be given for Identification.

MONTH	CONTENT	PERIODS
MARCH	<p>Development: (Chapter 1)</p> <p>SUB TOPICS-</p> <ul style="list-style-type: none"> • The traditional notion of development • National Income and Percapita Income • Growth of National Income - critical appraisal of existing development indicators (PCI, IMR, SR and other income and health indicators) The need for health and educational development • Human Development Indicators (in simple and brief as a holistic measure of development. <p>TEACHING AID-</p> <p>Mind map, Map, book, picture analysis ART INTEGRATION- MIND MAP</p>  <p>ASSESSMENT STRATEGY-</p> <p>Assignments, Student reflection check list, mind maps.</p> <p>SKILL ENHANCED-</p> <p>Interpreting visual source, critical thinking and problem solving.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> - Giving respect to different developmental goals. - Appreciating impact of Human Development & Economic Development. - Sensitivity towards economic inequalities in India. <p>Realising the harmonious existence of Individual & National goals for development.</p>	5

MARCH

POWER SHARING

5

SUB TOPICS-

- Case Studies of Belgium and Sri Lanka Why power sharing is desirable?
- Forms of Power Sharing
- Why and how is power shared in democracies? How has federal division of power in India helped national unity

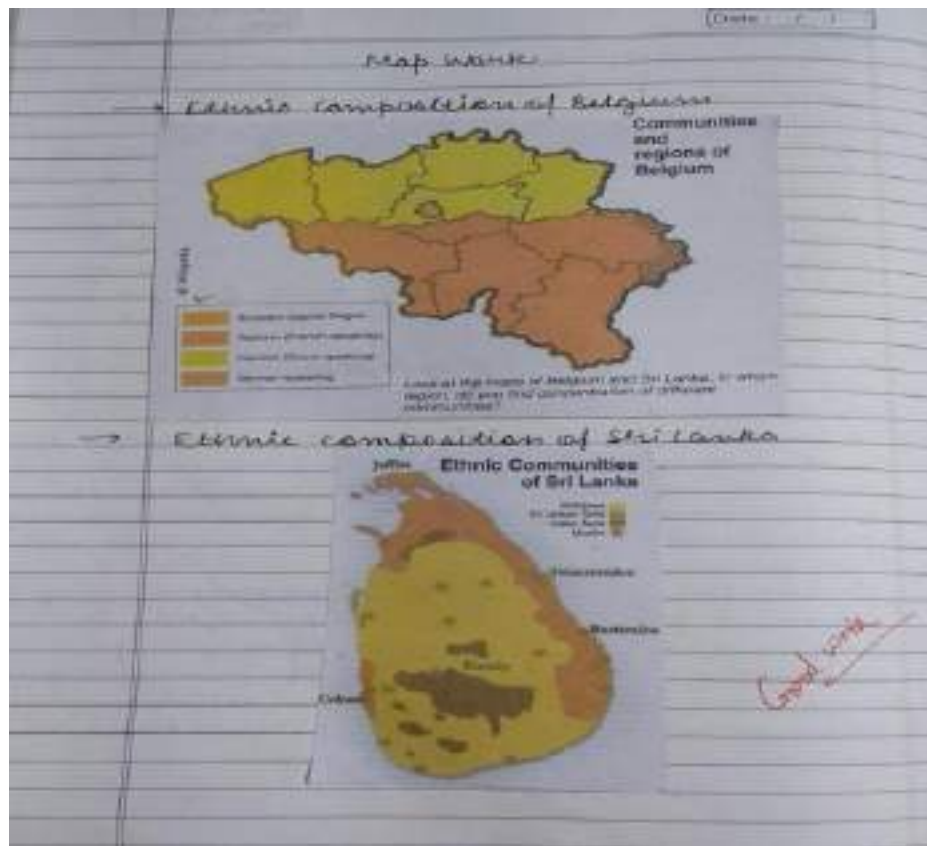
TEACHING AID-

Mind map, Map, book, picture analysis

ASSESSMENT STRATEGY-


Assignments, Student reflection check list, mind maps.

ART INTEGRATION- Maps of Belgium and Srilanka.



SKILL ENHANCED-

Interpreting visual source, critical thinking, problem solving.

	<p>LEARNING OUTCOME –</p> <ul style="list-style-type: none"> - The students will be able to - Define the term power sharing. - Identify the ethnic composition of Belgium and Srilanka - Express the necessity of power sharing - Recognize the forms of power sharing 	
APRIL	<p>Federalism: (Chapter 2)</p> <p>SUB TOPICS-</p> <ul style="list-style-type: none"> • What is Federalism? • What make India a Federal Country?How is Federalism practiced? • Decentralization in India • To what extent has decentralisation achieved this objective? How does democracy accommodate different social groups <p><u>TEACHING AID-</u></p> <p>Mind map,Map, book, picture analysis</p> <p>ART INTEGRATION- Field trip to Patiala house court.</p>  <p>ASSESSMENT STRATEGY-</p> <p>Assignments, Student reflection check list, mind maps.</p> <p>SKILL ENHANCED-</p> <p>Interpreting visual source, Map skill, analytical skill, Logical thinking.</p>	7

	<p><u>LEARNING OUTCOMES</u></p> <p>After studying the chapter students will be able to:-</p> <ul style="list-style-type: none"> • Know the meaning of Federalism and features of Federalism • Familiarize about two kinds of routes through which federations can be formed • Appreciate, respect the power sharing process in India Know about the decentralisation of power in India Locate federal countries on Map of world 	
APRIL	<p>RESOURCES AND DEVELOPMENT</p> <p>SUB TOPICS:</p> <ol style="list-style-type: none"> 1. Types of resources. 2. Development of resources. 3. Sustainable Development. 4. Earth Summit, Agenda 21. 5. Resource Planning in India. 6. Conservation of resources. 7. Land resource. 8. Land utilization. 9. Land use pattern in India. 10. Land degradation & conservation measures. 11. Soil as a resource. 12. Classification of Soils. <p>Art Integration: Map Activity & Mind map</p> <p><u>LEARNING OUTCOMES:</u></p> <p>After completion of lesson, learners will be able to:-</p> <ul style="list-style-type: none"> • Realize the importance of conservation of the resources. • Sensitize towards measures to check their wastage & preserve them for future. • Appreciate respect and accept the diversity of resources. • Believe in conservation of resources. <p><u>SKILL ENHANCED:</u></p> <ul style="list-style-type: none"> • Environmental protection • Equality • Conservation • Sustainable Development • Harmony 	7
APRIL	<p>The Rise of Nationalism in Europe</p> <p>SUB TOPICS-</p> <ul style="list-style-type: none"> • 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 <p>Visualising the nation.</p>	12

- Nationalism and Imperialism

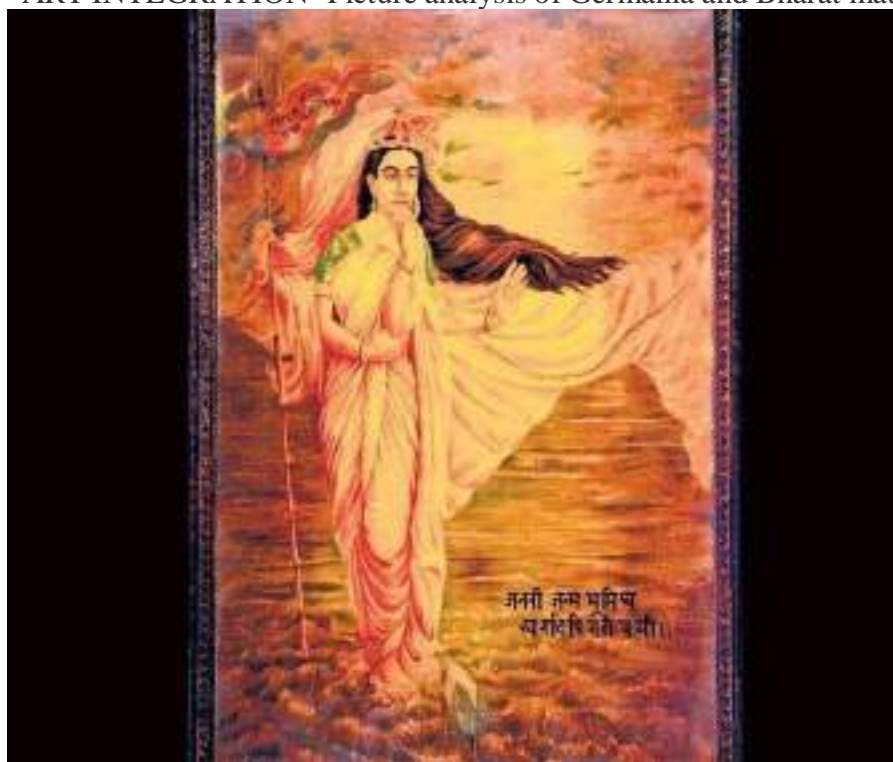
TEACHING AID-

Mind map, Map, book, picture analysis, Critical thinking.

ASSESSMENT STRATEGY-

Assignments, Student reflection check list, mind maps.

ART INTEGRATION- Picture analysis of Germania and Bharat mata



SKILL ENHANCED-

Interpreting visual source, Map skill, Critical thinking, analysecompare and contrast

LEARNING OUTCOME:

The student will be able to

- Understand the forms in which nationalism developed along with the formation of nation states in Europe in the post 1830 period.
- Understand the difference between European nationalism and anticolonial nationalism

MAY

FOREST AND WILDLIFE RESOURCES

SUB TOPICS:

- Biodiversity
- Importance of flora and fauna
- Different species of plants and animals categories by IUCN
- Causes for the depletion of flora and fauna
- Conservation of forests and wildlife in India

LEARNING OUTCOMES:

4

	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Importance of plants and animals • Able to classified different species of plants and animals • Importance of Himalayan yew which is in trouble • Different categories of forests <p><u>Art Integration:</u> Poster Making</p> <p><u>SKILL ENHANCED:</u></p> <ul style="list-style-type: none"> • Valuing natural resources • Judicious use of resources • Conservation of forests 	
MAY	<p>WATER RESOURCES</p> <p>SUB TOPICS:</p> <ul style="list-style-type: none"> • Introduction of water resource, water scarcity, the need for its conservation and management • Multi-purpose River Projects and Integrated Water Resources Management • Rain Water Harvesting • Conservation and judicious use of water resources <p>LEARNING OUTCOMES:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Support the importance of water as elixir of life • Rationalize the usage of water in terms of quality and quantity • Become aware of the conservation and management of water resources • Correlate water scarcity with availability of consumable water <p><u>Art Integration:</u></p> <p>Mind map and map work</p> <p>SLILL ENHANCED:</p> <ul style="list-style-type: none"> • Valuing natural resources • Judicious use of resources • Conservation of water 	5
MAY	<p>Sectors of Economic Activities;</p> <p>SUB TOPICS:</p> <ul style="list-style-type: none"> • Historical change in sectors • Rising importance of tertiary sector • Employment Generation; Division of Sectors- Organised and Unorganised • Protective measures for unorganised sector workers. <p>TEACHING AID-</p>	5

	<p>Mind map, Map, book, picture analysis, graph</p> <p>ASSESSMENT STRATEGY-</p> <p>Assignments, Student reflection check list, mind maps.</p> <p>SKILL ENHANCED-</p> <p>Interpreting visual source, analytical thinking</p> <p><u>LEARNING OUTCOMES:</u></p> <ul style="list-style-type: none"> • The students will be able to: Realise the importance of economic activities in the growth and development of a country. • Sensitize the students towards growing economic inequalities in our country. • Develop critical understanding about relevant contribution of the various sectors of the economy. 	
JULY	<p>Gender, Religion and Caste</p> <p>SUB TOPICS-</p> <ul style="list-style-type: none"> • Gender and Politics • Religion, Communalism and Politics • Caste and Politics • What has been the effect of caste on politics and of politics on caste? How has the gender division shaped politics? How do communal divisions affect democracy? <p>TEACHING AID-</p> <p>Mind map, Map, book, picture analysis</p> <p>ASSESSMENT STRATEGY-</p> <p>Assignments, Student reflection check list, mind maps.</p> <p>SKILL ENHANCED-</p> <p>Interpreting visual source, compare and contrast, analyse cause and effect.</p> <p>LEARNING OUTCOME-</p> <p>The Children will be able to:</p> <ul style="list-style-type: none"> • To understand about gender discrimination and its role in politics • To learn about women's role in politics • To understand the link between gender, religion and politics • To understand the term secular state • To understand the role caste plays in politics 	5
JULY	<p>Nationalism in India: (Chapter 3)</p> <p>SUB TOPICS-</p>	10

	<ul style="list-style-type: none"> • Impact of First world war, Khilafat, Non Cooperation and Differing Strands within the Movement. • Salt Satyagraha. • Movements of peasants, workers, tribals. • Limits of Civil Disobedience. • The Sense of Collective Belonging <p>TEACHING AID-</p> <p>Mind map, Map, book, picture analysis, time line</p> <p>ASSESSMENT STRATEGY-</p> <p>Assignments, Student reflection check list, mind maps.</p> <p>SKILL ENHANCED-</p> <p>Interpreting visual source, Map skill, understanding time line.</p> <p><u>LEARNING OUTCOME:</u></p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • learn about rise of Nationalism or National Consciousness Analyse the nature of diverse social movements of the time • Get familiarized with the concept of our National identity in Bharat Mata • Enhance the feeling of nationalism and patriotism • Develop rational thinking, truth and equality among learners 	
JULY	<p>Money and Credit: (Chapter 3)</p> <p>SUB TOPICS-</p> <p>Role of money in an economy: Formal and Informal financial institutions for Savings and Credit-General Introduction; Select one formal institution such as a nationalized commercial bank and a few informal institutions; Local money lenders, landlords, chit funds and private finance companies. (Note : Ch-3 will also be evaluated in theory)</p> <p>TEACHING AID-</p> <p>Mind map, Map, book, picture analysis, Newspaper</p> <p>ASSESSMENT STRATEGY-</p> <p>Assignments, Student reflection check list, mind maps. ART</p> <p>INTEGRATION- Newspaper</p>	6



SKILL ENHANCED-

Interpreting visual source, skill to engage in economic discussion between local, and national communities.

Learning Outcomes –The students will be able To
 understand the function of money
 To recognise the significance of modern forms of money To realise
 the virtuous and vicious aspects of credit
 To develop the spirit of inquiry and research

JULY

AGRICULTURE

Sub Topic:

- Types of farming, major crops
- cropping season
- Technological and institutional reforms
- contribution of agriculture to national economy-employment and output.

Teaching Aid:

1. Mind Map
2. Table showing the climatic conditions of different crops

Assessment Strategy:

1. Group discussion
2. Debate

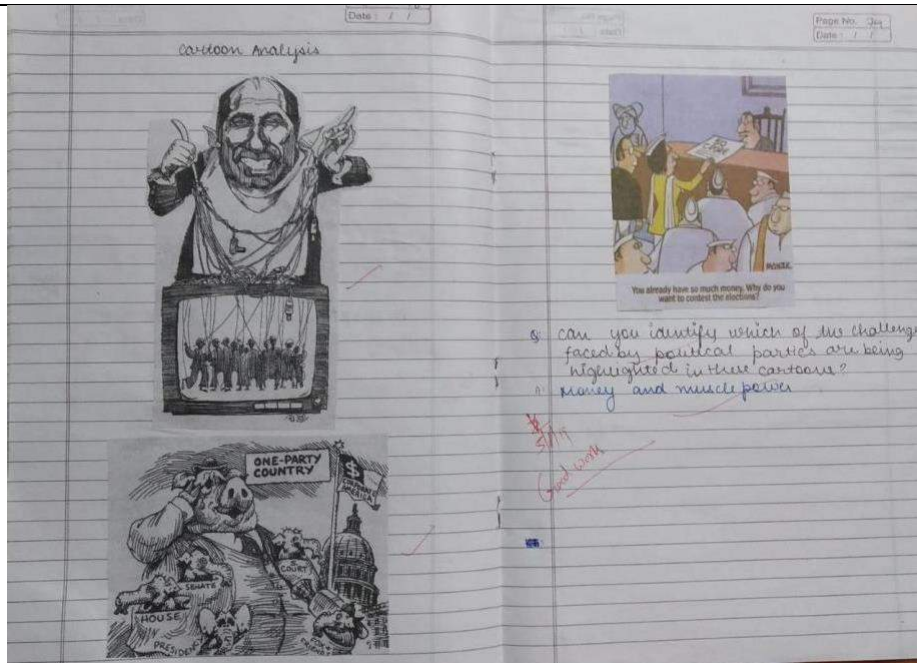
Skill Enhanced:

1. Critical thinking
2. Problem Solving

Learning Outcome:

1. Analyze the reason for poor output

	<p>2. Clarity and correctness of concept</p> <p>Logical presentation of arguments</p>	
AUGUST	<p>MINRALS AND ENERGY RESOURCES</p> <p>Sub Topic</p> <ul style="list-style-type: none"> • Types of minerals, distribution and economic Importance of minerals. • Conservation of Resources • Conventional and Non-conventional sources of energy • Distribution, and utilization <p>Teaching Aid: Political map of India</p> <p>Assessment Strategy: Class Test/Presentation</p> <p>Skill Enhanced: Reading and interpreting tables, charts, graphs and map</p> <p>Learning Outcome:</p> <ol style="list-style-type: none"> 1. Know about the production and distribution of minerals. 2. Locate the places related to the distribution of minerals. 3. The different sources of energy produced. <p>ART INTEGRATION: Map Skill</p>	10
AUGUST	<p>Political Parties: (Chapter 7)</p> <p>SUB TOPICS-</p> <p>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</p> <p>TEACHING AID-</p> <p>Mind map, Map, book, picture analysis, mnemonic</p> <p>ASSESSMENT STRATEGY-</p> <p>Assignments, Student reflection check list, mind maps.</p> <p>ART INTEGRATION- Cartoon analysis</p>	6



SKILL ENHANCED-

Interpreting visual source, Map skill, critical thinking and problem solving.

LEARNING OUTCOMES:

The students will be able to

- acknowledge the need of political parties in a democratic set up.
- Critically analyze the work of political party.
- Actively participate in the political process of the country.
- Suggest ways of reforming political parties in India.

SEPTEMBER

OUTCOMES OF DEMOCRACY-

4

SUB TOPICS-

- **Outcomes of Democracy:**
- How do we assess democracy's outcomes? Accountable, responsive and legitimate government Economic growth and development
- Reduction of inequality and poverty
- Accommodation of social diversity Dignity and freedom of the citizens.

SEPTEMBER

Globalisation and the Indian Economy: (Chapter 4)

7

SUB TOPICS-

- Production across countries
- Foreign trade and Interaction of Markets
- what is Globalization? Factors
- WTO, Impact
- Fair Globalization

	<p>TEACHING AID-</p> <p>Mind map,Map, book, picture analysis,internet</p> <p>ASSESSMENT STRATEGY-</p> <p>Assignments, Student reflection check list, mind maps.</p> <p>SKILL ENHANCED-</p> <p>Interpreting visual source, Map skill,compare and contrast</p> <p>LEARNING OUTCOMES: The students will be able to:</p> <ul style="list-style-type: none"> • Identify the present phase of globalization • Describe the role of technology in organizing production across countries. • Understand the liberalization of trade • Recognize the efforts taken by the government for fairglobalisation. 	
OCTOBER	<p>MANUFACTURING INDUSTRIES</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • Discuss the need for planned industrial development and debate over the role of govt. towards sustainable development. • Understand the regional disparity which has resulted in the location of industries in specific areas. <p>Sub Topic:</p> <ul style="list-style-type: none"> • Importance of manufacturing industry, contribution to economy, factors affecting location of industry and classification of industries • Industrial pollution and degradation of environment • Measures to control degradation. <p>Teaching Aid:</p> <ol style="list-style-type: none"> 1. Mind map 2. Political map of India <p>Assessment Strategy: Extempore</p> <p>Skill Enhanced: Reading and interpreting tables, charts, graphs and map</p> <p>Learning Outcome:</p> <ol style="list-style-type: none"> 1. Know about the factors affecting location of industries 2. Classify industries on the various basis 3. Understand the industrialisation on man 4. Bring awareness about the damaged caused due to industries 	16
OCTOBER	<p>LIFELINES OF NATIONAL ECONOMY</p> <p>Learning objectives</p> <ul style="list-style-type: none"> • To understand the need and the importance of transport and communication 	7

	<p>in the shrinking world.</p> <ul style="list-style-type: none"> • To understand the role of trade in the economic development of the country. • Sub Topic: • Need and importance of transport • Mode of transport-Road, Railways; Pipelines, Waterways, Airways. Their merits and demerits. • Communication, International trade, and Tourism as a trade. <p>Teaching Aid: Political map of India</p> <p>Assessment Strategy: Test</p> <p>Skilled Enhanced: Critical Analysis of different types of road.</p>	
OCTOBER	<p>THE MAKING OF GLOBAL WORLD</p> <p>TEACHING AID Mind map,Map, book, picture analysis</p> <p>ASSESSMENT STRATEGY</p> <ul style="list-style-type: none"> • Assignments • Student reflection check list • mind maps. <p>SKILL ENHANCED</p> <ul style="list-style-type: none"> • Interpreting visual source • Map skill • skill to conduct research work,analytical skill <p>Learning outcomes:</p> <ul style="list-style-type: none"> • The student will be able to • Understand that globalisation has a long history • Analyze the implication of globalisation for local economies. • Understand how globalisation is experienced differently by different social groups 	10
NOVEMBER	<p>The Age Of Industrialisation</p> <p>SUB TOPICS:</p> <ul style="list-style-type: none"> • Before the Industrial Revolution • The Coming up of the Factory • The Pace of Industrial change • Hand Labour and steam power • Industrialisation in the colonies • What happened to the weavers • Manchester comes to India • The peculiarities of Indian growth • Market for goods <p>TEACHING AID</p> <p>Mind map,Map, book, picture analysis</p> <p>ASSESSMENT STRATEGY</p>	10

	<ul style="list-style-type: none"> • Assignments • Student reflection check list • mind maps. <p>SKILL ENHANCED Interpreting visual source, Map skill, logical thinking.</p> <p>LEARNING OUTCOME</p> <p>The child will be able to:</p> <ul style="list-style-type: none"> • Examines phenomena, events and their occurrence in order to explain cause and effect relationship between them. 	
NOVEMBER	<p>PRINT CULTURE</p> <p>SUB TOPICS- (a) The history of print in Europe. (b) The growth of press in nineteenth century India. (c) Relationship between print culture, public debate and politics</p> <p>TEACHING AID</p> <p>Mind map, Map, book, picture analysis</p> <p>ASSESSMENT STRATEGY</p> <ul style="list-style-type: none"> • Assignments • Student reflection check list • mind maps. <p>SKILL ENHANCED Interpreting visual source, Map skill, logical thinking.</p> <p>LEARNING OUTCOME</p> <p>The students will be able to:-</p> <ul style="list-style-type: none"> • Understand the history of development of print in Europe. • Get familiarized with the role and impact of print revolution. • Establish the link between print culture and circulation of ideas. • Get familiarized with pictures, cartoons, extracts from propaganda literature and newspaper Debate on important events and issues of the past 	10
	<p>CONSUMER AWARENESS (COMIC STRIP)</p>	



1. Develop a colorful cartoon story on the given consumer case on A4 size sheet. It is to be noted that the projects and models prepared should be made from eco-friendly products without incurring too much expenditure. The Project Report should be handwritten by the students themselves.

This is an individual activity and the entire work is to be done in a simple folder on A-4 size sheet. The project should not exceed 5 pages. The project must have an

1. Introduction (School name, your name, class and section, Roll no.)
2. an attractive heading,
3. content in the form of bubbles, picture etc.
4. Conclusion.
5. Evaluation Report.

Consumer Case

Manjeet Singh Vs. National Insurance Company Ltd. & Anr: In this case, the appellant had purchased a second-hand truck under a Hire Purchase agreement. The vehicle was insured by the respondent insurance company. One day when he was driving the truck, a passenger asked him to stop the truck and give him a lift. When he stopped the truck, the passenger brutally assaulted the driver and fled with the vehicle. An FIR was lodged and the respondent finance company was intimated about the theft. However, the insurance company rejected the claim on the ground of breach of terms of the policy. The complainant approached District Consumer Disputes Forum, State Commission and National Commission to compensate him for the loss. All of them had rejected the case. So, finally he approached the Supreme Court.

Judgment: The Supreme Court held that the appellant was not at all in fault. It can be considered as a breach of the policy, but not a fundamental breach to bring the insurance policy to an end and terminate the insurance policy. The two-judge bench of Supreme Court directed the respondent insurance company to pay 75% of

the insured amount along with 9% interest p.a. from the date of filing the claim. The court also directed the insurance company to pay sum of Rs. 1, 00, 000 as compensation.

LEARNING OUTCOMES:

- Evaluates and presents the best options with reasoning in order to illustrate decision making/problem solving skills.

Sustainable Development Goals(SDGs):

- Peace and Justice strong institutions.

SUBMISSION DATE. - 1 JULY, 2022

Note- Please refer the comic story given in chapter “CONSUMER AWARENESS” in the economics book.

RUBERICS-

S NO.	ASPECT	MARKS
1	Content accuracy and originality	1
2	Presentation and creativity	1
3	Viva or written test for content assimilation	1

**QUESTION PAPER DESIGN
CLASS X**

Time: 3 Hours

Maximum Marks : 80

S.No	COMPETENCIES	Total Marks	% weightage
1	Remembering and Understanding: Exhibiting memory of previously learned material by recalling facts, terms, basic concepts, and answers; Demonstrating understanding of facts and ideas by organizing, translating, interpreting, giving descriptions and stating main ideas.	28	35%
2	Applying: Solving problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	15	18.75%
3	Formulating, Analyzing, Evaluating and Creating: Examining and breaking information into parts by identifying motives or causes; Making inferences and finding evidence to support generalizations; Presenting and defending opinions by making judgments about information, validity of ideas, or quality of	32	40%

		work based on a set of criteria; Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.			
	4	Map Skill	5	6.25%	
			80	100%	
INTERNAL ASSESSMENT: 20 MARKS					
		Marks	Description		
	Periodic Assessment	10 Marks	Pen Paper Test	5 marks	
			Assessment using multiple strategies For example, Quiz, Debate, Role Play, Viva, Group Discussion, Visual Expression, Interactive Bulletin Boards, Gallery Walks, Exit Cards, Concept Maps, Peer Assessment, SelfAssessment, etc.		
	Portfolio	5 Marks	Classwork <ul style="list-style-type: none"> • 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 		
	Subject Enrichment Activity	5 Marks	Project work		

DAV PUBLIC SCHOOL, UPPAL SOUTHEND SEC. 49 GURUGRAM

CLASS – X

SUBJECT – SOCIAL SCIENCE

PRACTICE PAPER

Time Allowed: 2 Hours

Maximum Marks: 40

General Instructions:

- i. This Question paper is divided into five sections-Section A, B, C, D and E.
- ii. All questions are compulsory.
- iii. Section-A: Question no. 1 to 5 are very short answer type questions of 2 marks

- each. Answer to each question should not exceed 40 words.
- iv. **Section-B:** Question no. 6 to 8 are short answer type questions, carrying 3 marks each. Answer to each question should not exceed 80 words.
- v. **Section-C:** Question no. 9 and 10 are long answer type questions, carrying 5 marks each. Answer to each question should not exceed 120 words.
- vi. **Section-D:** Question no. 11 and 12 are Case Based questions.
- vii. **Section-E:** Question no. 13 is map based, carrying 3 marks with two parts, 13.1 from History (1 mark) and 13.2 from Geography (2 marks).
- viii. In addition to this, separate instructions are given with each section and question, wherever necessary.

	SECTION A VERY SHORT ANSWER QUESTIONS	2X5=10
1	State any two suppressive measures taken by the British administration to clamp down on nationalists.	2
2	Explain the problems faced by the Indian railways.	2
3	“Democratic governments in practice are known as accountable.” Support the statement with relevant arguments.	2
4	Enumerate any two features of MNCs.	2
5	“ Roadways still have an edge over railways in India.” Support the statement with relevant argument.	2
	SECTION B SHORT ANSWER QUESTIONS	3X3=9
6	“Technology has stimulated the globalization process.” Justify.	3
7	State the reasons why Mahatma Gandhi Decided To Withdraw The Non – Cooperation Movement.	3
8	How does democracy promote the dignity and freedom of an individual?	3
	SECTION B LONG ANSWER QUESTIONS	5X2=10
9	“Democracy is a better form of government than any other form of government.” Analyse the statement.	5
10	Define the term liberalization. Explain the reasons why the India government started the policy of liberalisation in 1991.	1+4
	SECTION D	4X2=8

CASE BASED		
11	<p>Read the given text and answer the following questions:</p> <p>The idea of satyagraha emphasised the power of truth and the need to search for truth. It suggested that if the cause was true, if the struggle was against injustice, then physical force was not necessary to fight the oppressor. Without seeking vengeance or being aggressive, a satyagrahi could win the battle through nonviolence. This could be done by appealing to the conscience of the oppressor. People – including the oppressors – had to be persuaded to see the truth, instead of being forced to accept truth through the use of violence. By this struggle, truth was bound to ultimately triumph. Mahatma Gandhi believed that this dharma of non-violence could unite all Indians.</p> <p>What is the most important duty of Satyagrahi ? According to Gandhi ji how all indians can be united? How a satyagrahi can win the battle through non – violence?</p>	2+1+1
12	<p>Read the given text and answer the following questions:</p> <p>The distribution pattern of the Railway network in the country has been largely influenced by physiographic, economic and administrative factors. The northern plains with their vast level land, high population density and rich agricultural resources provided the most favourable condition for their growth. However, a large number of rivers requiring construction of bridges across their wide beds posed some obstacles. In the hilly terrains of the peninsular region, railway tracts are laid through low hills, gaps or tunnels. The Himalayan mountainous regions too are unfavourable for the construction of railway lines due to high relief, sparse population and lack of economic opportunities. Likewise, it was difficult to lay railway lines on the sandy plain of western Rajasthan, swamps of Gujarat, forested tracks of Madhya Pradesh, Chhattisgarh, Odisha and Jharkhand.</p> <p>Why it is not difficult to lay railway tracts in Northern plain? 2 List any two ways through which we can lay network of transport in hilly areas. 1 Why it is difficult to lay railway line in Madhya Pradesh? 1</p>	2+1+1
SECTION E MAP SKILL BASED QUESTION		1X3=3
13	<p>13.1 On the given outline Political Map of India, identify the place marked as A with the help of following information and write its correct name on the line marked near it.</p> <p>(A) Indian National Congress session.</p> <p>On the same given map of India, locate and label the following:</p> <p>I. International Airport in Tamil Nadu II. A port in Gujarat</p>	1+1+1

